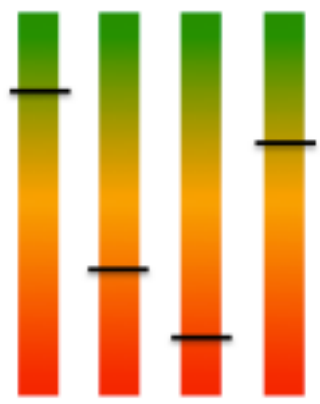


Leveraging **Course Health Analytics** to Prioritize **Course Enhancements** that **Drive Student Success**

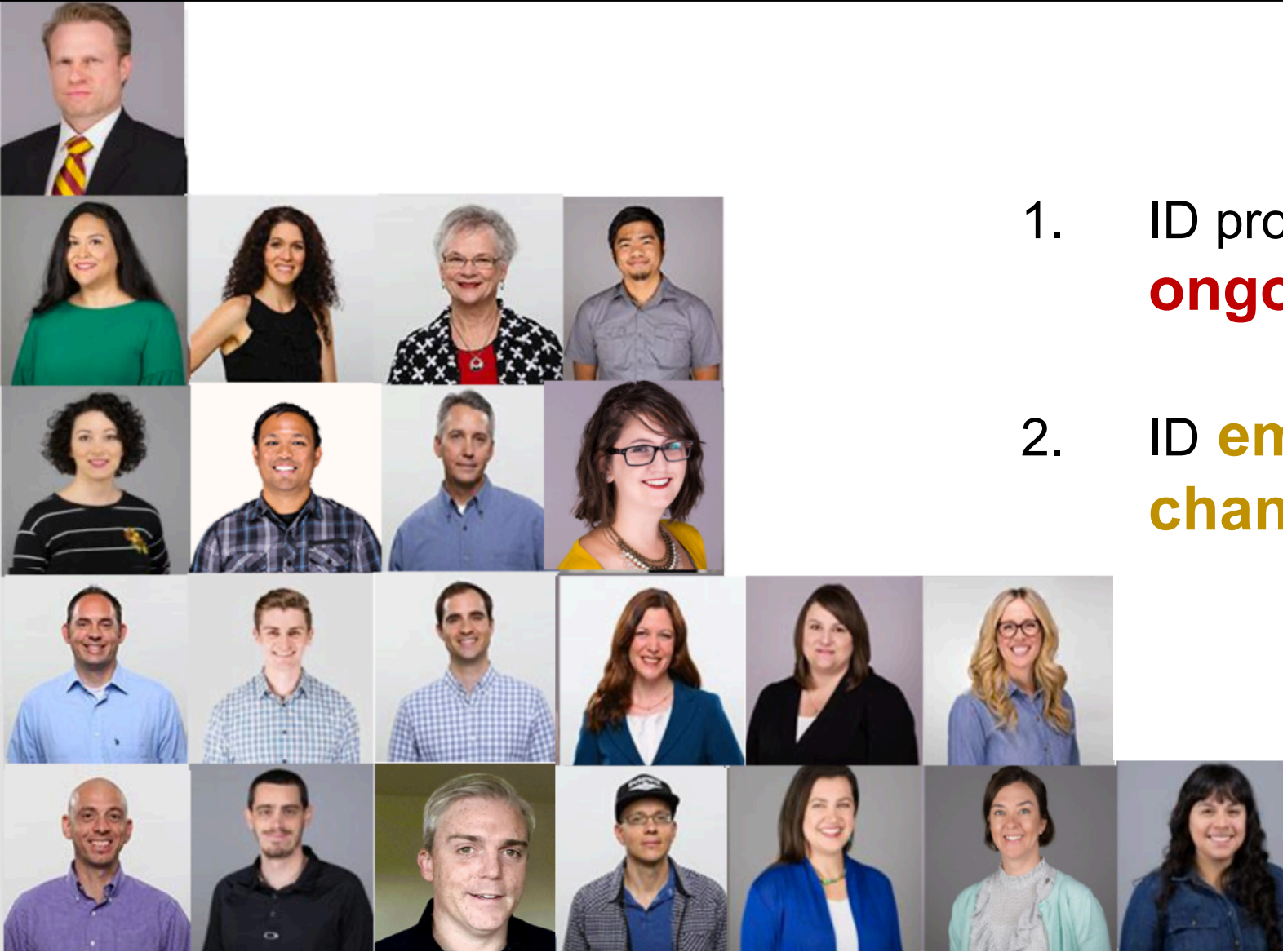


Kody Stimpson
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ASU Online – CPE – Open Scale



