

# The Strategic Use of Analytics to Create a 360° Overall View of Course Quality



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ASU Online – Arizona State University

**52**

Online Undergraduate Degree Programs

**47**

Online Graduate Degree Programs

**17**

Online Certificate Programs



# Instructional Design & New Media





## New Course Development Milestones

Course development is a partnership between faculty and the Instructional Designer. Course development that help ensure development is on track and meets the Course Development Checklist.

\* Quality Assurance Manager reviews faculty expectations with faculty prior to development.

**1: Milestone Dates Set** - Instructional Designer (ID) contacts faculty to set dates for Milestones two-four, and decide who will be completing which milestone.

**2: First QA Review** - Course is about 30% complete. ID contacts faculty to review the Course Development Checklist and discuss needed modifications.

**3: Final QA Review** - Course is about 99% complete. Faculty completes a review of the course. Both determine final steps to complete the course.

**4: Course Meets Checklist and Ready** - ID confirms with faculty that the course meets the Checklist and is ready for deployment. This date should be at least two weeks before the course start date.

## Best Practices for Online Teaching

We appreciate the tremendous impact you make on student learning. Based on our experience, we have compiled the following best practices:

### Syllabus & Welcome

- Makes textbook information available to students at least two weeks before the course start date.
- Updates syllabus and includes the required ASU Online course components.
- Updates course pages to reflect the current semester announcements, etc.)
- Provides an introduction to the purpose, navigation, and structure of the course.
- Posts virtual office hours in the course.

### Instructor Presence & Communication

- Creates a visible presence by posting announcements.
- Responds with timeliness (within 24 hours is preferred).
- Understand the needs of non-traditional students.

### Grading & Feedback

- Provides a clear purpose for learning activities.
- Communicates specific criteria for success.
- Provides feedback on assignments that is timely and specific.

### Discussions & Groups

- Actively facilitates discussion forums.
- Provides guidance on working effectively in groups.
- Ensures individual accountability.

### Student Activities

- Demonstrates proficiency in using technology.
- Demonstrates proficiency in using resources.
- Utilizes help resources as needed.

ASU Online Faculty Expectations

## Greetings from ASU Online!

We are excited and honored to have you working with us. To assist you with online course development, we provide:

- An **Instructional Designer** as a partner in the design, development, and revision of your online course.
- A **Course Development Checklist** that will help you and your Instructional Designer design the course so that it meets standards for online course design and is ready for launch at least two weeks prior to the course start date.
- **Milestones** for new course development that clarify steps and timeframe for course development.
- An online **Master Class for Teaching Online** (participation required) on teaching pedagogy & design. Additional training is also provided on Blackboard and best practices for teaching online. Register: <http://asuonline.eventbrite.com>
- **The New Media Studio**, at <http://onlinestudio.asu.edu> where you can schedule assistance to develop video and media for your course including welcome videos, mini-lectures, course tours, and interviews.

ASU Online Faculty Expectations

Standards	Course Development Checklist
ASU Online	1. Course uses ASU Online course template or includes required template components
	2. Course designed for 7.5 weeks with an explanation for teaching 6 week summer sessions
Course Overview & Introduction	3. Syllabus uses ASU Online Template or includes required syllabus criteria
	4. Students are introduced to the purpose, navigation, and structure of course including instructions on how to get started and where to find various course components (QM 1.2)
Learning Objectives	5. Instructor Welcome created and placed in course (QM 1.8)
Assessment & Measurement	6. Measurable learning objectives exist at the course and unit level (QM 2.1 and 2.2)
	7. Assessments measure stated learning objectives (QM 3.1)
	8. Course grading policy is stated clearly (QM 3.2)
	9. Specific and descriptive criteria are provided for evaluation of learners' work and are tied to course grading policy (QM 3.3)
Instructional Materials	10. Instructional materials contribute to achievement of stated course and unit objectives (QM 4.1)
	11. The instructional materials and a description of how materials are to be used are explained (QM 4.2)
Learner Activities & Learner Interactions	12. All instructional materials used in the course are designed for learning activities that are clearly stated and measurable (QM 4.3)
	13. Instructional materials include activities that are designed for interaction that supports active learning (QM 5.2)
Course Technology	14. Tools used in the course support learning objectives (QM 6.1)
	15. Course tools promote learner engagement and active learning (QM 6.2)
Learner Support	16. Technical support information, and how to access it, is provided (QM 7.1)
	17. Course instructions articulate or link to ASU's accessibility policies and services (QM 7.2)
Accessibility & Usability	18. Course navigation facilitates ease of use (QM 8.1)
	19. Information is provided about the accessibility of all technology used in the course (QM 8.2)
	20. Information is provided about the accessibility of all technology used in the course (QM 8.3)
	21. Information is provided about the accessibility of all technology used in the course (QM 8.4)

