

Quality Review of Online Courses

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Abstract

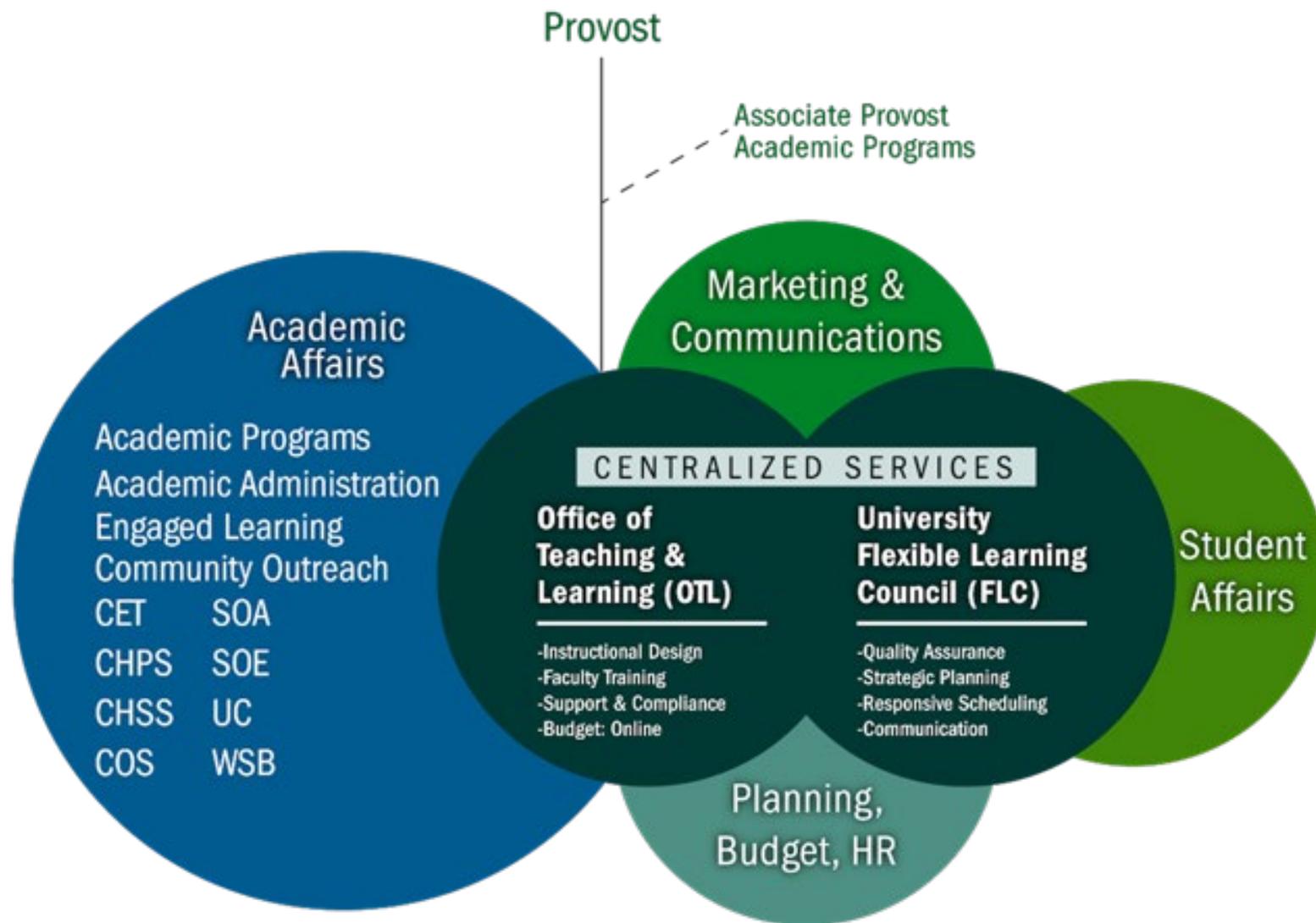
This presentation describes an approach used for quality review of online courses. The review considers the following factors: alignment to goals; course technology and tools; design and layout; content and activities; accessibility; interaction; and assessment and feedback. The approach involves the use of a college level Flexible Learning Council comprise of faculty and includes training on the course design rubric, inter-rater reliability activity, and external support by the Office of Teaching and Learning. It provides for standardized quality reviews with buy-in and support from faculty administration. Lessons learned will be provided as well as next steps in evaluation of online course delivery.

