Leveraging Course Health Analytics to Prioritize Course Enhancements that Drive Student Success

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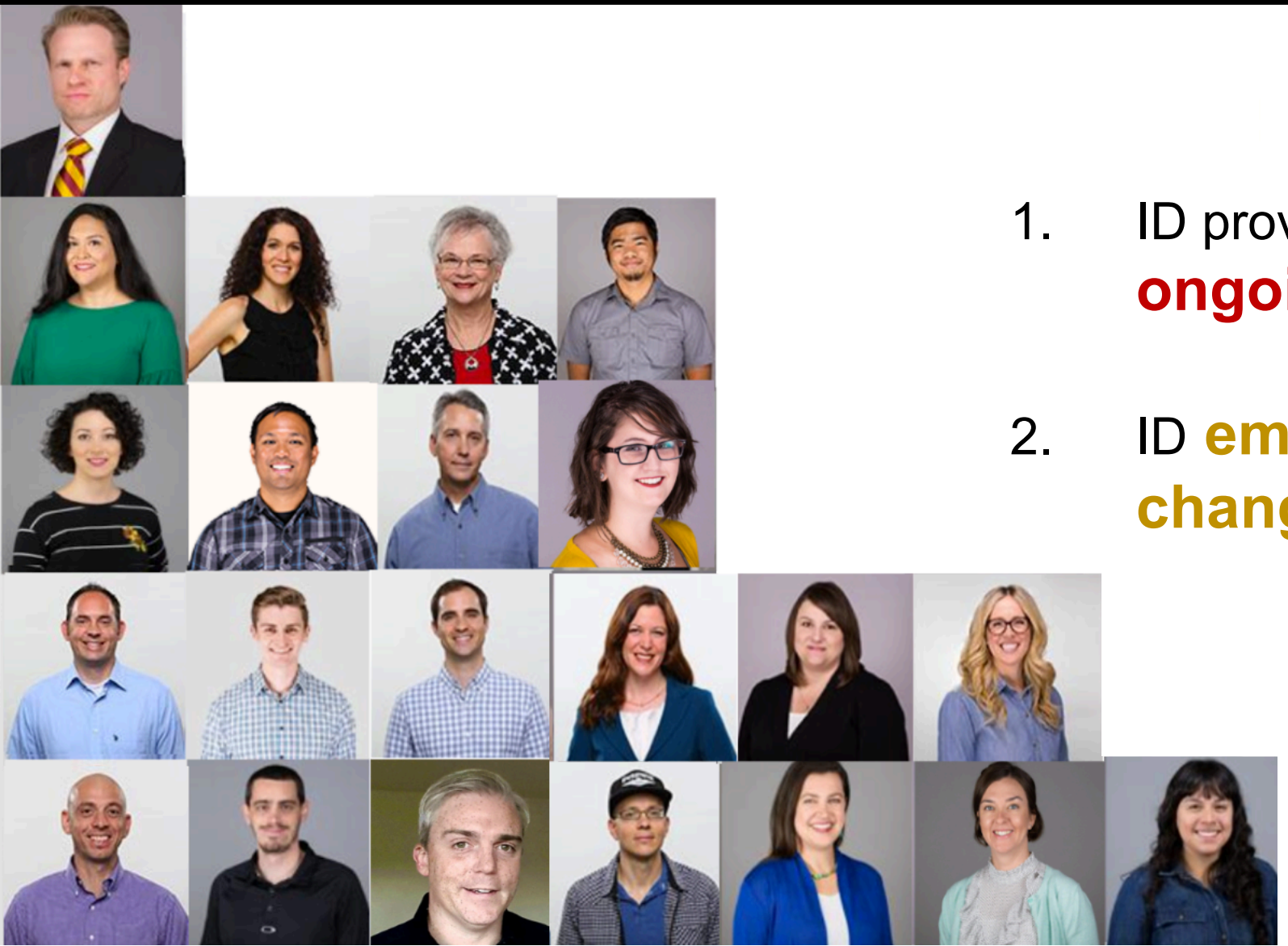
Model of Ongoing Course Enhancement

Instructional Designers - Learning Technologists - Media Developers - ID Associates - ID Assistants



1. ID provides course development and **ongoing enhancement** support

2. ID **empowers faculty to make changes** and use LMS

220

Fully Online Programs

1,500+ Online Courses

Ongoing Enhancement

Creating an atmosphere of support and clear expectations

Support Resources

What **support resources** are available?
What **training** is available?
What **expectations** exist?
What **design standards** are used?
How is this information **communicated** with faculty?

