



# The Impact of Quality Matters Standards on Student Evaluations of College Courses

October 29, 2019

# University of Providence

## University of Providence Quality Matters Team Members

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# University of Providence

- Private, Catholic-based four-year liberal arts university
- Located in Great Falls, Montana
- 30 Programs, concentrations, and certificate programs both on-campus or online
- School of Liberal Arts and Sciences
- School of Health Professions
- 14:1 Average Student to Faculty ratio

# Learning Outcomes

1. Discuss preliminary research findings
2. Explore your own specific research on QM Standards
3. Explore opportunities for future collaborative research

# Why we chose to implement QM Standards

- University of Providence has offered distance learning courses since 1979
- In 2007, the University began offering online courses targeting employees of the large integrated healthcare system to which we belong
- Over the last five years we had significant growth in the number and variety of online courses
- To meet the healthcare system's needs for adult learning options, the faculty wanted to ensure consistent standards of quality as we increase the number of online programs and courses

# Student Expectations

- Student expectations for ease of use across all devices, e.g. phones versus a computer
- What if we did not have QM Standards and SNAP – where we would be?
- We did not want to lose quality in our course designs as we scale up to meet increasing student expectations



Source: [https://help.blackboard.com/Blackboard\\_Open\\_LMS](https://help.blackboard.com/Blackboard_Open_LMS)

# Comparison of Online Course Appearance

UNIVERSITY OF PROVIDENCE UP Moodle English - United States (en\_us) Moodle Administrator Student

NRS\_407\_HYB\_FA17:PUBLIC HTH: NUR CARE OF POPLTNS

Home > Courses > Fall Semester 2017 > NRS\_407\_HYB\_FA17

NAVIGATION

- Home
- Dashboard
- Site pages
- My courses
- ADMIN\_RSC
- Courses
- Fall Semester 2017
  - ACC\_110SS\_A\_FA17
  - ACC\_201\_A\_FA17
  - ACC\_201\_B\_FA17
  - ACC\_380\_A\_FA17
  - ACC\_422\_A\_FA17
  - ACC\_425\_IS\_FA17
  - ACC\_495\_IN\_FA17
  - ADC\_145\_ASY\_FA17
  - ADC\_374\_ASY\_FA17
  - ADC\_446\_IS\_FA17
  - ADC\_450\_ASY\_FA17
  - NRS\_407\_HYB\_FA17
    - Participants
    - Badges
    - Competencies
    - Grades
    - General
      - August 28 - September 3
      - September 4 - September 10
      - September 11 - September 17
      - September 18 - September 24
      - September 25 - October 1
      - October 2 - October 8
      - October 9 - October 15
      - October 16 - October 22
      - October 23 - October 29
      - October 30 - November 5
      - November 6 - November 12
      - November 13 - November 19
      - November 20 - November 26
      - November 27 - December 3
      - December 4 - December 10
      - December 11 - December 17
- Spring Semester 2020
- Summer Semester 2019
- Spring Semester 2019

Welcome to your Moodle course

News forum

Help Forum

Moodle Tutorials for Students

APA Power Point

This power point has been updated. Please review prior to writing your first paper.

How to cite a website in APA format

Volunteer List

Syllabus HYB

This is where class meets. Be sure to use Google Chrome or Firefox

Template for Community Assessment Paper

August 28 - September 3

Lecture Week:

Course overview, introduction to change theory, Introduce Wheel/PHN overview.

Google Kurt Lewin—review his simple model of change. Come to class prepared to talk about planned changes in your community or your facility that went well, as well as those that didn't go as planned.

Discussion Question: What would have improved the process?

We will review the wheel assignment.

1st lecture Power Point

September 4 - September 10

Web Week: Read Chapter 9. Web assignment #1 due September 11th. See syllabus for assignment description.