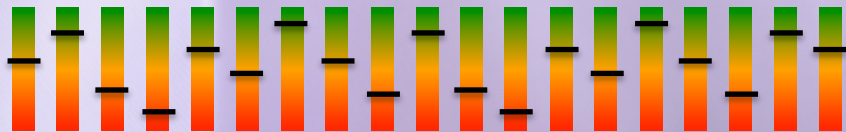
*Adapted from Quality Matters*

# ASU Online Faculty Expectations



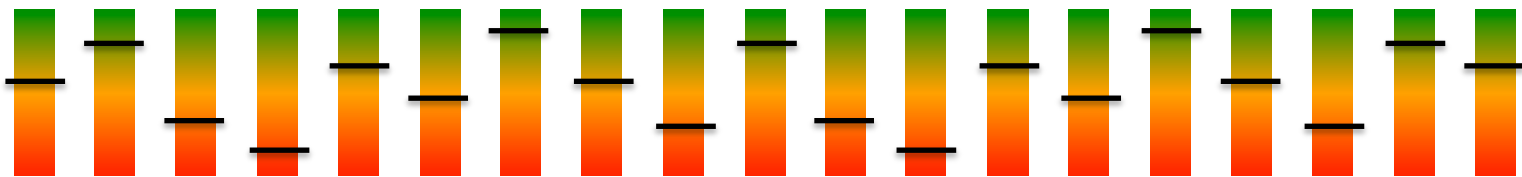


# Course Health









# 360 REVIEW



*Strongly Agree — 5 4 3 2 1 — Strongly Disagree*

## 1. The course

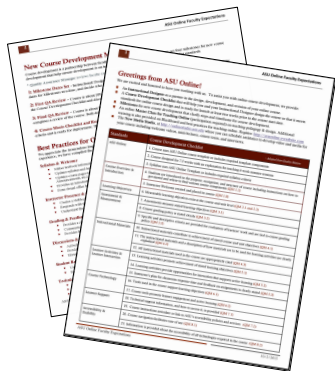
- was easy to navigate
- presentations contributed to my learning
- criteria for success on graded work was clear and specific
- learning activities adequately prepared me for graded work

## 2. The instructor

- was visibly present in the course (e.g. posted announcements, active in discussions, etc.)
- responded to inquiries within 24 hours
- provided meaningful feedback on graded work

3. Open ended: What did you like the most about the course?

4. Open ended: What did you like the least about the course?





Students disagree...

Why? What can we do to improve?

COURSE  
EVALS

Strongly Agree --- 5 4 3 2 1 --- Strongly Disagree

1. **The course**

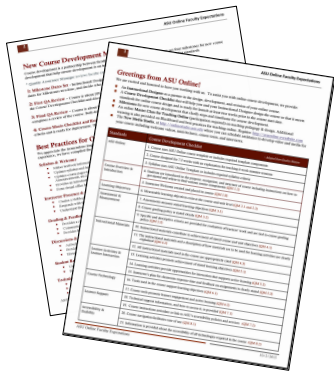
- was easy to navigate
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2. **The instructor**