Data

Then what **data** *can be* **available**?

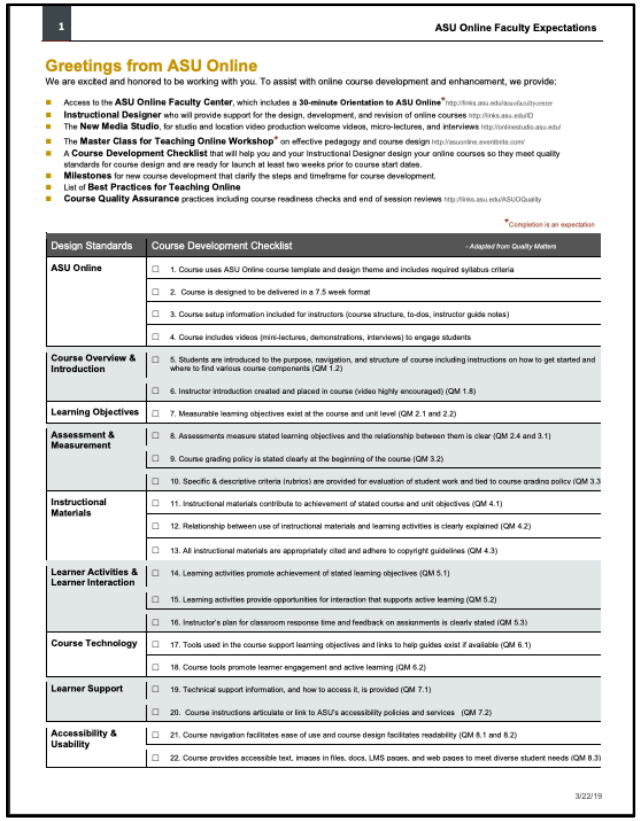
Action

How will you **use the data, to leverage support resources** to assist faculty?

ASU Online Faculty Expectations

Support Resources

ASU Online Faculty Document



Greetings from ASU Online

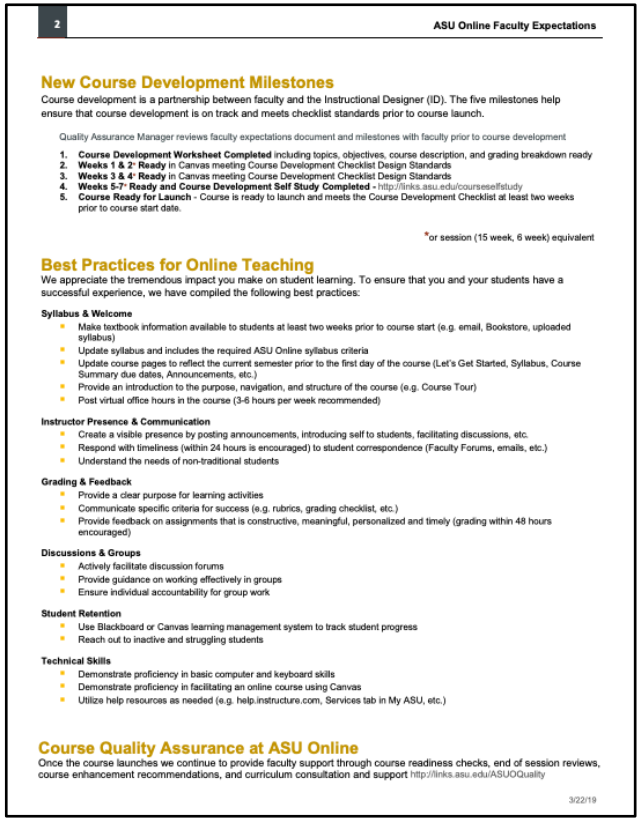
We are excited and honored to be working with you. To assist with online course development and enhancement, we provide:

- Access to the **ASU Online Faculty Center**, which includes a **30-minute Orientation to ASU Online*** http://links.asu.edu/asuofacultycenter
- **Instructional Designer** who will provide support for the design, development, and revision of online courses http://links.asu.edu/ID
- The **New Media Studio**, for studio and location video production welcome videos, micro-lectures, and interviews http://onlinestudio.asu.edu/
- The **Master Class for Teaching Online Workshop*** on effective pedagogy and course design http://asuonline.eventbrite.com/
- A **Course Development Checklist** that will help you and your Instructional Designer design your online courses so they meet quality standards for course design and are ready for launch at least two weeks prior to course start dates.
- **Milestones** for new course development that clarify the steps and timeframe for course development.
- List of **Best Practices for Teaching Online**
- **Course Quality Assurance** practices including course readiness checks and end of session reviews http://links.asu.edu/ASUOQuality

