



## Open Pathway Quality Initiative Report

### *Institutional Template*

The enclosed Quality Initiative report represents the work that the institution has undertaken to fulfill the Improvement Process of the Open Pathway.

*Gary L. Miller*

*July 5, 2017*

Signature of Institution's President or Chancellor

Date

Gary L. Miller, Chancellor

Printed/Typed Name and Title

University of Wisconsin - Green Bay

Name of Institution

Green Bay, WI

City and State

The institution uses the template below to complete its Quality Initiative Report. The institution may include a report it has prepared for other purposes if it addresses many of the questions below and replaces portions of the narrative in the template. This template may be used both for reports on initiatives that have been completed and for initiatives that will continue and for which this report serves as a milestone of accomplishments thus far. The complete report should be no more than 6,000 words. Quality Initiative Reports are to be submitted between September 1 of Year 7 and August 31 of Year 9 of the Open Pathway cycle. Submit the report as a PDF file to [pathways@hlcommission.org](mailto:pathways@hlcommission.org) with a file name that follows this format: QI Report No Name University MN. The file name must include the institution's name (or an identifiable portion thereof) and state.

Date: 7/2/2017

Name of Institution: University of Wisconsin - Green Bay

State: WI

Contact Person for Report: Clifton Ganyard, Associate Provost for Academic Affairs

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## Report Categories

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### Overview of the Quality Initiative

1. Provide a one-page executive summary that describes the Quality Initiative, summarizes what was accomplished, and explains any changes made to the initiative over the time period.

The University of Wisconsin-Green Bay (UWGB) set itself a two-step Quality Initiative project. The first step was to certify one hundred course sections in the Quality Matters (QM) program. Quality Matters, an international non-profit organization housed within MarylandOnline, Inc., provides quality assurance tools in the field of online education to its 60,000 subscribed members, including UWGB. Quality Matters is a faculty-centered, continuous improvement model for assuring the quality of online and hybrid courses through peer review. The second step was to translate the principles of the Equity Scorecard Document Analysis Rubric - developed by the University of Southern California's Center for Urban Education - for UWGB. After translating the rubric, UWGB sought to align the same one hundred sections that earned QM certification with the Document Analysis Rubric in an effort to address achievement gap issues.

This was an ambitious goal, and UWGB made significant progress. We certified fifty sections with Quality Matters. Moreover, the alignment principles of QM penetrated the institutional culture beyond these fifty courses and has become integral to online course development. For example, UWGB created an "Online Teaching Fellows" program that, to date, 103 faculty members – which represents approximately 55% of the total faculty - have completed. Facilitated by an instructional design professional, small groups of faculty were selected into each "cohort" based on an application process. They met for extended discussions of online course design and pedagogical best practices and engaged in course design activities during the summer or January interim. The "starter" Fellows group focused on faculty who were first designing a new online course, so they had support that included learning about QM standards and about inclusivity in the online "classroom" from the beginning of course development. While the "advanced" Fellows group had a similar experience, the desired final product in their case was QM certification for a class they had taught multiple times. These programs were designed to focus on instructional design issues (e.g., the role of learning objectives in course development), not simply technology concerns (e.g., the procedure for creating groups in D2L). They were well-received by faculty members, and they clearly communicated through word and action the importance of high-quality, thoughtful instructional design in creating online courses. Severe budget cuts, turnover in staff, a campus reorganization, and a change in leadership did sap momentum from certifying courses with Quality Matters in 2014-15 and 2015-16. Momentum picked up again once new staff was in place.

In addition to the Online Teaching Fellows and encouragement of QM certification, UWGB also adapted the Equity Scorecard Document Analysis Rubric to local needs and began a pilot program to align courses with the Scorecard. This process was intensive and time-consuming, and progress was hampered by staff turnover that meant that the individuals who designed this initiative were no longer at UWGB when the time came for implementation. Ultimately, a team of faculty with some expertise with inclusivity issues was assembled to carefully analyze the Equity Scorecard Rubric and convert it into a document that instructors could use for self-reflection about inclusivity. In fact, two smaller teams were created from this committee, and they did everything from literature searches to engaging a small focus group of diverse students to generate recommendations. The development process and the resulting recommendations became a professional presentation at the UW System spring teaching conference of the Office of Professional and Instructional Development (OPID). (See Appendix 1). Although we were able

to conduct a small pilot with the new instrument, full implementation of this effort was interrupted by personnel changes and budget reductions to the Center for the Advancement of Teaching and Learning.

Despite these setbacks, UWGB persisted in its efforts to close the achievement gap using different initiatives. The institution hired a Director of Student Success and Engagement who has undertaken projects aimed at reducing the achievement gap. Gateways to Phoenix Success (GPS), an intensive year-long learning community experience for underrepresented first-year students, has been successful in improving GPA and retention rates of underrepresented students. The institution's commitment to close the achievement gap has not waned despite significant state budget cuts.

The Office of Institutional Research and Assessment has provided reports about student achievement in courses that were QM certified, and another report about under-represented minority (URM) student outcomes. First, QM increased student achievement an average of 0.41, indicating a statistically significant (though small) improvement in GPA between the semesters prior to QM and the semesters after the program was completed." Second, decreasing the equity gap for URM students was unsuccessful with QM alone: "There is no evidence in UW-Green Bay's experience that supports an argument that the QM program improves the outcomes for underrepresented students to a greater extent than it does for other students." (See Appendix 2)

In sum, the two parts of UWGB's Quality Initiative enjoyed different kinds of success. The institution made significant headway towards certifying online sections with Quality Matters. Efforts to reduce the achievement gap have been transferred from the Equity Scorecard Rubric toward other programs which will have a broader impact on the campus community.

## Scope and Impact of the Initiative

2. Explain in more detail what was accomplished in the Quality Initiative in relation to its purposes and goals. (If applicable, explain the initiative's hypotheses and findings.)

Below are the goals from UWGB's proposal along with the progress made.

1. To obtain Quality Matters certification for 100 online courses within the next four years.

As of February 20, 2017, UWGB has had 50 courses certified with Quality Matters. Achieving certification for 100 courses was an ambitious goal, and the progress is remarkable given that a full year was lost (25% of the time to work on the goal) when the staff in charge of this initiative moved to other institutions.

The Quality Matters portion of the Quality Initiative demonstrates a concerted effort by faculty and staff to improve online learning through a quality assurance process designed with four ideals in mind:

- Collaborative: QM was designed by and for faculty to share expertise and experience related to the design of a course.
- Collegial: The course review process is a collegial discussion between faculty peers committed to improving online learning.
- Continuous: QM is a quality improvement program; it is not a one-time summative evaluation.

- Centered: The program is based on national standards of best practice, the research literature, and instructional design principles intended to promote student learning.

2. To align the design of 100 online courses with the principles outlined in the Equity Scorecard Document Analysis Rubric within the next four years.

The institution aligned a handful of courses with the Rubric as part of a pilot project in the 2014-15 academic year.

3. To enhance student satisfaction with UWGB's online courses.

Preliminary data from a small sample of student course evaluations suggests that student satisfaction may have lessened in QM courses versus the same courses before they were QM certified. Further data analysis with a larger sample will be needed to determine whether QM certification is positively or negatively associated with student satisfaction with online courses.

4. To enhance student academic performance in UWGB's online courses.

Between fall 2012 and fall 2016, UWGB delivered the QM program to 41 instructors covering 48 courses. Certifications covered 50 course-instructor combinations. Several faculty received training on multiple courses, and two different faculty certified one course.

Forty-two of the course-instructor combinations have generated both pre-training and post-training student performance data. One course was not delivered by the certified instructor prior to the QM program and therefore has no "pre" data; in seven cases, the instructor has not delivered the course since training and thus that combination lacks "post" data.

Across the 42 course-instructor combinations, the average student grade in the terms prior to training was 2.97 (SD=0.42) and the average student grade in the terms after training was 3.04 (SD=0.41). A paired sample test of the 0.07 difference between these 42 means produced a  $t(42)$  value of 1.92,  $p=.03$ . This indicates that although the increase in grades may seem small, it was a statistically significant improvement in GPA between the semesters prior to QM and the semesters after the program was completed. The majority of cases – two-thirds, in fact – had a higher grade average after the program compared to before. Only three course-instructor cases had markedly lower grades after the training program. (See Appendix 2 for more details)

5. To eliminate the achievement gap between white and underrepresented students in online courses.

UWGB also aspired to improve the performance of underrepresented students in online courses and reduce the gap in grades between represented and underrepresented students. This analysis used the same set of 42 course-instructor combinations with both pre- and post-QM data. In an effort to increase the number of underrepresented students, all grades awarded since completion of QM were included in the "post" calculation and all grades extending back to 2003 were included in the "pre" calculation.

The project contains 24 course-instructor combinations with at least 10 underrepresented students in both the pre-study and post-study averages. In 15 cases, the equity gap increased after completion of QM and in nine cases, the gap was reduced. Across all 24 cases, the average gap before QM was 0.35 and the average gap after QM was 0.46. This increase in the gap is statistically significant with  $t(24)=1.87$ ,  $p=.04$ .

The QM program is not specifically designed to address issues known to relate to differences in grades between underrepresented students and other students. This finding appears to support

the position that reducing the equity gap requires programs and efforts that are specifically designed to focus on issues that generate the gap. High-quality faculty development activities that do not focus specifically on equity issues may not bring those issues into the kind of focus necessary to address the gaps.

3. Evaluate the impact of the initiative, including any changes in processes, policies, technology, curricula, programs, student learning and success that are now in place in consequence of the initiative.

The two pieces of this initiative, Quality Matters and the Equity Scorecard Rubric, resulted in courses that were better designed, were more inclusive, and asked more of students. Though one of UWGB's initial goals was to increase student satisfaction for online courses, the data collected from student evaluations suggests that student satisfaction decreased for the small sample of courses that were analyzed.

Instructors in the Online Teaching Fellows consistently commented that these sessions helped them better design their face-to-face courses. CATL staff noticed that online QM-certified courses tended to remain static concerning tools, technologies, and assessments – at least during the time frame they were examined. This prompted CATL staff to review one of the four criteria in the foundation of the QM rubric: to what degree are courses “continuous(ly)” improving/evolving/adapting? This question is also a part the Next Generation Digital Learning Environment (NGDLE) promoted by Educause. The NGDLE is an idea that arose to help those involved in course design articulate what instructional staff, students, and system administrators are looking for in a learning environment.

These contexts helped shape a research opportunity in fall 2016 and spring 2017, about pre-QM-certified courses and the QM-certified versions of those courses, the results of which were presented at the Educause Learning Initiative (ELI). (See Appendix 4) CATL staff members asked the question “To what extent did our quality assurance process (QM) set our online courses up for the Next Generation Digital Learning Environment?” To measure this, CATL staff created a rubric based on the Educause white paper, “The Next Generation Digital Learning Environment” (April 2015), by Malcolm Brown, Joanne Dehoney, and Nancy Millichap. The rubric measured whether these courses were collaborative for students, customizable for instructional staff, interoperable with other systems and tools, and also addressed analytics, advising, and learner assessment.

This research and the data from the student evaluations shows us that:

1. Student satisfaction scores did not change after QM certification. (See Appendix 3).
2. QM increased the equity gap for underrepresented minority students in 15 out of 24 courses tested in a paired sample test.
3. Students evaluated QM certified courses as “better designed/organized.”
4. Students had less trouble with technology in courses that were QM certified.
5. Courses that were QM certified, were not adequately prepared for the NGDLE because they were not as flexible, failed to incorporate external learning tools, and could not utilize analytic functionality to improve the course.

