

Linda Lampert

Project 2: Higher Education Case Studies

New Jersey City University

Case Study #1: Online Learning Director, Author: Dr. Zieger, New Jersey City University

Overview	<p>South Run State College (SRSC), a state institution located in the city, is facing financial difficulties and enrollment challenges. They have 6,500 undergraduate and 2,000 graduate students. At the moment, the college offers only a few online online courses and programs for its undergraduate and graduate students.</p> <p>The provost would like to increase enrollment by adding numerous online classes and programs. However, online classes are already receiving bad evaluations and the Office of Online Learning is currently understaffed with only two employees. These employees help the faculty learn how to use the course management system, but they do not do the instructional design for them. Faculty are on their own for this.</p> <p>The stakeholders that are involved are undergraduate students, graduate students, faculty, and staff including the Director for Online Learning and the Provost.</p> <p>To address their situation, the Provost has hired a Director for Online Learning to come up with a plan to attack this problem.</p>
Needs Analysis	<p>The Provost is requesting that the newly hired, Director for Online Learning comes up with a plan to address the school's issues.</p> <p>The current status of SRSC is that they are facing some challenges:</p> <ul style="list-style-type: none">● Financial difficulties due to decreased state aid● Increased tuition fees● Decreased enrollment● Understaffed Office of Online Learning● No one to help with instructional design● Not many online courses or programs available <p>The change that is being requested is:</p> <ul style="list-style-type: none">● Increase enrollment at SRSC● Improve the quality of online courses● Increase the availability of online courses● Increase the amount of online programs

	<p>In order to determine the possible issues, the Director of Online Learning will conduct a needs analysis by doing the following to collect data:</p> <ul style="list-style-type: none"> ● Review the online course evaluations since they have reportedly been mostly negative ● Interview students that have taken or are taking online courses ● Survey faculty to gauge how well they feel prepared to teach online courses ● Create a focus group with professors that have taught online courses ● Observe and evaluate the current online courses ● Consult with peers at colleges and universities that have successful online programs to find out what programs they offer and how they operate and train their faculty and staff ● Review literature regarding best practices <p>In order to determine possible solutions, the Director of Online Learning will analyze the data to determine:</p> <ul style="list-style-type: none"> ● Online programs and courses that should be offered ● Identify professional development that is needed <p>In order to measure effectiveness, the Director of Learning will:</p> <ul style="list-style-type: none"> ● Review future student evaluations ● Survey staff ● Compare enrollment numbers over the next few semesters
Task Analysis	<p>The tasks that the Director of Online Learning needs to accomplish are:</p> <ul style="list-style-type: none"> ● Increase the availability of online courses and programs ● Increase enrollment at SRSC <p>The key components of this task involve:</p> <ul style="list-style-type: none"> ● Providing professional development for faculty to avoid the Provost hiring a company to deliver all of the online courses.
Learner Analysis	<ul style="list-style-type: none"> ● The audience is the students ● The stakeholders are the both, the undergraduate and graduate students at SRSC, as well as the faculty and administrators ● Their current levels can be gauged through interviews and surveys

Goals/Objectives	<p>Goal: SRSC is to increase enrollment by improving the quality and the amount of online courses and programs that are available.</p> <p>Objectives:</p> <ul style="list-style-type: none"> ● Increase student enrollment for online courses ● Train faculty on best practice in designing their courses ● Improve feedback through future course evaluations ● Stabilize tuition costs in order to avoid future increased costs ● Provide orientation training to students taking online courses for the first time
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Case Study #2: Paul Seymour, Assistant Professor: A Dilemma Case in Teaching, Author: Clyde Freeman Herreid, Department of Biological Sciences, University at Buffalo

Overview	<p>Paul Seymour, PhD is an Assistant Professor at The State University at Chicago. He is an established writer and has studied under some influential and respected members of the education community.</p> <p>Dr. Seymour is three-quarters of the way through his first semester teaching a Molecular Evolution course. Through surveys that were given to the students, he discovered that students are not happy with the different teaching methods that he has introduced to them. These students are pre-med students that are preparing for the MCAT. They do not want to be bothered with collaborative groups, work, and discussions.</p> <p>Dr. Seymour's colleagues are not embracing his teaching methods either.</p> <p>Additionally, Dr. Seymour has also been neglecting to focus on the grant writing that he should be working on. Dr. David Montague, the Department Chair is not happy about this.</p> <p>The stakeholders that are involved are Dr. Paul Seymour, Dr. David Montague, the 40 students, faculty members (peer colleagues).</p>
Needs Analysis	<p>The current status of the Molecular Biology Class is that:</p> <ul style="list-style-type: none"> ● The students are unhappy Dr. Seymour and the new teaching style that he has implemented

	<ul style="list-style-type: none"> • Dr. Seymour is devoting too much time to this situation and not enough time is being spent on writing a grant <p>The change that is being requested is:</p> <ul style="list-style-type: none"> • The students want Dr. Seymour to ‘teach’. They have expressed that they feel that he doesn’t do anything • The Chairman wants Dr. Seymour to reexamine his teaching methods and focus on writing the grant <p>In order to determine if he should switch to a more traditional teaching style, Dr. Seymour will conduct a needs analysis by collecting the following data:</p> <ul style="list-style-type: none"> • Review evaluations of the identified audience • Observe students in class during collaborative activities • Review current literature regarding collaborative learning • If time permits, organize a focus group of students and/or staff • Have faculty and the Chairman observe the class • Consult with Dr. Mary Craxton, who is using collaborative learning effectively <p>In order to determine possible solutions, the professor will analyze the data to determine:</p> <ul style="list-style-type: none"> • Address student’s concerns • Identify the areas of instruction that may need to be adjusted • Whether or not to amend the grading criteria for the course <p>In order to measure effectiveness, the professor will:</p> <ul style="list-style-type: none"> • Conduct future surveys • Self-reflect
Task Analysis	<p>The tasks that Dr. Seymour needs to accomplish are:</p> <ul style="list-style-type: none"> • Get students to embrace the new style of teaching or to be flexible and change the style of teaching to satisfy what the students want • Free up time to work on the grant proposal <p>The key components of this task involve:</p> <ul style="list-style-type: none"> • If needed, revise syllabus • Open communication between the professor and the students

Learner Analysis	<ul style="list-style-type: none">● The audience is the 40 pre-med students in their junior year that are enrolled in Dr. Seymour's class● The stakeholders are the students, the professor, fellow faculty members, and Dr. Montague● Their current levels can be gauged through the course surveys, comments from fellow faculty members, and feedback from Dr. Montague
Goals/Objectives	<p>Goal: Improve motivation and engage students in meaningful learning.</p> <p>Objectives:</p> <ul style="list-style-type: none">● Work with the students to ease their minds to help alleviate the added stress before the MCAT exam● Increase lecture time● Amend the grading criteria and syllabus for the course <p>Goal: Improve perception among students and faculty regarding collaborative learning methods.</p> <p>Objectives:</p> <ul style="list-style-type: none">● Implement best practices of collaborative learning next semester using a different approach● Recruit more faculty to introduce collaborative methods in their courses● Provide professional development on best practices of collaborative learning throughout the entire Science Department