Web assignment #1: The Wheel

Recent forum posts

Wheel response

vulnerable population

Wheel Reply

UNIVERSITY OF PROVIDENCE My Courses

Fall Semester 2019 - PUBLIC HTH: NUR CARE OF POPLTNS (NRS-407-HYD)

Search

CONTENTS

START HERE Progress: 0 / 4	October 7 - 13: Lecture Week (Vulnerable population forum due 10/11, peer response 10/12) Progress: 0 / 2	November 18 - 24: Web Week (Program Practice Experience Assignment due 11/22 ) Progress: 0 / 3
August 26 - September 1: Lecture Week (Introduction Forum) Progress: 0 / 1	October 14 - 20: Web Week (Community assessment paper dropbox due 10/18) Progress: 0 / 2	November 25 - December 1: Web Week (Disaster Forum due 11/30 ) Progress: 0 / 4
September 2 - 8: Web Week (Wheel Assignment due 9/6, Peer response 9/7) Progress: 0 / 2	October 21 - 25: Fall Break	December 2 - 8 Lecture Week
September 9 - 15: Lecture Week	October 28 - November 3: Lecture Week	December 9 - 13: Web Week (Final Reflection due 12/9) Progress: 0 / 1
September 16 - 22: Web Week (Windshield Survey due 9/20) Current * Progress: 0 / 2	November 4 - 10: Web Week (Epidemiology Quiz due 11/8) Progress: 0 / 1	Course Announcements and Posting Questions
September 23 - 29: Lecture Week	November 11 - 17: Lecture Week (Finance Quiz due 11/15) Progress: 0 / 1	Collaborate Link and Course Documents Progress: 0 / 5
September 30 - October 6: Web Week (VPI Forum due 10/4, Peer response 10/5) Progress: 0 / 2		

Course Dashboard

## September 16 - 22: Web Week (Windshield Survey due 9/20)

Current

This week you will complete the windshield survey for your chosen community.

### Week 4 Learning Objectives (W4 LO)

W4 LO1: Collect data from local community

W4 LO2: Appraise various online data sources for reliability and accuracy of information

W4 LO3: Demonstrate ability to complete windshield survey

### Readings and Activities: (W4 LO3)

Read chapter 18 in your text.

### Assignments: (W4 LO1/2)

Windshield survey assignment. Submit in Moodle.

# Review of Literature



# Literature Review: Course Design and Student Satisfaction

- Course design can *meet and increase* characteristics of successful online behaviors (Naveh, Tubin, & Pliskin, 2010; Kauffman, 2015)
- Success breeds satisfaction and increases *student perception* of the achievable (Arabie, 2016; Kauffman, 2015)

# Course Surveys as a Measurement of Student Satisfaction: Be Careful of the Author and Parameters

- Surveys = *primary tool* (Arabie, 2016; Green, Inan, & Denton, 2012; Kauffman, 2015; Martin & Bolliger, 2018; Naveh, Tubin, & Pliskin, 2010)
- Author(s)? *Without questions that are on-point*, a general lack of clarity lives in the results (Arabie, 2016)
- The populations surveyed and the *skewing of results* (Arabie, 2016; Humber, 2018; Islam & Azad, 2015; Martin & Bolliger, 2018)
- *Window of time* and failing to capture the change in attitude and larger scope (Arabie, 2016; Humber, 2018; Islam & Azad, 2015)