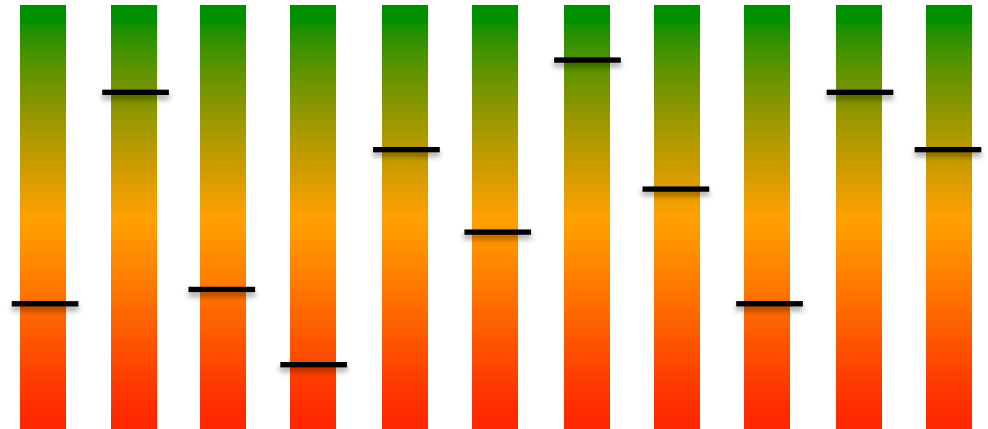
- was visibly present in the course (e.g. posted announcements, active in discussions, etc.)
- responded to inquiries within 24 hours
- provided meaningful feedback on graded work

3. Open ended: What did you like the most about the course?

4. Open ended: What did you like the least about the course?



# 360 Course Health Review – QA Manager



Possible Course Revisions and/or Workshop Opportunities Discussed – QA & ID

Course Revision

Online Teaching Workshops



# Course Revision

The screenshot shows the ASU online Blackboard interface. At the top, it says 'ASU online ARIZONA STATE UNIVERSITY' and 'Boot Camp for Teaching Online'. The navigation menu includes 'Blackboard Home', 'Courses', 'Organizations', and 'Help'. The course title is 'ASU-Online-QM-Template-Course-Content' with an 'Announcements' link. The main content area is titled 'Week 1' and includes a sidebar with links like 'Welcome and Start Here', 'Syllabus', 'Meet Your Instructor', 'Textbook Information', 'Course Schedule', 'Course Calendar', 'Halfway Conversations', 'Course Content', 'Announcements', 'My Grades', 'Email', 'Student Resources & Accessibility', 'Technical Support', and 'ASU Library'. The main content area lists '1. Overview' with 'Enabled: Statistics Tracking'. It includes 'This week's learning objectives' (1. Navigate an ASU Online course site as a student, 2. Reflect upon key components of online student success, 3. Apply question design principles and facilitation tips to your class discussions) and 'This week's topics' (Introduction and Orientation, Effective Discussions). There are also 'Assignments due this week' for Thursday 11:59 p.m., including '1. Take the Syllabus Quiz', '2. Discussion Board: Introduce Yourself', '3. Discussion Board: Student Success - initial post', and '4. Discussion Board: Creating Successful Online Discussion Activities - initial post'. A 'Week 1 Thursday Assignments' timer shows 00:00:00 on APR 11, 2015.

# Online Teaching Workshops



## Course Revision Opportunity

- **Unit or Department Lead Notification**
- **Faculty Invitation to Participate in Revision**

## Faculty Invited to Participate in Workshops:

- **Master Class for Teaching Online**
- **Workshops & Webinars**

**TERM**

- 2014 Fall
- 2015 Spring
- 2015 Summer**
- 2015 Fall

**SESSION**

- A**
- B
- C
- DYN

**COURSECAREER**

- GRAD
- UGRD
- CLASSCOLLEGEDESC**
- CLASDEPTDESC**

**LOCATION**

- ASUONLINE**
- ICOURSE

**SUBJECT**

- ABS**
- AFR
- ALA
- ARS
- ASB
- ASC
- ASM
- AST

**CATALOG\_NBR**

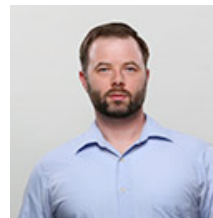
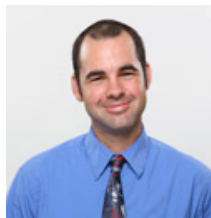
- 100**
- 101
- 102
- 103
- 104
- 105
- 109
- 110

