



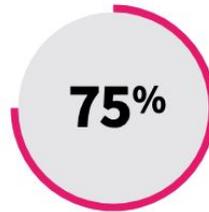
Next Generation Curriculum Design: Agile, Technology Enabled and Data Driven

| What is the Challenge?

In a survey of over 3,000 students in the U.S. and Canada, nearly 80 percent of respondents said their online courses lacked the engagement and focus (alignment) of in-person classes. Half said online was worse than face-to-face instruction; 16 percent said it was a lot worse.



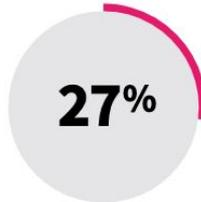
Lack of an engaging in-class experience



Lack of face-to-face interaction with faculty and students during class



Lack of regular and reliable access to quiet study space



Difficulty navigating/using online learning tools



Lack of regular and reliable access to Internet



Difficulty accessing online learning materials

AGB: <https://agb.org>
Full Chronicle of HE article: <https://www.chronicle.com/article/plexiglass-wont-save-us>
TopHat Survey: https://www.holmesmurphy.com/fraternial/wp-content/uploads/sites/2/2020/06/TopHat_ebook_StudentSurveyReport.pdf

| Agile Development Overview

“Agile” is often used to describe software development using continual planning, learning, improvement, team collaboration, evolutionary development, and early delivery-encouraging flexible responses to change. The agile software development emphasizes on four core values.

- Individual and team interactions over processes and tools = no silos
- Working software over comprehensive documentation = courses that support student learning
- Customer collaboration over contract negotiation = faculty collaboration
- Responding to change over following a plan = design thinking and iteration

We aren't waiting to come up with the perfect plan (we don't have time) - continuous improvement.



| Poll Questions

Question 1:

What do they hope to get out of presentation?

Question 2:

What are your current challenges with design?



Why do we need Intentional Design?

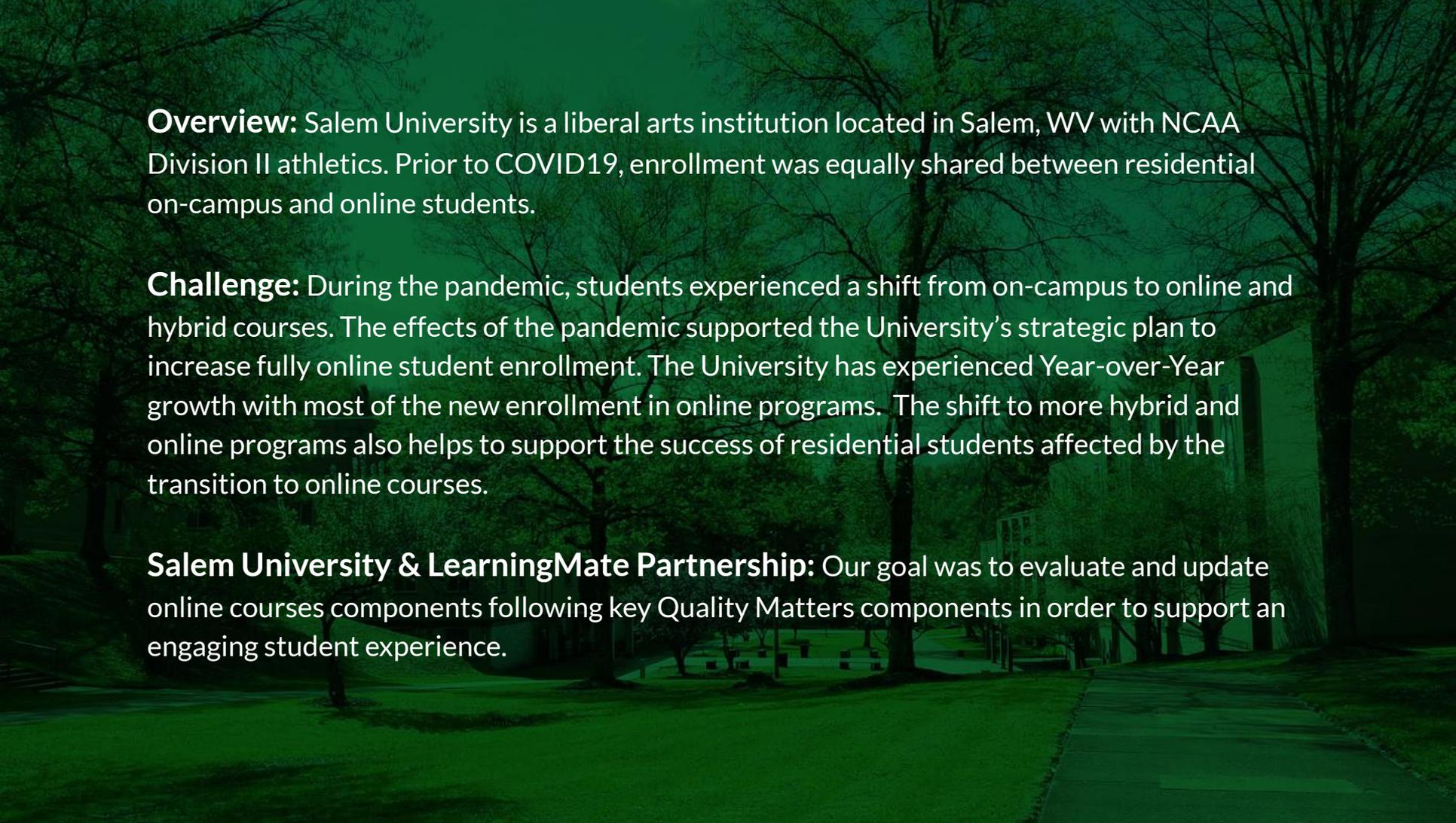
- Radical Simplification
- Deep Understanding
- Extreme Focus
- Personal Connection
- Direct Communication