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

ASU Online Faculty Document

Support Resources

1 ASU Online Faculty Expectations

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/asuonlinefacultycenter>
- 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://newmedia.asu.edu>
- The **Master Class for Teaching Online Workshop**^{*} on effective pedagogy and course design <http://asonline.asu.edu/mc>
- 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/ASUQuality>

^{*}Completion is an expectation

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

2 ASU Online Faculty Expectations

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

- Course Development Worksheet Completed** including topics, objectives, course description, and grading breakdown ready
- Weeks 1 & 2^{*} Ready** in Canvas meeting Course Development Checklist Design Standards
- Weeks 3 & 4^{*} Ready** in Canvas meeting Course Development Checklist Design Standards
- Weeks 5-7^{*} Ready and Course Development Self Study Completed** - <http://links.asu.edu/courseselfstudy>
- 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/ASUQuality>

3/22/19

ASU Online Design Services

Instructional Design Support

Support Resources

Introducing the ASU INSTRUCTIONAL DESIGNERS

Communicators
The first skill we master in Instructional Designer (ID) 101. Listening, speaking, writing and presenting are all important parts of our day-to-day. Our work is collaborative by nature. We are skilled at building consensus.

Guides
IDs are consultants, technologists, trainers, and evaluators. Whatever instructional issues you may face, we can be right by your side to help.

Thinkers
We think about things. We brainstorm. We experiment. We look for new and better all the time. We think about human psychology. We think about aesthetics, design, user experience, flow, look/feel. We think about the different senses and how they come into play.

Designers
We design instruction/teaching and learning experiences. At the heart of the matter is often the alignment of objectives, activities and assessments.

Relationship Builders
We are skilled at building relationships and rapport with faculty, staff, and clients. There is the potential for a lot of emotion around what we do.

Data Analysts
Data based decision making is part of what we do.

Superheroes
Look! Up in the sky! It's a real one, produce! It's a collaboration expert! It's an ID!

Builders
We bring a systematic approach to constructing learning experiences that includes analysis of the audience, environment, objectives, content, technologies, etc. Planning maps, guides, templates, process docs, outlines, storyboards, are all part of the way we approach projects.

Explorers
It's important that we stay on top of the latest processes and skills related to ID work. We communicate "best practices" in teaching and learning (particularly related to using technology).

Project Managers
We talk about projects and project management constantly. It frames how we think about work.

Fixers
When a course link breaks, when a weighted grade column doesn't add up, we can be there to help. We fix things that are broken. We solve problems.

Evaluators
We design, develop and evaluate content/instructional materials. Review and revision are essential.

15 Ways Your Instructional Designer Can Assist You

What is an Instructional Designer? Instructional Designers support you throughout the development of your online course. Their goal is to make online course development easier for faculty as well as to make acquiring knowledge more efficient, effective, and appealing for students. Below are 15 ways ASU Online Instructional Designers can assist you.

- Help **identify what you want students to do/know** at the end of the course (course and unit objectives), how you are going to know when they've learned, and what kinds of activities will the course include that supports students in learning.
- Provide **tutorials and tips** on using Blackboard to teach online.
- Provide a **second pair of eyes** to identify potential issues.
- Provide a **sounding board** for ways to improve courses.
- Provide a **student perspective**.
- Identify ways to **encourage collaboration and build community**.
- Consult on **Course Structure and Organization**.
- Help **promote academic integrity** by providing solutions through pedagogy, technology, and community building.
- Share **examples of instructional strategies** used in other courses and programs.
- Help **define criteria for graded work**.
- Help **ensure course accessibility**.
- Serve as a **liaison for video and other media development**.
- Help **Identify Technology** to support your learning objectives.
- Provide expertise on **integrating innovative tools** for learning.
- Help **keep course development on track**.

7 SERVICES PROVIDED BY YOUR ASU ONLINE INSTRUCTIONAL DESIGNER

Instructional Designers partner with faculty to design, develop, and enhance their online courses to help make acquiring knowledge more efficient, effective, and appealing to students.

