

Collaboration

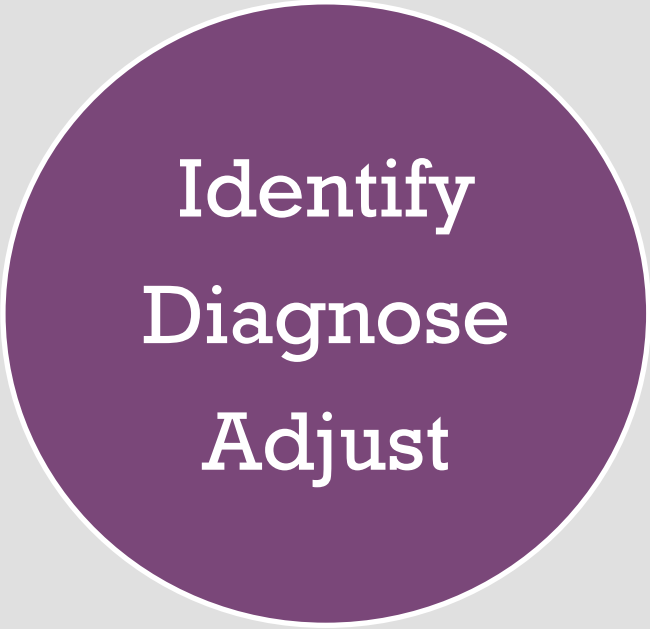
Assessment

Learning
Outcomes

Faculty
Development

IDA

- Using tools in a systematic way for course/instructor improvement



Identify
Diagnose
Adjust

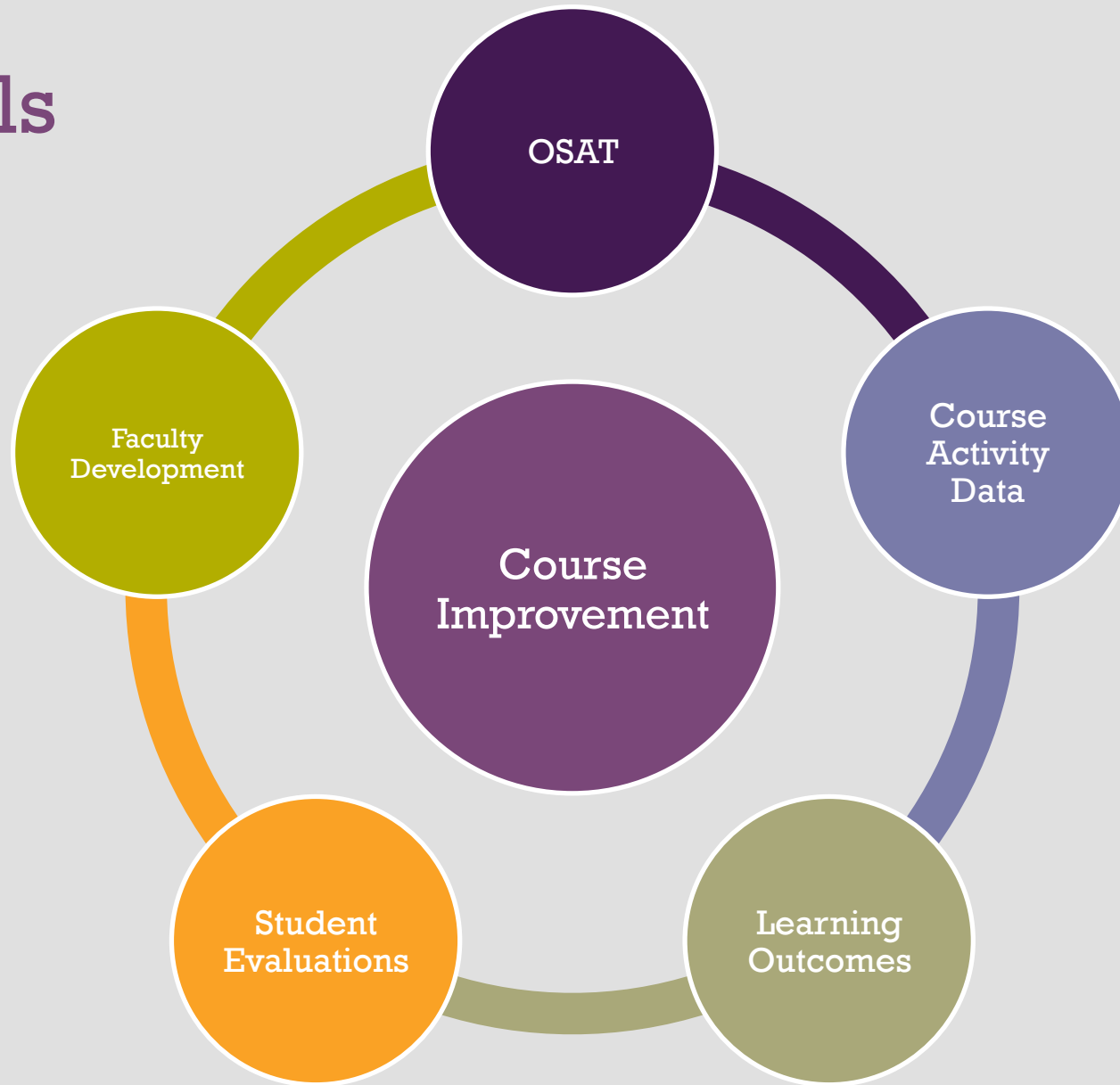
Collaboration

Assessment

Improvement
Model

Learning
Outcomes

Tools

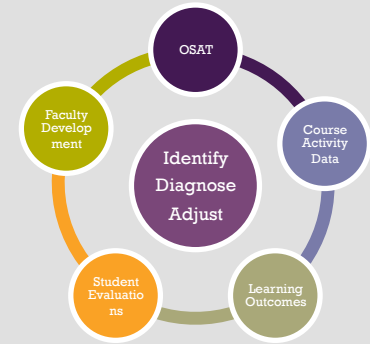


The birth of IDA

- Clarkson College's OSAT
- eCollege tool PIM
- Student feedback
- Completion rates
- Accreditation 2013