These findings prompted a redesigned course quality assurance process that will facilitate much of what the QM rubric describes, but will also include criteria that better supports the NGDLE, and

incorporates training for how to lessen equity gaps for underrepresented minority students. This process has been incorporated into UWGB's new Distance Education Policy. (See Appendix 5)

Another result from the QM certification process suggested that, while well intentioned, the Equity Scorecard Rubric was redundant when paired with the QM rubric. To this point, other initiatives have adopted the charge of lessening the achievement gap in the classroom through the Equity Gap Fellows program. (See #6 below, particularly Equity Scorecard Rubric Timeline)

4. Explain any tools, data, or other information that resulted from the work of the initiative.

The Office of Institutional Research has provided reports about student achievement in courses that were QM certified, and another report about underrepresented student outcomes. First, QM increased student achievement an average of 0.41: "This indicates that although the increase in grades may seem small, it was a statistically significant improvement in GPA between the semesters prior to QM and the semesters after the program was completed." Second, decreasing the equity gap for underrepresented students was unsuccessful with QM alone: "There is no evidence in UW-Green Bay's experience that supports an argument that the QM program improves the outcomes for underrepresented students to a greater extent than it does for other students." (See Appendix 2)

CATL's previous Instructional Designer compiled a data sample comparing courses taught by the same instructor prior to Online Fellows training and after Online Fellows training and considered the mean scores for a student evaluation question asking, "OVERALL, considering everything, how would you rate this course? (1 = poor, 10 = excellent)." This data showed that for 16 of 25 courses sampled, students rated their satisfaction with the QM version of the course lower, but the differences were generally very small and a paired sample test of the mean difference of -0.17 indicates that the change was insignificant. We must conclude, therefore, that the training program had no impact on overall student satisfaction ( $t(25) = -1.03$ , with a one-tailed  $p=0.16$ ). (See Appendix 3)

5. Describe the biggest challenges and opportunities encountered in implementing the initiative.

After implementing a pilot project of the QM Rubric in spring 2012, the biggest challenges UWGB faced were not because the campus community lacked interest or participant buy-in, as anticipated in the original Quality Initiative proposal. For the first three years after the pilot ran, the Starter and Advanced Online Teaching Fellows (OTF) programs generated approximately 40 courses that gained QM certification, with 50 courses towards the end of the initiative. Inadequate funding for faculty stipends became an issue once the UW System released news of budgetary cuts affecting the 13 four-year campuses, UW Colleges, and UW Extension. Moreover, budget cuts were a catalyst for faculty and staff turnover at UWGB; and as many of the people who were working on this initiative accepted positions at other universities, UWGB lost substantial institutional knowledge associated with the initiative. That combination of circumstances led to a delay until new collaborators were able to learn about past progress. As new administrators, faculty, and staff began piecing together these plans, the QM portion of the Quality Initiative continued to certify a few more courses, but did not generate as much interest as it had in past semesters. Full funding for the Starter OTF was reduced to provide continued support for the Advanced OTF stipend upon course QM certification (\$500 per course).

The second piece of this initiative included the revision of The University of Southern California's Center for Urban Education's Equity Scorecard Rubric, to facilitate inclusive best practices for online teaching. This effort also was affected by the budget cut, as most of its funding was reallocated, and the three full time staff members from CATL accepted positions elsewhere.

Furthermore, the Equity Scorecard Rubric was not utilized with the QM Rubric. In all cases, the Equity Scorecard Rubric was supplemental to the QM rubric, so as the Equity Analysis Task Force gathered participants, much of the feedback that the task force gathered remarked on the similarity to the QM rubric. The redundant and cumbersome seventeen-page rubric had a minimal impact on decreasing the equity gap in courses that were either face-to-face, online, or hybrid. That said, this initiative took shape and continued elsewhere on campus.

## Commitment to and Engagement in the Quality Initiative

6. Describe the individuals and groups involved at stages throughout the initiative and their perceptions of its worth and impact.

A cross-campus effort drove this initiative towards successful implementation, despite budget cuts and loss of institutional support.

- Faculty and staff: UWGB faculty and staff participated in the Quality Initiative selection process beginning in early spring of 2012, when they submitted ideas for a Quality Initiative project in response to a call for proposals publicized by the Provost's office. From the proposals submitted, four were selected by the Provost's Administrative Council (the Provost's direct reports) for campus-wide consideration. Three campus-wide forums were held (two during spring 2012 and one during fall 2013) in which the ideas for the top four Quality Initiative projects were presented, and the potential impact and resources required for the implementation of each were discussed. Feedback gathered during the forums was summarized and presented to the Provost, the Provost's Administrative Council, and the Chancellor for consideration. This lengthy process ensured the selection of a Quality Initiative project that had broad campus support.
- A total of 41 of instructors who have QM certified courses, most of whom participated in both the Starter and Advanced Online Teaching Scholars
- Center for the Advancement of Teaching and Learning (CATL): UWGB's CATL initially oversaw the pilot project for QM certification of selected online courses and training of campus QM peer reviewers.
- In June 2015, CATL's Instructional Design Coordinator accepted a position at another institution, and her position remained vacant until March 2016. She successfully implemented the Starter and Advanced Online Teaching Fellows courses, and was a Master Peer Reviewer for Quality Matters. Her successor continued her efforts, and is working with the Masters in Nursing faculty to certify all of the courses in their program. • Simultaneously, instructional designers and technology staff were a part of a departmental reorganization to centralize efforts in instructional design and thoughtful integration of technology.
- Provost's Administrative Council: The Provost's Administrative Council was fully involved with the review and selection of the top four Quality Initiative proposals submitted by faculty and staff. They conducted an extensive review of feedback generated within the faculty/staff forums, and provided their own input on the selection of the final Quality Initiative project in light of the needs identified and resources available on campus. This feedback was then presented to the Chancellor who decided to go forward with this Quality Initiative.
- Provost's Equity Scorecard Team and Chancellor's Council on Diversity and Inclusive Excellence: Like most campuses nationwide, UWGB has an achievement gap in our in-person

and online courses. The alignment of online courses with the Equity Scorecard Rubric was seen as making a valuable step toward addressing this priority.

- CATL helped facilitate and organize the Equity Analysis Taskforce to provide further analysis and revisions of the scorecard. These individuals worked with teaching staff to revise the rubric and solicited feedback from participants who used the rubric to assess documents, course design, and other factors in their online courses.

#### Quality Matters Timeline (See Appendix 7):

The pilot project for Quality Matters (QM) began in spring of 2012 with the development of training programs to supplement the standard QM rubric and process in a manner designed to fit the unique characteristics of UWGB. At that time, five reviewers were trained to become certified peer reviewers for the QM program. The following fall, CATL launched the Online Teaching Fellows program, a weeklong series of meetings with the Instructional Designer and other Fellows. The Instructional Designer reviewed best practices in online course design and course development techniques, facilitated discussions about relevant topics to course design, and prepared hands-on lab work and homework related to course development. The program was offered to first-time online instructors (Starter Online Teaching Fellows) and to experienced online instructors (Advanced Online Teaching Fellows).

The process for certifying peer reviewers changed along the way as the number of peer reviewers decreased. Plans to gather feedback and data to analyze the program did not happen until Spring 2016, when CATL staff reviewed courses in relation to NGDLE. The results of the analysis are being used to refine and revise the course quality assurance process. (See Appendix 4)

#### Equity Scorecard Rubric Timeline (See Appendix 7):

This second stage of the quality initiative was a two-step process. The first was to assemble a task force to create a document analysis tool for UWGB based on the Equity Scorecard Rubric. The taskforce intended the rubric to be a tool to help instructors analyze the content, process, and policies of their course against 15 criteria of inclusivity. The second step was to recruit instructors to use the rubric to self-evaluate their course(s). The goal of the document analysis rubric was to complete the work started by the Quality Matters standards. Where Quality Matters helped to ensure that online courses were comprehensible from the learner's perspective, the document analysis rubric sought to take intentional steps to promote an inclusive environment within online classes.

UWGB completed the first part of this process and made a professional presentation on the rubric and its potential uses at a UW System teaching conference. UWGB also made progress toward completing this final phase of the quality initiative. As mentioned previously, budgetary and staffing issues, combined with perceptions that the Equity Scorecard rubric was redundant with QM standards, contributed to UWGB not implementing the Equity Scorecard Rubric as fully as intended.

In sum, work on the Equity Scorecard Document Analysis Rubric was mixed. On the one hand, UWGB accomplished a great deal despite some serious setbacks. The taskforce created the modified rubric and had begun using it as a tool to analyze courses. Budget cuts, staff turnover, and structural changes conspired to sap momentum from the project. Nonetheless, UWGB did benefit from this work through the greater diffusion of Quality Matters design thinking and practice – to both online and face-to-face courses – as well as maintaining an ongoing discussion of equity for underrepresented students. These discussions encouraged UWGB to initiate, continue,

and support a number of activities aimed at reducing the equity gap, including the creation of the Chancellor's Council on Diversity and Inclusive Excellence chaired by the Coordinator of Inclusive Excellence and Pride Center, the initiation of an Inclusivity & Equity Certificate Program, SAFE Ally Training, the development of an Inclusivity Professional Development Series, the creation of an Inclusive Classroom Subcommittee, and numerous annual events, such as Bi- and Pan-Sexual Awareness, Transgender Awareness, World AIDs Day, Lavender Graduation, and various presentations on religious and cultural difference. While the specific Equity Scorecard Rubric project may have foundered, committed administrators, faculty, staff, and students continue to advance the overarching goal of the project.

7. Describe the most important points learned by those involved in the initiative.

Quality Matters afforded an opportunity to establish a culture for online course design, development, and implementation. It helped instructional design staff create a structure for implementing a quality assurance process for hybrid and online courses and led to the revision of UWGB's Distance Education Policy, which incorporated several lessons learned from the Quality Matters program. (See Appendix 6)

As stated earlier, overall course GPAs improved post QM-certification. However, certification did not close the achievement gap in these classes. Instead, the gap appears to have increased. The results suggest that while the QM process may enhance the overall learning experience for some students in the course, it does not effectively address the issues contributing to equity gaps for underrepresented students.

This finding supports the position that reducing the equity gap requires programs and efforts that are specifically designed to focus on issues that generate the gap. High-quality faculty development activities that do not focus specifically on equity issues may never bring those issues into the kind of focus necessary to address the gap.

The best practices adopted with QM in mind will continue to hold value for UWGB; while future course quality assurance processes may be similar, they will not use a supplemental rubric like the Equity Scorecard Rubric. Rather, the process will incorporate new criteria in the initial course design process, thereby streamlining any additions.

## Resource Provision

8. Explain the human, financial, physical, and technological resources that supported the initiative.

The Provost's Office oversaw and implemented this initiative. During the critical period from spring 2015 to spring 2016 - when the Quality Initiative should have been in its homestretch - severe budget cuts dissipated much of its energy. During this time the human and financial resources changed.

Prior to 2015, oversight of the project lay with the Associate Provost for Outreach and Adult Access and the Director of the Adult Degree Program. These individuals left their positions. In addition, the Adult Degree Program dissolved and its responsibilities for overseeing online course development was decentralized to individual units. Furthermore, the staff of the Center for the Advancement of Teaching and Learning turned over.

At the same time, budget cuts also lessened the financial resources available for the Quality Initiative. Prior to the cuts, participants earned \$2,000 for earning certification with Quality Matters (\$1,000 for training in online teaching and \$1,000 for successfully meeting QM standards). After

the cuts, participants no longer earned compensation for training in online teaching, and they earned \$500 for successfully completing a QM review and meeting standards.

