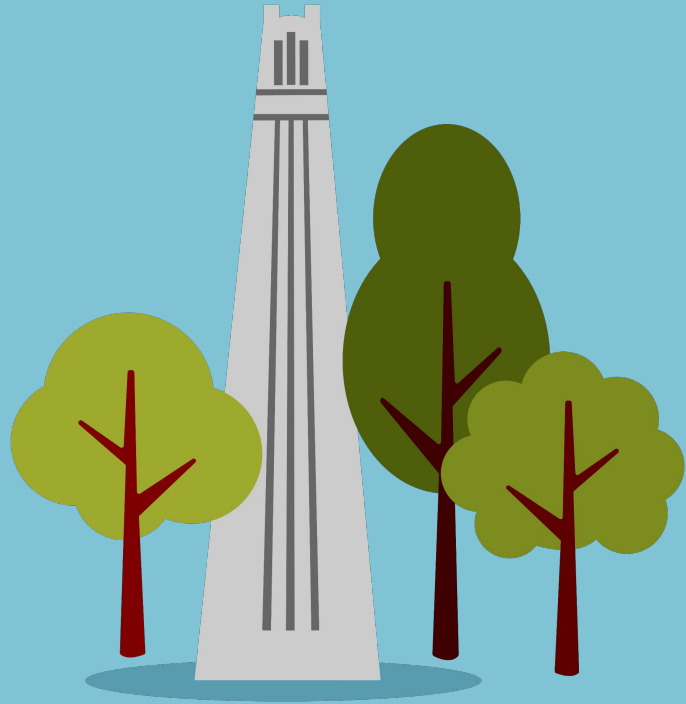


# Instructor Perceptions of Course Quality Improve with Intensive QM Training

Rebecca Sanchez, Senior Instructional Designer

Bethanne Winzeler, Assistant Director for Course Quality

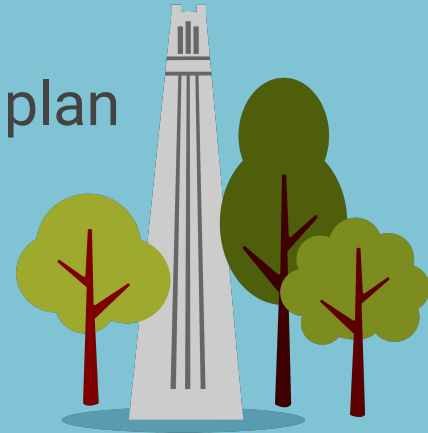


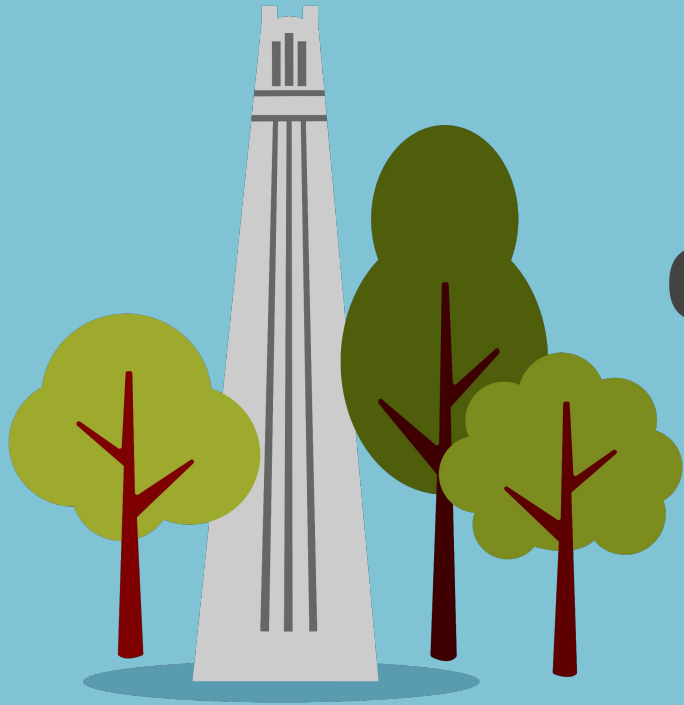


# Learning Objectives

# By the end of this session you will be able to

- Examine a QM faculty training program at an R1 institution
- Use data to evaluate instructor perceptions of training effectiveness and impact on teaching
- Incorporate evaluation into a quality assurance plan

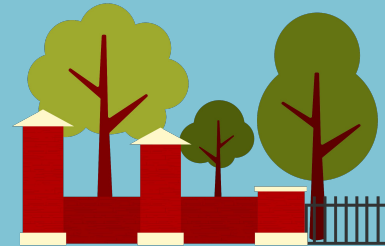
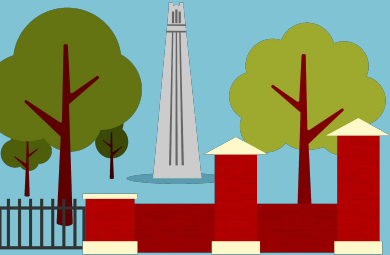