**CourseEnrollment**

- Less than 6
- 6~10**
- 11~20
- 21~50
- 51~100
- 101~200
- 200+

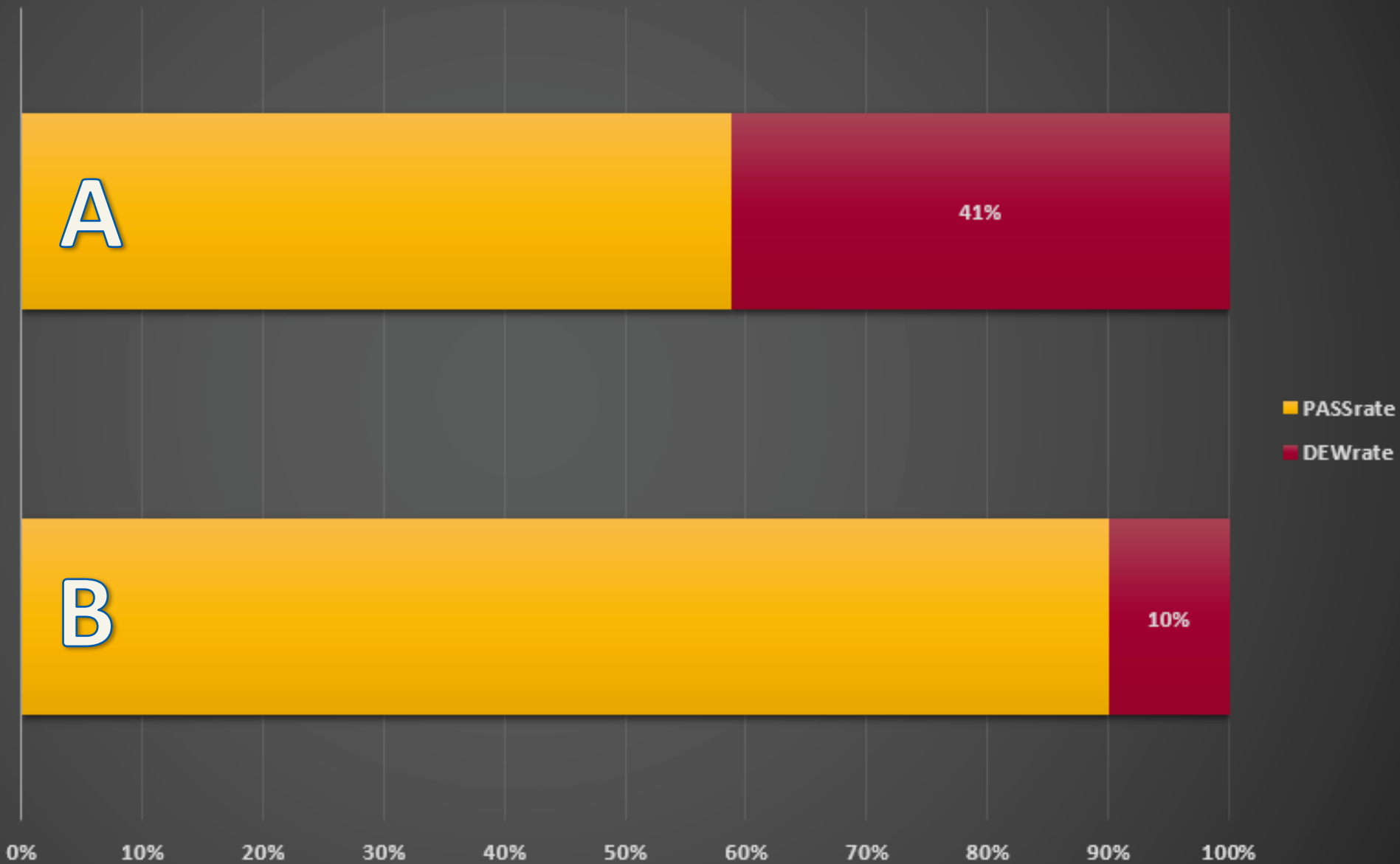
**INSTRUCTOR**

- BOOTCAMPPASSFAIL**