| Salem University

Mission: The mission of the University is to prepare global citizens with broad knowledge, marketable professional skills, and the ability to make decisions with integrity and an international perspective.

Goals of the University:

- Provide effective educational experiences;
- Design and maintain a unique environment conducive to developing an international citizen;
- Select, support, and develop human resources consistent with excellence in leadership, scholarship, and work and life skills;
- Improve student learning, facilitate improvements in teaching, and corroborate institutional effectiveness.

The background of the slide is a green-tinted photograph of a university campus. It shows a paved walkway leading through a line of trees towards a large, modern building. The overall scene is peaceful and academic.

Overview: Salem University is a liberal arts institution located in Salem, WV with NCAA Division II athletics. Prior to COVID19, enrollment was equally shared between residential on-campus and online students.

Challenge: During the pandemic, students experienced a shift from on-campus to online and hybrid courses. The effects of the pandemic supported the University's strategic plan to increase fully online student enrollment. The University has experienced Year-over-Year growth with most of the new enrollment in online programs. The shift to more hybrid and online programs also helps to support the success of residential students affected by the transition to online courses.

Salem University & LearningMate Partnership: Our goal was to evaluate and update online courses components following key Quality Matters components in order to support an engaging student experience.

| Salem University Faculty Leadership



Dr. Stephanie Holaday
Dean of Nursing & Health Sciences



Dr. Marc Getty
Dean of the Business School



Dr. Camm Lounsbury
Associate Provost



Dr. Karen Ferguson
Provost



Dr. Melanie Shaw
Communications Faculty

| Collaboration for Course Creation

The academic leadership and faculty team worked together to address:

Quality Matters Course Updates:

- Getting Started Section
- Course Content
- Discussion Board Learning Community
- Rubrics



Student and Faculty Engagement Materials:

- Introduction Animation Video
- Interactives
- Faculty Success Guide
- Faculty Training Course



Student-Centered Skills Focus:

- Course Learning Goals Handout
- Icons for Skills Reinforcement in LMS
- Student Certificate
- Student Badges



Common Navigation and Faculty Guidelines

Announcements
Getting Started
Syllabus & Policies
Textbook & Materials

Course Lessons

Before Class Begins
Week 1
Week 2
Week 3
Week 4
Discussion Board

Assignments

Student Resources

My Grades
Messages
University Calendar
Library & Resources



SALEM
UNIVERSITY
EST. 1882

Welcome to
Nursing Leadership and
Management!

Before starting the course, please read the faculty introduction below. Also, review the syllabus section, located within the "Syllabus" area on the left navigation. This item has important University information, as well as details about the readings, lectures, quizzes, learning activities, special projects, midterm, and final exam. Please be aware of specific deadlines for activities and assignments.