ASU ONLINE INSTRUCTIONAL DESIGNER SERVICES

- Provide Instructional Design Support**
 - Help refine course and unit objectives (what students should know or do)
 - Identify strategies for assessing learning
 - Advise on learning activities that support objectives
 - Consult on course structure, organization, and learning content
 - Provide a second pair of eyes, soundboard for ideas, and a student perspective
 - Identify effective online instructional strategies and models
 - Help define criteria for success for graded work (such as assignment instructions and rubrics)
 - Provide course enhancement consultation and support
 - Assist with creating course content
- Share Tutorials & Tips**
 - Connect you with resources, tutorials, workshops, and support services
- Recommend Community Building & Collaboration Strategies**
 - Identify instructor-to-student and student-to-student engagement strategies
 - Provide course facilitation recommendations
- Advise On Tool And Media Selection**
 - Help integrate innovative tools for learning
 - Provide guidance for proper tool use in online courses
- Share Recommendations Related To Academic Integrity**
 - Promote academic integrity by providing solutions through pedagogy, design, technology, and community building
- Set Course Development Milestones**
 - Work with you to pace course development to meet course design standards
 - Track milestone dates to pace the completion of the course build
- Suggest Additional ASU Services**
 - University Technology Office (UTO) 24 Hour Blackboard Technical Support
 - ASU Subject Librarians
 - ASU Online New Media Studio
 - Disability Resource Center (DRC)
 - And more

ASU Online Design Services

ASU Online Faculty Center

Support Resources

ASU Online Faculty Center



10+ MINUTES FOR EXCELLENCE



- 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



All faculty enrolled once identified as teaching an ASU Online course



ASU Online Design Services

ASU Online Faculty Center

Support Resources



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- Help promote academic integrity by providing solutions through pedagogy, technology, and community building.**
- Share examples of**
- Provide tutorials and tips**

Introducing the ASU INSTRUCTIONAL DESIGNER

The first skill we master in Instructional Designer (ID) 101... Listening, speaking, writing and presenting are all important parts of our day-to-day. Our work is collaborative by nature. We are skilled at building consensus.

- Thinkers**
We think about things. We brainstorm. We experiment. We look for new and better all the time. We think about human psychology. We think about aesthetics, design, user experience, flow, look/feel. We think about the different senses and how they come into play.
- Designers**
We design instruction/teaching and learning experiences. At the heart of the matter is often the alignment of objectives, activities and assessments.
- Relationship Builders**
We build relationships with faculty, students, and other staff. We are often the bridge between different departments and offices.
- Guides**
We are consultants. Whatever instruction your side to help.
- Explorers**
It's important that we stay on top of the latest processes and skills related to ID work. We communicate "best practices" in teaching and learning (particularly related to using technology).
- Project Managers**
We talk about projects and project management constantly. It frames how we think about work.
- Fixers**
When a course link breaks, when a weighted grade column doesn't add up, we can be there to help. We fix things that are broken. We solve problems.
- Evaluators**
We do content reviews.

ASU ONLINE

For more information visit www.qualitymatters.org or email info@qualitymatters.org

Standards	Points
1. Instructional materials are peer reviewed and align to the course learning objectives.	2
2. Content is evidence-based, current, and relevant to the course.	2
3. Content is presented in a clear and concise manner.	2
4. Content is presented in a clear and concise manner.	2
5. Content is presented in a clear and concise manner.	2
6. Content is presented in a clear and concise manner.	2
7. Content is presented in a clear and concise manner.	2
8. Content is presented in a clear and concise manner.	2
9. Content is presented in a clear and concise manner.	2
10. Content is presented in a clear and concise manner.	2
11. Content is presented in a clear and concise manner.	2
12. Content is presented in a clear and concise manner.	2
13. Content is presented in a clear and concise manner.	2
14. Content is presented in a clear and concise manner.	2
15. Content is presented in a clear and concise manner.	2
16. Content is presented in a clear and concise manner.	2
17. Content is presented in a clear and concise manner.	2
18. Content is presented in a clear and concise manner.	2
19. Content is presented in a clear and concise manner.	2
20. Content is presented in a clear and concise manner.	2
21. Content is presented in a clear and concise manner.	2
22. Content is presented in a clear and concise manner.	2
23. Content is presented in a clear and concise manner.	2
24. Content is presented in a clear and concise manner.	2
25. Content is presented in a clear and concise manner.	2
26. Content is presented in a clear and concise manner.	2
27. Content is presented in a clear and concise manner.	2
28. Content is presented in a clear and concise manner.	2
29. Content is presented in a clear and concise manner.	2
30. Content is presented in a clear and concise manner.	2



