

Measuring Quality Course Design: Our Students Have Spoken

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Overview



UNIVERSITY OF
SOUTH CAROLINA

UofSC System (2018)



49,449
students

450+
degree
programs

3,354
Faculty
(F2013)

DL @ UofSC System (AY 2018)

68,243

Course Enrollments

4,075

Course Sections



47

Graduate Degrees &
Certificate Programs



17

Undergraduate
Degrees

DL @ UofSC Columbia (AY 2018)

38,634

Course Enrollments

1,703

Course Sections

501

Instructors



43

Graduate Degrees &
Certificate Programs



1

Undergraduate
Degree

DL @ UofSC Columbia (AY 2015)

18,862

Course Enrollments

1,193

Course Sections



36

Graduate Degrees &
Certificate Programs

Students and Online Courses (2017)

14th Year of DE ↑



29%

of USC students
enrolled in at least
1 DE course



DLQR @ USC



DLQR Initiative Timeline

- 
- 2010 Vice Provost assumes leadership of DL
 - 2011-2012 CTE ID hired & UofSC subscribes to QM
 - Sept. 2012 OCR presentation on accessibility
 - 2012-2013 Provost announces DLQR & Accessibility guidelines created
 - 2013-2014 UG Course DLQR Process, Year 1
 - 2015 Graduate Course DLQR Process, Year 1
 - 2018 Modifying to ↑# reviews & reviewers