Similarly, the financial resources deployed towards the Equity Scorecard Rubric waned. Faculty working to adapt the Rubric for UWGB earned stipends for their service, and worked under the coordination of the CATL director. This work progressed to the point of piloting the Equity Scorecard Rubric when the budget upheaval led to a turnover in the staff responsible for this work. When the Center was revived, it was with significantly reduced staff time dedicated to Center work.

## Plans for the Future (Feature Milestones of a Continuing Initiative)

9. Describe plans for ongoing work related to or as a result of the initiative.

The institution is moving away from Quality Matters (QM) as a means to assure quality for online offerings. This move reflects a maturation of UWGB. When UWGB adopted QM, the institution's online programs were in an early phase of development. UWGB has now reached a critical mass of online courses as well as instructors who are well versed in the best practices of online teaching and learning. As a result, UWGB's needs have changed.

Where in the past UWGB relied on Quality Matters to develop its institutional knowledge about the pedagogy and best practices of online learning, the institution is now expanding its online offerings and taking the lessons learned from QM to a larger audience. The decision has been made to retain the core of QM in a new, homegrown program for quality assurance while adding features that are relevant to courses and programs at UWGB. UWGB has developed a new Distance Education policy, in part based on the lessons learned from the QM project. (See Appendix 6)

UWGB's work to close the achievement gap for underrepresented minority students has also evolved. Instead of using the Equity Scorecard Rubric, the institution now uses a host of programs to reduce the achievement gap. The Equity Gap Fellows program (see Appendix 8) seeks to assist instructors in face-to-face courses in their efforts at closing the achievement gap and the U-Pace program (see Appendix 9) hopes to do the same for online programs.

10. Describe any practices or artifacts from the initiative that other institutions might find meaningful or useful and please indicate if you would be willing to share this information.

UWGB will incorporate the findings from the presentation CATL staff shared at the Educause Learning Initiative to help shape the way courses will evolve using a quality assurance process specific to UWGB. Furthermore, instructors will be encouraged to seek customization, collaborative tools, interoperability, and analytic functionality. The new quality assurance process will aim to fine-tune the things that QM addresses, while leaving enough flexibility for thoughtful technology integrations. The evolution of the QM rubric was a part of the original plan for the Quality Initiative, so the commitment to the UW System Quality Matters Consortium will remain, and the new process will address factors such as equity gaps and technology flexibilities.

# Appendix 1

## Office of Professional and Instructional Development (OPID) Presentation 2015

### Contemplative Online Pedagogy: Developing an Assessment of Inclusivity and Equity

#### CONTEMPLATIVE ONLINE PEDAGOGY: DEVELOPING AN ASSESSMENT OF INCLUSIVITY AND EQUITY

Kristin M. Vespia, Jennifer Lanter, Gaurav Bansal, Illene Cupit, Adolfo Garcia, & Heidi Sherman



#### BACKGROUND AND HISTORY OF THE PROJECT



#### HISTORY OF THE PROJECT

- UW-Green Bay's Higher Learning Commission (HLC) Quality Initiative (QI) Project selected in June 2013
  - Evaluate and improve online course quality
- Why?
  - Experienced 316% enrollment increase in distance education courses from 2007-2012
  - Need to employ the same high standards when teaching and learning in the online and face-to-face classrooms



#### HISTORY OF THE PROJECT

- **Goal 1:** Improve the overall quality of online courses
    - **Strategy:** Implement the Quality Matters process for certifying online course
  - **Goal 2:** Address a significant achievement gap between majority and minority students in online courses
    - Both lower and upper level courses in our Adult Degree Program and LAS College
    - Upper level courses in College of Professional Studies
    - **Strategy:** analyze online course offerings to ensure they are at least as inclusive for underrepresented minority students as those delivered face-to-face
- Goal 2 is the focus of this panel discussion



#### THE WORKING PHASE OF THE PROJECT



#### STEPS TO ADDRESS OUR GOAL

- **Step 1 - Identify a tool:** Equity Scorecard Document Analysis Rubric for Self-Assessment of Equity-Minded and culturally Inclusive Policies and Practices by University of Southern California's Center for Urban Education
  - Used to: Analyze course design and instruction with the goal of inclusivity
- **Anticipated outcomes:**
  - Engage faculty in self-analysis of courses to increase awareness of inclusivity and encourage reflection and possible revisions
  - Use the Equity Scorecard or revised version of it to structure that faculty self-analysis
  - Ensure all students – including underrepresented and minority students – are well served in the online learning environment
    - Increase overall student satisfaction with & academic performance with UW-Green Bay's online courses
    - Close the achievement gap specifically between white and underrepresented minority students in online courses



#### STEPS TO ADDRESS OUR GOAL

- **Step 2 – Create a taskforce**
  - Overall charge: evaluate, possibly modify and pilot use of the Equity Scorecard Document Analysis Rubric
  - 6 faculty divided into two teams at first meeting
    - Wide array of academic backgrounds and teaching philosophies
- **Anticipated Outcomes:**
  - Create a more nuanced awareness among faculty of inclusive teaching principles and strategies
  - Assist faculty in preventing and/or reducing achievement and educational opportunity gaps between non-minority students and historically underrepresented minority groups



#### WORK OF THE TASKFORCE

To obtain the “big picture”:

- Examine all 15 indicators of culturally inclusive practices on the Equity Scorecard
- Interpret & evaluate each one for clarity, usefulness, meaningfulness and applicability
- Develop a strategy for using the Scorecard as a starting place for an faculty self-evaluation tool for inclusivity in online courses



## WORK OF THE TASKFORCE

### The specific assignment:

- Use the Scorecard indicators to design your own inventory of inclusive online teaching goals or equity principles that UWGB faculty can use to guide the equity assessment of their online courses
  - Consider whether to retain, revise, combine, eliminate or augment Scorecard indicators
  - Provide clear examples that will help faculty better understand each indicator
  - Suggest assessment choices and options for faculty to consider when aligning each indicator with their teaching practices in their online course
- Create and/or decide what tool(s) to give faculty (i.e., a rubric, checklist, examples) to assist them in aligning each indicator to their courses



## THREE MEETINGS OF THE ENTIRE TASKFORCE

- **Meeting One**
  - Introduction of the taskforce members and the goals
- **Meeting Two**
  - Compare and contrast both working groups' interpretations
  - Review revisions of Scorecard indicators with aim of creating a single clear and meaningful list of indicators for faculty to consider and use when assessing their courses
- **Meeting Three**
  - Compare and contrast tools created by both working groups in order to construct one tool (which may be a blend of the two) that will be used by faculty to evaluate their online courses as they align with the newly created list of indicators



## TASKFORCE MEMBER REFLECTIONS



## THE WORK OF THE SUBGROUPS AND THE PROCESS OF CREATING THE INCLUSIVITY "DOCUMENT"

- "Our subgroup attempted to take a pragmatic approach to creating the assessment tool. We wanted to create something that would encourage self-reflection and reevaluation, but would not be so demanding that faculty would not want to fill out the form. The model that we eventually used was the Teacher Behaviors Inventory, which is an empirically validated measure of teaching effectiveness. We therefore listed behaviors that we believed would be inclusive online teaching created our assessment out of those behaviors."
- "Our subgroup focused on a content analysis of the Equity Scorecard and making revisions that way. We did not see the Scorecard format or wording as consistent with this task, but we wanted to embrace their definition and dimensions of equity, even if some were merged and all were re-worded. We then worked to create online teaching examples relevant to each equity dimension to help faculty engage in self-assessment and also consider new ideas, as well as ways in which they were being inclusive already without even realizing it."
- "The process was transparent and collaborative. I especially appreciated that two subgroups were formed to generate more ideas before the larger group came back together. A weakness in the process is that sometimes the more vocal or interested members of each subgroup sometimes overpower the less vocal group members, and therefore certain ideas may be diminished."
- "It might have been helpful" to collect reflections individually and also in group, and then see if there [were] any differences!"



## OTHER POTENTIAL USES FOR THE INCLUSIVITY "DOCUMENT"

- "Our tool could certainly be used proactively, but it should be followed by workshops that help faculty to design a better course. I can see a specific January Online Scholars course that is devoted to the issue of online inclusivity. Then we can get pre- and post-test measures of the tool."
- "I believe that this tool can be used for professional development, and also for faculty orientation... [It] should be used proactively in "bulking" classes."
- "This document could be used as part of new faculty orientation to send the message to new faculty that inclusivity and self-reflection is important. The document could be used to create an interesting study from the students' perspective. So, data could be collected to compare whether a class is indeed as inclusive as a faculty member intended it to be after self-reflection with the document."
- "I would like to see the document used for self-reflection regarding inclusivity in face to face classes, as well."



## THOUGHTS ABOUT BEING A PART OF THIS PROCESS

- "I learned so much from listening to my other colleagues. Some are light years ahead of me in thinking about these issues. My colleagues addressed certain online requirements and behaviors could be disenfranchising to student groups who are taking on online class. This was quite enlightening for me. On the other hand, I was frustrated by trying to mesh the "ideal" with what can be realistically expected."
- "The process was very rewarding, and was especially well placed within the CATL office as an opportunity for professional development and collaboration. Initiatives like these are often neglected or gain little inertia. This document breathes within a greater problem-solving process called the Equity Scorecard process that was completed at UWGB a few years ago, and so I see it as a continuation of that great work on inclusivity and uncovering potential areas of institutional racism or prejudice. Any process that opens the doors to higher ed, is positive for me."
- "This was a self-reflection exercise. It highlighted the importance of the concepts pertaining to all inclusivity. It broadened as well as enriched my understanding of the term inclusivity."
- "It was amazing working with dedicated colleagues who recognized the practical realities of this task, but really were involved because they, too, feel passionately about inclusivity and about creating the best possible educational experience for our students. Those conversations with colleagues and that focus on the student experience are the best morale boosters for me when it can become all too easy to get overwhelmed with many of our day-to-day tasks and the practical obstacles to pedagogical best practices."



## THE COMPLETED TOOL & PILOT WORK



## THE TOOL

- Six principles
- For each principle
  - General characteristics
  - Examples given & room for examples to be written in
  - Measure of effectiveness
  - Space for reflection



## PRINCIPLE I

**Principle 1: Inclusivity**

Instructor communicates that all students are important and equal partners in the education process and acts in inclusive ways that demonstrate respect for all students and their contributions.