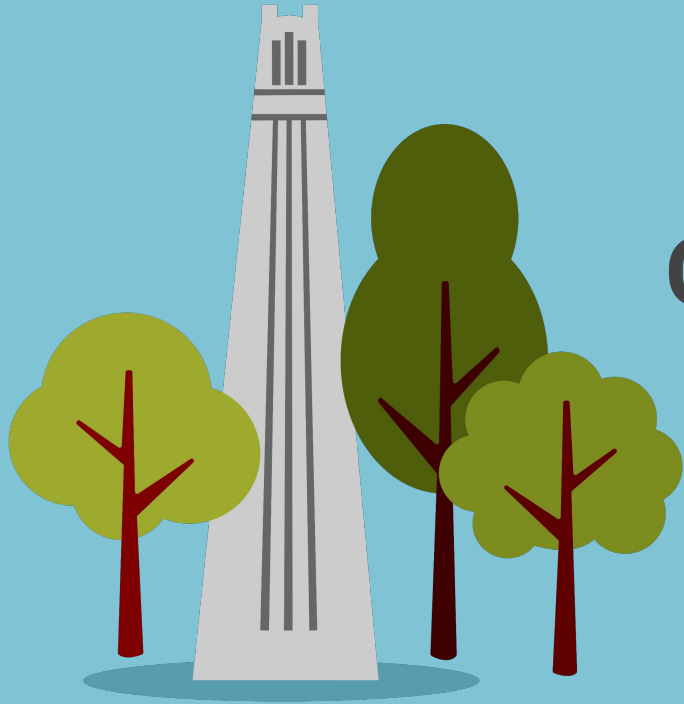


# Course Quality Program

# Highlights of Course Quality Program

- Officially became a program after 2 years of professional development programming
- Cross-team of instructional designers, instructional technologists and faculty leads
- Provide professional development to faculty through grants, workshops, and online training.
- All PD is founded on the Quality Matters rubric and framework
- 56 course QM certified across 11 colleges



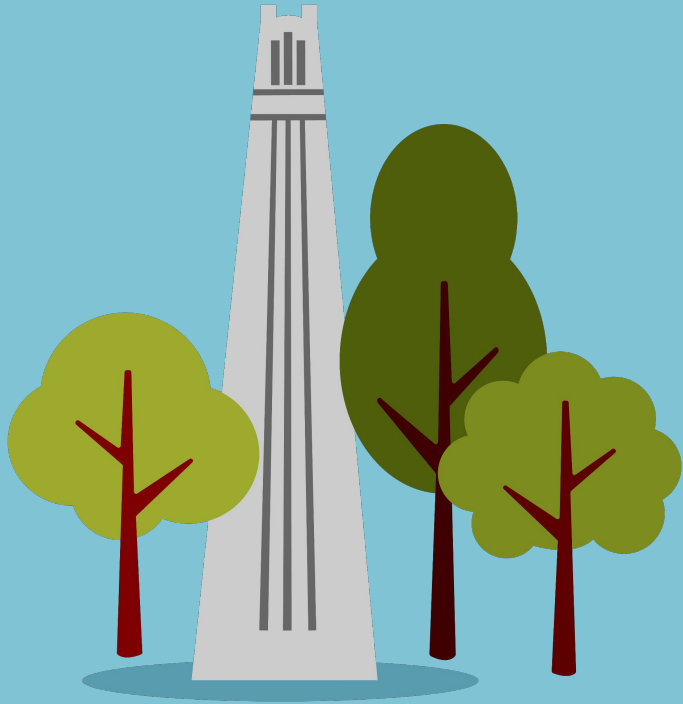


# Course Improvement Grant

# Course Improvement Grant Highlights

- A 32 (formerly 16) week cohort-based program which faculty make improvements to one online/hybrid course
- Faculty are awarded \$6,000 and DELTA covers the cost of an official QM Review
- It is a hybrid program that involves online discussion and activities, cohort meetings, and 1:1 with advisers.
- Progression is based on the QM Rubrics General Standards, with a major focus on course alignment, writing learning objectives, and accessibility.