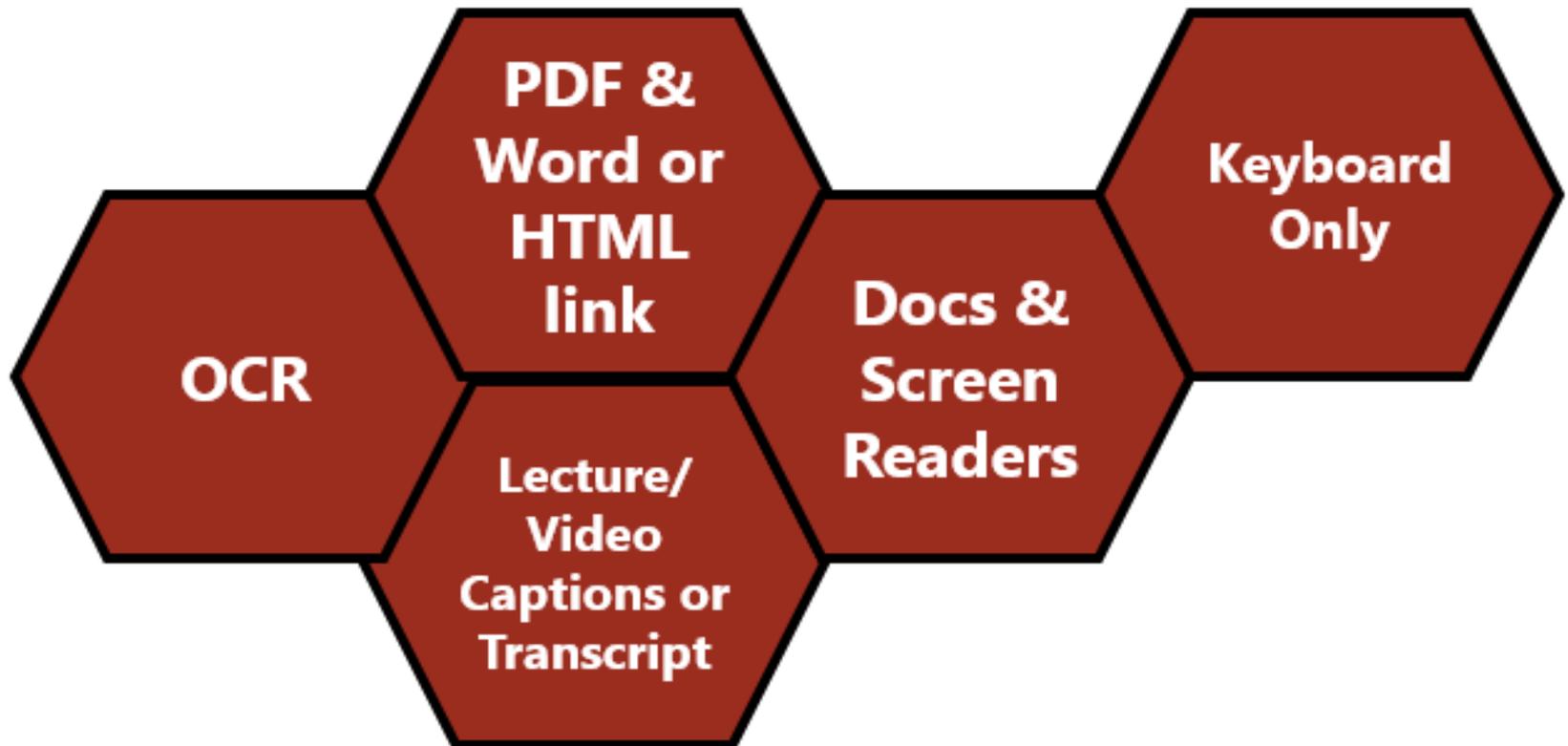
Courses Designed with Quality in Mind



DLQR



DLQR Accessibility Standards



Blackboard Template

The image shows a screenshot of a Blackboard course page for 'RETL 295 - J200 FALL 2014 (Principles of Retailing)'. The page is divided into three main sections, each highlighted with a black box and a callout line:

- Getting Started:** This section is located in the top right of the main content area. It contains a 'Meet Professor Edwards' video (3 min) and a 'Course Introduction' document. A callout box labeled 'Getting Started' points to this section.
- Learning Modules:** This section is located in the middle of the main content area. It contains a 'Prerequisite for RETL J200' document. A callout box labeled 'Learning Modules' points to this section.
- Resources:** This section is located in the bottom of the main content area. It contains a 'Technology and Minimum' document. A callout box labeled 'Resources' points to this section.

The left sidebar contains three main categories, each with a blue box around it:

- COURSE INFORMATION:** Includes Announcements, Getting Started, Online Syllabus, Schedule, About Your Professor, Distributed Learning, and Home Page (2).
- COURSE WORK:** Includes Learning Modules, COURSEWARE, Discussions, Reflection Blog, and Course Groups (2).
- HELPFUL TOOLS:** Includes Virtual Office Hours, Check Grades, Send Email, and Go System Help.

Module 1 - RETAILING FOUNDATIONS

Brief Overview

Module Overview

Overview

This module provides an overview of the foundations of retailing. In this module, we will cover what retailing is and how it's changing, what skills and competencies you need to succeed as a manager, and strategic planning as applied to this field. This week, we cover Chapter 1 and you'll have readings, videos, and activities to reinforce what you've learned.

Module 1 Objectives

By the end of the week you will be able to:

1. Explain what retailing is and the types of changes it is undergoing today.
2. Describe how retailers are categorized.
3. Explain the skills and tasks involved in being a retail manager.
4. Describe the *Strategic Planning & Operations Management* model and how it can increase profits, and
5. Synthesize why strategic planning is important and apply the basic concepts to a retailer.