**General Characteristics:**

1. Provide course guidelines for respectful communication that promote inclusivity, reduce polarization and marginalization.

|  | Yes                      | No                       |
|--|--------------------------|--------------------------|
| <u>Examples</u>  |                          |                          |
| a. Encourage regular, open and inclusive communication on discussion boards and in collaborations among all students and instructor. | <input type="checkbox"/> | <input type="checkbox"/> |
| b. Intervene promptly when communication guidelines are not followed.  | <input type="checkbox"/> | <input type="checkbox"/> |
| c. Set up an online buddy system.  | <input type="checkbox"/> | <input type="checkbox"/> |
| d. Other:  |                          |                          |
| <input type="text"/>   |                          |                          |

Check all that apply

Netiquette policy



## PRINCIPLE 1

**Principle 1: Inclusivity**

Instructor communicates that all students are important and equal partners in the education process and acts in inclusive ways that demonstrate respect for all students and their contributions.

| Not Effective   | Somewhat Not Effective |   | Neutral | Somewhat Effective |   | Effective |
|---|------------------------|---|---------|--------------------|---|-----------|
| 1   | 2                      | 3 | 4       | 5                  | 6 | 7         |
| For your own reflection, please record below what changes, if any, you are considering making to your course to make it more welcoming and inclusive. |                        |   |         |                    |   |           |
| <input type="text"/>  |                        |   |         |                    |   |           |



## SOME GENERAL THOUGHTS

- **Must consider:**
  - Timing
    - Some examples could not be completed in a three-week Winterim course
  - Course content
    - Some scorecard characteristics were not relevant to material taught
- **Could add**
  - Information about scaffolding & providing students steps towards more challenging work



## Appendix 2

### **Impact of Quality Matters on Student Performance**

February 2016

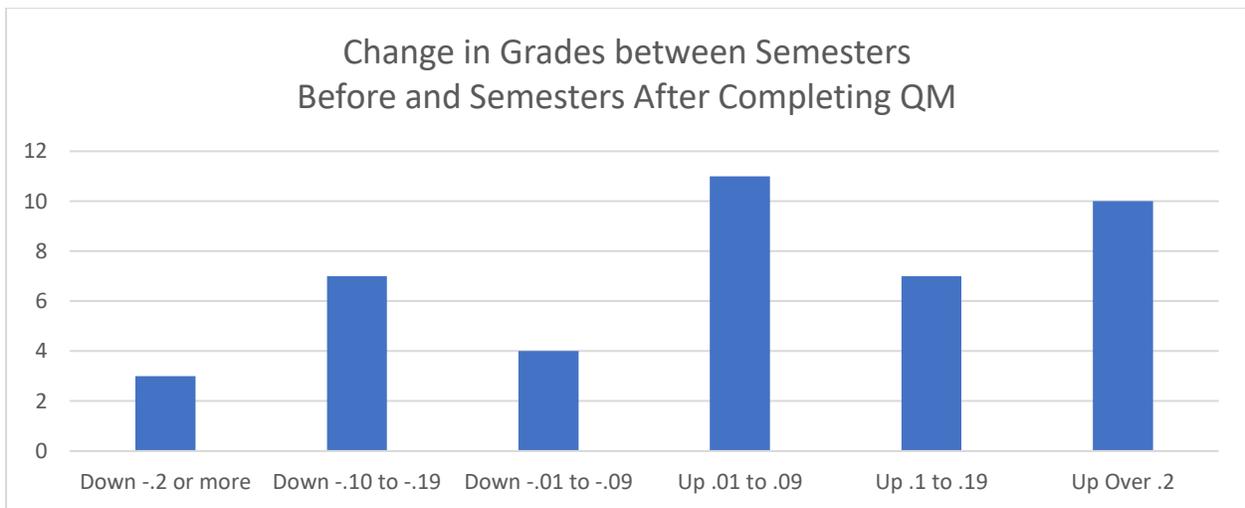
Debbie Furlong

Between fall 2012 and fall 2016, UWGB delivered the QM program to 41 instructors covering 48 courses. Certifications covered 50 course-instructor combinations. (Several faculty received training on multiple courses, and two different faculty certified one course.)

Forty-two of the course-instructor combinations have generated both pre-training and post-training student performance data. One course was not delivered by the certified instructor prior to the QM program and therefore has no “pre” data; in seven cases, the instructor has not delivered the course since training and thus that combination lacks “post” data.

Across the 42 course-instructor combinations, the average student grade in the terms prior to training was 2.97 (SD=0.42) and the average student grade in the terms after training was 3.04 (SD=0.41) (see note). A paired sample test of the 0.07 difference between these 42 means produced a  $t(42)$  value of 1.92,  $p=.03$ . This indicates that although the increase in grades may seem small, it was a statistically significant improvement in GPA between the semesters prior to QM and the semesters after the program was completed.

**The graph illustrates that the majority of cases – two-thirds, in fact – had a higher grade average after the program compared to before.** Only three course-instructor cases had markedly lower grades after the training program.



Note: Records were taken from the term(s) immediately following QM course completion until approximately 100 grade records could be used to calculate the average; at least two terms were included whenever possible, even if doing so included more than 100 grades. Records were taken from the prior terms extending back as far as needed to have a similar number of records for the “pre” calculation of a course-instructor GPA average as there were in the “post” average.

## QM and Equity Gaps

The institution also aspired to improve the performance of underrepresented students in the online courses so as to reduce the gap in grades between represented and underrepresented students. This analysis used the same set of 42 course-instructor combinations with both pre- and post-QM data. In an effort to increase the number of underrepresented students, all grades awarded since completion of QM were included in the “post” calculation and all grades extending back to 2003 were included in the “pre” calculation.

The project contains 24 course-instructor combinations with at least 10 underrepresented students in both the pre-study and post-study averages. In 15 cases, the equity gap increased after completion of QM and in nine cases the gap was reduced. Across all 24 cases, the average gap before QM was 0.35 and the average gap after QM was 0.46. This increase in the gap is statistically significant with  $t(24)=1.87$ ,  $p=.04$ . **There is no evidence in UW-Green Bay’s experience that supports an argument that the QM program improves the outcomes for underrepresented students to a greater extent than it does for other students.**

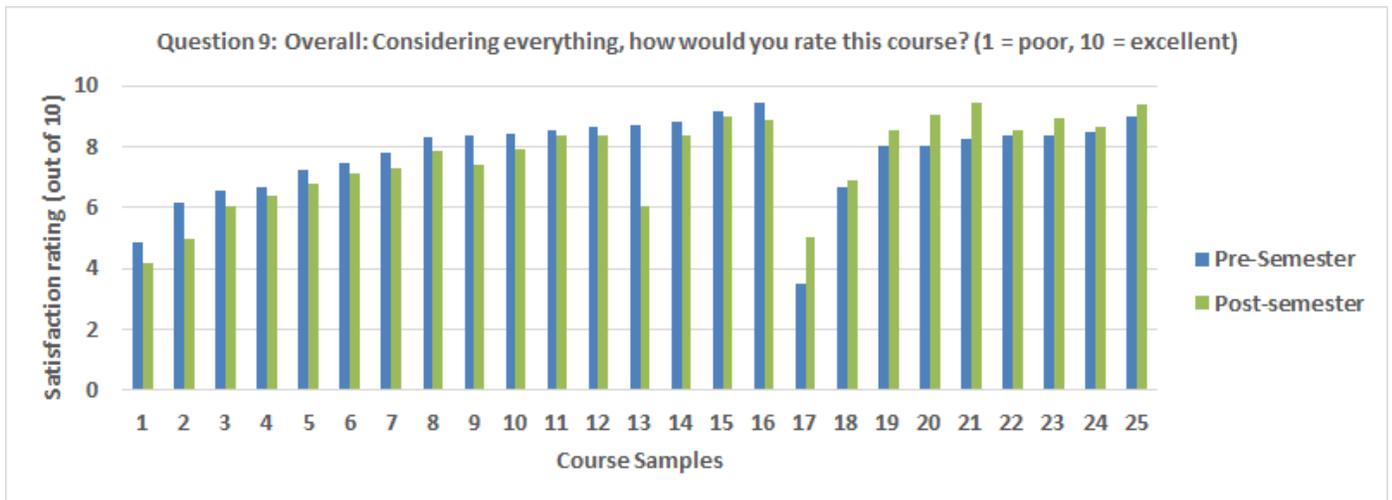
This finding, although disappointing, is not surprising. The QM program is not specifically designed to address issues known to relate to differences in grades between underrepresented students and other students. This finding supports the position that reducing the equity gap requires programs and efforts that are specifically designed to focus on issues that generate the gap. High-quality faculty development activities that do not focus specifically on equity issues may never bring those issues into the kind of focus necessary to redress the gaps.

| Course                          | Status       | Semesters Prior to QM |               | Semesters After QM |               | Change |
|---------------------------------|--------------|-----------------------|---------------|--------------------|---------------|--------|
|                                 |              | Students              | Average Grade | Students           | Average Grade |        |
| ADULT LEARNING SEMINAR          |              | 190                   | 3.33          | 147                | 3.23          | -0.10  |
| ADULTHOOD & AGING               |              | 161                   | 3.07          | 167                | 3.03          | -0.04  |
| AMER GOVERNMENT & POLITICS      |              | 47                    | 2.13          | 78                 | 2.21          | 0.08   |
| BIOTECHNOLOGY AND ETHICS        |              | 159                   | 3.26          | 57                 | 3.52          | 0.26   |
| BUSINESS COMPUTER APPLICATIONS  |              | 112                   | 3.09          | 124                | 3.17          | 0.09   |
| BUSINESS STATISTICS             |              | 133                   | 2.28          | 164                | 2.34          | 0.06   |
| CONSERVATION BIOLOGY            |              | 39                    | 3.42          | 33                 | 3.62          | 0.20   |
| CULT IMAGES MTRL CHLD-ADOL      |              | 154                   | 3.32          | 153                | 3.73          | 0.40   |
| CULTURE DEVELOPMENT HEALTH      |              | 70                    | 3.19          | 156                | 3.38          | 0.18   |
| ELEMENTS OF MEDIA               |              | 124                   | 3.15          | 112                | 3.19          | 0.04   |
| ENERGY & SOCIETY                |              | 187                   | 2.69          | 170                | 2.90          | 0.21   |
| ETHNIC INFLUENCES ON NUTRITION  |              | 115                   | 3.41          | 117                | 3.43          | 0.02   |
| EXPOSITORY WRITING              |              | 106                   | 2.78          | 92                 | 2.73          | -0.05  |
| FAMILY DEVELOPMENT              | No post data |                       |               |                    |               |        |
| FAMILY, KIN AND COMMUNITY       |              | 97                    | 3.07          | 116                | 3.20          | 0.13   |
| FOOD & NUTRITIONAL HEALTH       |              | 77                    | 3.21          | 38                 | 3.39          | 0.18   |
| FOUND OF WESTERN CULTURE I      |              | 69                    | 2.74          | 73                 | 3.02          | 0.28   |
| FOUND OF WESTERN CULTURE II     |              | 134                   | 3.06          | 126                | 3.08          | 0.02   |
| FOUNDATIONS OF SOCIAL WELFARE   | No post data |                       |               |                    |               |        |
| GLOBALIZATN & CULTRL CONFLICT   |              | 93                    | 3.32          | 98                 | 3.38          | 0.07   |
| HAPPINESS AND THE GOOD LIFE     |              | 74                    | 3.21          | 99                 | 3.02          | -0.19  |
| HEALTH AND SOCIAL JUSTICE       | No post data |                       |               |                    |               |        |
| HUM, BUS & CRITICAL THINKING    |              | 89                    | 2.97          | 81                 | 2.56          | -0.41  |
| INTERDISCIPLINARY THEMES        | No post data |                       |               |                    |               |        |
| INTERMEDIATE ALGEBRA            |              | 168                   | 2.25          | 184                | 2.24          | -0.01  |
| INTRO ACCOUNTING                |              | 140                   | 2.05          | 136                | 2.84          | 0.79   |
| INTRO TO HUMAN DEVELOPMENT      |              | 78                    | 2.97          | 74                 | 3.41          | 0.44   |
| INTRO TO HUMANITIES II          |              | 89                    | 2.93          | 64                 | 2.76          | -0.17  |
| LEADERSHIP IN HEALTH SYSTEMS    | No post data |                       |               |                    |               |        |
| LITERARY TOPICS                 |              | 38                    | 3.20          | 14                 | 3.39          | 0.19   |
| MANAGERIAL ACCOUNTING I         |              | 46                    | 2.22          | 61                 | 2.43          | 0.22   |
| MENTAL HEALTH & SUBSTANCE ABUSE | No pre data  |                       |               |                    |               |        |
| MENTAL HEALTH THEORIES          | No post data |                       |               |                    |               |        |
| MIDDLE CHILDHOOD-ADOLESCENC     |              | 132                   | 2.68          | 195                | 2.68          | 0.01   |
| MUSICAL THEATRE HISTORY         |              | 19                    | 3.18          | 11                 | 3.00          | -0.18  |
| MYTH, RITUAL, SYMBOL, RELIGION  |              | 195                   | 2.51          | 125                | 2.18          | -0.33  |
| ORGANIZATIONAL BEHAVIOR         |              | 178                   | 3.46          | 127                | 3.32          | -0.14  |
| POPULAR MUSIC SINCE 1955        |              | 193                   | 3.23          | 229                | 3.21          | -0.02  |
| PSYCH COGNITIVE PROCESSES       |              | 128                   | 3.04          | 121                | 3.15          | 0.11   |
| PSYCH OF WOMEN                  |              | 121                   | 2.97          | 103                | 2.80          | -0.17  |
| PSYCHPATHOLOGY                  | No post data |                       |               |                    |               |        |
| PUBLIC & NONPROFIT MGT          |              | 85                    | 2.87          | 85                 | 3.17          | 0.30   |
| SMALL GROUP COMMUNICATION       |              | 104                   | 3.24          | 47                 | 3.35          | 0.12   |
| SOCIAL SCIENCE STATISTICS       |              | 165                   | 3.28          | 132                | 3.36          | 0.08   |
| SOCIAL SCIENCE STATISTICS       |              | 174                   | 3.34          | 138                | 3.16          | -0.18  |
| SUPPORT LRN & BEHAVR IN CLSSRM  |              | 78                    | 3.83          | 95                 | 3.59          | -0.25  |
| VALUES: CONTEMPORARY WORLD      |              | 71                    | 3.01          | 75                 | 3.13          | 0.12   |
| WOMEN, ART AND IMAGE            |              | 156                   | 3.26          | 106                | 3.32          | 0.05   |
| WORLD CIVILIZATIONS II          |              | 57                    | 2.42          | 18                 | 2.47          | 0.05   |
| WORLD MUSIC                     |              | 104                   | 2.25          | 104                | 2.55          | 0.30   |