*Completion is an expectation

Design Standards	Course Development Checklist – *Adapted from Quality Matters*
ASU Online	☐ 1. Course uses ASU Online course template and design theme and includes required syllabus criteria
	☐ 2. Course is designed to be delivered in a 7.5 week format
	☐ 3. Course setup information included for instructors (course structure, to-dos, instructor guide notes)
	☐ 4. Course includes videos (mini-lectures, demonstrations, interviews) to engage students
Course Overview & Introduction	☐ 5. 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)
	☐ 6. Instructor introduction created and placed in course (video highly encouraged) (QM 1.8)
Learning Objectives	☐ 7. Measurable learning objectives exist at the course and unit level (QM 2.1 and 2.2)
Assessment & Measurement	☐ 8. Assessments measure stated learning objectives and the relationship between them is clear (QM 2.4 and 3.1)
	☐ 9. Course grading policy is stated clearly at the beginning of the course (QM 3.2)
	☐ 10. Specific & descriptive criteria (rubrics) are provided for evaluation of student work and tied to course grading policy (QM 3.3)
Instructional Materials	☐ 11. Instructional materials contribute to achievement of stated course and unit objectives (QM 4.1)
	☐ 12. Relationship between use of instructional materials and learning activities is clearly explained (QM 4.2)
	☐ 13. All instructional materials are appropriately cited and adhere to copyright guidelines (QM 4.3)
Learner Activities & Learner Interaction	☐ 14. Learning activities promote achievement of stated learning objectives (QM 5.1)
	☐ 15. Learning activities provide opportunities for interaction that supports active learning (QM 5.2)
	☐ 16. Instructor's plan for classroom response time and feedback on assignments is clearly stated (QM 5.3)
Course Technology	☐ 17. Tools used in the course support learning objectives and links to help guides exist if available (QM 6.1)
	☐ 18. Course tools promote learner engagement and active learning (QM 6.2)
Learner Support	☐ 19. Technical support information, and how to access it, is provided (QM 7.1)
	☐ 20. Course instructions articulate or link to ASU's accessibility policies and services (QM 7.2)
Accessibility & Usability	☐ 21. Course navigation facilitates ease of use and course design facilitates readability (QM 8.1 and 8.2)
	☐ 22. Course provides accessible text, images in files, docs, LMS pages, and web pages to meet diverse student needs (QM 8.3)

3/22/19



New Course Development Milestones

Course development is a partnership between faculty and the Instructional Designer (ID). The five milestones help ensure that course development is on track and meets checklist standards prior to course launch.

Quality Assurance Manager reviews faculty expectations document and milestones with faculty prior to course development

1. **Course Development Worksheet Completed** including topics, objectives, course description, and grading breakdown ready
2. **Weeks 1 & 2* Ready** in Canvas meeting Course Development Checklist Design Standards
3. **Weeks 3 & 4* Ready** in Canvas meeting Course Development Checklist Design Standards
4. **Weeks 5-7* Ready and Course Development Self Study Completed** - http://links.asu.edu/courseselfstudy
5. **Course Ready for Launch** - Course is ready to launch and meets the Course Development Checklist at least two weeks prior to course start date.

*or session (15 week, 6 week) equivalent

Best Practices for Online Teaching

We appreciate the tremendous impact you make on student learning. To ensure that you and your students have a successful experience, we have compiled the following best practices:

Syllabus & Welcome
- Make textbook information available to students at least two weeks prior to course start (e.g. email, Bookstore, uploaded syllabus)
- Update syllabus and includes the required ASU Online syllabus criteria
- Update course pages to reflect the current semester prior to the first day of the course (Let's Get Started, Syllabus, Course Summary due dates, Announcements, etc.)
- Provide an introduction to the purpose, navigation, and structure of the course (e.g. Course Tour)
- Post virtual office hours in the course (3-6 hours per week recommended)

Instructor Presence & Communication
- Create a visible presence by posting announcements, introducing self to students, facilitating discussions, etc.
- Respond with timeliness (within 24 hours is encouraged) to student correspondence (Faculty Forums, emails, etc.)
- Understand the needs of non-traditional students