Measurable Objectives

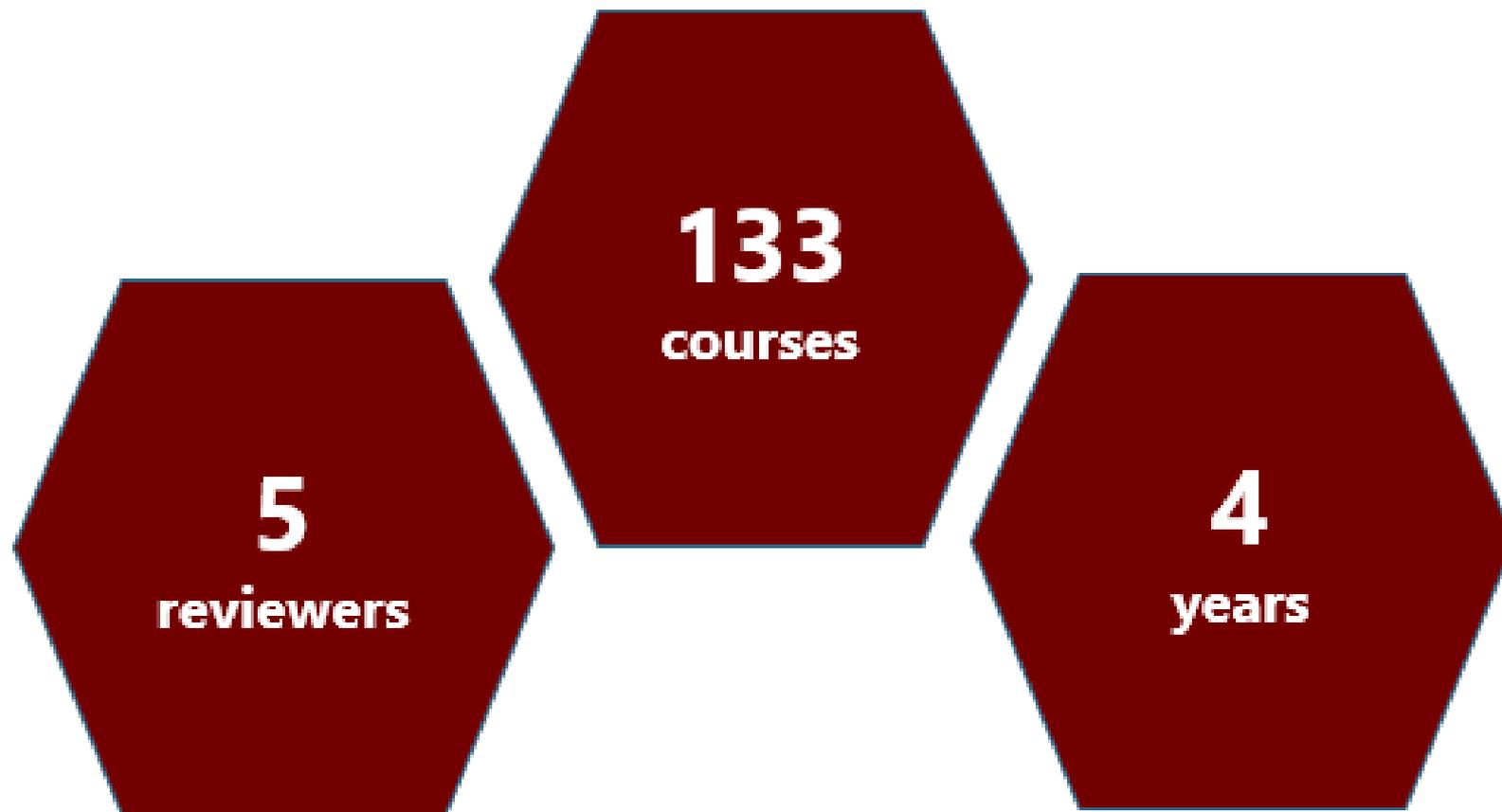
Tasks (To Be Completed in the Suggested Order)	Required?	Optional?	Deadline
Read Ch. 1 - Perspectives in Retailing (from textbook)	Yes		
Watch the corresponding PowerPoint lecture video, linked below	Yes		
CENGAGE: Watch video: "Perspectives in Retailing: The Little Guy"	Yes		
CENGAGE: Take the interactive Quiz to check your understanding of Ch. 1	Yes		
Post thread in Discussion Forum 2 - Change (5 POINTS)	Yes		Wednesday, 11:59 pm
Respond to classmate's post (5 POINTS)	Yes		Sunday, 11:59 pm
Post blog entry of personal reflections on Ch. 1 (3 POINTS)			Sunday

Task List (To Do List)

Ch. 1 Pt. 2 <https://reeze.ac.edu/courses/retailing/> (16 min.)

NOTE: You can read the text of the presentation by clicking on the

DLQR @ USC



Success Story 1:

Vera Polyakova-Norwood
Director of Online Learning
Nursing



- Challenge: Transcripts for frequent lecture updates
- Solutions:
 - Faculty pooled grant funds
 - Use Dragon Naturally Speaking and Student Assistants

Success Story 2:

Maureen Petkewich
Instructor
Statistics



- Challenge: Captions for videos showing math calculations
- Solution: Supplemental grant funds to hire captioning service

Success Story 3:

Rebecca Collier
Adjunct Faculty
Women & Gender Studies



- Challenge: Retrofitting existing voiceover PowerPoint lectures
- Solutions:
 - Teaching assistant created transcripts
 - Will create scripts for future lecture preparation

"I like how the PowerPoint videos have a notes tab that puts in words exactly what you are saying in the videos, allows me to follow along and take good notes easily."

How do you implement QA at your institution?

