A Giant LEAP from Online Course Design to Curriculum Management

Dr. Diana Lawrence, SVPAA/Provost
Dr. Anthony Piña, Associate Provost
Dr. Ken Moran, Vice Provost

Sullivan University, Louisville KY

Objectives

Discuss	How siloed and disconnected processes can be united
Identify	Challenges to course development, curriculum management and institutional effectiveness
Discuss	How course mapping can improve the quality and consistency of on-campus, hybrid and online courses
Discuss	How program and course mapping can align curriculum planning, course design, program assessment, curriculum review and accreditation

First Giant LEAP

- **L**everaged external Provost candidate
- **E**liminated dependence on past
- **A**ble to view culture, structure & resources differently
- **P**rovided perspective via external experiences

Merger - Blessing or a Curse?

- **B**oard approved merger provided opportunity
- **L**eadership provided authority to eliminate silos
- **E**stablished common ground between three distinct cultures & institutional accrediting bodies
- **S**olidified goals and **S**tandardized structure
- **I**mplemented a **N**ew Coaching model (from summative to formative)
- **G**ained momentum tying change to other change

Tying Change to Change

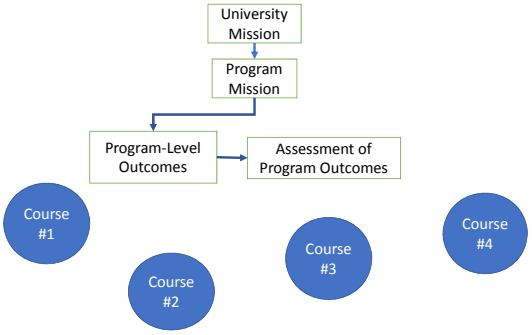
- Merger
- Organizational/personnel changes
- Strategic planning
- Accreditation
  - Regional & programmatic
  - Measurable objectives, assessment, QEP
- New Learning Management System (LMS)
- Decline as opportunity
- Open Educational Resources (OER)

This Photo by Unknown Author is licensed under CC BY-NC-SA

SACSCOC Standards

- Planning and evaluation processes and systematic review (7.1)
- Institutional effectiveness through outcomes, assessments and improvement (8.2)
- Curriculum content, quality and effectiveness (10.4)

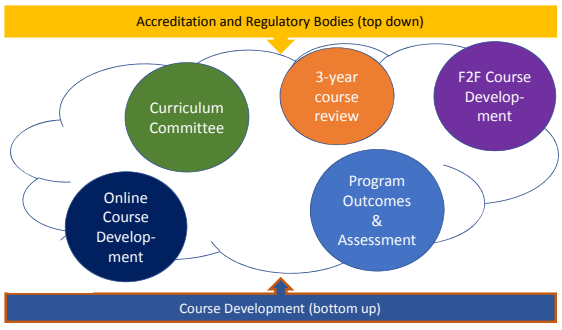
Legacy Culture



Institutional Challenges

- **Disconnect** between program and course outcomes and assessments
- **Gaps in the curriculum** where program outcomes were not being met
- **Redundancies** within a program's curriculum
- **Lack of consistency** in the development and quality of F2F, hybrid & online courses
- **Lack of consistent** procedures for curriculum evaluation and management
- **Academic and support units** not working together on institutional effectiveness

Legacy Culture - Big Picture



The New Big Picture

Accreditation and Regulatory Bodies (top down)

Program Outcomes & Assessment

F2F/OL Course Development

Curriculum Committee

3-year course review

Course Development (bottom up)

The only thing of real importance that leaders do is to **create and manage** culture.

If you do not **manage culture**, it manages you, and you may not even be aware of the extent to which this is happen.

~Edgar Schein

Why Change?

- Status quo longer sufficient
  - What we have been doing no longer works
  - We can do better!
- Outside influence
  - Competition
  - Regulation
  - Changing market/demographics
  - ???

Changing Culture

- Strategically
  - Vision of what this looks like
  - Don't believe naysayers
  - One step at a time
- Incrementally
  - Small targeted victories
  - Don't rush
  - Don't be discouraged
- Tie change to other changes
  - Change begets change

Laying the Groundwork

- Online course standards
- Online course development process
  - Instructional designers
  - Faculty to SME
  - Triangulated evaluation
- Planning & Evaluation Coordinating Council

PECC - Planning & Evaluation

- Our response to IE
- Representative standing committee
- Academic & administrative units present annual assessment report
- Receive critique and recommendations
- Provides mentors to each unit
- Accountability for program outcomes and assessment

Course Maps Tie it Together

Accreditation and Regulatory Bodies (top down)

Program Outcomes & Assessment

F2F/OL Course Development

Curriculum Committee

3-year course review

Course maps

Course Development (bottom up)

The Course Map

- Blueprint of a course
- Previously internal document
  - Used by ID/SME during online course development
- Adapted for academic units
  - Ties to program outcomes
  - Guidance for course outcomes
  - Aligns weekly outcomes and assessments to course outcomes
  - Specifies faculty qualifications

Let's Look at a Course Map

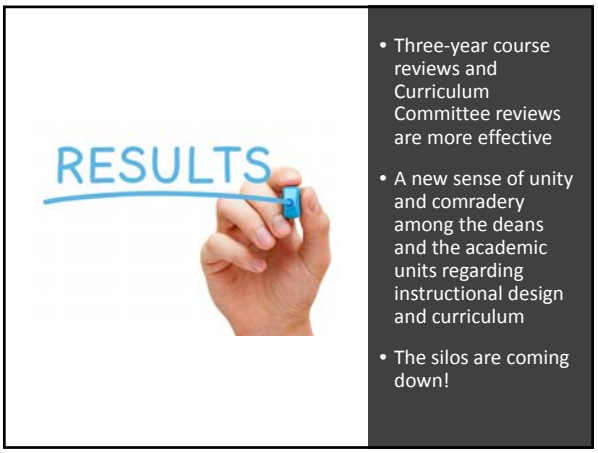
The Course Map

- Goal is course map for every online & F2F course
- Helps pinpoint curriculum gaps
  - Economics example
- Provides evidence of online & F2F course alignment
- Used to determine full vs. partial course development
- Used to conduct 3-year curriculum evaluations

What About Academic Freedom?

- We ask the deans and program directors to work with the faculty to establish the appropriate SLOs
- Once established, we ask faculty not to change SLOs or assessments
  - We report those to accrediting agencies and PECC
- Faculty have freedom to determine instruction
  - Editor access to online courses

- Course maps become evidence for SACSCOC & programmatic accreditors
- Creation of program-level assessment plans simplified
- Easier to identify curriculum needs and gaps
- Easy to demonstrate equivalency across modalities



- Three-year course reviews and Curriculum Committee reviews are more effective
- A new sense of unity and comradery among the deans and the academic units regarding instructional design and curriculum
- The silos are coming down!

Questions