Grading & Feedback
- Provide a clear purpose for learning activities
- Communicate specific criteria for success (e.g. rubrics, grading checklist, etc.)
- Provide feedback on assignments that is constructive, meaningful, personalized and timely (grading within 48 hours encouraged)

Discussions & Groups
- Actively facilitate discussion forums
- Provide guidance on working effectively in groups
- Ensure individual accountability for group work

Student Retention
- Use Blackboard or Canvas learning management system to track student progress
- Reach out to inactive and struggling students

Technical Skills
- Demonstrate proficiency in basic computer and keyboard skills
- Demonstrate proficiency in facilitating an online course using Canvas
- Utilize help resources as needed (e.g. help.instructure.com, Services tab in My ASU, etc.)

Course Quality Assurance at ASU Online

Once the course launches we continue to provide faculty support through course readiness checks, end of session reviews, course enhancement recommendations, and curriculum consultation and support http://links.asu.edu/ASUOQuality

3/22/19

ASU Online Design Services

Instructional Design Support

Support Resources

ASU Online Design Services

ASU Online Faculty Center

Support Resources

ASU ONLINE ORIENTATION

FACULTY FORUMS

- COMMUNITY FORUM
- CREATING INSTRUCTOR PRESENCE
- BUILDING COMMUNITY ONLINE
- LARGE ENROLLMENT COURSES
- MAINTAINING ACADEMIC INTEGRITY
- DIVERSE NEEDS OF ONLINE STUDENTS
- MANAGING TIME FOR TEACHING ONLINE