## Appendix 3

### Student Satisfaction Results

CATL's previous Instructional Designer compiled a data sample from courses that had a comparative semester with the same instructor, for the mean scores for a student evaluation question asking, "OVERALL, considering everything, how would you rate this course? (1 = poor, 10 = excellent)." This data showed that for 16 of 25 courses sampled, students rated their satisfaction with the QM version of the course lower. The average overall satisfaction score per section was 7.74 before training (SD=1.38) and fell to 7.57 (SD=1.47) after training. A paired sample test of the -0.17 difference between these 25 paired means produced a  $t(25)$  value of -1.03, with a one-tailed  $p=0.16$ . This indicates that the change was insignificant and we must conclude that the training program had no impact on overall student satisfaction.



## Appendix 4

### **Ensuring Quality in the Next Generation Digital Learning Environment**

#### Background and Context

As we faced the challenges of the Next Generation Digital Learning Environment, those of us who work for the Center for the Advancement of Teaching and Learning also faced a change to our quality assurance process for online classes. UW-Green Bay tied its outgoing process to its “quality initiative” as part of the institution’s accreditation with the Higher Learning Commission. Yet, despite the fact that we made great progress toward our institutional goal, many instructors reported that the quality assurance process constrained their courses by layering on regulations. As a result, faculty members reported feeling that they were not able to do the types of assignments that they would have liked because the quality assurance process made bridging outside the LMS too cumbersome an undertaking to bear. As a result, despite the commitment of the quality assurance process to continual improvement, instructors reported that the inertia of the process was too difficult to overcome. The Next Generation Digital Learning Environment encourages instructors to reach outside the “walled garden” of the LMS, but we feared that our quality assurance process was making those walls too high for our faculty to surmount.

#### Question we addressed:

To what extent did the quality assurance process set our online courses up for the Next Generation Digital Learning Environment?

#### Method

We had many anecdotal reports from instructors regarding their experiences with the quality assurance process, but we wanted to gather data from the courses themselves to address our question. We gathered data along two lines. First, we compared online courses with multiple sections in which one section earned recognition from our quality assurance process and the one did not. Second, we analyzed how our “quality” and “non-quality” online courses evolved through time. We compared course iterations before the instructor earned quality recognition to those iterations after earning quality certification. In comparing “quality” courses against themselves and against their peers, we hoped to assess the degree to which the process truly did constrain our courses.

We scored courses with a rubric which we derived from the Next Generation Digital Learning Environment report by Brown *et al.* Many characteristics of the NGDLE, however, could not be applied perfectly to older online courses. For example, it would be anachronistic to ask a course to take advantage of learning analytics prior to when such tools were available to our instructors. To avoid anachronism, we adjusted our scoring criteria to assess the degree to which a course took advantage of the learning technologies available to it. See our full rubric for more information.

#### Analysis

In the aggregate, we found that courses that underwent our quality assurance process were not better prepared for the Next Generation Digital Learning Environment than courses which did not meet quality assurance standards. There was a wide variation among courses, however. In some instances, the non-“quality” section of a course became less ready for the NGDLE while the “quality” version became incrementally more ready. In other instances, the “quality” section of a course held constant while the

non-"quality" sections fluctuated dramatically. Overall, the relative preparedness for the NGDLE tended to be due to the volatile nature of the non-"quality" courses.

In addition, very few courses ventured outside the learning management system. The reliance on LMS tools lead us to the conclusion that the quality assurance process led to a well cultivated, yet still walled, garden. We suspect that much of the anecdotal frustration with the quality assurance process may have resulted from the constraints of using LMS tools towards ends that those tools were not designed to meet.

### Impact on Practice

We are designing a new kind of quality assurance process. Building off our research, we do not want to re-create the conditions that led instructors to force their courses through the learning management system. Rather, we seek to help instructors think systematically through the trade-offs of the multiple paths they could take students on from objectives to assessment. Moreover, we seek a way to enable instructors to diagnose and address problems with their assignment design as those problems arise. In this way, we seek to create gardens that are well cultivated but not confined within the walls of the LMS.

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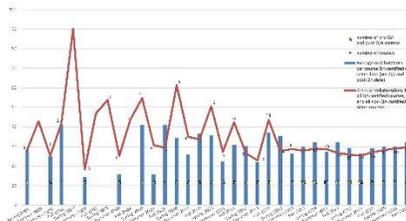
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# Quality Assurance and the Next Generation Digital Learning Environment (NGDLE)

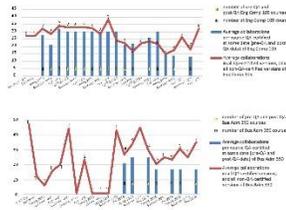
Todd Dresser & Nathan Kraftcheck, University of Wisconsin - Green Bay

Brown, Dehoney, and Millichap (4-8) identify 5 domains of NGDLE core functionality: Interoperability and integration, Personalization, Analytics, advising and learning assessment, Collaboration, and Accessibility and universal Design

## All course data



## Example courses



## Problem we addressed

To what extent did our quality assurance process set our online courses up for the Next Generation Digital Learning Environment?

## Method

Compare the "quality" sections of online courses against sections of the same course that did not undergo our quality assurance process. Also, measure the evolution of "quality" courses through successive iterations to measure their change relative to the Next Generation Digital Learning Environment.

## Data

We created a rubric based on the Brown et al. white paper, "The Next Generation Digital Learning Environment." A Report on Research. ELI Paper. Louisville, CO: Educause April, 2015." We scored 286 course iterations.

## Analysis

"Quality" courses are not better prepared for the Next Generation Digital Learning Environment than courses which did not undergo the quality assurance process. Quality assurance created a well tended, but still walled, garden.

## Impact on Practice

We are creating a new quality assurance process where instructors can design courses that are flexible and adaptable to changes in the learning environment.

## References

Adair, Deborah, and Kay Shattuck. "Quality Matters TM: An Educational Input in an Ongoing Design-Based Research Project." *American Journal of Distance Education* 29, no. 3 (July 3, 2015): 159-65.

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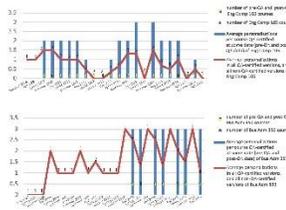
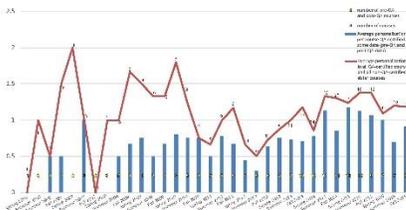
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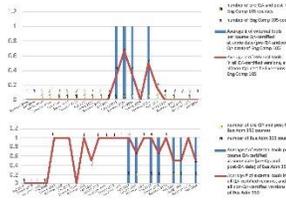
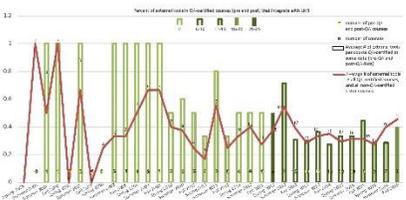
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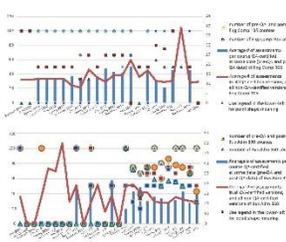
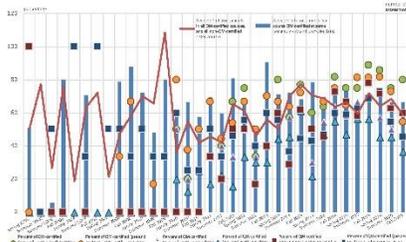
## Collaboration



## Personalization



## Interoperability and Integration

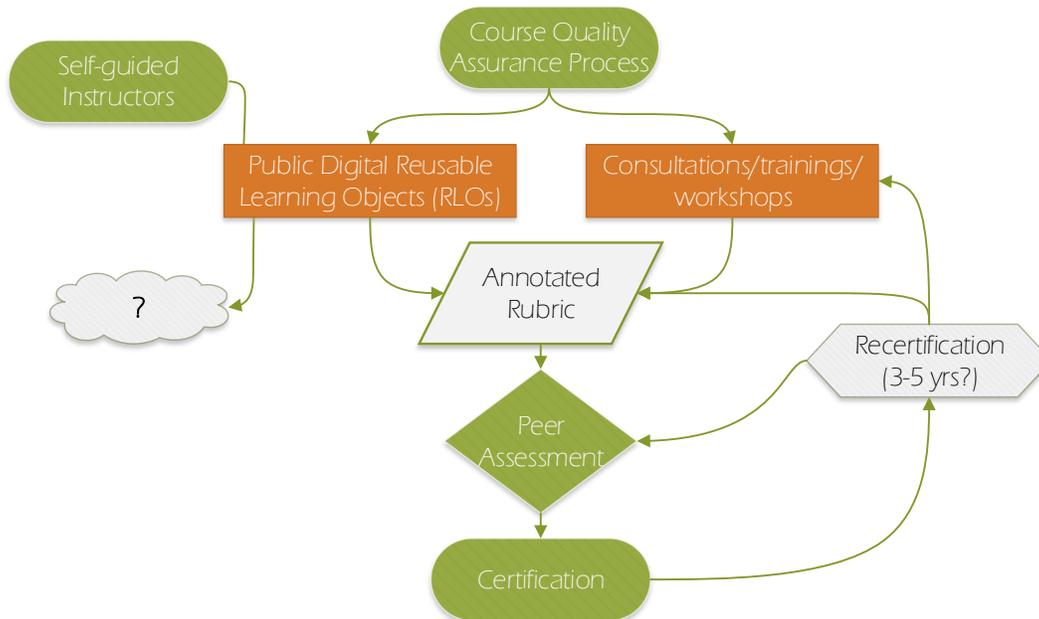


## Analytics, advising, and learning assessment

## Appendix 5

### Ensuring Quality in the Next Generation Digital Learning Environment

#### Prototype of New Quality Assurance Process



#### Description

Building off our research, we are creating a new quality assurance process that will enable instructors to make “quality” courses that can also take advantage of the Next Generation Digital Learning Environment. Our old process focused on alignment solely and alignment led to rigidity. Instructors were leery of changing their courses lest they fall out of alignment. Our new process will respect the fact that there are multiple viable paths where an instructor can lead students from objectives to assessment. Yet, each path has trade-offs for the course design. Our new process will help instructors think through those trade-offs. Moreover, we hope that the process will help instructors adjust their course design when an assignment does not go as planned. Rather than creating rigid courses where the instructor is afraid to change, we seek to design courses that are flexible and adaptable to changes in the learning environment. There are four domains within the assurance process, introduced through open, interactive tutorials and through designer-lead trainings, workshops, and individual consultations. Whereas our previous course quality initiative targeted veteran online instructors, we are hoping the new process will engage both new and veteran instructors and be applicable, at least to some degree, to any course included a significant digital component.