Looking Long-Term @ DLQR

Faculty Satisfaction Pilot Study



Pilot Study Questions

- DLQR importance
- Adequate Blackboard & ID Support
- Fair Compensation
- Student Satisfaction



DLQR Lessons Learned

- Buy-in is crucial from faculty
- Faculty expect compensation (especially for ADA compliance of videos)
- Instructional Designers are essential
- Faculty would like timelines/benchmarks
- An administrative plan on how to roll-out a QR process is key

2018 Study Methods



Response Nos. & Courses Surveyed (Spring-Summer 2018)

No. Faculty	No. of Classes Surveyed	No. of Student Responses	Enrollment Totals
13	16	194	620

7
Programs

31.29%
Response Rate

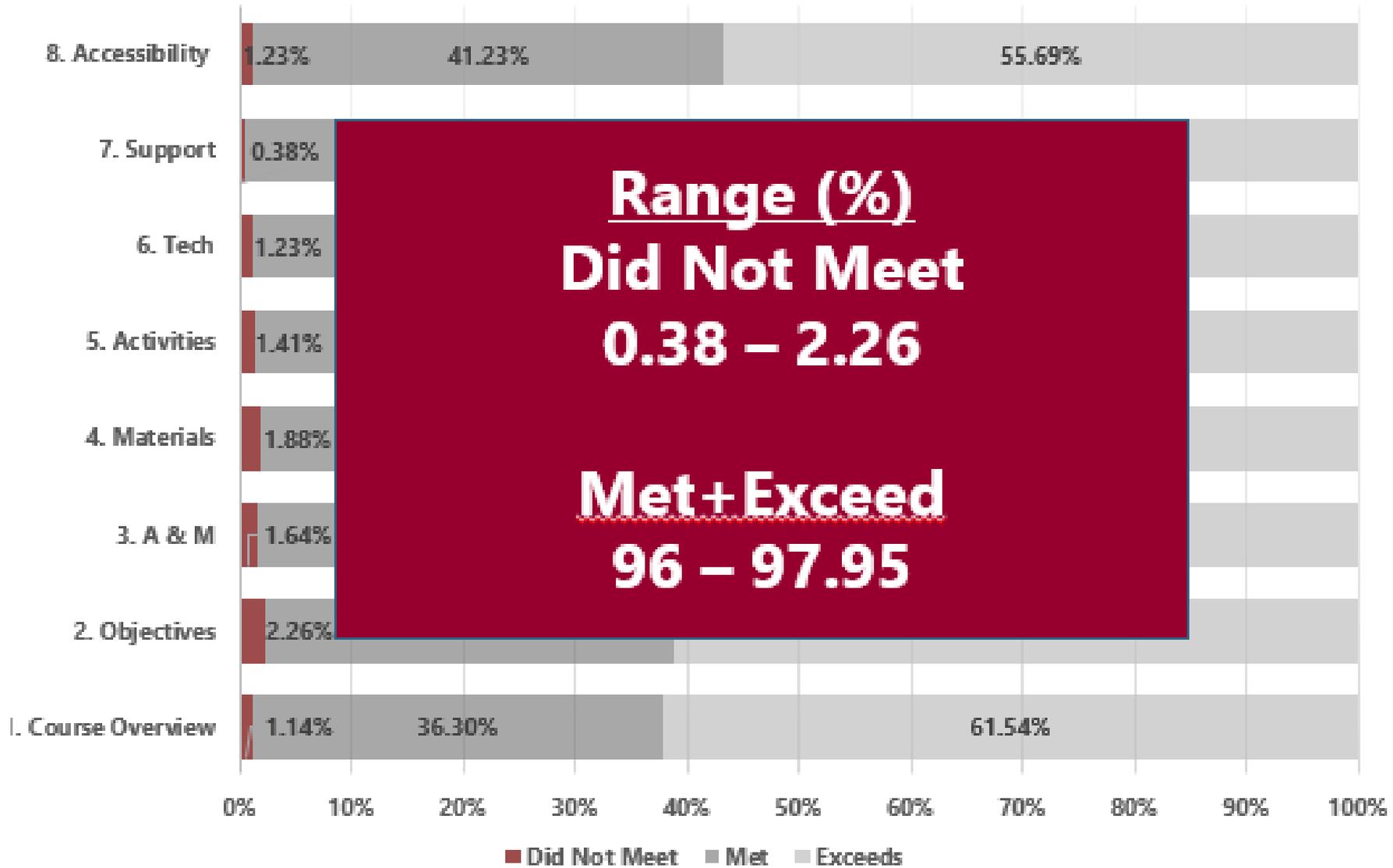
Research Questions

- Do students perceive the online course has an overall quality design based on QM Higher Education rubric standards?
 - Scale: Exceeds, Met, Did Not Meet
- If students perceive a QM Higher Education rubric standard to not be met, what can be done to improve online course design?

