A Giant LEAP from Online Course Design to Curriculum Management

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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

- Leveraged external Provost candidate
- Eliminated dependence on past
- Able to view culture, structure & resources differently
- Provided perspective via external experiences
Merger - Blessing or a Curse?

- Board approved merger provided opportunity
- Leadership provided authority to eliminate silos
- Established common ground between three distinct cultures & institutional accrediting bodies
- Solidified goals and Standardized structure
- Implemented a New Coaching model (from summative to formative)
- Gained 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)

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

University Mission

Program Mission

Program-Level Outcomes

Assessment of Program Outcomes

Course #1

Course #2

Course #3

Course #4

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

Accreditation and Regulatory Bodies (top down)

Curriculum Committee

3-year course review

F2F Course Development

Online Course Development

Program Outcomes & Assessment

Course Development (bottom up)
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