IDA

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

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

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>n</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I was able to easily navigate through the online component of the course.</td>
<td>20 (71%)</td>
<td>8 (29%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>28</td>
<td>1.29</td>
<td>0.46</td>
</tr>
<tr>
<td>2. The online component of the course was organized and structured to enhance learning.</td>
<td>19 (68%)</td>
<td>8 (29%)</td>
<td>1 (4%)</td>
<td>0 (0%)</td>
<td>28</td>
<td>1.36</td>
<td>0.56</td>
</tr>
<tr>
<td>3. I understand how my grade is determined.</td>
<td>18 (67%)</td>
<td>7 (26%)</td>
<td>2 (7%)</td>
<td>0 (0%)</td>
<td>27</td>
<td>1.41</td>
<td>0.64</td>
</tr>
<tr>
<td>4. Expectations were clearly communicated to me through the online component of the course.</td>
<td>18 (67%)</td>
<td>7 (26%)</td>
<td>2 (7%)</td>
<td>0 (0%)</td>
<td>27</td>
<td>1.41</td>
<td>0.64</td>
</tr>
</tbody>
</table>
No IDA Redesign Student feedback

Students Graduating Spring 09

<table>
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<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>n</th>
<th>Mean</th>
<th>STD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. I was able to easily navigate through the online component of the course.</td>
<td>1 (33%)</td>
<td>2 (67%)</td>
<td>0 (0%)</td>
<td>0 (0%)</td>
<td>3</td>
<td>1.67</td>
<td>0.58</td>
</tr>
<tr>
<td>2. The online component of the course was organized and structured to enhance learning.</td>
<td>0 (0%)</td>
<td>1 (33%)</td>
<td>1 (33%)</td>
<td>0 (0%)</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
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<td>2 (67%)</td>
<td>0 (0%)</td>
<td>3</td>
<td>2.33</td>
<td>1.15</td>
</tr>
</tbody>
</table>

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.