Results



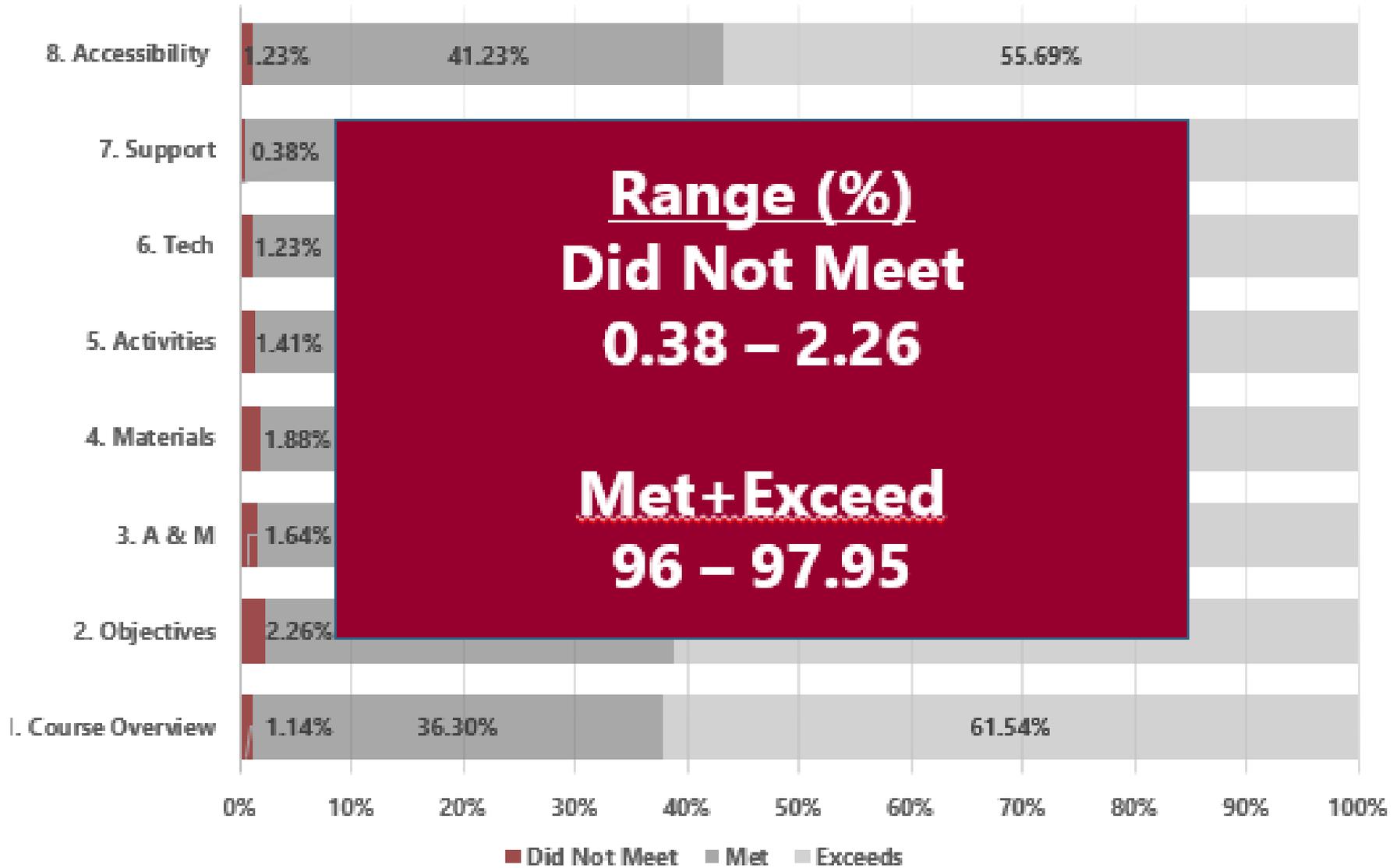
General Stds: % of Student Responses by Scale



(RQ1) Do students perceive the online course has an overall quality design based on QM Higher Education rubric standards?