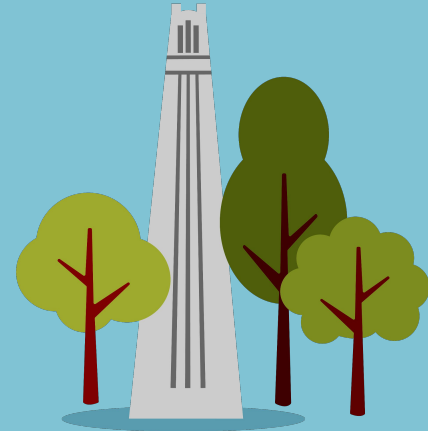


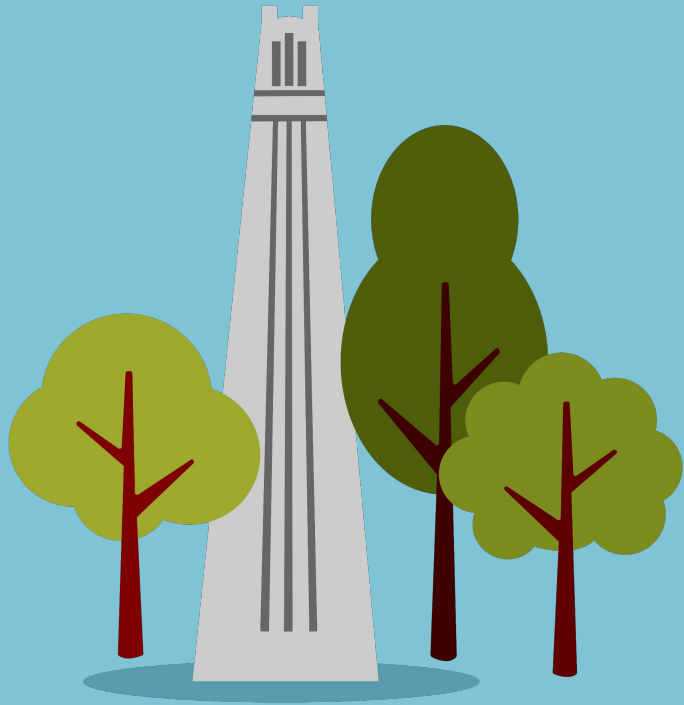
# Survey



# Instructor Course Perceptions

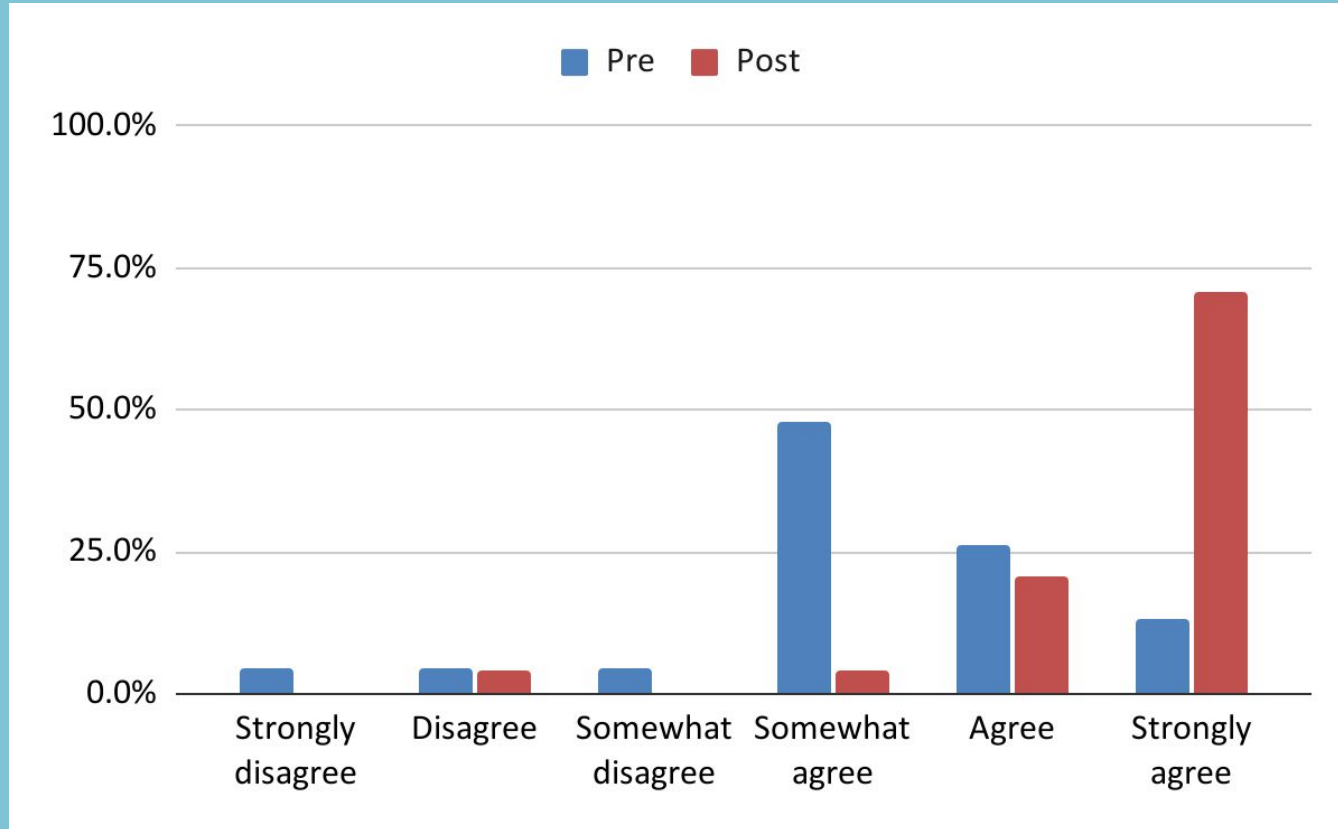
- Purpose - Do instructors think their courses better reflect ID best practices after CI participation?
- 8 items = 8 QM general standards
  - 6-point scale
- Pre and Post grant participation
  - APPQMR before completing Pre
- 6 cohorts since Fall 2019
- Anonymous for several semesters, now identified
  - Descriptive results
- 47 responses
  - 80% response rate