Master Class for Teaching Online

ASU Online Design Services

ASU Online Faculty Center

Support Resources

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



ASU Online Design Services

ASU Online Faculty Center

Support Resources

10

Minutes for
Excellence



10 MINUTES

CREATING INSTRUCTOR PRESENCE



10 MINUTES

MAINTAINING ACADEMIC INTEGRITY



10 MINUTES

USING COURSE TECHNOLOGIES



10 MINUTES

FAIR USE & COPYRIGHT



10 MINUTES

INCREASING INTERACTION



10 MINUTES

MEETING COURSE GOALS



10 MINUTES

PROVIDING STUDENT FEEDBACK



10 MINUTES

BUILDING COMMUNITY



10 MINUTES

DESIGNING INSTRUCTIONAL MATERIALS

Master Class for Teaching Online

Support Resources

Online Asynchronous Workshop



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?



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

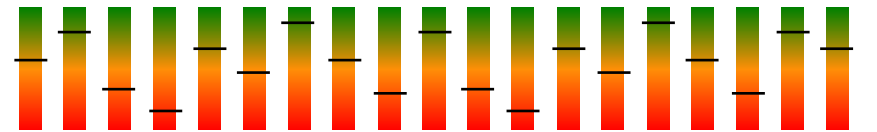
QA team performs end-of-course reviews

- 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





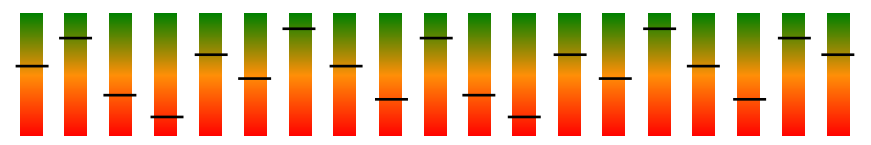
Course Health



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 evals	ID Name
DEMO	11/01/15	ZYX 194	13343		Instructor, Sally	Pam Lead	Yes	Success Coach	ID Name



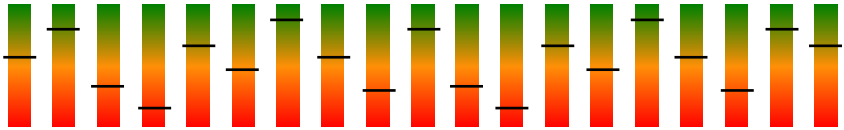
Course Health



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 Visibility	Review Instructor Response Time	Review Instructor Feedback
64	4	32	55	🚩	🚩	🚩	🚩	🚩	🚩	🚩
54	25	15	33	🚩	🚩	🚩	🚩	🚩	🚩	🚩
60	15	25	40	🚩	🚩	🚩	🚩	🚩	🚩	🚩



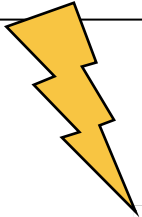
Course Health



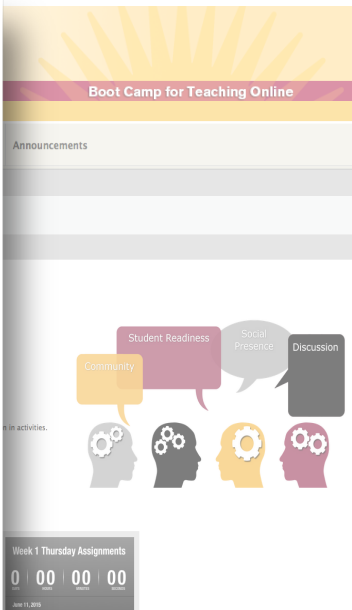
ID Design Perception of Course R/Y/G	Design Enhanceme...	Facilitation Enhancement	QA to Contact or ID to Contact Faculty	Fut... Mut...
●	<i>Yes - Clarify in</i>	<i>Yes - Invite faculty to I</i>	QA to Contact	<i>Do not</i>
●	<i>Not at this time</i>	<i>Yes - Invite to 10 Minu</i>	No Contact - f	<i>Mute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

QA Contact... Unit Lead	QA-ID- Lead Contact... Faculty
<input type="checkbox"/>	<input type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>


Action



Course Revision



Course Revision Opportunity




Online Teaching Workshops



Facilitation training




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

EdPlus – ASU Online

Instructional Design & New Media



Questions?

Kody Stimpson

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ASU[®] EdPlus

Arizona State University