General Stds: % of Student Responses by Scale



15 Individual Stds: Not Met [2.05-3.59%]

1.1 Getting Started
(2.05%)

1.6 Pre-regs
(2.05%)

2.1 Course Objectives
(2.05%)

2.2 Module Objectives
(2.05%)

2.3 Student Center LO
(3.59%)

2.5 Level of Objectives
(2.05%)

3.2 Clear Grading Policy
(2.05%)

3.5 Track Learning
(2.05%)

4.2 Material Purpose Clear
(2.56%)

4.5 Variety of Materials
(2.05%)

4.6 Required / Optional
(2.05%)

5.3 Response Time
(2.05%)

6.2 Tools & Active Lrng
(2.05%)

8.1 Easy to Navigate
(2.05%)

8.3 Accessibility
(2.56%)

13 Individual Stds: Met+Exceeds [96.92-100%]

1.2 Purpose
(100%)

1.6 Pre-regs
(97.44%)

2.1 Course LO
(96.92%)

**3.3 Grading
Criteria**
(96.93%)

**3.4
Assessments**
(96.93%)

**4.1 Materials
contribute to
learning**
(97.43%)

**4.4 Materials
Current**
(97.44%)

**5.4 Learner
Interaction
stated**
(98.47%)

**6.3 Tech
readily
obtainable**
(97.94%)

**6.4 Tech
Current**
(98.98%)

**7.3 Academic
Support
Services**
(98.47%)

**8.2 Tech
Accessibility
Info** (98.46%)

**8.5 Multimedia
Easy to Use**
(98.46%)

OVERLAP:

Standards with Highest % Responses of both Did Not Meet and Met+Exceed Responses

- 1.6 Prerequisite knowledge in the discipline and/ or any required competencies are clearly stated.
- 2.1 The course learning objectives, or course/ program competencies, describe outcomes that are measurable.

Percentage of Did Not Meet Ratings – Comparison to Previous Study

	2016 Study	2018 Study
1. Course Overview/Introduction	2.47%	1.14%
2. Learning Objectives	2.45%	2.26%
3. Assessment & Measurement	0.96%	1.64%
4. Instructional Materials	2.40%	1.88%
5. Course Activities & Learner Interaction	0.95%	1.41%
6. Course Technology	2.28%	1.23%
7. Learner Support	0.76%	0.38%
8. Accessibility & Usability	3.40%	1.23%

(RQ2) If students perceive a QM Higher Education rubric standard to not be met, what can be done to improve online course design?



Student Comments: Strengths

- Course Overview/Introduction
- Learning Objectives
- Assessment & Measurement
- Instructional Materials
- Course Activities & Learner Interaction
- Course Technology
- Learner Support
- Accessibility & Usability
- Other

What are we doing well? #1

My favorite thing about this course was that it was so organized and I knew exactly when something was due without having to stress everyday whether or not I was missing an assignment.

What are we doing well? #2

My favorite thing about this course were the lectures. All the information in the lectures is clearly stated, easily understandable and easy to follow. The lectures are interesting, yet informative. I really enjoyed this course.

What are we doing well? #3

I enjoy the diversity of the material. I also appreciate the instructor's patience, guidance, and thorough explanations.

What are we doing well? #4

The module style of learning is fantastic. Everything in the modules is clear, concise, and thorough.

What do you like the most?

Everything was laid out and expectations and deadlines were listed from the beginning.

Different use of technology.

Expectations clearly stated.

I enjoy the diversity of the material in XXX 745. I also appreciate the instructor's patience, guidance, and thorough explanations.

Student Comments: Weaknesses

- Course Overview/Introduction
- Assessment & Measurement
- Instructional Materials
- Course Activities & Learner Interaction
- Course Technology

How can we do better? #1

I wish the instructor would tell us why we missed points in the discussion boards for each week so we know how to improve them.

How can we do better? #2

Discussion boards being blocked to see other students responses until after you post your answer.

How can we do better? #3

My least favorite part was having to write responses to other students' discussion boards. Although I know it is the way we can stay interactive with our peers and our instructor, it is difficult to meet the 250 word ...maybe a shorter word requirement would be necessary.

What do you like the least?

My least favorite thing about the course is that I wish there was more visuals. Majority of the lecture videos were just talking and not a lot of interactions.

Sometimes lecturer's voice is very monotone and boring, should be more like a lecture in class.

Some of the lectures are hard to hear and much of the actions being taken on screen are too small to see.

Suggestions for better design strategies to address student feedback?

Recommendations . . .

- Stress communication and feedback, especially in terms of grading
- Use discussion boards strategically
- Relevant assessments tied to learning outcomes
- Develop courses with the standards from the front-end



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