Once you have reviewed these sections, you are ready to begin the course! Select "Week 1" from the left navigation to begin your first assignment. This will bring you to content, activities, and assignments specific to your first week of coursework. Don't forget to visit the Discussion Board to post in the Certification thread as well as answer the course introductory question, as this is required during the first week to maintain enrollment in the course.

If you have any challenges as you progress through the course be sure to contact your instructor or access the Blackboard Support Portal for additional resources for students. Please see our [Salem University Faculty Pledge](#) – we are here to help you.

Enjoy the course!

| “Getting Started” Section



An introductory video and course learning goals handout set the tone for each course in the “Getting Started” section.



| Student Practice

Interactives, student practice materials, are weekly components of the course, providing reinforcements for key concepts.

Views of Change Management

Select each step to learn more.

- Organizational Change
- Implementing Change**
- Traditional View
- Emergent View

Implementing change is a complex problem that is often unsuccessful. Studies suggest that 70% of organizational change initiatives do not succeed (Axelrod et al., 2006). Too often organizational change efforts have emphasized a top-down planned change strategy. In most of these cases, the focus was on the role of administrators and top managers in the change process. Change was seen as initiated by administrators who formulate a plan for the change and communicate it to middle managers and others. Strategies for disseminating the change, informing staff, and dealing with resisters (resistance to change) are developed and



SALEM
UNIVERSITY
EST. 1988

Nursing Leadership and Management

Week 1

Start



Discussion Board

Common guidelines and format bring structure to the course collaboration in the Discussion Board.

SALEM

Guidelines for Threaded Discussion and Blog Posts

At various points during this course, you will be asked to interact with your instructor and your classmates by participating in class discussions or blogs. You'll be asked to post your own thoughts about a topic and/or respond to your classmates' posts. In order to receive the maximum number of points for your threaded discussion/blog assignments, please review the following guidelines PRIOR TO posting your responses to these forums.

Clarity of Thought: Rather than just posting something "spur of the moment," it's a good idea to spend a little time thinking about what you want to say. Go back through your readings, your notes, etc. Consider your personal experience related to the topic. It might also be a good idea to compose on your own Word program first so you can consider it for a moment. Once you're satisfied that what you've written is actually what you want to say, then copy and paste it into the appropriate response area.

Organization: Make sure that your post follows a logical sequence. Many times, students post written thoughts as if they were actually speaking. Remember that the online environment changes things – tone, sarcasm, and storytelling don't come across as well. Organize your thoughts from general to specific, addressing each part of the prompt in order.

Support (References, pages in text, website links, etc.): In almost all cases, you'll be able to support your thoughts (or contrast them) with something from the text, readings, etc. While APA style isn't too important in threaded discussion or blog posts, it is important to cite any relevant information that has helped inform your thoughts. You can list pages in the text, add a website link to an article, photo, or video; or provide a reference for some out-of-class reading you've been doing. In this way, your instructor knows you're fully considering the course material, and your classmates can benefit from how you came to your thoughts and opinions.

Respect/Appropriateness: As with any professional discussion, you **MUST** demonstrate not only a respect for your classmates and their opinions but use appropriate language. Threaded discussion and blog posts are not private, meaning that everyone will be able to see not only your posts, but your responses to others' posts. A good rule of thumb is to ask yourself "Would I be upset or embarrassed if someone responded to me this way?" or "Is this something that would better be said in private?" If the answer is "yes" to either one of those questions, **revise your statements before posting.** Threaded Discussion and blog topics may be sensitive at times, and it's possible that tempers may flare. However, it **never** ok to post something, especially when you're emotional about it, without reading it over (and possibly having someone else read it over) first. **Any posts that do not meet the guidelines for respect and appropriateness will be removed by your instructor, and you will receive no credit for that assignment.**

Please see the Discussion Form Grading Rubric for more information on how your posts will be graded.

Week 3 Discussion 2: Quality Improvement and Safety – Part 2

What suggestions do you have to overcome the obstacles that you currently see at your place of employment?

Think big – and share all ideas.

Please post your initial response to the discussion question by Wednesday in the form of a paragraph and multiple responses made on at least two different days to your instructor or classmates' posts throughout the balance of the week. When you respond with your ideas, it's a best practice to share what informed your thoughts: *1. Expand or clarify a point that was made; 2. Offer support of an argument or refute one; 3. State why you interpreted the question differently; or 4. Ask a probing question that promotes additional discussion.*

Your posts must be in accordance with the [University's Threaded Discussion Guidelines](#)

Week 1 Discussion 2: Making Process for Change – Part 2

Discuss the positive aspects of group decision making process you have experienced, as well as any changes you recommend for improvement in problem solving and decision making for change.