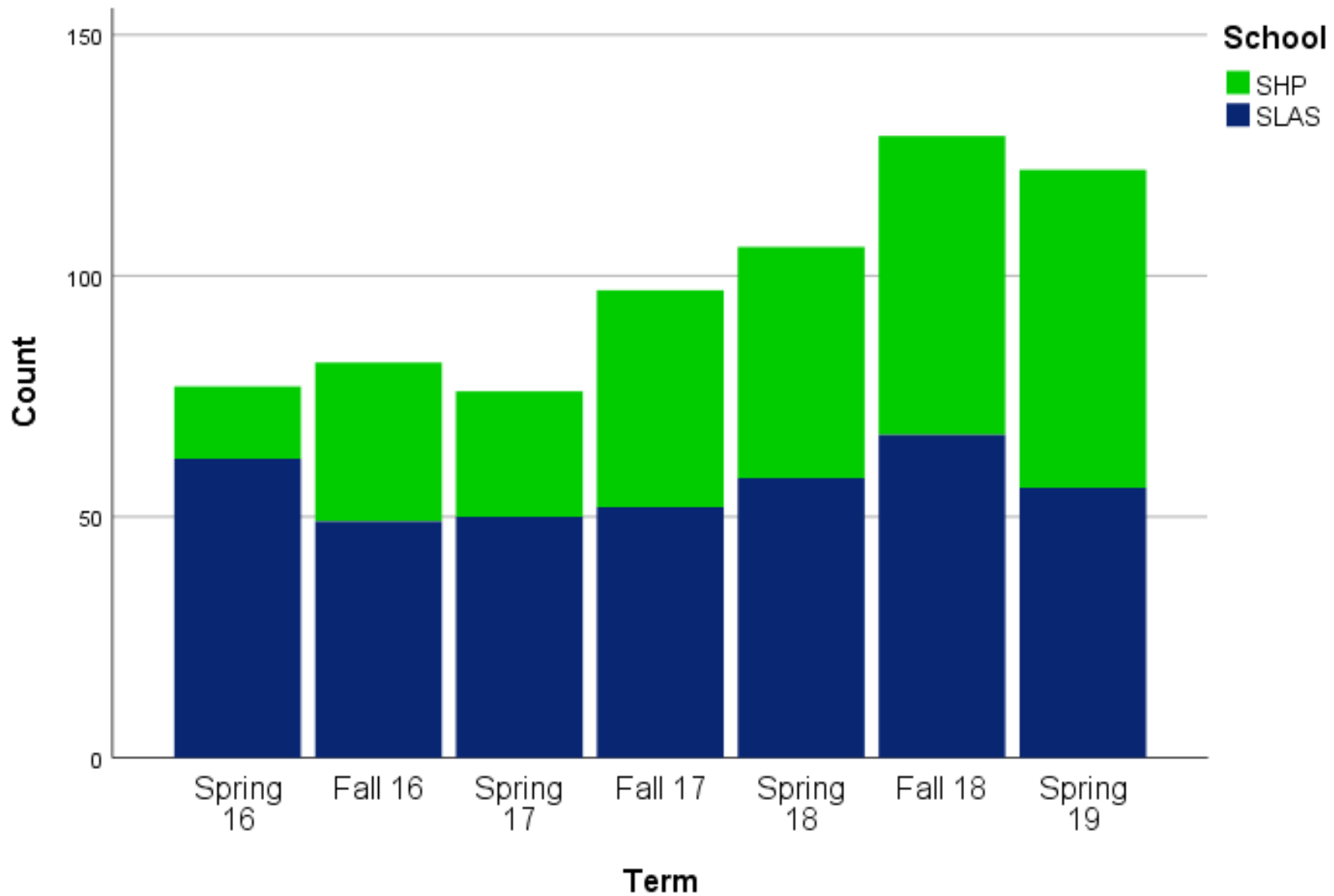
# Instructors as Public Opinion Leaders: Moving a Culture to Embracing Course Design

- Student and instructor *perceptions* of their LMS (Islam & Azad, 2015)
- How the LMS fit their *learning style* (Islam & Azad, 2015)
- How the LMS fit their *teaching style* (Islam & Azad, 2015)
- *Instructor lack of understanding* of the LMS tools . . . decreased satisfaction (Arabie, 2016; Humber, 2018; Martin & Bolliger, 2018)

