

Higher Education Case Study #1	
Sections	Criteria
Overview	<ul style="list-style-type: none"> • South Run State College (SRSC) is an urban state institution • 6500 undergraduates & 2000 graduate students • The institution's mission is grounded locally and globally • SRSC is experiencing financial difficulties due to declining state support, other state-funded agencies, and activities • Tuition and student fees have gone up to compensate for gaps in state funding • Undergraduate and graduate enrollment are decreasing • There are no online undergraduate or graduate programs • Limited number of individual courses offered online and/or hybrid • Online courses receive the poorest evaluations of all courses • As a result of poor evaluations, faculty are limited to one online course per semester • A new Director for Online Learning has been hired
Needs Analysis <i>What is the change being requested?</i> <i>Who is requesting this change?</i> <i>Where will this change need to take place?</i> <i>Is instruction the most appropriate means for bringing about the desired change?</i>	<ul style="list-style-type: none"> • Increase undergraduate and graduate enrollment <ul style="list-style-type: none"> ○ Review current and historical data to determine trends in enrollment ○ Create a campaign involving the Dean of Students to have current, former, and graduated students complete questionnaires through print, email, and on-campus activities ○ Consult with the director of admissions to review data on recruitment efforts i.e. targeted high schools, budget, the use of social media, etc. • Offer online undergraduate & graduate programs <ul style="list-style-type: none"> ○ Work with the V.P. of Academic Affairs to review current literature on transitioning traditional programs to online ○ Develop a plan to increase online programs over time ○ Create incentives for faculty to teach online courses • Determine the root cause of the poor online evaluations <ul style="list-style-type: none"> ○ Survey current and former students to determine

	<p>common issues with online courses. Survey prospective students to determine their needs for online learning. Use disaggregated data to develop an improvement plan.</p> <ul style="list-style-type: none"> ○ Survey current and prospective professors to understand their needs and perspectives for teaching online. Provide professional development in identified areas i.e. online pedagogy, learning platform, transitioning/aligning current courses to online learning ○ Work with the Director of Information Technology to evaluate current learning platform and propose new solutions if needed i.e. Blackboard. Create professional development opportunities for present and prospective faculty to teach online courses
<p>Task Analysis What is the task that individuals need to be able to accomplish or perform? What are the key components of this task?</p>	<ul style="list-style-type: none"> • Current and prospective faculty will review data collected from student surveys <ul style="list-style-type: none"> ○ Subject matter experts (SME) will revise and ensure that their courses match course descriptions and student expectations for learning ○ Departments need to evaluate online courses to ensure the correct alignment of learning goals and expectations • Faculty survey data will be reviewed and the following actions taken <ul style="list-style-type: none"> ○ Professional development/training on online learning platform
<p>Learner Analysis Who is your audience? Who are the stakeholders? How would you gauge their current levels?</p>	<ul style="list-style-type: none"> • The audience is SRSC students and faculty <ul style="list-style-type: none"> ○ Faculty learning needs will be assessed and analyzed through the use of survey data. ○ Students will be evaluated through a variety of survey data that will be reviewed and learner profiles created based on course/content area. Summative data will be collected from students to improve future online courses. • Stakeholders are current, past, and future students. • Current levels will be gauged through observations, surveys, and performance.
<p>Goals and Objectives What are your goals and</p>	<ul style="list-style-type: none"> • Goal: Increase undergraduate and graduate enrollment <ul style="list-style-type: none"> ○ Rebrand and market the SRSC image with a sharp focus on its mission and online course offerings utilizing social media and highlighting graduates