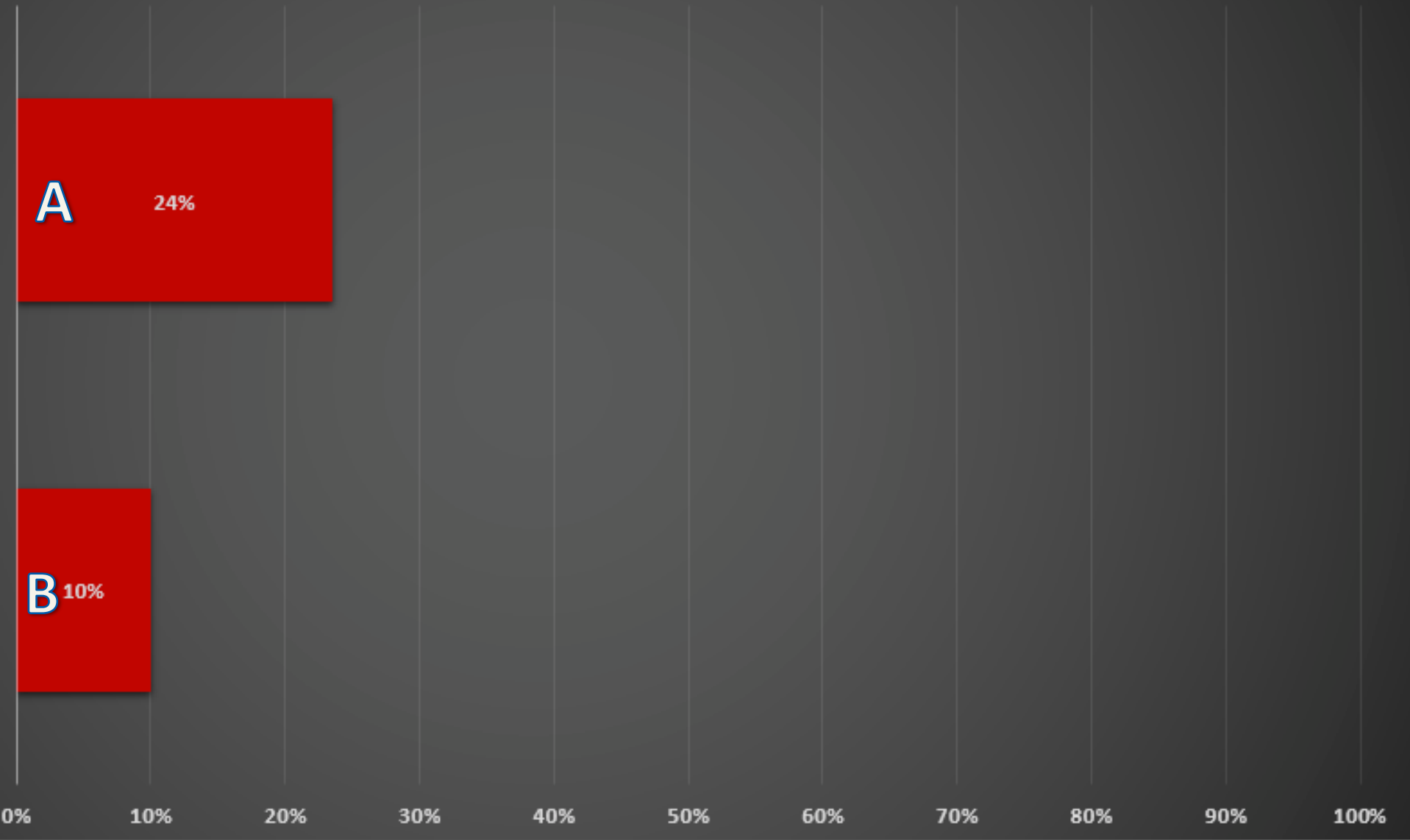
- Overall Course Evaluation Ratings
- **Course Design** Evaluation Ratings
- **Course Facilitation** Evaluation Ratings