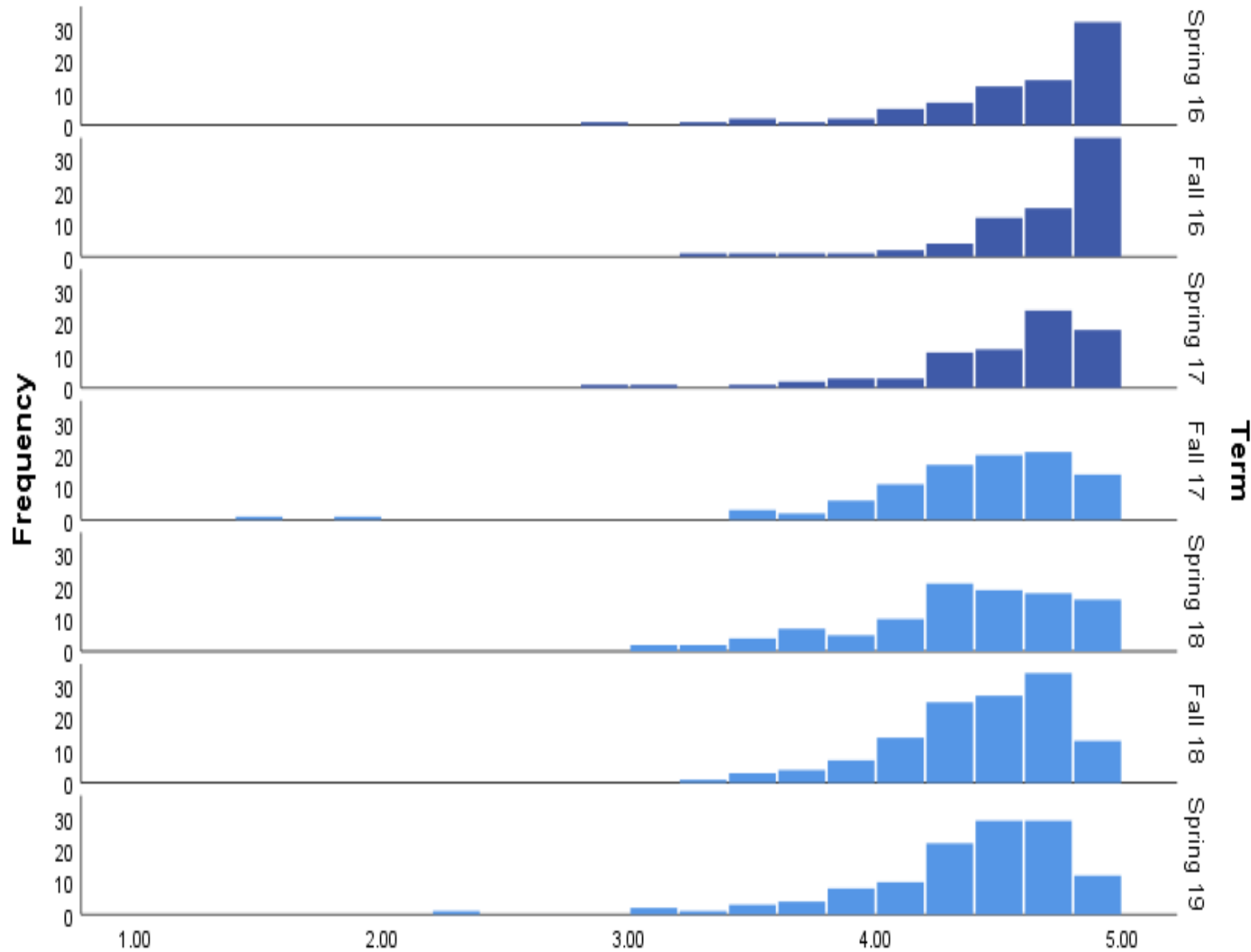
# It's Not Enough to Place the Help-Resources in the Course: Instructor as Propagator

- One of the biggest turn-offs . . . *lack of usability* (Green, Inan, & Denton, 2012; Humber, 2018)
- *The higher the presence* of technical assistance, the more student satisfaction (Green, Inan, & Denton, 2012; Humber, 2018)
- Instructor awareness of Student Help-Resources . . . *first-point-of-contact*.

# Quantitative Results



- The increase in online course offerings has been driven by an increase in courses offered by the School of Health Professions (SHS)
- The number of course offerings from the School of Liberal Arts & Science (SLAS) has remained relatively constant



- Distribution of mean course evaluation scores by semester
- Beginning Fall 17 a revised course evaluation form was implemented
- All quantitative analyses made using data from Fall 17 and later

# Result of Quantitative Analyses

No significant findings between courses that used the SNAP template and those that did not. This was found in overall course evaluation score as well as for specific items from the course evaluation.