<p>objectives? List at least 1 goal and 3 objectives. What changes in behavior or performance are expected? What are the expected economic costs and benefits of any projected solutions?</p>	<p>and current students</p> <ul style="list-style-type: none"> ○ Revise the admissions and recruitment process ○ Begin to offer online undergraduate and graduate programs to reach a broader audience • Improve student perception of online courses <ul style="list-style-type: none"> ○ Incorporate student needs in online courses ○ Provide training for faculty on implementation, alignment of online courses, and technology ○ Provide technology support for students and faculty <p>Economic Costs: Within the position of Director of Online Learning there is a support staff that will be able to begin implementing a plan to support faculty and students. The Director will be responsible for coordinating actions with various departments i.e. Information Technology, College Advancement, and Admissions. A stipend will be provided for faculty who convert at least one course to online.</p> <p>Benefits: Improve perception of online courses. Increase the number of students taking online courses. SRSC will generate additional revenue as a result of programs offered online. There is a potential to increase SRSC reach beyond the walls of the college through online courses. Building SRSC's image as a 21st-century institution will help to support recruitment and retention efforts.</p>
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Higher Education Case Study #2	
Sections	Criteria
Overview	<ul style="list-style-type: none"> • Paul Seymour, Assistant Professor at State University at Chicago <ul style="list-style-type: none"> ○ Ph.D., graduate from Duke University ○ Seymour studied under Torkel Gustafeson renowned physiological ecologist ○ He continued his studies postdoc with Dr. Mary Craxton and it was then he discovered collaborative learning after careful observation • A third of the semester was over in a pre-med course in Molecular Evolution <ul style="list-style-type: none"> ○ Student survey results yield unhappy students ○ Students did not favor his new teaching method of working collaboratively in groups and opposed discussion and group assignments ○ Students preferred lecture style pedagogy • The department chair has heard students concern about Seymour's class, but he is more concerned with Seymour's ability to complete grant writing
Needs Analysis <i>What is the change being requested?</i> <i>Who is requesting this change?</i> <i>Where will this change need to take place?</i> <i>Is instruction the most appropriate means for bringing about the desired change?</i>	<ul style="list-style-type: none"> • Analysis of Paul's delivery of instruction <ul style="list-style-type: none"> ○ Determine if learning goals and objectives are being met despite students complaints ○ Observe teaching in practice ○ Review goals, objectives, content, and materials • Address students concerns <ul style="list-style-type: none"> ○ Review student surveys ○ Administer a new survey and compare results to the initial survey ○ Review student performance data compared to student survey data ○ Have students complete a learner assessment
Task Analysis <i>What is the task that individuals need to be able to accomplish or</i>	<ul style="list-style-type: none"> • Review the data from the student learning style assessment <ul style="list-style-type: none"> ○ Adjust instruction based on survey results ○ Create a balance between traditional and collaborative learning

perform? What are the key components of this task?	<ul style="list-style-type: none"> • Collaborative learning <ul style="list-style-type: none"> ○ Have department colleagues as subject matter experts (SME) observe Seymour's approach to collaborative learning and provide feedback ○ Discuss collaborative learning techniques with another faculty within and out of the department ○ Attend additional professional development if necessary ○ Have Seymour reach out to Dr. Mary Craxton
<i>Learner Analysis</i> Who is your audience? Who are the stakeholders? How would you gauge their current levels?	<ul style="list-style-type: none"> • Students and Seymour are part of the audience. Depending on the results of a needs assessment student needs will be addressed accordingly. The results of the student assessment will determine how Paul will adjust his instruction. • Stakeholders involved are Seymour, department faculty, faculty outside the department who use collaborative learning techniques, department chair, and students. • Through the data collection of needs assessments and surveys ability levels of all stakeholders will be determined.
<i>Goals and Objectives</i> What are your goals and objectives? List at least 1 goal and 3 objectives. What changes in behavior or performance are expected? What are the expected economic costs and benefits of any projected solutions?	<ul style="list-style-type: none"> • Address students perceptions <ul style="list-style-type: none"> ○ Incorporate learner interest ○ Ensure alignment between course objectives and instructional outcomes ○ Blend traditional instruction with collaborative learning ○ Increase students knowledge with supporting research behind collaborative learning ○ Create ongoing assessment to measure content mastery • Support grant writing efforts <ul style="list-style-type: none"> ○ Establish and maintain weekly deadlines ○ Conduct research on collaborative learning ○ Constantly maintain teaching and department responsibilities