- MASTER CLASS FOR TEACHING ONLINE
- CANVAS FOR INSTRUCTORS

10+ MINUTES FOR EXCELLENCE

SETTING UP ONLINE COURSES

DESIGNING INSTRUCTIONAL MATERIALS

CREATING INSTRUCTOR PRESENCE

PROVIDING STUDENT FEEDBACK

MEETING COURSE GOALS

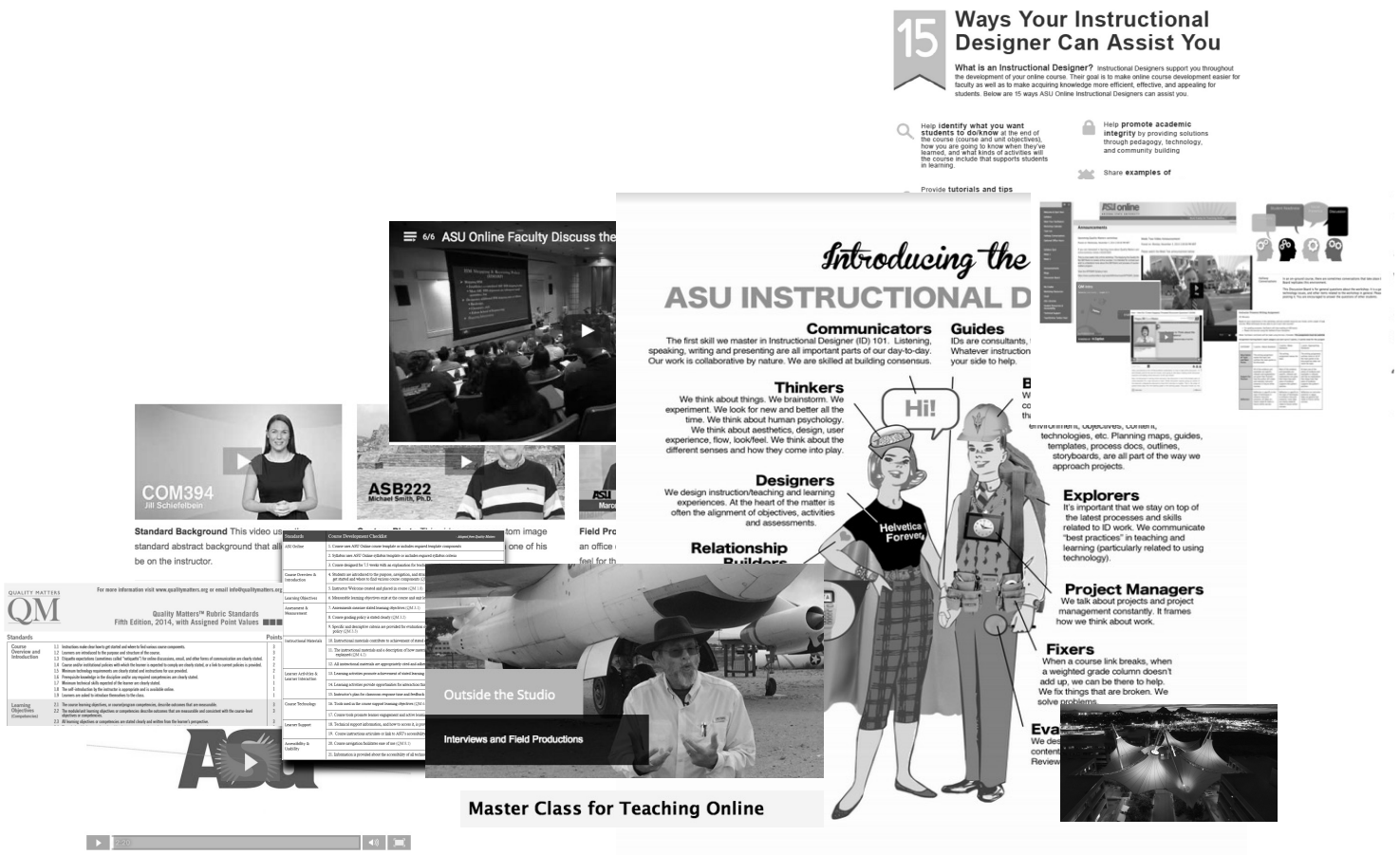
STRATEGIZING ASSESSMENT

All faculty enrolled once identified as teaching an ASU Online course

ASU Online Design Services

ASU Online Faculty Center

Support Resources



ASU Online Design Services

ASU Online Faculty Center

Support Resources

FACULTY FORUMS

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- MANAGING TIME FOR TEACHING ONLINE