## Pass and DEW Rate

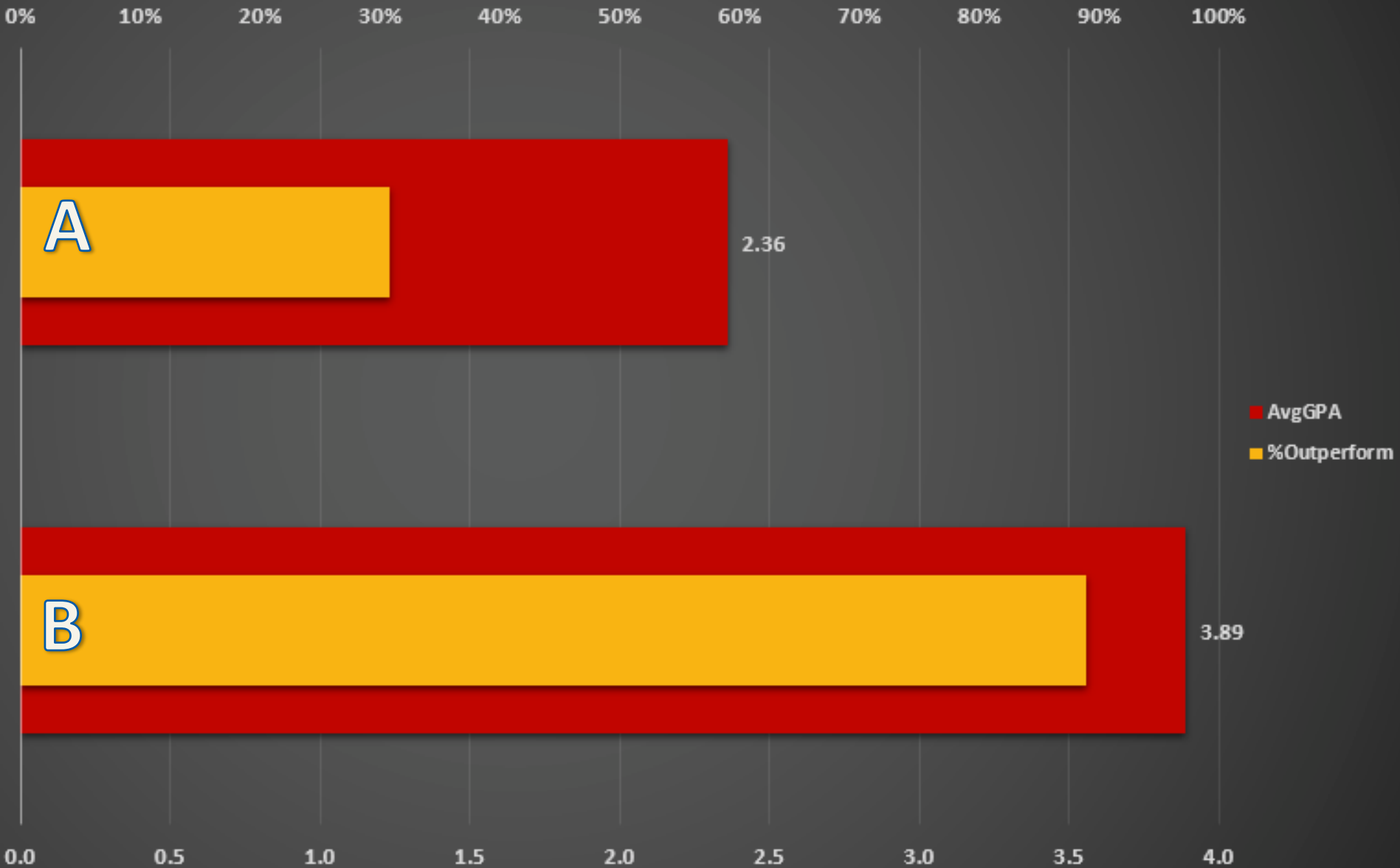


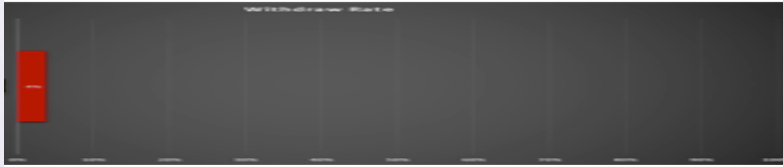
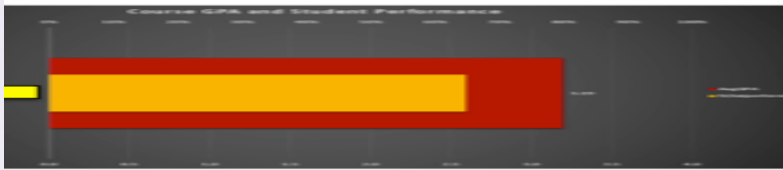


# Withdraw Rate



# Course GPA and Student Performance





Impact Factor		Student Success	
Likelihood of Instructor Teaching Again (High, Med, Low)		Pass Rate	
Likelihood of Future Course Offering		Withdrawal Rate	
Number of Students in Session		Average Grade	
ASU Online Course Health Ranking (Percentile vs Other Courses)			

The Course...		The Instructor...	
...overall rating		...overall rating	
...was easy to navigate		...was visibly present in the course	
...presentations contributed to my learning		...responded to inquiries within 24 hours	
...criteria for success on graded work was clear and specific		...provided meaningful feedback on graded work	
...learning activities adequately prepared me for graded work			
...criteria for success on graded work was clear and specific			
Relevant course evaluation comments			



A silhouette of a person standing on a rocky cliff edge, with their right arm raised in a gesture of triumph or achievement. The background is a dramatic sunset sky with orange, red, and blue hues, and a view of a town and mountains in the distance.

