Is it Working?
Stop Assuming, Start Assessing!

Joanne Dolan
University of Wisconsin - Green Bay
@SlightlyJo
Context
Process
Barbara Walvoord
Process

- Questions
- Data
- Action
Questions
Questions

- Has the program impacted how faculty teach?
- Has the program improved course design?
- Has the program improved student perception of online courses?
Questions

- Draft 1-3 questions that you would like to answer about your QM program
- Share with your group
Data
Has the program impacted how faculty teach?

- Faculty surveys
  - Pre-Course
From your previous online teaching experience, do you believe that teaching an online course is -

- more satisfying than teaching a residential course
- equally satisfying as a residential course
- less satisfying than teaching a residential course
From your previous online teaching experience, do you believe that the quality of student learning in an online course is -

- higher than in residential course
- equal to a residential course
- lower than in a residential course
<table>
<thead>
<tr>
<th></th>
<th>Very Good</th>
<th>Good</th>
<th>Needs Work</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course includes measurable course objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course includes measurable module objectives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course is well-organized and navigation is logical</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course includes varied assessments</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course provides opportunities for interaction and active learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course provides students multiple opportunities to measure their learning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The course uses accessible technologies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Has the program impacted how faculty teach?

- Faculty surveys
  - Pre-Course
  - Post-Course
How do you feel taking part in this course, and working with fellow colleagues, have impacted your teaching and online course design?
For this question, imagine you were not submitting your course to QM. Which changes discussed over the last two weeks would you still plan to implement in your course?
Has the program impacted how faculty teach?

- Faculty surveys
  - Pre-Course
  - Post-Course
  - Post-Review
How did redeveloping your course change the way you teach? Which specific changes most impacted your teaching?
How did redeveloping your course change the way that your students learn? Which specific changes most impacted your students’ learning?
Is there a change that you feel has negatively impacted your teaching, or your students’ learning? Can you tell us more about this concern?
Having completed the redevelopment and review, what do you wish you had known prior to this process?
Has the program impacted how faculty teach?

- Faculty surveys
  - Pre-Course
  - Post-Course
  - Post-Review
Has the program improved course design?

- Pre-Course QM Rubric Score
- Official Review Rubric Score
- Non-QM Course Rubric Score
- QM Standards Breakdown in MyQM
Has the program improved student perception of online courses?

- Student Evaluations
Data

Considering your questions

- What data do you already have access to?
- What data can you easily obtain?
Action
Action

- Refine course to meet faculty needs
- Identify support necessary to improve weaker standards
- Improve Student Evaluation survey
Other Suggestions
Other Suggestions

- QM Research Agenda
- Analytics
- Face-to-Face Impact
- Others?
Resources

http://tinyurl.com/QM14SASA
Is it Working?
Stop Assuming, Start Assessing!

Joanne Dolan
University of Wisconsin - Green Bay
@SlightlyJo