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Rocking the Course Development Boat: How to Build Cross-College Partnerships for Student Success

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Rocking the Course Development Boat:
How to build cross-college partnerships for student success

Ashley Guy, Librarian, School of Nursing
Suzanne Schriefer, Librarian, School of Justice Studies
Who we are

- Rasmussen College is a private, proprietary college
- Provide career-focused programs in business, design, early childhood education, health sciences, justice studies, nursing, and technology
- Operate 23 campuses in 5 states, as well as an online campus
- Student body of ~15,000 students
- Majority of classes offered online
- Library resources are 100% digital
Background

• “One Stop Shop” student support model
• Programmatic alignment
• Focus on faculty and advisor support
• Amazing collection of resources, low use
• Identified need to break down barriers to resource use by faculty and students
What LLS Brings to the Table

• Third party content
  – Academic and Trade journal articles
  – eBooks
  – Video content

• Resource development
  – Guides
  – Answers
  – Instructional videos

• Copyright awareness

• Information literacy
Getting Involved:
Course Development Process

1. Subject matter expert is assigned an Instructional Designer
2. Kickoff call with SME, ID, LLS, program chair/dean
3. Weekly meetings as SME completes high-level design
4. Weekly meetings as SME completes detailed course content map
5. ID sends content map to be built in BlackBoard
6. Quality Assurance of final BlackBoard course
The Instructional Designer Role

- Apply instructional design theory and best practices to the development of engaging courses by targeting student struggles and creating the tools to overcome barriers.
- Assure that competencies are met at both a modular and course level.
- Collaborate with SMEs to find innovative, creative, and proven ways to approach course content.
- Lead the SME through the course design process and guide the content creation.
- Use technology to enhance the teaching and learning process.
- Analyze and enhance SME content to create a student-centered, resource-rich, interactive course that achieves the programmatic goals and course outcomes.
Getting Involved:  
How We Got Started

• Domestic Violence Course Pilot
  – LLS attend every meeting
  – Copyrighted materials, YouTube, articles from internet

• Shortened Design Process Pilot
  – Very specific role assignment

• Encouragement from Instructional Design leadership

• Organic process because of previous relationships/foundation that had been built
Perspectives:
Rose Pogatshnik | SME & Program Chair
Partnerships and Collaborations

Cross-College Course Development Team

- Instructional Designer
- Subject Matter Expert
- Department Chair
- Librarian
- Learning Services Coordinator
Pushing Beyond Silos

Areas of expertise/knowledge
• Content
• Learning Theory
• Course Design
• Degree Program
• Resources
Collaboration Evolves

• Meeting participation and process inclusion
• Variation between programs
• Instructional Design Team programmatic alignment
Perspectives:
Tami Rogers | SME & Program Chair

Partnerships and Collaboration
Tami Rogers, Associate Professor and BSN Program Chair
Challenges

• Instructional Designer
  – Coordinating
  – Controlling course map

• Subject Matter Expert
  – awareness of services/resources/support available

• Program Chair
  – Time

• Librarian and Learning Services Coordinator
  – Brought into process too late to make significant contribution
  – Inconsistent communication
Assessing Effectiveness

Successes

• Embedding resources at students’ “point of need”
• Increased usage and awareness of LLS resources
• Resource experts contributing to courses
• Courses drive resources development
  – LLS Video Guide
  – Copyright Toolkit
  – Course Materials Guide
  – SME Guide
• Cost savings
Assessing Effectiveness

Creation of new resources and services

- Guide Development
  - Specialized Guides
- Tutoring Support
  - New Student Mentors
  - POST Exam tutoring support
- Course Materials Selection
  - eBooks as eTextbooks
  - OER Resources
- Custom Resource Development
  - Answers
  - Instructional Videos
LLS Resource Usage

• Library Home Page
  – Fall 2016: 25,315
  – Winter 2016: 65,592

• LibAnswers
  – Spring 2014: 67,560
  – Spring 2015: 179,058 (165% increase)
  – Spring 2016: 280,793 (57% increase)
  – Spring 2017: 424,828 (51% increase)

• LibChat
  – Quarter over quarter decrease in usage
    • eTextbook questions
  – Efforts to increase
Course Integration: High-Level

- Winter Quarter 2017
  - 33 Courses
  - 22 eBooks
  - 124 Videos/Images (library database)
  - 236 Scholarly Articles
Course Integration: Course-Level

- **Medical Terminology**
  - Guide usage WTR16 to SPR16 *66% increase*
  - Tutoring/Peer Mentor

- **Foundations of Child Development**
  - Guide usage SUM15 to FAL15 *200+% increase*

- **Domestic Violence**
  - Video usage
  - Instructional videos
  - Next steps: Dedicated guide page, LTI Integration
Next Steps

• Create consistency in process & involvement across programs
• Increase ease of library and learning resource integration/access in online courses
• Foster existing partnerships to promote positive and constructive collaboration
Presenters via video:

Rose Pogatshnik - School of Justice Studies Faculty/Law Enforcement Academic Curriculum Chair
Tami Rogers - Associate Nursing Professor, National Online; BSN Program Chair
Joan Saliskas - Senior Instructional Designer
Questions