ASU Online Design Services

ASU Online Faculty Center

Support Resources

10

Minutes for Excellence

CREATING INSTRUCTOR PRESENCE

MAINTAINING ACADEMIC INTEGRITY

USING COURSE TECHNOLOGIES

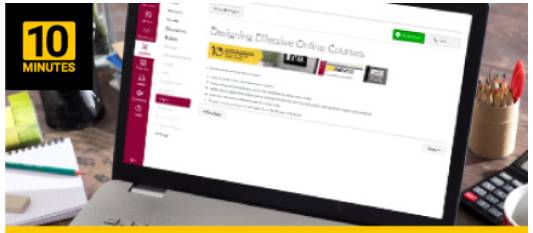
FAIR USE & COPYRIGHT

INCREASING INTERACTION

MEETING COURSE GOALS

PROVIDING STUDENT FEEDBACK

BUILDING COMMUNITY



DESIGNING INSTRUCTIONAL MATERIALS

Master Class for Teaching Online

Online Asynchronous Workshop

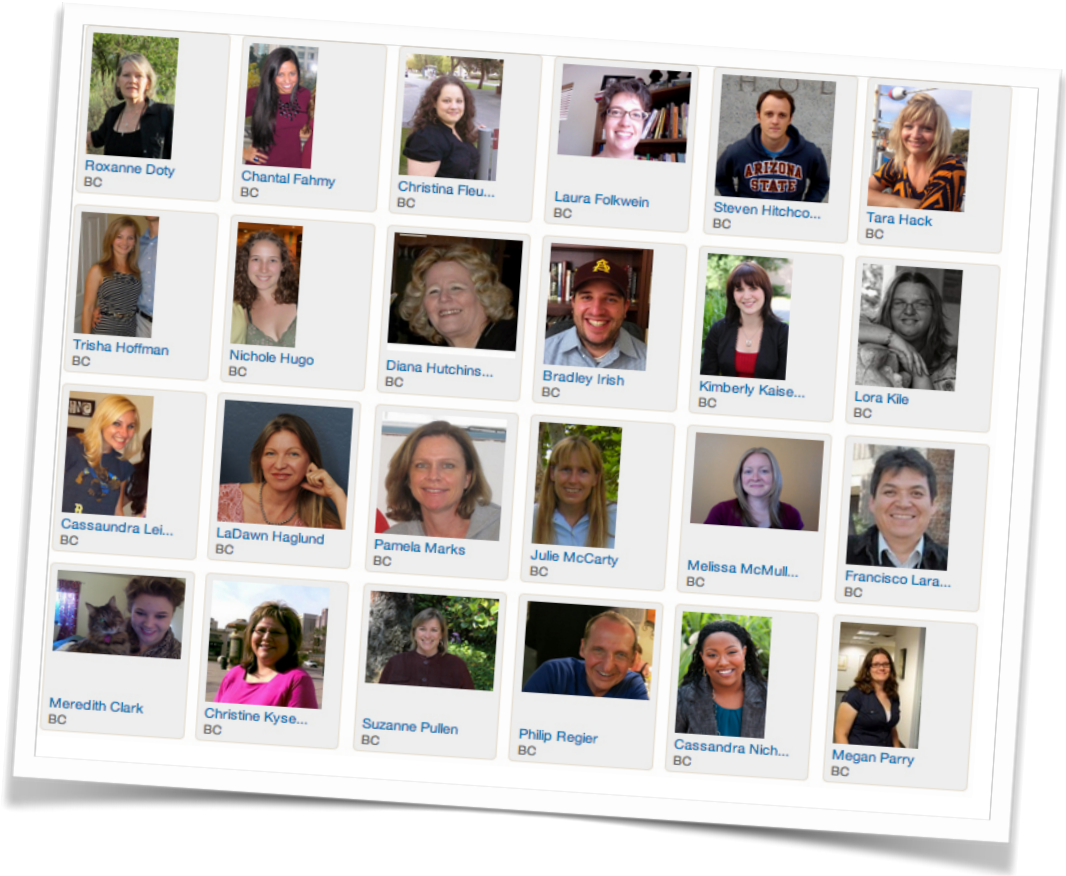
Support Resources

I thought my online course was extremely good, but now I realize that it could be **dramatically improved**.

It was really helpful navigating through this course as a student. I found assumptions I had as an instructor didn't necessarily translate to **student understanding**.

This course has made me realize I really just need to **suck it up** and completely restructure one of my courses.

I recognized that I would have to completely **retool my methods** of teaching to be successful in an on-line environment.



Course Health Indicators

Which courses to review? **Which recommendations to share?**

Data

- ❑ People
- ❑ Forms
- ❑ Reports
- ❑ Surveys
- ❑ LMS Data
- ❑ Other Course Data

Course Health Indicators

Data

Which courses to review? **Which recommendations to share?**

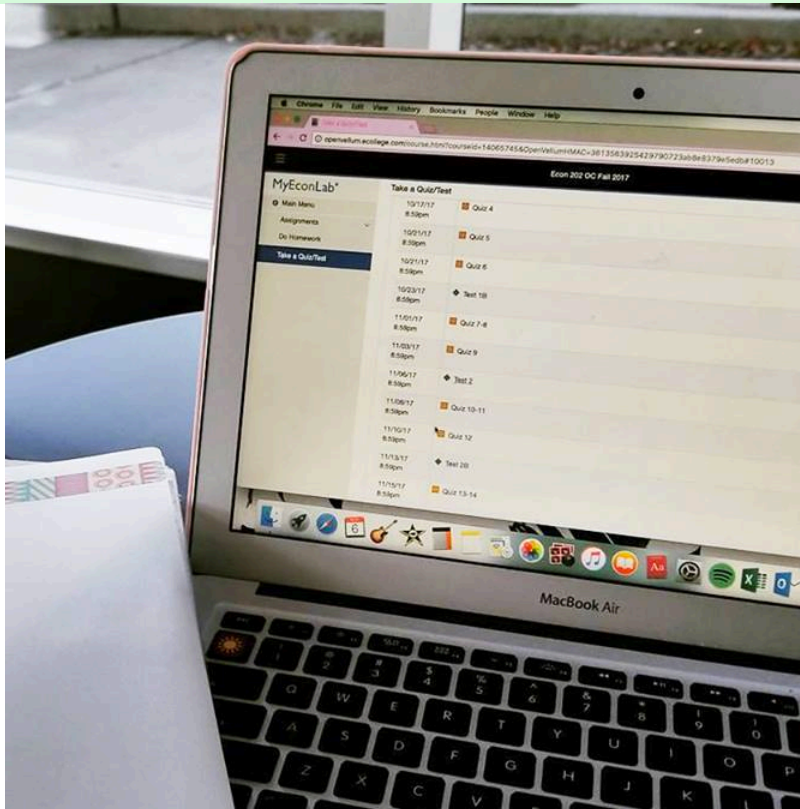
Ongoing Enhancement

Course Readiness Checks

ART206	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	
ART217	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	
ASB100	🟡	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🔴	🟢	🟢	🟢	
ASB222	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	
ASB222	🔴	🔴	🟢	🟢	🟢	🔴	🟢	🟢	🟢	🔴	🟢	🟢	🟢	
ASB301	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	
ASB305	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	🟢	