# Results

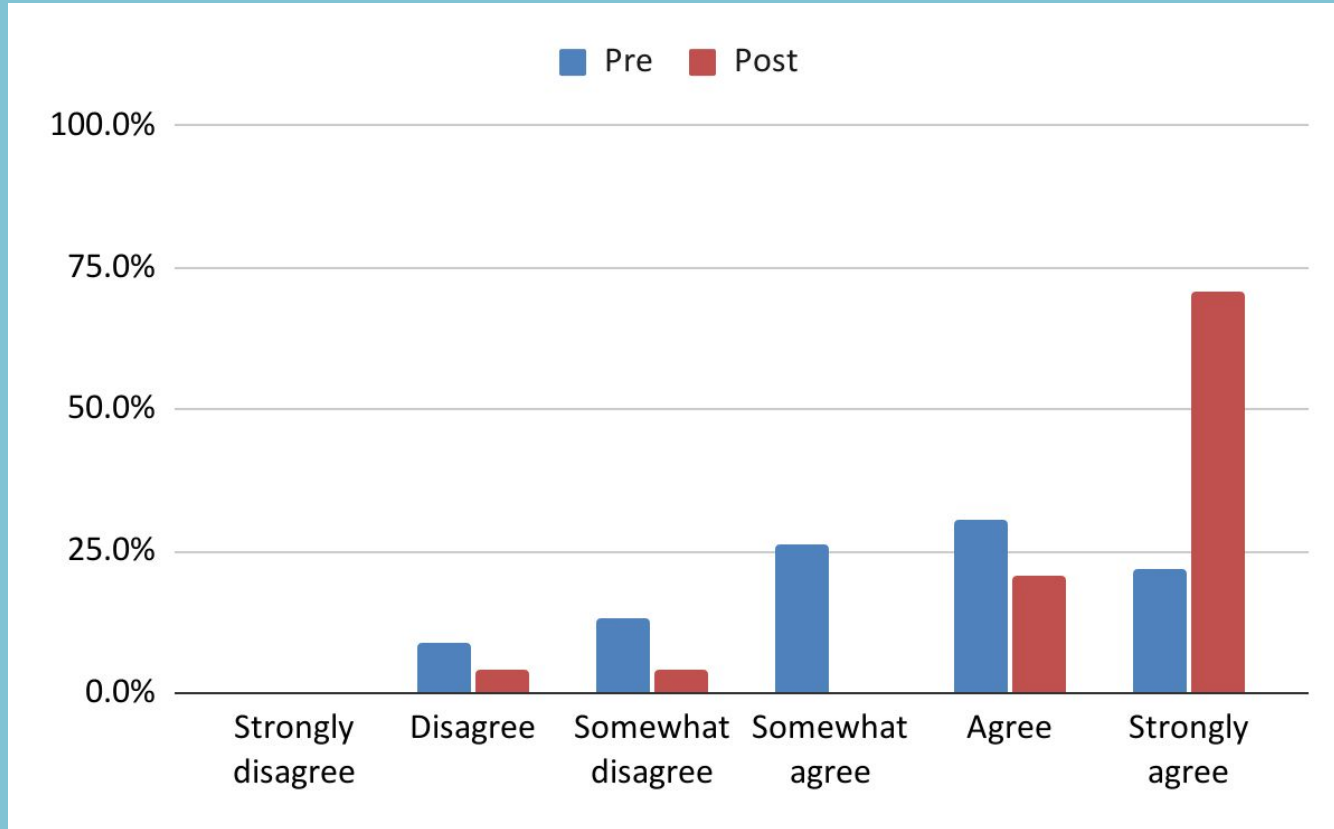
# GS 1: Course Introduction and Overview



My course introduction is effective in explaining the overall design of the course, as well as setting the tone for the course, letting students know what to expect, and providing guidance to ensure they get off to a good start.



