

Case Study #1: Online Learning Director  
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Sections	Criteria
Overview	<p>South Range State College (SRSC) a medium size institution located in a metropolitan area serves the majority of its undergraduate population of 6500 students on campus with a small number of unpopular online and blended course offerings. Its small but successful graduate program provides fully online learning options to 2000 students.</p> <p>Current situation: The cost of a higher education degree continues to rise while students are being made responsible for more of the financial burden, subsequently the rate of student enrollment has been steadily decreasing with fewer new admissions in the undergraduate department. The graduate department's admissions office reports that while remaining steady projected levels of growth are not being obtained.</p> <p>Serving the college's mission of improving the plight of the urban community through empowering its stakeholders to effect positive changes in their lives and the lives of others. SRSC sees offering quality higher education to the community at an affordable price as the fulfillment of that mission. Reflecting the changing state of higher education, SRSC has attempted to shift delivery options in the undergraduate level to a more cost-effective model while maintain the high quality of its face-to-face programs. Faculty members within the undergraduate department are now required to teach one course per semester online at the direction of the provost. The class size for graduate department faculty for the two programs offered online will be increased from 20 students per class to 25 in an attempt to recoup the projected revenue losses.</p>
Needs Analysis	<p>Based upon the results of the needs analysis administered by the online learning director along with the department of institutional research, through review of records from the business and admissions office, an online questionnaire, and town hall meetings completed and attended by representatives of the college community (undergraduate and graduate faculty, business department, admissions for both departments and the college IT department), prospective graduating seniors and their parents from surrounding high schools the following have been identified as priority issues facing SRSC:</p> <ul style="list-style-type: none"> <li>• Increase undergraduate and graduate enrollment</li> </ul>

	<ul style="list-style-type: none"> <li>• Train Undergraduate faculty in the appropriate development and delivery of online course offerings that are currently being offered face to face</li> <li>• Ensure college infrastructure is prepared to support the increase of students in digital delivery systems</li> <li>• Increase online course offerings</li> <li>• Restructure financial cost per credit structure to reflect the changing delivery model</li> </ul>
Task Analysis	<p>The college in order to restructure course delivery options and appeal to a wider range of possible applicants will undertake the following steps:</p> <ul style="list-style-type: none"> <li>• Provide Professional Development (PD) in online course design and construction to all faculty members in the undergraduate department. Graduate faculty members with a history of highly reviewed online course offerings will receive a stipend for conducting PD session in person or through online formats.</li> <li>• The college will increase the budget of the IT department to reflect the results of the needs assessment to improve the college infrastructure.</li> <li>• Revamp the department course offerings to provide options for all courses in the undergraduate department to be taken in multiple formats F2F, hybrid or online.</li> <li>• Readjust tuition to reflect the changing course dynamic to a single fee option for all full-time undergraduate and graduate courses. This option to set your own pace which allows students to take as many credits as they can handle per semester will provide an improved income stream for the college and offer a faster course completion rate to graduation for students.</li> </ul>
Learner Analysis	<p>The stakeholders in this analysis are the students, parents of perspective students, college faculty, business department personnel responsible for setting course cost, and IT department staff responsible for updating infrastructure to meet the changing course and delivery design.</p>
Goals/ Objectives	<p>In order to meet the long-term goal of increasing student admissions in the undergraduate and graduate departments in the next three years by 15%. The following objectives will be met in a three-stage process.</p> <p>Year One</p> <ul style="list-style-type: none"> <li>• All undergraduate faculty members will receive PD from a Graduate faculty member who is well versed in the instructional design process entailing, analysis, development, design, implementation and evaluation</li> </ul>

of online instruction. Upon completion of training faculty members will select, per the instructions of the provost, one course from their current load for the first year to redesign.

- With the increased budget for the IT department, during year one, a design plan for the improvements needed to the college infrastructure will be completed and reviewed with input on projected needs from college faculty.
- Undergraduate department staff will provide updated course listing reflecting the new course options to the register's office to submit for the upcoming undergraduate course catalog for year two.
- The business office will commence course fee realignment through researching similar tuition constructs in other colleges with similar dynamics in size, location and population served to strategically place the value at a price point that is affordable.

#### Year Two

- Faculty members will with approval from the dean of the department under the guidance of the provost after reviewing results from the previous year student satisfaction surveys be offered the option of adding a second online class to replace a F2F offering. Those faculty members who upon evaluation are found to require further PD to improve their course design and delivery will be offered the option of an online mentorship.
- IT will begin the campus structural improvements identified in the previous years needs assessment.
- Faculty will update register's office with new course offerings for year three.
- Business office will put forth to the board of directors the proposed tuition restructuring for approval. With approval tuition changes will be advertised to the public and in place for year three registrations.