## Specific Course Evaluation Questions

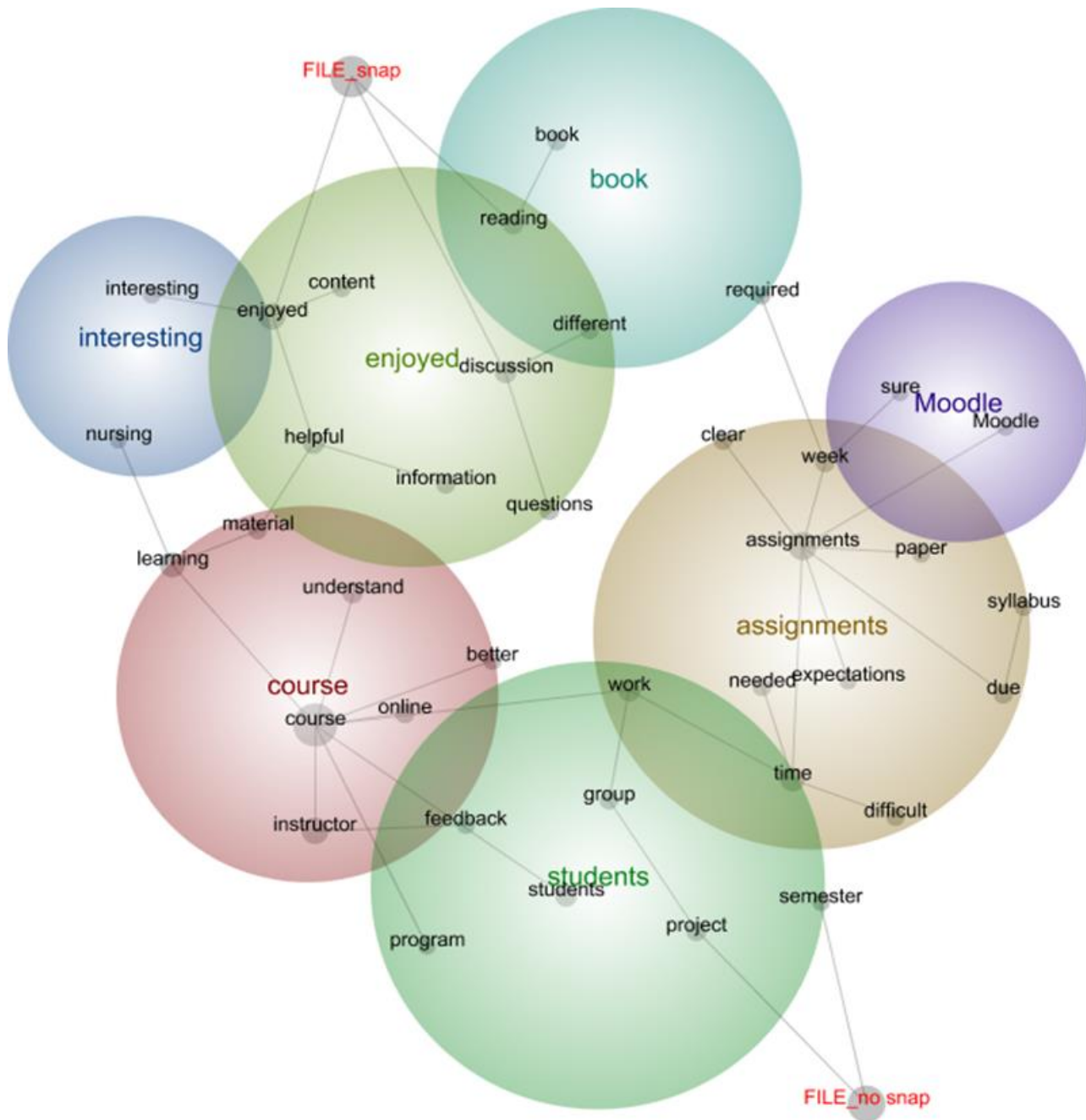
1. The course requirements and expectations were clear
2. Grading scales, rubrics, exams, and/or grading systems for the course related to the assignments, projects, activities were clear and understandable
4. The content of the course supports the learning objectives of this course
15. The tools used in the course support the learning objectives of this course
17. Course design and navigation facilitate readability and ease of use



# Qualitative Results

# Qualitative Data from End-of-Course Evaluations

- Leximancer
- Automated content analysis
- Bayesian statistics and Boolean algorithms
- Identifies concepts
- Creates themes from associated concepts