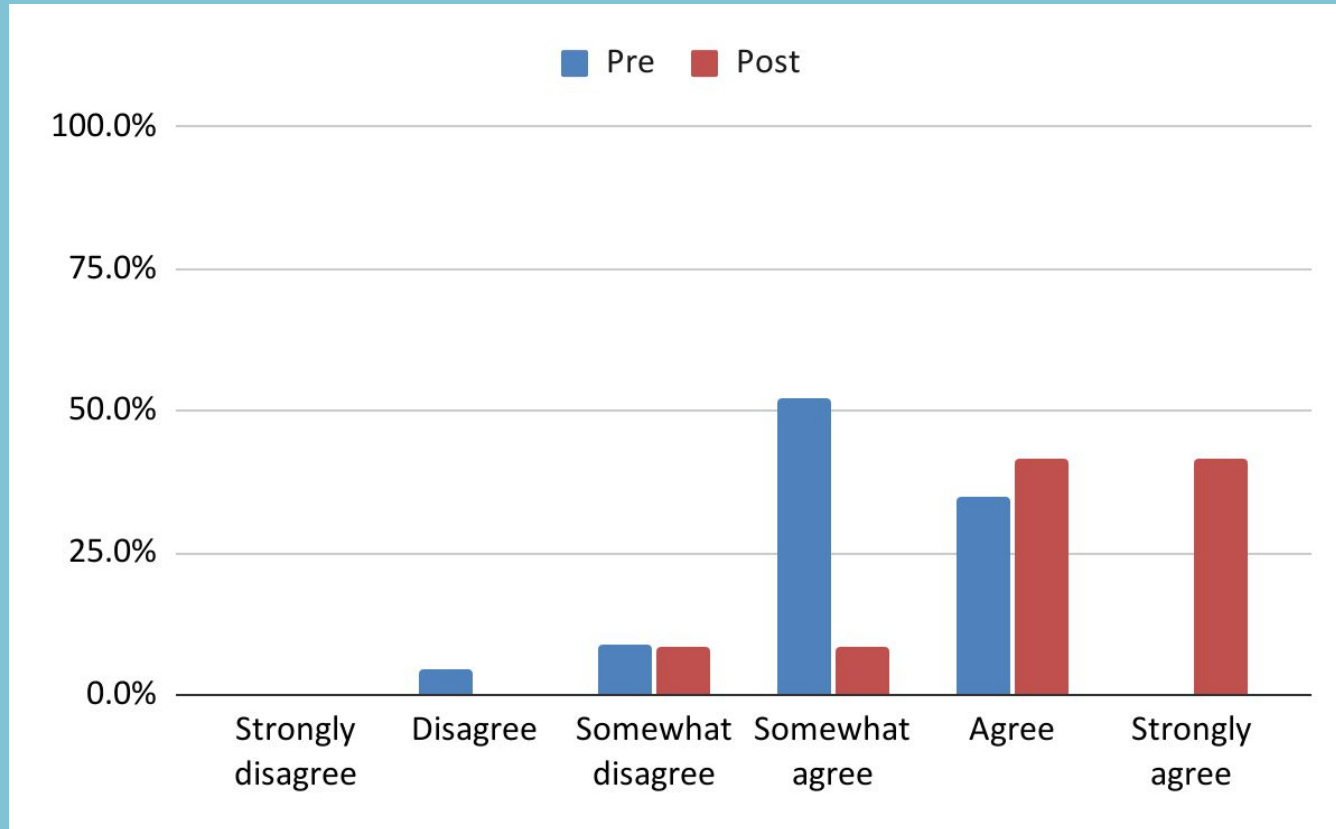
# GS 2: Learning Objectives



My learning objectives are measurable and clearly stated. They establish a foundation upon which the rest of the course is based.