## Course Revision

=> The Instructional Designer is key to faculty buy-in for a course enhancement

## Online Teaching Workshops

=> Faculty invited to participate in a workshop/webinar or a resource shared



# Online Teaching Workshops

- Master Class for Teaching Online
- QM APPQMR workshops
- Just-in-time workshops
- One-on-one ID support




**ASU**  
ONLINE

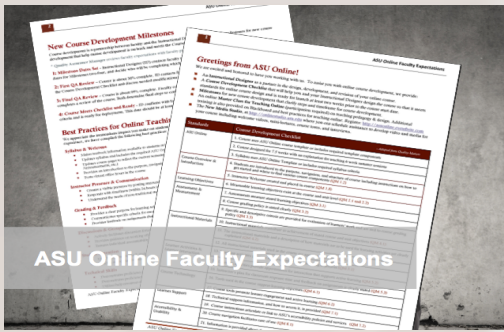


# Faculty Center

*Coming Spring 2016*

- 
- A hand in a light blue shirt holds a globe of the Earth. The globe is drawn with white outlines and has green and blue textured areas representing continents and oceans. A white-bordered box is overlaid on the right side of the globe, containing a list of activities.
- **ASU Online Instructor Orientation**
  - **Faculty Forums**
  - **“10 for Excellence” Self-Paced Modules**
  - **Quick link to register for Master Class**
  - **Achievements**





Course Revision

Online Teaching Workshops

Unit Support

What other **indicators** provide  
**insight** into the **health** of a course?

# Questions?

**ASU**  
ONLINE



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