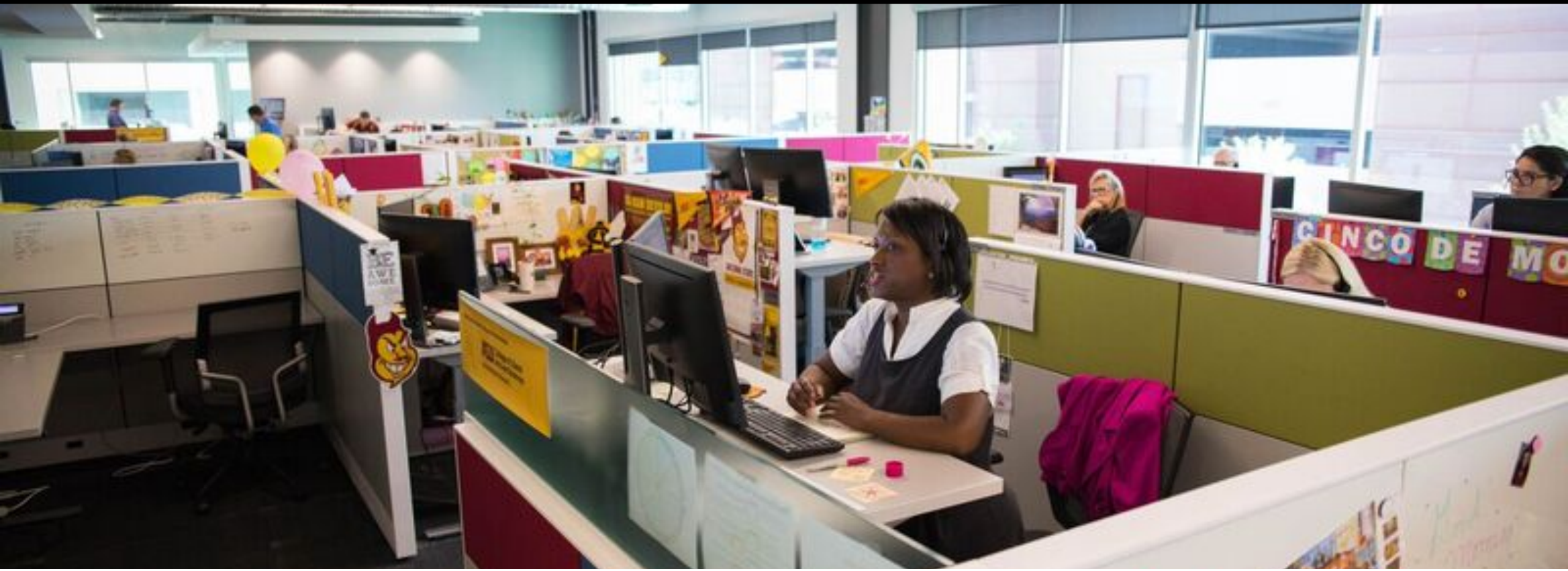
Course Startup Checklist

- ❑ Welcome and Start Here exists
- ❑ Syllabus exists
- ❑ Syllabus includes textbook information, grading policy, late work policy, academic honesty statement, accessibility info
- ❑ Course and Unit Learning objectives exist
- ❑ Couse schedule includes updated dates
- ❑ Hallway Conversation exists
- ❑ Welcome video exists
- ❑ Course tour exists
- ❑ Videos appear and play
- ❑ Links to URLS, docs, etc. work
- ❑ Navigation menu exists and includes Tech Support, Student Resources, ASU Libraries
- ❑ Font style and size consistent
- ❑ Course structured like ASU Online Bb template



Success Coaches

Success Coaching Center



Student are encouraged and connected with resources

Ongoing Enhancement

Course Evaluation Questions

ASU ONLINE COURSE EVALUATION QUESTIONS

Questions appear at the bottom of the academic unit course evaluations and are used to identify areas for improvement in online courses; each question is tied directly to course enhancement opportunities

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

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

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

What did you like the most about the course?

What did you like the least about the course?

