

Project 2: Higher Ed Case Studies

Stephanie Talalai

New Jersey City University

Case Study #1: Online Learning Director

<p>Overview</p>	<p>South Range State College (SRSC) is an Urban College with an enrollment of 6500 undergraduate and 2000 graduate students with a mission to improve the educational, intellectual, cultural, socio-economic, and physical environment of the urban region surrounding the college and beyond. SRSC is currently experiencing financial difficulty due to declining state support for higher education and other state-funded agencies and activities. To address the state funding situation, SRSC has increased tuition and student fees. Graduate enrollment has remained steady but undergraduate enrollment has declined. The college offers online graduate programs but no online undergraduate programs. The online undergraduate courses offered receive the worst evaluations of any of the courses. The college has been without a Director of Online Education for a year and the Provost has decided to increase online class sizes from 20 to 25 to gain revenue as well as instituting a new rule that no faculty may teach more than one course per semester online due to the poor evaluations.</p>
<p>Needs Analysis</p>	<p>The Provost and College stakeholders want to increase undergraduate enrollment and improve student satisfaction with online courses.</p> <p>In order to identify the problems, the Director of Online Learning will:</p> <ol style="list-style-type: none"> 1. Send questionnaires to students who have taken an online undergraduate course to ascertain reasons for dissatisfaction (i.e. was the problem related to content or faculty?). 2. Review course evaluations to determine a theme or pattern. 3. Interview staff currently teaching undergraduate online classes to determine if appropriate training in e-learning is being provided. 4. Interview staff currently teaching online graduate classes to determine areas of success. 5. Director of online learning will research best practices in e-learning to ensure undergraduate student success. 6. Director of online learning will meet with the Provost to determine future goals for e-learning at the College. <p>Some possible solutions are:</p> <ul style="list-style-type: none"> • Improving the quality of undergraduate online classes through intensive faculty training programs. • Ensuring student success by improving the Learning Management System and instituting student training modules. • Instituting online undergraduate programs based on the needs of the students.

	<ul style="list-style-type: none"> • Creating recruiting strategies to encourage students to apply for undergraduate and graduate online programs.
Task Analysis	<p>Faculty and Staff need to be able to successfully create and implement a quality online learning experience for their students. In order to complete this task, they will be required to:</p> <ul style="list-style-type: none"> • Successfully complete Learning Management System Training. • Create and upload the course syllabus. • Create and maintain positive and ongoing communication with students. • Universally design relevant course materials through various modalities. • Successfully evaluate student learning. <p>Students need to be able to successfully complete the online course. In order to complete this task, they will be required to:</p> <ul style="list-style-type: none"> • Complete pre-requisite training modules for online learning. • Complete required assignments. • Engage in online discussion boards. • Complete course evaluations.
Learner Analysis	<p>Audience and stakeholders: SRSC Community:</p> <ul style="list-style-type: none"> • College President • Provost • Faculty and Staff • Online learning community <p>SRSC Students:</p> <ul style="list-style-type: none"> • Online learners • Blended learners • Family members • Potential students <p>Learner analysis will include charting the following characteristics:</p> <ul style="list-style-type: none"> • Age • Gender • Motivation • Attitudes toward online learning • Learning styles
Goals/Objectives	<p>Goal: To improve student satisfaction with online learning and increase enrollment.</p>

	<p>Objectives: The learner will be able to:</p> <ul style="list-style-type: none"> • Design an effective online undergraduate course that engages the student and promotes success. • Evaluate student success through universally designed course work. • Modify course content to improve student outcomes. <p>It is expected that undergraduate enrollment in online courses will increase. Expected costs include the development of LMS training modules. The benefits will be increased revenue due to increased undergraduate enrollment.</p>
--	---

Case Study #2: Paul Seymour, Assistant Professor: A Dilemma Case in Teaching

<p>Overview</p>	<p>The 40 pre-med juniors in Paul Seymour's Molecular Evolution course were not satisfied with his new collaborative teaching model. They met his approach with skepticism and hostility. The students discussed their dissatisfaction with other faculty members in the Biology Department. The Chair of the department was also concerned that Paul has not been getting his grant writing accomplished.</p>
<p>Needs Analysis</p>	<p>Paul Seymour and the Chair of the Biology Department want to increase student satisfaction with Molecular Evolution course, increase student acceptance of collaborative teaching model and increase time spent on grant writing.</p> <p>In order to identify the problems, the Professor Seymour will:</p> <ol style="list-style-type: none"> 1. Interview current students in the Molecular Evolution course ascertain reasons for dissatisfaction. 2. Interview Dr. Mary Craxton to learn steps needed to implement successful collaborative learning in class. 3. Observe other classes where collaborative learning is being implemented. 4. Research best practices in collaborative learning to ensure student success. 5. Meet with the Chair of the Biology Department to determine timelines for grant writing duties. <p>Some possible solutions are:</p> <ul style="list-style-type: none"> • Discussions with students about the research about the benefits of collaborative learning. • Professor Seymour will attend collaborative learning training. • After discussions with students, Paul can:

	<ul style="list-style-type: none"> ○ Modify his current teaching style to include both traditional and collaborative models. ○ Revert back to traditional model. ○ Continue to teach through collaborative model. ● Develop a plan with goals and objectives based on meeting with Department Chair. ● Attend grant writing seminars.
Task Analysis	<p>Professor Seymour needs to be able to successfully create and implement a collaborative learning model for his Molecular Evolution course while at the same time increase his grant writing efforts. In order to complete these tasks, he will be required to:</p> <ul style="list-style-type: none"> ● Consult with experts in collaborative learning. ● Address student concerns. ● Create and maintain positive and ongoing communication with students. ● Employ best practices in collaborative learning in his classes. ● Continue with ongoing evaluations of student attitudes and learning outcomes. ● Develop time management skills for grant writing deadlines.
Learner Analysis	<p>Audience and stakeholders:</p> <ul style="list-style-type: none"> ● Professor Seymour ● Biology Department Chair, David Montague ● Students in Professor Seymour's Molecular Evolution course ● Biology Department Faculty ● Dr. Mary Craxton <p>Learner analysis will include charting the following characteristics:</p> <ul style="list-style-type: none"> ● Age of students ● Gender of students ● Motivation of students ● Attitudes toward collaborative learning ● Student learning styles
Goals/Objectives	<p>Goal 1: To increase student satisfaction of the Molecular Evolution course.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Research and implement collaborative learning principals for college courses. ● Evaluate student satisfaction through surveys, class discussions and interviews.

	<ul style="list-style-type: none">• Modify course delivery methods to improve student outcomes. <p>Goal 2: To increase time spent on grant writing.</p> <p>Objectives:</p> <ul style="list-style-type: none">• To formulate clear goals and benchmarks for grant writing.• Complete established grant proposals.• Present plans for future research to the Department Chair. <p>It is expected that student satisfaction will increase over time. The benefit of successful grant writing benefit is increased revenue for the Biology department.</p>
--	--