#### Year 3

- All Undergraduate staff will be trained and have developed three course offerings in online format.
- IT will have completed the first two stages of infrastructure alignments to enable the transition to the online multi-delivery format.
- New course listings will be available for registration
- New one-cost full credit fee will be in place

## Case Study # 2 Course Design

Sections	Criteria
Overview	<p>Assistant Professor Paul Seymour a recent hire in the Department of Biological Sciences at the University of Buffalo, State University of New York has developed and redesigned the course Molecular Evolution after an experimental instructional approached he learned from his mentor. The 40 juniors, mostly premed majors, enrolled in the course responded at the five-week course assessment point with disapproval and unhappiness with the collaborative model design of instruction. Assistant Professor Seymour while starting a new position has been highly successful in the field of research, with well-established mentors. While his prior experience as a teaching assistant proved his infinity to explaining information with others, his research background and affiliations were of most importance to his department chair, who looked to Assistant Professor Seymour to develop grants to increase research opportunities for the university.</p>
Needs Analysis	<p>Using Smith and Ragan (2004) Innovation Model, Assistant Professor Seymour after determining from the review of student survey responses and an analysis of the enrolled students past academic history. That the “New Stuff” the collaborative aspects of the Molecular Evolution course design was the root cause of student dissatisfaction. The implementation of the innovation resulting in:</p> <ul style="list-style-type: none"> <li>• Students’ dislike of discussion</li> <li>• Students’ dislike of group projects</li> <li>• Students’ dislike of new teaching methods</li> <li>• Students’ preference of a lecture based instructional approach where facts are given and learned through memorization.</li> </ul> <p>The needs analysis identified factors questioning the choice of the institution of a new model of instruction at such a pivotal point in student academic careers. The current course format should be reviewed to realign the course design to meet students’ goals.</p>
Task Analysis	<p>The instructor will reassess the course design to meet students’ learning goals.</p> <ul style="list-style-type: none"> <li>• Determine what students need to learn</li> <li>• Determine what instructional design model best meets students learning needs</li> <li>• Design course based on the instructional model</li> <li>• Develop course material and instructional information to better meet students needs</li> <li>• Implement newly designed instructional model</li> <li>• Evaluate students response to new instructional model</li> <li>• Assess student goal achievement using new model</li> <li>• Implement necessary changes to course design and</li> </ul>

	instructional material										
Learner Analysis	<p>Assistant Professor Seymour in order to effectively meet the needs of the students taking the Molecular Evolution course, the Chairman, Distinguished Professor Montague, and the University will need to determine if his talents are better suited to research than to instructional design.</p> <table border="1" data-bbox="553 478 1333 789"> <thead> <tr> <th data-bbox="553 478 943 520">Strengths</th> <th data-bbox="943 478 1333 520">Weakness</th> </tr> </thead> <tbody> <tr> <td data-bbox="553 520 943 562">• Research Skills</td> <td data-bbox="943 520 1333 562">• Course Design</td> </tr> <tr> <td data-bbox="553 562 943 674">• Written Communication Skills</td> <td data-bbox="943 562 1333 674">• Instructional Delivery</td> </tr> <tr> <td data-bbox="553 674 943 747">• Mentor Relationships</td> <td data-bbox="943 674 1333 747">• Student Interactions</td> </tr> <tr> <td data-bbox="553 747 943 789">• Explaining Research</td> <td data-bbox="943 747 1333 789"></td> </tr> </tbody> </table>	Strengths	Weakness	• Research Skills	• Course Design	• Written Communication Skills	• Instructional Delivery	• Mentor Relationships	• Student Interactions	• Explaining Research	
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Goals/ Objectives	<p>Assistant Professor Seymour has identified his goal for the remainder of the semester as the restructuring of the Molecular Evolution course to address the needs of the students and their learning styles. The following objectives have been set to help him achieve this goal.</p> <ul data-bbox="586 1056 1382 1822" style="list-style-type: none"> <li>• Based upon feedback from students on the course collaborative design model, additional explanations based on sound research findings of the use of techniques, instructional goals, and expected learning outcomes of the collaborative instructional model, with examples will be included in course discussions to identify the benefits of the approach to students.</li> <li>• Readjustments to instructional design that takes in to consideration student learning styles will be made through the inclusion of a flipped model of instruction providing web based lectures and support materials that students may access to fulfill their need for a more formal instructional delivery approach while continuing to implement the collaborative practices initially identified within the original course design.</li> <li>• Assistant Professor Seymour will upon the completion of the semester determine to continue as an instructor or to shift to full time researcher and guest lecture. Which will benefit the university by taking on a more active role as a grant writer bringing in needed income and recognition for the school.</li> </ul>										