- The two files are diametrically positioned
- The theme "bubbles" have virtually no overlap
- The concepts near each file position show different conversations are taking place in the qualitative comments students can make on their course evaluations





# Conclusions and Recommendations

# Conclusion: Initial Conversion to QM format is a Step in the Process, not the Culmination

- It's not just the numbers! Qualitative analyses play an important role in understanding the impact of applying the QM Standards on the student experience
- Our analysis indicates that use of *pre-existing* End of Course Student Survey may not be optimal for evaluating impact of QM Standards
- Develop instructors as public opinion leaders (example: length of syllabus)
- "They" becomes "We"

# Recommendation: Anticipate an Intermediate Step - Managing Faculty and Student Perceptions

- Faculty Development
  - Accentuate QM whys and benefits
  - Emphasize course evaluations enhancement strategies
  - Reiterate use of synchronous sessions to sharing whys and benefits with students



# Course Eval Sheet used in Faculty Development

Circle one number for each line.						
<b>Experience with this course:</b>						
	1 = Strongly Disagree	2 = Disagree	3 = Neutral	4 = Agree	5 = Strongly Agree	NA = Not Applicable
1.	1	2	3	4	5	NA
2.	1	2	3	4	5	NA
3.	1	2	3	4	5	NA
4.	1	2	3	4	5	NA
5.	1	2	3	4	5	NA
6.	1	2	3	4	5	NA
7.	1	2	3	4	5	NA

**Strategies to enhance scores in the area of Experience with this Course:**

What will be my message?	How will it be delivered? Course announcement, video, collaborate session, etc.	When during the course will it be delivered? What week or module?

# New Student Online Orientation



My Courses

Courses / Fall Semester 2019

## Fall Semester 2019 - GENERAL STUDENT ORIENTATION (ORI-192-AS)

### CONTENTS

#### START HERE

Progress: 1 / 1

#### 1. Confirming Your Information

Progress: 0 / 1

#### 2. ArgoExpress and Other Resources

Conditional

#### 3. Using ArgoMail and Related Resources

Conditional

#### 4. Catalog / Academic Calendar

Progress: 2 / 3

#### 5. Familiarizing Yourself With Moodle

Progress: 1 / 2

#### 6. EdAssist Information

Conditional

#### 7. Alcohol-Wise and Consent & Respect Modules

Required for All Students

Conditional

#### 8. Campus Assistance / Contact List

Conditional

#### 9. Student Welcome

Conditional

#### 10. Wrap-Up

Progress: 0 / 1

Course Dashboard

## START HERE

### Welcome to your Orientation (Start-UP) Course.

Use the **navigation block (found at the top of each page)** to work through the modules and complete your orientation to our University.

**You must complete these modules, and even the activities/resources within the modules, in order.** Please note that you will not be able to access activities/resources unless you have already completed the previous activity/resource. So, be purposeful on how you move through this course.

### Help Resources for Students

*Have questions about the basics of how Moodle works?  
Click below to access brief online tutorials.*

#### Accessing and Using Moodle

*Have questions about how to post or e-mail effectively?  
Click below to access our University*

#### Guidelines for Effective Communications and Netiquette.

Click for our **Distance Learning FAQ**  
(Frequently Asked Questions, including information about Collaborate).

View a brief **Tutorial on using Turnitin** to submit your papers for Originality and Grammar Check.

Navigate to the **Student Online Learning Help Resources** on SharePoint

Also check out the **ONLINE HELP LINKS** Open LMS and Moodle.org  
as well as **Accessibility Policy**  
provided at the bottom of every page on our Moodle site.

Click to access our **Academic Support Centers**, including our Library, Disability Services, Math and Writing Centers, and our Academic Success Center.

Click to refer to the University's formal **Academic Policies**, including plagiarism, grade appeals, graduation, etc.

#### Technical Support

The University of Providence provides the **Information Services ServiceDesk** for use by its faculty, staff, and students. We are the single point of contact for questions pertaining to university-issued computers, software, networking, and telephone services.

Support for other **student-owned, non-university devices** is limited, but the ServiceDesk should be the student's first place to seek support for all information technology problems or questions.

