QM STANDARDS: STUDENT FEEDBACK ON COURSE DESIGN

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► Do students perceive the large online course has an overall quality design based on QM Higher Education rubric standards?

   ► Each Standard: 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?

RESEARCH QUESTIONS

- Contents:
  - 8 general standards with 43 specific standards
- Each standard assigned a point value
- QM team composition
  - One team leader, one team expert, one peer reviewer
- 21 essential standards must be met
- Rubric's focus: Quality Design
- Serving as QM-CPR & MR learning experience

QM 5TH EDITION HIGHER EDUCATION RUBRIC

- ▸ Pool of participants = 200 (127-131)
- ▸ 127 participants responded to all standards
  - ▸ 63.5% response rate
- ▸ General Demographics
  - ▸ 43.51% male and 56.49% female
  - ▸ Grades
    - ▸ 40.46% = A
    - ▸ 38.17% = B or B+
    - ▸ 18.32% = C or C+
    - ▸ 1.53% = D or D+
    - ▸ 1.53% = F

DEMOGRAPHICS

Table 1: Percentage of Participants' Ratings

	Did Not Meet	Met	Exceeds
1. Course Overview/Introduction	2.47%	43.11%	54.42%
2. Learning Objectives	2.45%	46.71%	50.84%
3. Assessment & Measurement	0.96%	45.70%	53.35%
4. Instructional Materials	2.40%	45.76%	51.83%
5. Course Activities & Learner Interaction	0.95%	46.97%	53.03%
6. Course Technology	2.28%	49.85%	47.87%
7. Learner Support	0.76%	51.15%	48.09%
8. Accessibility & Usability	3.40%	52.31%	44.29%

GENERAL STANDARDS

Table 2: Percentage of Participants' Ratings – ESSENTIAL Standards 1-2			
	Did Not Meet	Met	Exceeds
1.1 Instructions make clear how to get started and where to find various course components.	0.76%	38.17%	61.07%
1.2 Learners are introduced to the purpose and structure of the course.	0.76%	43.51%	54.20%
2.1 The course learning objectives describe outcomes that are measurable.	1.53%	42.75%	54.96%
2.2 The module learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	1.53%	46.56%	51.15%
2.3 All learning objectives are stated clearly and written from the learner's perspective.	3.05%	44.27%	51.91%
2.4 The relationship between learning objectives and course activities is clearly stated.	2.29%	51.15%	45.80%
2.5 The learning objectives are suited to the level of the course.	3.82%	48.09%	45.80%

Table 2: Percentage of Participants' Ratings – ESSENTIAL Standards 3-5	Did Not Meet	Met	Exceeds
3.1 The assessments measure the stated learning objectives.	2.29%	48.09%	49.62%
3.2 The course grading policy is stated clearly.	0.00%	41.22%	58.02%
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.	1.53%	49.62%	48.85%
4.1 The instructional materials contribute to the achievement of the stated course and module learning objectives.	0.76%	45.80%	53.44%
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.	3.82%	43.51%	52.67%
5.1 The learning activities promote the achievement of the stated learning objectives.	0.00%	45.80%	54.20%
5.2 Learning activities provide opportunities for interaction that support active learning.	1.53%	48.09%	50.38%
5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.	0.76%	48.09%	51.15%

Table 2: Percentage of Participants' Ratings – ESSENTIAL Standards 6-8			
	Did Not Meet	Met	Exceeds
6.1 The tools used in the course support the learning objectives.	0.00%	47.33%	52.67%
6.2 Course tools promote learner engagement and active learning.	0.00%	48.85%	51.15%
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	0.76%	51.91%	47.33%
7.2 Course instructions articulate or link to the institution's accessibility policies and services.	0.76%	50.38%	48.85%
8.1 Course navigation facilitates ease of use.	5.34%	50.38%	44.27%
8.2 Information is provided about the accessibility of all technologies required in the course.	1.53%	56.49%	41.22%

ESSENTIAL STANDARDS

- Learning Objectives
  - Class too Hard
  - Volume of work
- Assessment and Measurement
  - Quizzes-Assessment
  - Automatic Grading Glitches
  - Limit of One Submission for Final Exam

- Instructional Material
  - No Lecture
- Course Activities and Learner Interaction
  - Interaction with Other Students
- Accessibility
  - My IT Lab and the Mac
  - Repetitive Structure

STUDENT COMMENTS: WEAKNESS

- Assessment and Measurement
  - Immediate Feedback on Assignments
  - Ability for Multiple Submission
- Instructional Material
  - Training Videos
  - Simulations
  - Interactive Assignments

- Course Activities and Learner Interaction
  - Discussion Board for Help
  - Good Interaction with Professor
- Other
  - Ability to Work at Own Pace
  - No F2F Class Meetings
  - Freedom

STUDENT COMMENTS: STRENGTHS