#### DOMAINS

##### Resistance

This measures how effectively the technological tools help students move from objectives to assessment. For example, instructors may use the discussions tool to facilitate a group project, but much of the value in doing a group project will be lost in using the discussion tool towards an end it was not designed to

achieve. Just as engines lose energy to friction, so too do courses dissipate student energy by using tools towards ends they were not intended to meet.

### Pedagogical Load

Pedagogical load is the yin to the yang of resistance. Pedagogical load measures the effort and scaffolding required to teach students how to use technology. The pedagogical load is the effort required to teach material in addition to the content of the course. Generally, the more tools that an instructor brings in from outside the LMS the more scaffolding a course requires.

### Course Resilience

This measures the degree to which courses are robust in the face of change or a shock to the system. How well could a course handle a change to the LMS? How well could it handle a change to the user agreement of a key tool? Or can the course welcome students with disabilities? Resilience follows the checkpoints from the National Center for Universal Design. More resilient courses have multiple means of expression, representation, and engagement.

### Alignment

Where friction and pedagogical load are in a yin-yang relationship, alignment and resilience complement each other. Alignment is the traditional measure of how well the objectives, assessments, materials, technology, and activities line up. What makes the scorecard different is that alignment is in the context of the other measurements.

### IMPACT ON PRACTICE

We hope that our new quality assurance process will enable instructors to retain the dynamism of their courses. Rather than creating a “course in a box” that an instructor repeats semester after semester, we seek to design courses that can take advantage of changes to the learning environment or explore new pedagogical strategies. By opening the process to all instructors, as well as injecting it into the design process, we feel the new process will lead to a greater adoption rate and in turn a greater number of “quality” courses.

## Appendix 6

### **Distance Education Policy Approved by Faculty Senate 3/29/2017 Signed by Chancellor 5/18/2017**

#### What is Distance Education?

Distance education is defined as a planned teaching/learning experience in which teacher and students are separated by physical distance and teacher-student interaction occurs through multiple modalities of existing and evolving media. Distance education requires special techniques of course design, instructional techniques, assessment, and methods of communication by electronic and other technology, as well as special organization and administrative arrangements. We accept the Higher Learning Commission's definitions for Distance Education courses and programs:

- Distance education courses are those in which all or the vast majority (typically 75% or more) of the instruction and interaction occurs via electronic communication or equivalent mechanism with the faculty and students physically separated from each other.
- Distance education programs are those certificate or degree programs in which 50% or more of the required courses may be taken as distance education courses.

#### Modes of Delivery

A variety of electronic instructional delivery modes are available at UW-Green Bay, including:

##### Asynchronous:

1. Online: Courses offered via the internet using a Learning Management System (LMS)
2. Blended or Hybrid (Arranged): Combines face-to-face classroom instruction with distance education activities

##### Synchronous:

3. Compressed Video: Occurs in real time and allows the instructor to communicate with remote site sections of the class via two-way audio/video. Instructors and students hear and see each other live from each site. These courses blend face-to-face and online pedagogies.

The UW-Green Bay schedule of classes indicates which courses are being offered via distance education and via which delivery format.

#### Philosophy Guiding Online Education

At the University of Wisconsin-Green Bay, we hold in creative tension two distinct aspects of distance education. On the one hand, online education is every bit as rigorous as traditional, or face-to-face education. The quality of the educational experience should be equivalent for teacher and student alike. Yet, while distance education retains the high expectations we expect of our face-to-face courses, we are mindful of the fact that online instruction and in-class instruction are not the same. In order to reach the same standards of excellence, face-to-face and online courses use different pedagogical methods and modes of interaction. Online and traditional instruction are two different roads that lead to the same location.

## Purpose Statement

As the University of Wisconsin-Green Bay's mission is to provide an interdisciplinary, problem-focused educational experience that prepares students to think critically and address complex issues, the University recognizes the advantages of providing learning opportunities that are not restricted by time, place, or method of delivery and that all approaches to instruction must meet the same high quality standards that exist for traditional classroom-bound education. In an effort to meet and ensure that these standards exist in distance education at UW-Green Bay, the distance education policy provides two purposes:

1. To provide a guide for developing and implementing distance education.
2. To communicate quality standards for the delivery and assessment of distance education.

The development, delivery, and evaluation of distance education courses and programs take place in the context of the policies and procedures of all existing academic programs.

## Requirements and Expectations for Distance Education Courses

All distance education courses at UW-Green Bay are considered comparable to traditional courses and adhere to the same course standards, prerequisites, and requirements as traditional sections of identical courses.

## Assessment of Tuition

All distance education courses at UW-Green Bay are assessed tuition and segregated fees. In addition, a distance education fee is assessed per credit. Students who register for all online classes will be charged in-state tuition.

## Faculty and Faculty Support

As with traditional courses, UW-Green Bay's faculty assumes primary responsibility for and exercises oversight over distance education instruction, ensuring the rigor of courses, curriculum, and the quality of instruction. Blended courses offered less than 75% via distance education are not required to follow the Distance Education Policy. With noted differences between teaching distance education courses and teaching courses using "traditional" methodologies, the decision to use distance learning can be made on a course-by-course basis, with consideration given to the content of the course, the needs of the learners, and the flexibility of the delivery mechanism.

Alternatively, distance education can be used to deliver entire programs or majors. This decision is made at the Dean and Provost level, and follows governance procedures set by the HLC and the UW-System. The UW-System policies regarding the creation of new programs can be found in the [Academic Information Series document 1.0](#). Instructional design for distance learning classes and programs should reflect best practice quality standards, and provide for an accessible and navigable environment, and learning experience for students.

## Faculty Qualifications

Instructors in distance education courses will meet the faculty qualification requirements laid out in the Higher Learning Commission guidelines. UW-Green Bay provides an ongoing program of orientation, training, and support for faculty. Instructors take part in electronically delivered offerings that are faculty-

centered, peer-reviewed, and designed to certify the quality of online, blended, and face-to-face courses. The quality assurance process addresses the following components of distance instruction:

- Course Overview and Introduction
- Learning Objectives Assessment and Measurement
- Resources and Materials Learner Engagement
- Course Technology
- Learner Support
- Accessibility
- Professional Communications

### Training

For online distance education courses, the Center for the Advancement of Teaching and Learning provides training regarding course design and implementation. Training is provided in onsite cohorts and through individual consultations in a format that prepares faculty to develop courses that are in accordance with the quality assurance process 1) Starters Fellows for those new to teaching in an online environment and 2) Advanced Fellows for those who meet the qualifications to have a course submitted for peer-review with Quality Matters.

### Course Load, Compensation, Ownership of Materials, and Copyright

Distance learning courses are typically part of a faculty member's regular teaching load, with the same rate of compensation as traditional courses. Distance learning courses may also be taught as an overload, at the same rate of compensation as traditional courses taught as an overload. Any exceptions (e.g., reassigned time for developing courses using new distance technologies) are reviewed on a case-by-case basis, and as per current procedure, must be approved by the department head, the dean, and the provost. See the Workload Policy for the respective colleges.

UW-Green Bay follows the guidelines outlined by the University of Wisconsin System (UWS) with regard to ownership of materials and utilization of revenues derived from the creation and production of intellectual property found in the UWS Intellectual Property and Shared Royalties Policy and in UW-Green Bay's Intellectual Property and Shared Royalties Policy.

Faculty must keep in mind copyright, trademark, and licensing issues when designing distance education courses and therefore should be familiar with UW-Green Bay's Copyright Policy. Examples include the use of copyrighted photographs, graphics, text selections, audio clips from a song, or video clips from a movie. As UW-Green Bay's policy states, the usual permissions must be acquired and documented by the faculty member. When in doubt about copyright ownership, it is preferable to be overly cautious. If copyright permission cannot be obtained or if ownership is questionable, faculty should substitute other resources where copyright permission is clear and obtainable, or substitute resources that are in the public domain.

### Availability and Communication with Students Office Hours

As required by UW-Green Bay, each instructor should maintain office hours every week during each semester to accommodate student consultations. Instructors should post these hours on the syllabus, the learning management system, on the instructor's door, and kept by the department chair. It is encouraged that a minimum of one hour of scheduled office hours a week for each online class taught. For their distance courses, instructors may use various modes of synchronous online communication (e.g., online chat, instant messaging, FaceTime, Skype, email, etc.).

## Response Time

Instructors teaching distance education courses are encouraged to respond to student inquiries in a timely fashion (within 48 hours).

## Credit Hour Policy

All courses, including those using a distance education delivery method, must adhere to UW-Green Bay's Credit Hour Policy.

## Preferred Course Approval Pathway

UW-Green Bay has developed a pathway that will assist instructors in aligning their online courses with the best practices in teaching and learning. The outline of that process is described below and instructors may contact the Center for Teaching and Learning for a fuller description of the course development process. (See Figure 1.)

## Pathway for New Distance Education Instructors

Within three semesters of teaching their first online course, instructors will have completed the Starter Online Teaching Fellows course. The intention of this course is to ground online courses in the best practices of teaching and learning for distance delivery.

## Pathway for Experienced Distance Education Instructors

For those instructors who have completed the starters course, subsequent courses will be reviewed with an expedited review process. Every three years, a CATL staff member and the course instructor will work together to adapt the course to changes in technology and online delivery.

## Rationale

Online courses require different faculty development than face-to-face courses. UW-Green Bay intends the approval process to be supportive of instructors because online instructional design may be outside of their expertise.