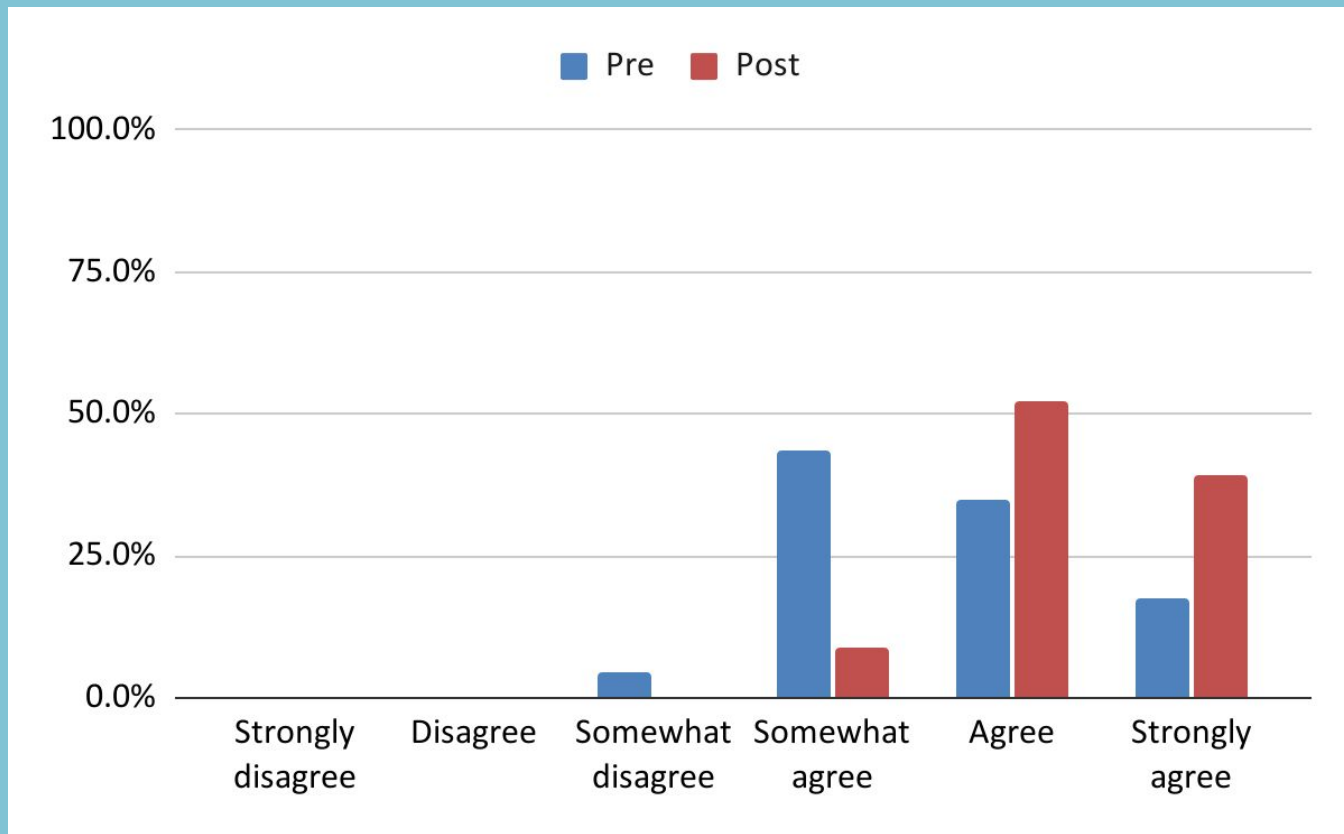
# GS 3: Assessment and Measurement



I assess my students in a manner that not only allows me to have a broad perspective of the students' mastery of the content, but also allows students to measure their own learning throughout the course.