Utah Valley University (UVU)

- Largest public university in the state of Utah
- A Dual Mission University
- Fall 2020 – 40,936
- 81% of our students work while taking classes
- 30% are nontraditional (25+)
- 37% are first generation

Problem

- Continued enrollments increases.
- Online efforts not prioritized.
- Online course development decentralized.
- No standardized approach to online efforts.
- Student demand not met in several areas.



University Flexible Learning Council (FLC)

- Members: similar to existing task force
- Chair: rep from Academic Affairs (OTL) + rotating co-chair elected by committee

College/School FLC

- Members: department reps, associate dean
- Chair: associate dean + rotating co-chair elected by committee

Department FLC

- Created as desired by departments
- Members: faculty from department
- Chair: elected by members

CHPS FLC Committee

Associate Dean and Faculty Member co-chair

Faculty Representatives from each department:

Aviation

Emergency Services

Criminal Justice

Public and Community Health

Nursing

Allied Health

Graduate Programs

Quality Online Review Project - Purpose

- Expand access of quality courses
- Develop system for quality review of online courses
- Replicate a standardized process across the university
- Meet regional accreditation requirements

Transformative CFLC Pilots Quality Reviews - Summer 2019

<i>Summer 2019 Pilot</i>			
FLC	# of Reviewers	# of Reviews	# of unique Courses reviewed
CHPS	7	105	35
CHSS	6	54	18
WSB	5	32	12
Total	18	191	65

CFCLC Quality Reviews - Summer 2020

As of 8/21/2020

CFCLC	# of Reviewers	# of Reviews	# of unique Courses reviewed
CET	11	81	27
CHPS	11	87	29
SoA	5	36	12
CHSS	7	57	19
CoS	6	9	3
UC	9	45	11
WSB	5	27	9
Total	54	342	110

Quality Review Elements/Process

- CFLC
- Quality Review Rubric
- Course Selection
- Training
- Quality Review
- Discussion on Results
- Follow-up

Quality Review Elements/Process

CFLC

Quality Review Rubric

- localized version of the Open SUNY Course Quality Rubric (OSCQR)
- Result of faculty, instructional designers, and administration collaboration
- Also used to support online teaching awards and online teaching certification

UVU Online Course Design Rubric
Office of Teaching and Learning

Criteria	Sufficient Evidence	Some Evidence	Little/ No Evidence	Not Applicable	Notes
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1. COURSE INFORMATION

Reflection: What does a student need to explicitly know to successfully start and navigate this course?

1.Course contains a **Syllabus*** (accessible PDF or HTML). Required items include: approved course description, outcomes,

Course contains an **Instructor Information page***. (Required items include contact information, communication preferences. Recommended items...

Course includes **links to relevant campus policies.*** Required items include student rights and responsibilities, plagiarism, accessibility services.

Course provides **access to student success resources*** (For example technical help, orientation, tutoring).

Course contains **instructions for accessing third-party technology tools*** (For example publisher websites, secure content, software and hardware...

Course contains a tone that is supportive of student success.

2. COURSE ALIGNMENT

Reflection: What parts of the course are best aligned to program goals?

1.Course contains **learning objectives that are clearly stated and align with course outcomes***.

Course contains **learning content and activities that are aligned with assessments and learning objectives***.

3. COURSE TECHNOLOGY AND TOOLS

Reflection: What technology resources and support do students generally need to confidently complete assignments and activities?

3.Course contains opportunities **to develop the technical skills required in the course***. The skills are clearly stated and supported with orientation...

Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu

Course contains links to privacy policies for third-party technology tools that require students to create an account outside of Canvas.

4. DESIGN AND LAYOUT

Reflection: How does your course design and layout alert the students to what they should be doing first, next and last?

1. Course contains a **logical organization and navigation**.*

Course pages are uncluttered, have information divided into manageable sections, appropriate contrast, formatted text, font, and colors.

Course contains **clear and concise instructions*** that provide a rationale for activities and assessments. All graded assessments have a written description.

Course is free of grammatical and spelling errors.

All hyperlinks are functional.

5. CONTENT AND ACTIVITIES

Reflection: How does the rigor match the level and purpose of this course in preparing students for lifelong learning and real-world experiences?

1. Course contains **activities that provide opportunities for engaging in higher-order thinking as appropriate***. (Examples: Problem-solving, critical thinking, reflection, and analysis.)

Course contains **engaging learning activities***. (Examples: real-world applications, experiential learning opportunities, case studies, and problem-based activities, as appropriate).

Course contains instructional materials that are up-to-date and readily available for students. Where applicable, Open Educational Resources, free, or low-cost materials are used.

Course materials and resources **include copyright and licensing status, citations, or clearly stated permission to use.***

6. ACCESSIBILITY

Reflection: How do accessibility measures in your course support student learning?