## Course Availability

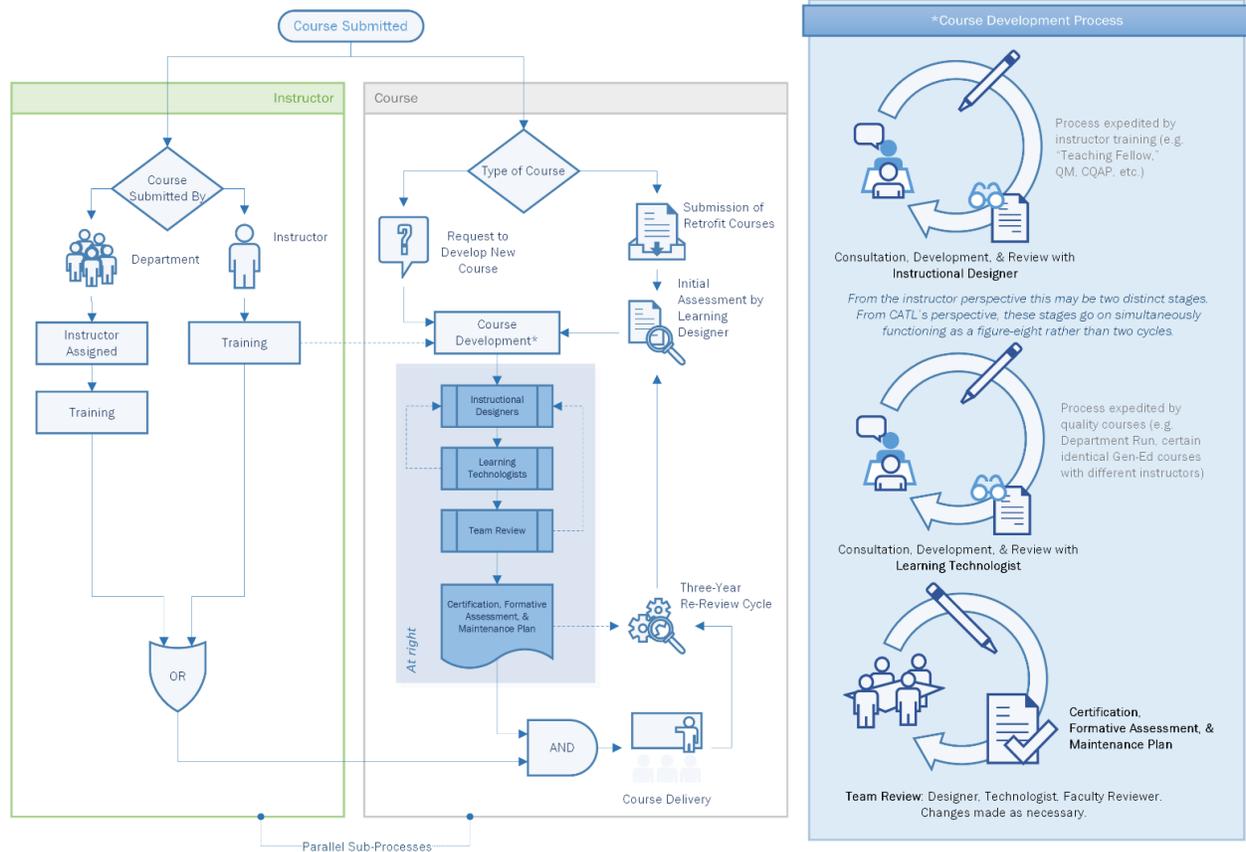
The ability of the faculty member to continue to offer the course using the approved distance delivery method depends on factors including but not necessarily limited to (a) the results of the faculty member's annual evaluations of teaching, particularly with regard to teaching the course in question and the delivery method in question, (b) student needs, (c) department/college/university goals concerning distance versus face-to-face delivery of individual courses and degree programs, and (d) resource availability. The department head has primary responsibility for overseeing the scheduling of courses offered through the department each semester and summer, and that includes the scheduling of the course delivery format.

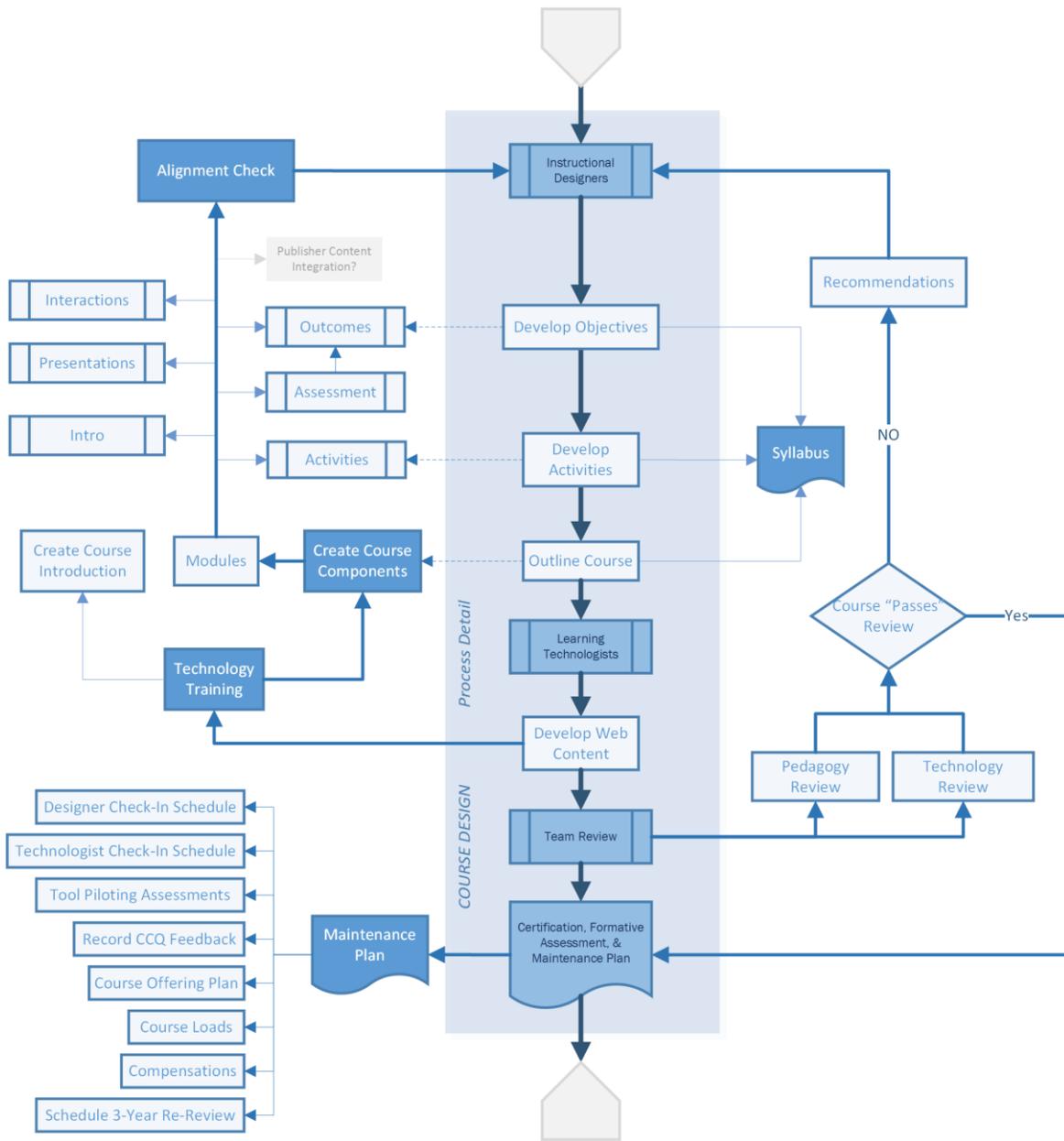
## Course Assessment

Individual courses are expected to adhere to approved course descriptions and have similar expected student learning outcomes, regardless of the course delivery format. Student satisfaction is assessed

through Course Comment Questionnaires (CCQs) surveys administered in each class during the Fall, Spring, and Summer semesters, regardless of the delivery format of the class. CCQs are shared with course instructor and department chair for each online course.

Figure 1:





## Appendix 7

### **Project Implementation Timeline**

|                      |   |
|----------------------|---|
| <b>Spring 2012</b>   | <ul style="list-style-type: none"> <li>• Pilot Starter and Advanced “Online Teaching Fellows” (OTF) program</li> <li>• UW-Green Bay joins UW System’s Quality Matters Consortium</li> </ul>   |
| <b>Summer 2012</b>   | <ul style="list-style-type: none"> <li>• Development of review process (includes QM rubric and OTF)</li> </ul>  |
| <b>Winterim 2013</b> | <ul style="list-style-type: none"> <li>• Starter OTF runs</li> <li>• Advanced OTF runs</li> </ul>   |
| <b>Summer 2013</b>   | <ul style="list-style-type: none"> <li>• Initial Analysis of Impact (student satisfaction and performance)</li> <li>• Incorporate principles of QM process into new faculty orientation to deliver in fall</li> </ul>   |
| <b>Winterim 2013</b> | <ul style="list-style-type: none"> <li>• Starter OTF runs</li> <li>• Advanced OTF runs</li> </ul>   |
| <b>Summer 2014</b>   | <ul style="list-style-type: none"> <li>• Starter OTF runs</li> <li>• Advanced OTF runs</li> <li>• 4 reviewers trained as certified peer reviewers for the QM program.</li> <li>• Call for Equity Analysis of Online Courses Taskforce is issued.</li> </ul>   |
| <b>Fall 2014</b>     | <ul style="list-style-type: none"> <li>• Equity Scorecard Analysis Taskforce organizes</li> </ul>   |
| <b>Spring 2015</b>   | <ul style="list-style-type: none"> <li>• Equity Scorecard Analysis Taskforce meets to fine tune the rubric</li> <li>• Division of Outreach and Adult Access disbanded (original overseer of QI)</li> </ul>  |
| <b>Summer 2015</b>   | <ul style="list-style-type: none"> <li>• Instructional Design Coordinator left</li> <li>• CATL Director left</li> <li>• CATL University Services Associate left</li> </ul>  |
| <b>Fall 2015</b>     | <ul style="list-style-type: none"> <li>• CATL reorganizes under the Provost office</li> </ul>   |
| <b>Winter 2015</b>   | <ul style="list-style-type: none"> <li>• Starter OTF ran</li> <li>• Advanced OTF ran</li> </ul>   |
| <b>Spring 2016</b>   | <ul style="list-style-type: none"> <li>• CATL opened again with new designer and instructional technologists, became custodians of QI</li> <li>• Director of Student Success and Engagement hired</li> </ul>  |
| <b>Summer 2016</b>   | <ul style="list-style-type: none"> <li>• CATL worked on courses looking to attain QM certification</li> </ul>   |
| <b>Winterim 2016</b> | <ul style="list-style-type: none"> <li>• Starter OTF ran, first since Winter 2015</li> <li>• Advanced OTF ran, first since Winter 2015</li> <li>• New equity gap initiatives commenced: Equity Gap Fellows, U-Pace, GPS Program, partnership between CATL and Director of Student Success and Engagement</li> </ul> |
| <b>Spring 2017</b>   | <ul style="list-style-type: none"> <li>• 50 courses QM certified</li> <li>• CATL continues work on U-Pace courses</li> <li>• Director of CATL and Director of Student Success and Engagement continue work with Equity Gap Fellows program</li> </ul>   |

## Appendix 8

### Equity Gap Fellows Program Proposal for Student Success/Retention One-Time Funds

Submitted by:

Caroline Boswell, Director of Center for Advancement of Teaching & Learning  
Denise Bartell, Director of Student Success & Engagement

#### Project Summary and Goals:

The goal of our project is to reduce the equity gap and maximize student success in large, intro-level gateway courses. We will create a year-long learning community for instructors in order to enhance success in the course, particularly for underrepresented students. Grant funding will provide instructors the time required for substantive course re-design, and the resources and support needed to effectively close persistent gaps in academic performance in these courses.

We have chosen to focus on large, intro-level courses for three reasons. First, they serve a large number of our first year students, and first year students are at greatest risk of non-retention and academic underperformance. Second, these courses tend to have relatively high equity gaps, defined as poorer course grades and completion rates for historically under-represented students (i.e., low income, first generation, and students of color). Third, these courses often serve as a gateway into majors. High equity gaps in these courses reduce access to, and student interest in, the majors served by the course.

We will recruit 8-12 instructors who regularly teach large intro-level courses with high first year student enrollments. We will attempt to recruit instructors from all four colleges, and who teach face-to-face or online courses. We will target for participation instructors teaching courses that have had particularly high equity gaps over the last 5 years, according to institutional data. We will also target instructors who will likely teach the course regularly for the next two years, in order to maximize the impact of the program on student success in the course.