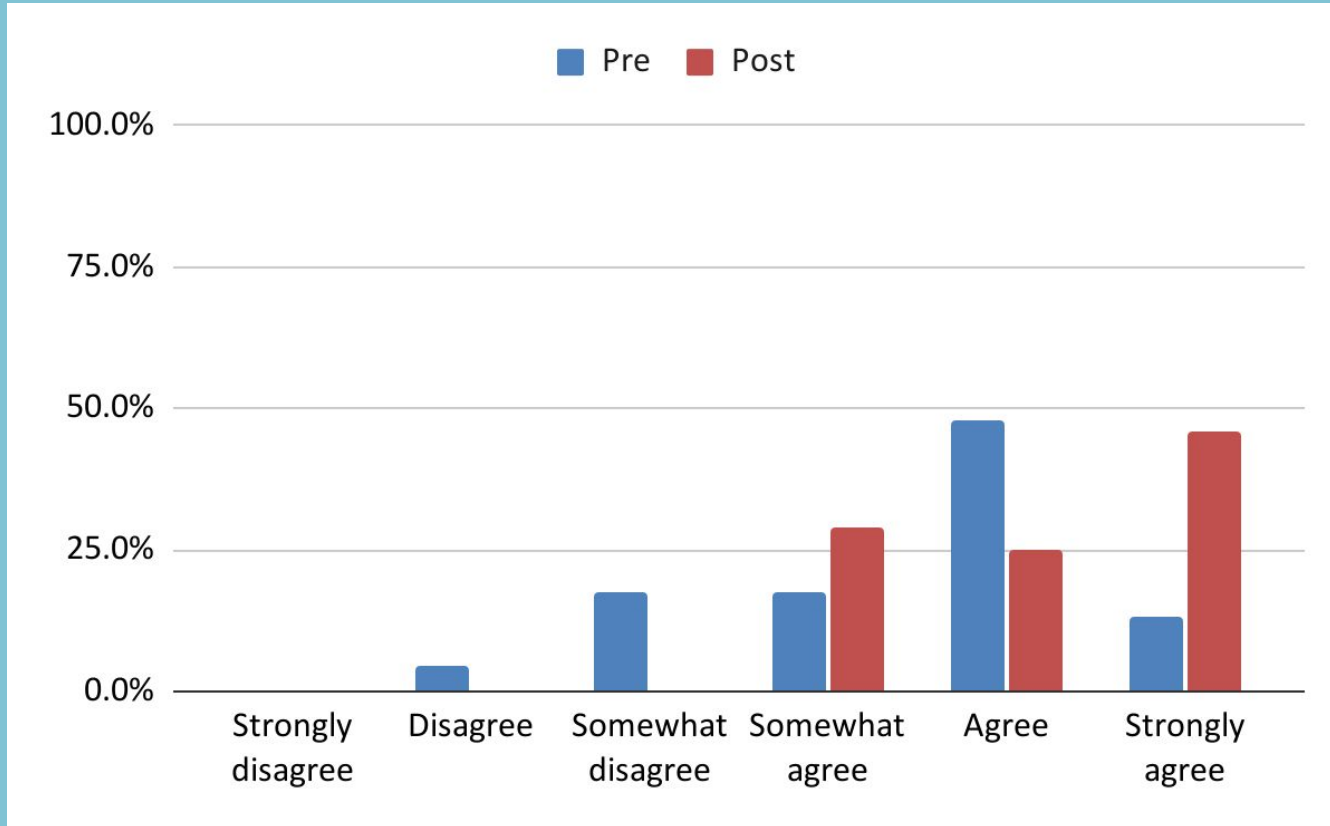
# GS 4: Instructional Materials



My instructional materials are sufficiently comprehensive in providing the necessary foundation for successfully mastering the course learning objectives and competencies for my course.



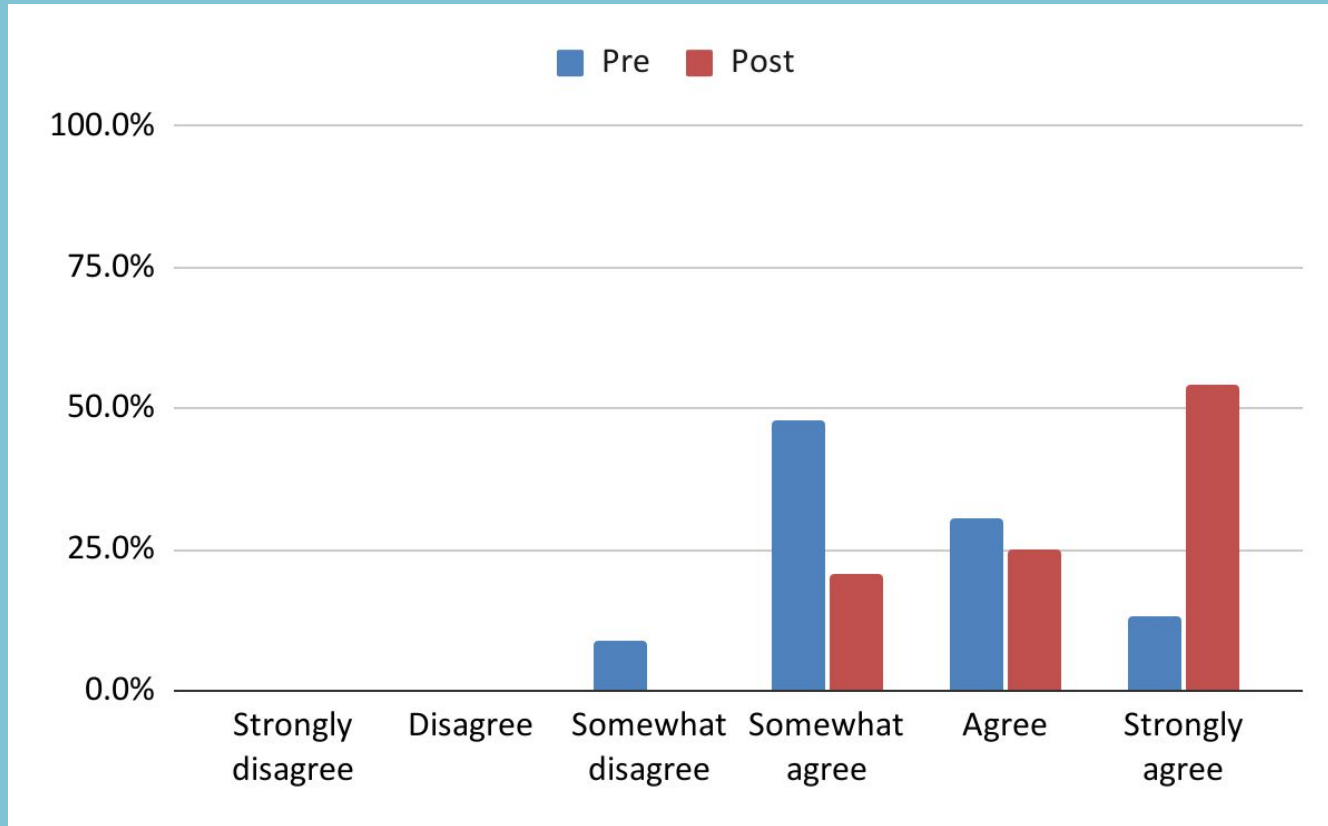
# GS 5: Learning Activities & Learner Interaction