1. Course contains content in an **easily accessible format***, preferably in HTML that follows current accessibility standards.

Course contains **text equivalents for non-text elements*** (Example: closed-captioning, transcriptions, and alternative text are included for video, audio, and image elements).

Course contains **hyperlink text that is descriptive*** when used out of context. (Example: Avoid use of "click here" in favor of actual website name or concise description.)

Course contains **accessible technology tools*** that meet [WCAG 2.0 AA standards](#) or https://www.w3.org/WAI/WCAG20/quickref/?currentsidebar=%23col_overview#principle1

7. INTERACTION

Reflection: Considering your teaching philosophy, what practices are being implemented to create a positive, online learning environment?

1. **Course facilitates communication, interaction and collaboration*** among students and instructor(s) particularly in ways that build community, support open communication, and establish trust.

Course contains pacing mechanisms to ensure timely completion of activities, assignments, and assessments. (Examples: Due dates, announcements, reminders, or feedback.)

Course contains measures to ensure academic honesty. (Examples: timed quizzes or exams, writing assignments, and uses a plagiarism checker tool.)

8. ASSESSMENT AND FEEDBACK

Reflection: How are student expectations and progress communicated? What opportunities are students given to track and measure their progress and get support when needed?

1. Course contains **frequent and appropriate methods to assess mastery of content***.

Course contains **clear written criteria for all graded assignments and assessments*** (Examples: rubrics, sample work, or templates).

Course contains opportunities for students to review their performance and assess their own learning (Example: pre-tests, self-tests, or reflective...

Course contains clearly stated information for timed responses on quizzes and exams, due dates for discussion posts and deadlines for...

Course contains a well-organized gradebook. (Note: In Canvas the gradebook is organized based on the Assignments page.)

Quality Review Elements/Process

CFLC

Quality Review Rubric

Course Selection & Prioritization

- Selected by Faculty
- Factors include:
 - Age of the course,
 - Enrollments,
 - Course data such as grade distribution, withdrawals, fail, etc.
 - Faculty and Staff recommendations

Quality Review Elements/Process

CFLC

Quality Review Rubric

Course Selection

Training

- Review of rubric
- Inter-rater reliability activity

Quality Review Elements/Process

CFLC

Quality Review Rubric

Course Selection

Training

Quality Review

- 3 faculty per course (at least one in subject matter)
- Occurs within a week timeframe in the summer
- Use Qualtrics to capture results

Quality Review Elements/Process

CFLC

Quality Review Rubric

Course Selection

Training

Quality Review

Discussion on Results

- Review cumulative results
- Discussion around non-agreement and little to no evidence
- Action to take by CFLC based on reviews
- How to distribute reviews back to faculty

28) Frequent and Appropriate Methods to Assess Mastery

CRITICAL ELEMENT

Reviewer	Comment	Score
2	Discussion board for questions to instructor, Discussion boards for each module..get support from peers.	Sufficient
1	It appears mastery of content is assessed primarily through discussion board posts. The discussion board questions do have comprehensive questions and requirements based on readings.	Sufficient
3	There aren't learning objectives, so that's hard to assess. I'm not sure if the students would meet the course objectives based on the assignments in the course.	Little / No

6) Supportive of Student Success

Reviewer	Comment	Score
2	Yes..continual video presence is great!	Sufficient
1	I appreciated the instructor taking time to do the video course introduction to help personalize and welcome students. Just doing a video like this sends a positive message of support to students and helps them feel a more significant connection and that there is a real person teaching the course. The syllabus also contains some of the procedural information in terms of how to contact, etc. Consider adding an Instructor Information page with your picture, contact information, a welcome statement, education background, where you are interested in the subject matter, your	Some

Quality Review Elements/Process

CFLC

Quality Review Rubric

Course Selection

Training

Quality Review

Discussion on Results

Follow-up

Benefits/Lessons Learned

- Opportunity to identify and take tangible action on courses with deficient quality
- Reviewers gained perspective by reviewing courses other than their own
- Avenue to identify and shared examples of excellence
- Reviewers excited about applying concepts to their own courses
- Establishes a common vocabulary and understanding related to quality
- More clearly see the importance of common navigation and format for online courses
- Provided a broader perspective of online course practices
- Change of heart and perspective

Faculty quotes

“Using the Course Design Rubric, I redesigned two [of my own] courses this semester to improve standards for accessibility.”

“When I evaluated the courses of others, I recognized areas where my own courses could improve.”

Next Steps

- Expanding past just CFLC members to review courses
- Expanding reviews to other colleges and schools
- CFLC working this academic year on process to review delivery