Please post your initial response to the discussion question by Wednesday in the form of a paragraph and multiple responses made on at least two different days to your instructor or classmates' posts throughout the balance of the week. When you respond with your ideas, it's a best practice to share what informed your thoughts: *1. Expand or clarify a point that was made; 2. Offer support of an argument or refute one; 3. State why you interpreted the question differently; or 4. Ask a probing question that promotes additional discussion.*

Your posts must be in accordance with the [University's Threaded Discussion Guidelines](#)

| Rubrics

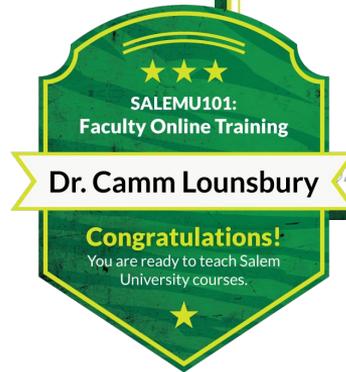
Common built-in rubrics allow for feedback and grading on consistent assignment components such as papers and multimedia projects.

	Exceeds Expectations	Meets Expectations	Approaching Expectations	Not Meeting Expectations
Quality of Content	35 (35.00%) All assigned criteria are accurately and thoroughly addressed. The Paper demonstrates mastery of course content and reveals critical thinking throughout. Key points are well developed with support from evidence-based literature.	27 (27.00%) All assigned criteria are covered but some may be vague or not covered thoroughly. The Paper demonstrates comprehension of course content and critical thinking is weaved into parts of the writing. Most Key points are well developed with sufficient support from evidence-based literature.	22 (22.00%) Some of the assigned criteria are not covered, not covered thoroughly, or lack connection or clarity. The paper demonstrates some engagement with course content but little evidence of critical thinking. Some key points have limited detail and lack evidence-based support.	15 (15.00%) The assigned criteria are not accurately or thoroughly covered, generally unclear, or disconnected. The paper demonstrates lack of engagement with course content and lack of critical thinking. Key points lack detail and evidence-based support.
Presentation & Organization	25 (25.00%) The content is neat, clear, easy to follow, and flows smoothly from one idea to another. Ideas are relevant and presented in a logical, organized, and concise manner, without wordiness or redundancy.	20 (20.00%) Most content is neat & sufficiently clear, and flows smoothly from one idea to another. Most Ideas are relevant and presented in a logical, and organized manner, but some may not be concise.	16 (16.00%) The content lacks clarity in some places and some transitions from one idea to another are mechanical. Most ideas are relevant but some are difficult to follow or may be repeated. Neatness needs attention.	12 (12.00%) The content is difficult to follow, or transitions branch off to unrelated ideas. Some ideas are not relevant, or may be repeated. The paper is unorganized and lacks neatness in general.
Style & Syntax	20 (20.00%) Writing style is outstanding and free of jargon or bias. Language & sentence structure are accurate and efficiently used. Vocabulary & tone are accurate and professional. There are no spelling, punctuation, or grammatical errors.	15 (15.00%) Writing style is sufficiently mature without jargon or bias. Language & sentence structure are accurate & appropriate. Vocabulary and tone are professional. There may be a minor error in grammar or punctuation, but it does not interfere with communication of ideas or distract from the readability of the paper.	12 (12.00%) Writing style approaches college level usage without jargon or bias. Language & sentence structure are accurate but may be awkward or unnatural. Vocabulary and tone are correct. There are minor errors in grammar or punctuation that border on interfering with communication of ideas, but not seriously.	9 (9.00%) Writing style is coherent but elementary, lacks attention to bias or jargon and/or tone (disrespectful). Language & sentence structure are inaccurate, awkward or unnatural. There are spelling, punctuation, or grammatical errors that interfere with communication of ideas.
Format	20 (20.00%) The paper follows all guidelines. APA format, citations and references in text & reference list are used correctly. All sources (if used) are relevant, scholarly, and recent (within 5 years unless historical).	15 (15.00%) The paper follows the guidelines. There is an error in APA format, citations or a reference in text or reference list, but this does not interfere with the ability to check the source. Sources (if used) are relevant, scholarly, and recent (within 5 years unless historical).	12 (12.00%) The paper follows the guidelines. There are 2 errors in APA format, citations, or references in text or reference list which interfere with the ability to check the source. Most sources (if used) are relevant, scholarly, and recent (unless historical).	9 (9.00%) The guidelines are not followed completely. APA format, citations, or references in text or reference list are not accurate, interfering with the reader's ability to check sources. Some sources are not relevant, recent or scholarly.
Name: Written Assignment Grading Rubric				