The ServiceDesk also provides group and individual training opportunities. If you need assistance with university supported applications (MS Office 365, E-mail clients, Sophos Endpoint, MoodleRooms, etc.), or with system maintenance such as backing up data or removal of spyware, Information Services is here to ensure that your use of technology at UP is a productive and positive part of your university experience.



# Expanded Faculty Resources

## Distance Learning and QM Standards Group

Four Presentations: 1. QM Standard 1: Course Overview and Introduction, 2. QM Standard 2: Learning Objectives (Competencies), 3. QM Standard 3: Assessment and Measurement, 4. QM Standard 4: Instructional Materials, 5. QM Standard 5: Learning Activities and Learner Interaction, 6. QM Standard 6: Course Technology, 7. QM Standard 7: Learner Support, 8. QM Standard 8: Accessibility and Usability, 9. QM Standard 9: Learner Support, 10. QM Standard 10: Accessibility and Usability, 11. Moodle Video Tutorial Channels and Shared Links: Progress: 1 / 4, 12. Turnitin Progress: 0 / 1, 13. Documents: Progress: 2 / 10, 14. Collaborate Ultra Current: Progress: 1 / 2, 15. SHP Faculty Dev Not published to students, 16. "Recommendation" Section Progress: 0 / 1, 17. Wiki (test) Not published to students

CONTENTS  
Progress: 0 / 1

1. QM Workshops: Progress: 9 / 15
2. Online Faculty Tutorials Progress: 1 / 1
3. QM Standard 1: Course Overview and Introduction
4. QM Standard 2: Learning Objectives (Competencies)
5. QM Standard 3: Assessment and Measurement
6. QM Standard 4: Instructional Materials
7. QM Standard 5: Learning Activities and Learner Interaction
8. QM Standard 6: Course Technology
9. QM Standard 7: Learner Support
10. QM Standard 8: Accessibility and Usability
11. Moodle Video Tutorial Channels and Shared Links: Progress: 1 / 4
12. Turnitin Progress: 0 / 1
13. Documents: Progress: 2 / 10
14. Collaborate Ultra Current: Progress: 1 / 2
15. SHP Faculty Dev Not published to students
16. "Recommendation" Section Progress: 0 / 1
17. Wiki (test) Not published to students

Create a new section

## Distance Learning and Instructional Design

Published 8/26/2019

How-to Guides QM & Best Practices Universal Design & CLOs

Research/Resources Accessibility Restrictions, Groups, Videos

### Recommendations for Instructors (keep hidden)

Not published to students

## Summer-Fall 2019 Online Facilitator Training Course

Change cover image

CONTENTS  
START HERE Progress: 2 / 4

1. Resources, Challenges, & Opportunities Progress: 0 / 2
2. QM/Best Practices, Providing Links, & Uploading Files Progress: 0 / 5
3. Moodle Video Tutorials for Faculty Progress: 1 / 2
4. Course Building Tips & Your "Sandbox" Progress: 1 / 4
5. Quizzes, Gradebook, Importing, & Understanding Banner Progress: 0 / 4
6. Course "Cyber Café"

Create a new section Course Dashboard

### START HERE

#### Welcome to the Online Facilitator Training course!

#### What is a "Start Here" page?

This area contains information regarding how students should conduct themselves and approach the assignments in each topic, as well as other information that may prove helpful to students regarding the class.

Allow course design and structure to heighten your creativity. Design can break down walls and mental clutter that get in the way of people moving forward. Structure can allow creative confidence. With quality design, a sense of what's possible can be expanded.

START HERE (Consider this structure for you START HERE page)

1. Welcome
2. Learning Modules
3. Recommended Explanations
4. Syllabus
5. Course Technology
6. Technology Skills for the Class
7. Textbooks and Required Resources
8. Weekly Heads-Up
9. Instructor Introduction and Communication Expectations
10. Introductions and Post Questions About the Course

Weekly Modules (Share how MLO's apply to each week/subject)

1. Weekly Modules

# Next Steps

- Develop a survey tool that more specifically focuses on QM Standards
- Future research focus on courses that have gone through the peer-review process

# Questions

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