Course Reviews

End of Session Reviews

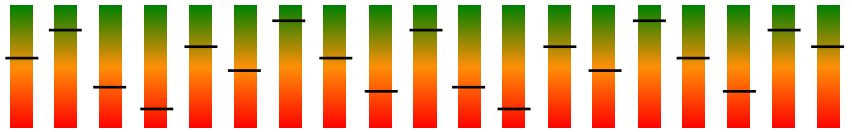
3

360 END OF SESSION COURSE REVIEW

QA team performs end-of-course reviews

- QA performs a review of courses that includes pass rates, student course evaluations, Success Coach and Student Services feedback, and other data to identify needed enhancements
- QA shares results with ID who performs additional course review and makes specific recommendations for course enhancement
- QA shares course enhancement recommendations with unit leads & faculty and invites faculty to work with ID for assistance

Course Health

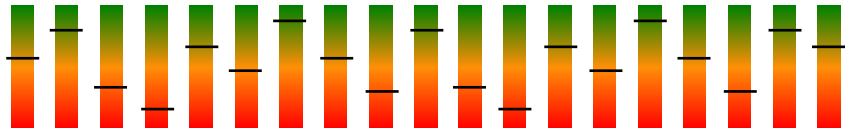


Session	Approx Date for End of Session Reviews	Course Prefix & Code	Course SLN	LMS Course URL	Instructor	Program Lead	Mas... Class Don...	Course Initially flagged due to	Assigned ID
DEMO	11/01/15	XUM 324	43232		Instructor, Sally	Pam Lead	No	Low pass rates	ID Name
DEMO	11/01/15	YXU 222	13143		Instructor, Sally	Pam Lead	Yes	Low course eva	ID Name
DEMO	11/01/15	ZYX 194	13343		Instructor, Sally	Pam Lead	Yes	Success Coach	ID Name

Course Health

Pass Rate	Withdra... Rate	Fail Rate	# of Students Enrolled Until End of Class	Review Course Navigation	Review Course Presentatio...	Review Course Rubrics	Review Course Activities	Review Instructor Visiblity	Review Instructor Response Time	Review Instructor Feedback
64	4	32	55	☐	⚑	⚑	☐	☐	⚑	⚑
54	25	15	33	☐	☐	⚑	☐	⚑	⚑	⚑
60	15	25	40	☐	⚑	☐	⚑	⚑	☐	☐

Course Health



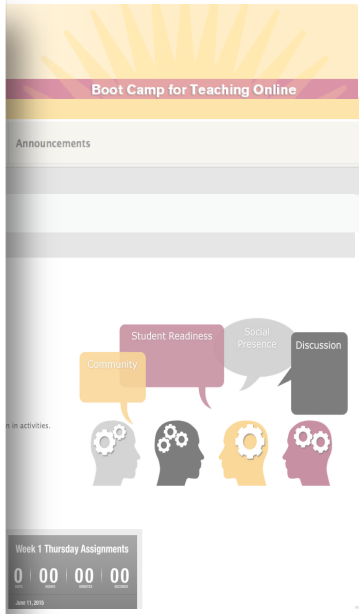
ID Design Perception of Course R/Y/G	Design Enhanceme...	Facilitation Enhancement	QA to Contact or ID to Contact Faculty	Fut... Mut...	QA Contact... Unit Lead	QA-ID-Lead Contact... Faculty
	Yes - Clarify in	Yes - Invite faculty to I	QA to Contact	Do not	☑	☑
	Not at this time	Yes - Invite to 10 Minu	No Contact - I	Mute n	☑	☑
	Not at this time	Yes - Personal Contac	ID to Contact	Mute n	☑	☑

Action

Course Revision

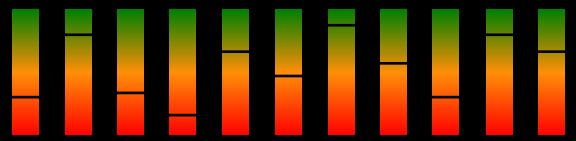
QUALITY MATTERS

QM

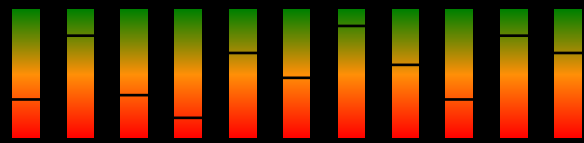


Online Teaching Workshops

Course Revision Opportunity



Facilitation training



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

EdPlus – ASU Online

Instructional Design & New Media

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