Exit

| Certificates and Badges

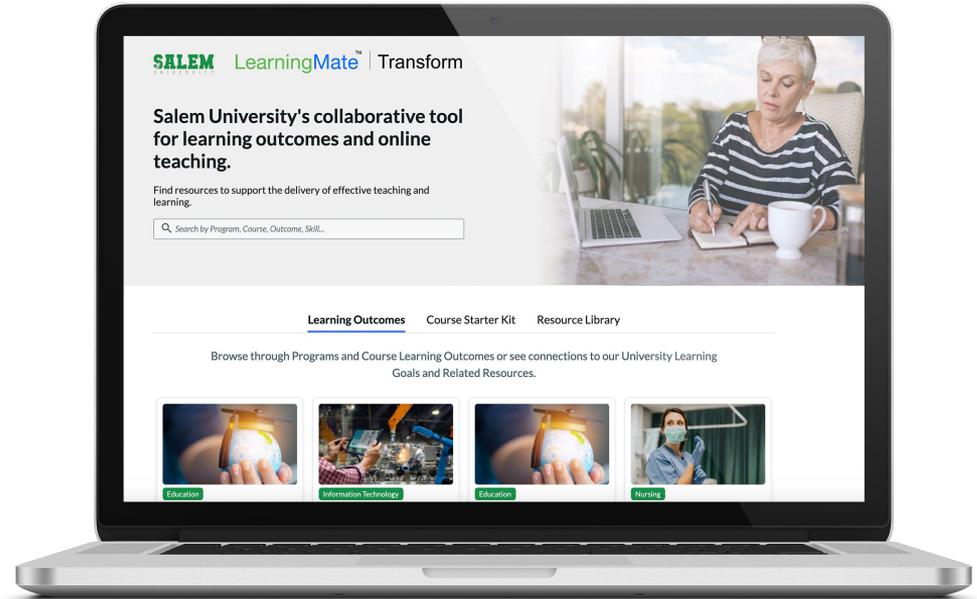
Faculty and student-facing certificates and badges emphasize key skills.



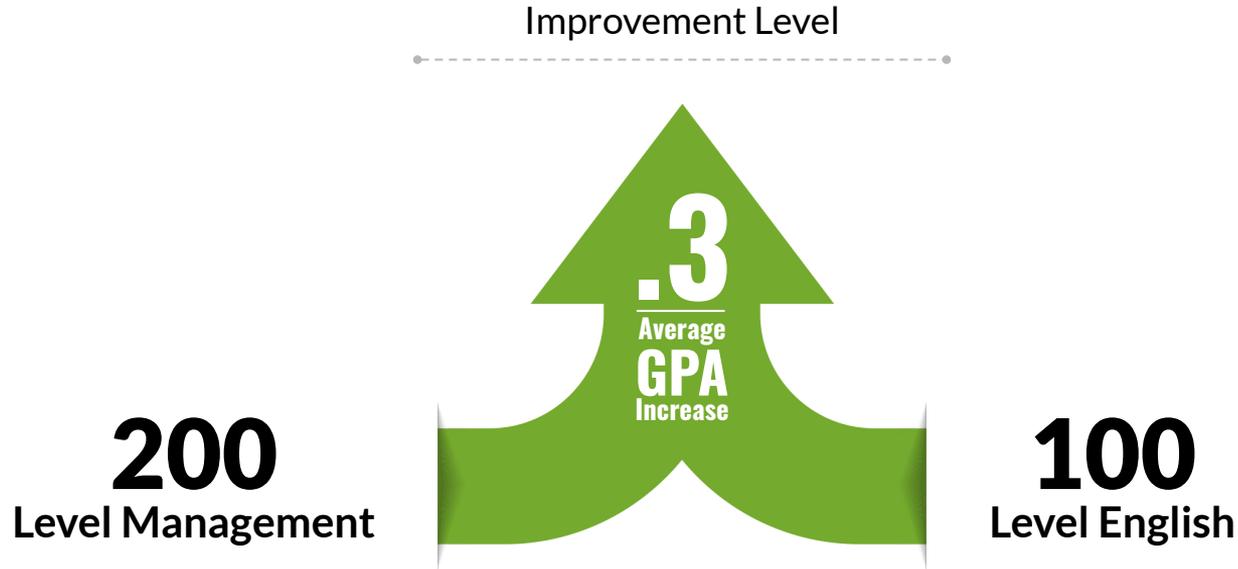
Use of Transform for Sustainability and Training

