Aug 3rd, 9:30 AM - 10:30 AM

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

Suzanne Schriefer
suzanne.schriefer@rasmussen.edu

Ashley Guy
Rasmussen College - Mankato, ashley.guy@rasmussen.edu

Follow this and additional works at: http://pubs.lib.umn.edu/minnesota-elearning-summit

M LIBRARIES

P U B L I S H I N G

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

Perspectives:
Joan Saliskas | Instructional Designer

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

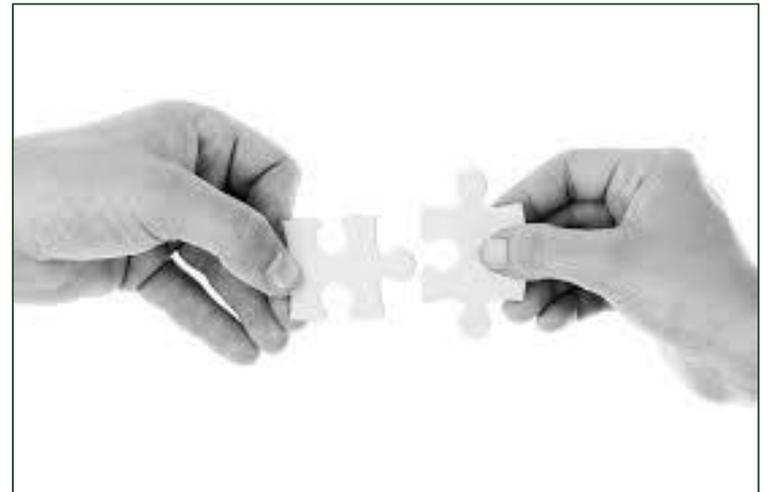- Learning Services Coordinator

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 Integation

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