Over the course of the project, instructors will work to enhance student success in their course by fostering a sense of belonging and maximizing transparency. We have chosen to focus on these concepts because research suggests that two of the greatest barriers to academic success for underrepresented students are a lack of navigational capital and a sense of not belonging in college. Underrepresented students often come to college with forms of social and cultural capital different from that which is valued in college. As such, they need opportunities to develop the kinds of capital required for success in college (Strayhorn, 2012). Increasing the transparency in courses – for example providing clear instructions for assignments, an explanation for why they are being asked to do it, and clear information about how the work will be evaluated - is a highly effective way to help students build this navigational capital (Berrett, 2015). Another significant barrier to success facing underrepresented students is a sense of not belonging on campus, or worse, feeling isolated and unsupported (Strayhorn, 2008). This is worrisome because a growing body of research has found that a sense of belonging is strongly related to academic achievement, retention, and persistence to degree (c.f., Hurtado & Carter, 1997; Hausmann, Schofield & Woods, 2007). Therefore, increasing transparency and a sense of belonging in intro level courses, which are populated largely with first year students, can exert a significant positive impact during the point at which students are most at risk of non-retention and academic failure.

Instructors will be supported in their re-design work by faculty facilitators, four UWGB instructors with expertise in the areas of first year students, equity and inclusivity in education, and student engagement

techniques. Each facilitator will work with 2-3 participants. – expand description of role of facilitators, work of instructors

The project will involve three phases:

1. 3-Day workshop (May 2017)
  - a. Keynote speaker, presentations, and work time (see attached for proposed agenda)
  - b. Goal: develop plan for course revision
  - c. Workshop content will include:
    - Keynote presentation on belonging (tentatively: Terrell Strayhorn)
    - Who are our students? Current demographics and how population has changed over time
    - Why focus on equity gaps? Discuss gaps in equity of access to and completion of higher ed, and also in engagement (e.g., hie)
    - Transparency as an equalizer – makes explicit the hidden curriculum that puts first gen students at a disadvantage
    - Significant time to work with facilitators to begin brainstorming for course redesign
2. Course redesign (Summer 2017)
  - a. Develop syllabus and course plan (supported by facilitator)
  - b. Monthly meetings to discuss progress, problem-solve, get assistance in course revision, and develop assessment plan and dissemination plan
3. Implementation and assessment (Fall 2017-Spring 2018)
  - a. Fall 2017:
    - Implement course revision (supported by facilitator)
    - Monthly meetings to discuss progress, finalize assessment plans
    - Begin project assessment
  - b. Spring 2017:
    - Continue project assessment
    - Instructor final reports due
    - Dissemination of results – report to campus and academic community

#### Impact on Student Success and Retention & Return on Investment:

#### Measurable Outcomes and Assessment:

The project PI's will conduct outcomes assessment, with the goals of tracking progress in closing equity gaps writing up the results of the project for publication and presentation. The PI's anticipate one publication and at least one presentation will be completed on the project by the end of 2018.

The benchmarks we will assess to examine the impact of the project include:

- Decreasing by half the equity gap in classes served by the intervention (pre to post intervention)
- Increasing the overall course pass rate by 10%
- Increasing major/minor pursuit, or intent to pursue

#### Project Sustainability:

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#### Budget:

Participants:

- Summer stipend (\$3,000)
- Fall 3-credit course reassignment

Facilitators: n=4 (3 paid)

- \$3,000 summer stipend (for work through spring 2018)

Keynote Speaker:

- Terrell Strayhorn? (\$5,000)

Workshop expenses:

- Food
- Copies and supplies

Other expenses:

- Food for monthly meetings

## Appendix 9

### U-Pace Program Proposal for Student Success/Retention One-Time Funds

Submitted by:

Todd Dresser, Instructional Designer, Center for Advancement of Teaching & Learning

Provide a project summary and conclude it with a list of specific project goals:

This project seeks to reduce the equity gap in our low-retention online courses. It will adapt a program called U-Pace to the needs of UW-Green Bay. The Center for Excellence in Teaching and Learning at UW-Milwaukee developed U-Pace and has thoroughly researched its efficacy for helping students through gateway and introductory courses. We hope to not only copy their program but recreate their success in turning around courses with high failure rates.

U-Pace allows students to work on course material until they have mastered it at a 90% proficiency. While it holds students to high standards, it also provides them with targeting coaching to get them over the 90% threshold. Students work at their own pace (hence, U-Pace) and receive grades based upon how far they get through the course material by the end of the semester.

This program reframes the relationship between teacher and student. The faculty member assumes the role of a “coach” for students who work at the limits of their time and ability. As coaches, instructors often seek out ways to motivate students in addition to explaining the course material. Since U-Pace is for introductory courses, the assessments will all be automatically graded by D2L and the course material would be similarly delivered in an automated fashion through videos, readings, PowerPoints, and perhaps material created by a textbook publisher. The time that the instructor saves in presenting course materials, s/he would make up in tracking the progress of students to ensure that as many as possible achieve the 90% threshold for all assessments.

U-Pace is not for every course. Upper division courses, labs, and courses where student-to-student interaction is critical are all bad candidates for this approach. U-Pace, however, has proven to be powerful for general education courses and gateway courses to a major, traditional “101” type offerings. These courses typically have a well-defined body of knowledge that professors and students labor to slug through. Very often these are the courses that prove to be stumbling blocks for students who come from disadvantaged backgrounds. The over-arching goal of U-Pace will be to take courses that currently discriminate against the most vulnerable students in our population and turn them into courses that provide students with the confidence – and skills – they will need to succeed at ever-higher levels of their college career.

More specifically, the goals of U-Pace are: 1) Develop 8-10 U-Pace courses. We will select courses that have both conventional (face-to-face) and online (U-Pace) deliveries so that we can assess the efficacy of U-Pace. 2) Determine whether U-Pace has a measurable increase in retention in our gateway courses. 3) Once we show the efficacy of U-Pace, we would like to open up training materials to all faculty that they can add to their teaching toolbox for online classes.

Discuss how the project will improve student success/retention:

U-pace works because it gives students a feeling that they can control their own learning.

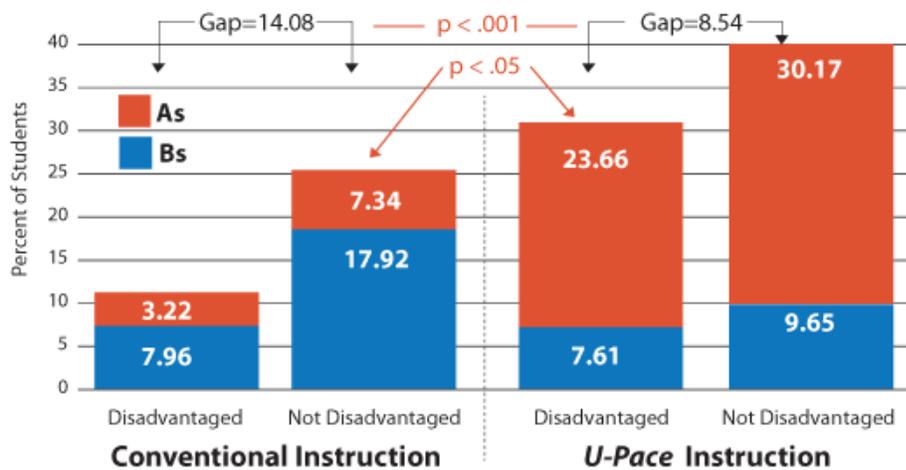
How *U-Pace's* Core Components Produce Student Success



Source: <http://www4.uwm.edu/upace/>

This may sound nonsensical to those who already perceive a great deal of agency over their own learning; however, many students from disadvantaged backgrounds quit on their education because they lack skills that fall outside those that are taught in the classroom such as self-regulation and self-efficacy. U-Pace's coaching-style approach helps students build upon their successes towards a feeling of mastery of course material and over their own destiny as students. Since the program holds students to a 90% proficiency rate, students will build upon tangible experiences of mastery. As they work towards passing the course, they also work towards a feeling that they are in control of their learning outcomes. At Milwaukee, U-Pace has been successful in helping students from disadvantaged backgrounds achieve success and we hope to bring that success to UW-Green Bay.

**Results:** Percent of U-Pace and Conventionally Taught Psych 101 Students Earning As and Bs by Disadvantaged Status



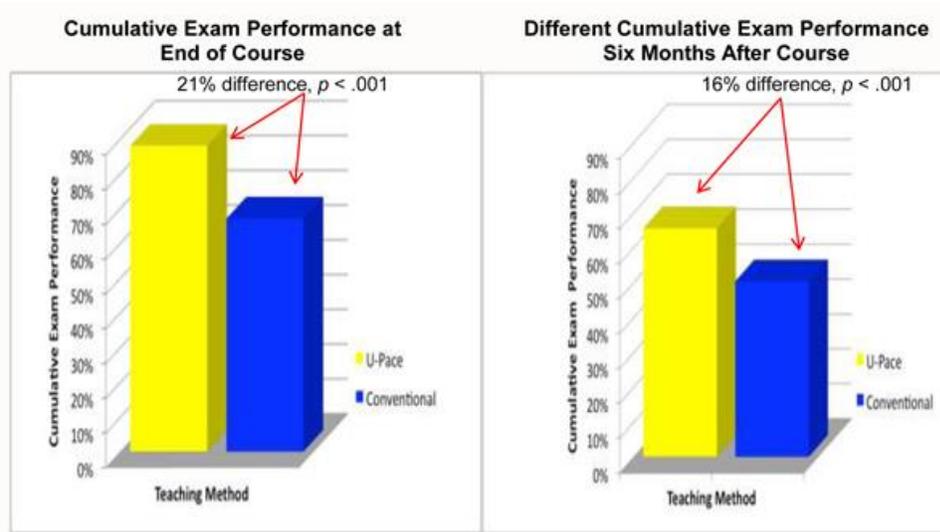
Source: <http://www4.uwm.edu/upace/>

Discuss the measurable outcomes that will be used to determine the project's effectiveness:

We plan to measure the success of U-Pace courses against historical versions of the course as well as sections taught under conventional delivery. We will measure the grades of students in the courses as well as the failure and dropout rates.

In addition, UW-Milwaukee found that students retained information from courses taught in the U-Pace style to a greater degree than students who learned under conventional instruction. They tested students six months after their course was over and found that U-Pace students out performed

conventionally taught students to a significant degree. We hope to replicate that success here at UW-Green Bay.



Source: <http://er.educause.edu/articles/2011/12/upace-facilitating-academic-success-for-all-students>

Discuss the potential return on investment of the project:

U-Pace will repay the initial investment along multiple fronts. First, we will retain more students, which is especially important at a time when we are admitting more students on a conditional basis. Second, we currently do not provide faculty who teach low-retention courses with a means to address the retention issues in their online courses. U-Pace provides an evidence-based means to bolster retention. Finally, U-Pace is scalable. Once we build the infrastructure for U-Pace, we will be able to train faculty and help them re-design their courses without having to “re-create the wheel” for each course.

Discuss the potential sustainability of funding after this grant is over:

Once the U-Pace method of delivery is established in the courses, it will be able to sustain itself through successive iterations of the courses. There will be a significant time investment for the faculty members as well as the instructional design staff to create the courses. But, once created, they will be repeatable semester after semester.

Moreover, once we create the infrastructure for building U-Pace courses, we will be able to translate that work to other courses for which U-Pace is suitable. That is, once the initial investment of time and energy has run its course, we will have the means to re-design more courses efficiently and train faculty effectively.

Provide a detailed budget (list all items and corresponding amounts and a summary total):

We would like eleven thousand dollars to use in the following way:

- 10 stipends for faculty at \$1000 dollars apiece.
- \$1000 dollars for the creation of training materials and a means to collect data to monitor the efficacy of the program.