LearningMate Transform is a subscription tool paired with instructional design and technology services that enable institutions to rapidly transition to effective online and blended learning.

Whether teaching students on or off-campus, the solution **unifies and empowers institutions** with proven course frameworks, a learning outcomes manager, a learning object repository, and a collection of teaching and learning best practices.



| Early Highlights: Data



Improved Grade Distribution Pattern = From “D” to “B”

Note: Same instructor and all other variables controlled.

| Early Highlights: Data

Pre and Post Student Evaluations for Undergraduate English Course



Overall



Valuable



Supporting resource



Met expectations



Would recommend to others



Instructor-inspired interest

| Early Highlights: Quotes



A lot of our students are new to higher education and learning online. Our new linear pathway allows our students to be comfortable and focus on their learning experience, without distractions. This has been a great improvement.

Dr. Marc Getty
Dean of the Business School



Student success was similar, what I noted that was different was this time I had SIGNIFICANTLY fewer questions. The navigation was more intuitive and the interactives helped with engagement and reinforcement of the key class concepts.

Dr. Melanie Shaw
Communication Faculty



When faculty work with a design team, their engagement with their course increases and their increased engagement continues as they run their course. It's a win-win for everyone -- students, faculty & the institution...and the design people too.

Stephanie Holaday, DrPH, MSN, CNE
Dean of Nursing & Health Sciences
Salem University

| Poll Questions

Question 1:

What is something new you will try after this presentation?

Question 2:

What would you like more information on?



Infographic: <http://bit.ly/INFOG1SU>

Case Study: <http://bit.ly/Case2SU>

SALEM UNIVERSITY CURRICULUM DESIGN: AGILE, TECHNOLOGY ENABLED AND DATA DRIVEN

Salem University and Learninglight partnered to evaluate and update online courses following the Quality Matters standards in order to support an engaging student experience and ensure a consistent focus on their unique student-centered skills approach.

Led by Salem University's Provost, Dr. Karen Ferguson, the course update process focused on supporting faculty by creating a sustainable framework for online and hybrid course needs. Dr. Ferguson was supported closely by Dr. Cecen Lounsbury, Associate Provost, Bookend Library team members, especially Dr. Phyllis Freeman, Capital Library Associate, and the Blackboard implementation team led by Jason Walter, Associate VP of Learning Management.

The academic leadership and faculty team worked together to address:

Quality Matters Course Updates:	Student and Faculty Engagement Materials:	Student-Centered Skills Focus:
<ul style="list-style-type: none">Getting Started SectionCourse ContentDiscussion Board/Learning CommunityRubrics	<ul style="list-style-type: none">Introduction Animation VideoInteractionsFaculty Success GuideFaculty Training Course	<ul style="list-style-type: none">Course Learning Goals HandbookTools for Skills Reinforcement in LMSStudent CertificateStudent Badges

Faculty Leadership and Collaboration

<p>Dr. Karen Ferguson Provost</p>	<p>Dr. Cecen Lounsbury Associate Provost</p>	
<p>Dr. Alan Getty Dean of the Business School</p>	<p>Dr. Melissa Shaw Communication Faculty</p>	<p>Stephanie Hobbay, DrPH, MPH, CNP Director of Nursing & Health Science Salem University</p>

A lot of our students are new to higher education and learning online. Our new linear pathway allows our students to be comfortable and focus on their learning experience without distractions. This has been a great improvement.

Student success was similar, what I notice that was different was the time I had SIGNIFICANTLY fewer questions. The completion was more intuitive and the interactions helped with engagement and reinforcement of the key class concepts.

When faculty work with a design team, their engagement with the course increases and their increased engagement comes as they run their course. It's a win-win for everyone - students, faculty at the institution...and the design people too.

Thank you!