IDA Pilot courses selected by

- Low OSAT scores < 2.0
- Low class completion rates < 88%
- Low course activity
- Low evaluation scores both peer and student
- Missing learning outcomes
- Little redundancy and navigation in course
- “Flat” course design



Four Improvement Areas Identified

- Improved **navigation** throughout the online course
- Improved **organization** and/or **structure** of the online course to enhance learning
- Improved **grading policy** added to syllabus
- Improved **communication** for students through the online component of the course

Improvement Breakdown

- **Navigation** = redesign of course layout and look by developing templates to be utilized in the course
- **Organization and Structure** = redesign of course, work with faculty to improve syllabus
- **Grading policy** = work with faculty on assignments, tests, redesign of syllabus, written grading policy statement with percentages, points and grade listed. Learning outcomes identified
- **Communication** = redesign of course, redesign of syllabus, and course content

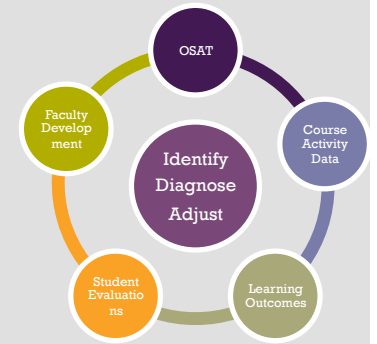
Pilot Phase 1 Cycle

■ Complete

- *OSAT
- *PIM
- Instructional Re-design
- Faculty Development
- Learning Outcome

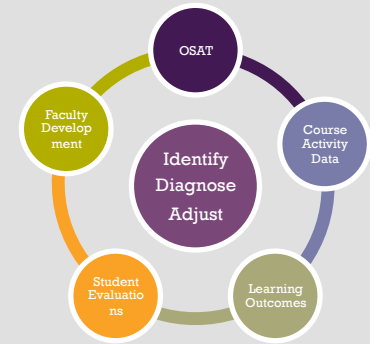
■ For Phase 2

- Add Measurable Learning Outcomes



TCU IDA Pilot – Phase 1

- Five online courses selected
- Learning outcomes were listed in course (though not measureable)
- Results and Feedback
 - Each course had major improved completion rates
 - Faculty report less email and confusion from students – they were able to “facilitate” the course
 - Student feedback improved in all areas except grading policy understanding.
 - Navigation was improved
 - Move IDA design and training component into boot camp training



Comparison of Completion Rates Before and After IDA

- Five online courses were selected that had completion rates of < 88%
- After OSAT and redesign of course completion rates improved above 90%
- Students reported improved navigation and communication
- Students continue to report “unclear” about grading policy

Five pilot courses selected – Goal to be 87% or higher

Survey of spring 09 courses five used IDA, one did not

Students Graduating Spring 09

1. I was able to easily navigate through the online component of the course.									
Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4				n	Mean	STD
20 (71%)	8 (29%)	0 (0%)	0 (0%)				28	1.29	0.46
2. The online component of the course was organized and structured to enhance learning.									
Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4				n	Mean	STD
19 (68%)	8 (29%)	1 (4%)	0 (0%)				28	1.36	0.56
3. I understand how my grade is determined.									
Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4				n	Mean	STD
18 (67%)	7 (26%)	2 (7%)	0 (0%)				27	1.41	0.64
4. Expectations were clearly communicated to me through the online component of the course.									
Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4				n	Mean	STD
18 (67%)	7 (26%)	2 (7%)	0 (0%)				27	1.41	0.64

No IDA Redesign Student feedback

Students Graduating Spring 09

1. I was able to easily navigate through the online component of the course.									
Strongly Agree	Agree	Disagree	Strongly Disagree				n	Mean	STD
1	2	3	4						
1 (33%)	2 (67%)	0 (0%)	0 (0%)				3	1.67	0.58
2. The online component of the course was organized and structured to enhance learning.									
Strongly Agree	Agree	Disagree	Strongly Disagree				n	Mean	STD
1	2	3	4						
1 (33%)	1 (33%)	1 (33%)	0 (0%)				3	2	1
3. I understand how my grade is determined.									
Strongly Agree	Agree	Disagree	Strongly Disagree				n	Mean	STD
1	2	3	4						
0 (0%)	1 (33%)	2 (67%)	0 (0%)				3	2.67	0.58
4. Expectations were clearly communicated to me through the online component of the course.									
Strongly Agree	Agree	Disagree	Strongly Disagree				n	Mean	STD
1	2	3	4						
1 (33%)	0 (0%)	2 (67%)	0 (0%)				3	2.33	1.15

Faculty member did attend some training sessions

Phase 2 IDA – Summer 2010

- Work with online faculty to have measurable learning outcomes in their online courses
- Utilize and measure LOM in eCollege
- Redesign all online courses using IDA format
- Work with faculty to identify assignments that link back to the learning outcomes to be measured
- Develop pre and post assessment review of courses
*Pilot course fall 09
- Identify areas after post assessment to modify course.