I provide engaging activities for my students to be active and persistent learners. The forms of interaction incorporated in my course motivate students and promote learning.



# GS 6: Course Technology

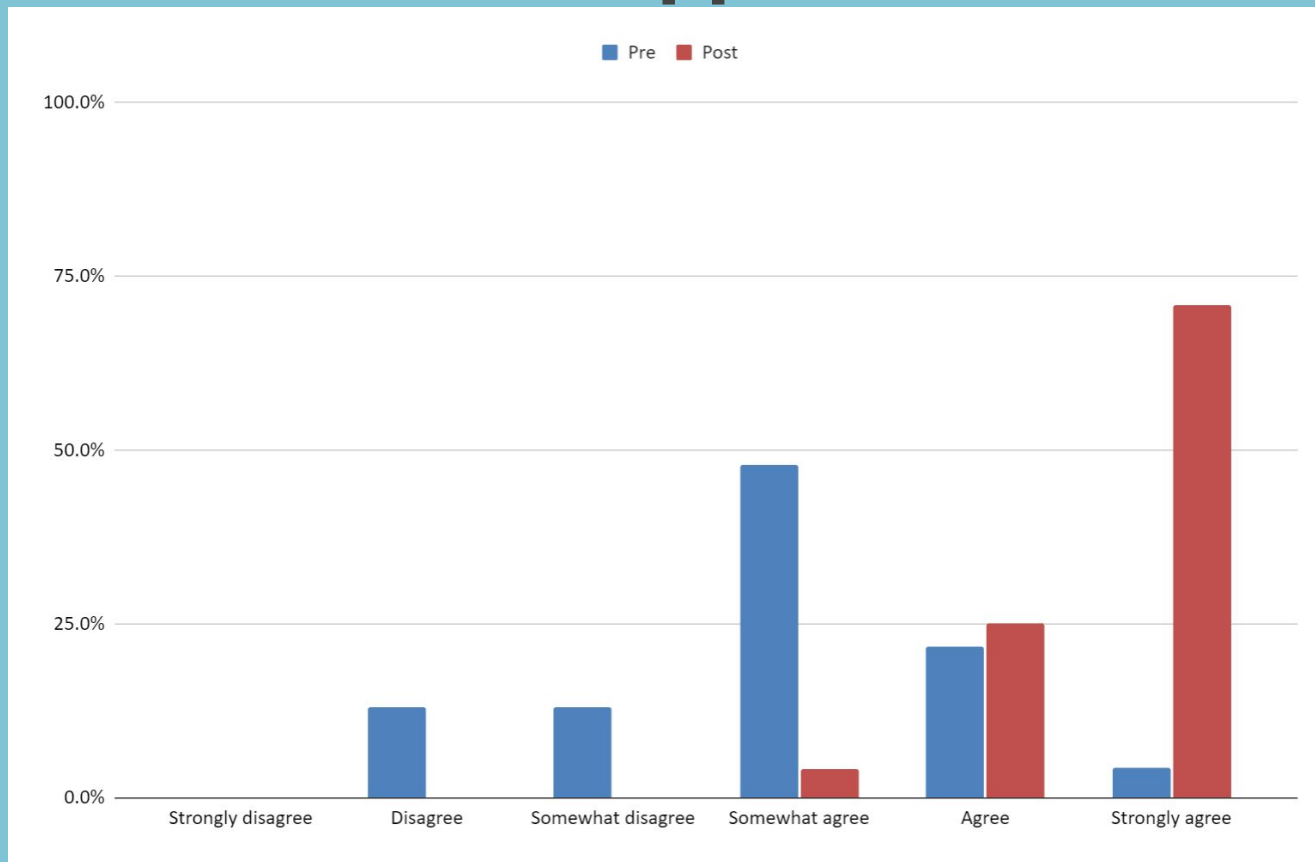


The technologies in my course support student engagement and ensure access to course components. These technologies do not impede student progress.





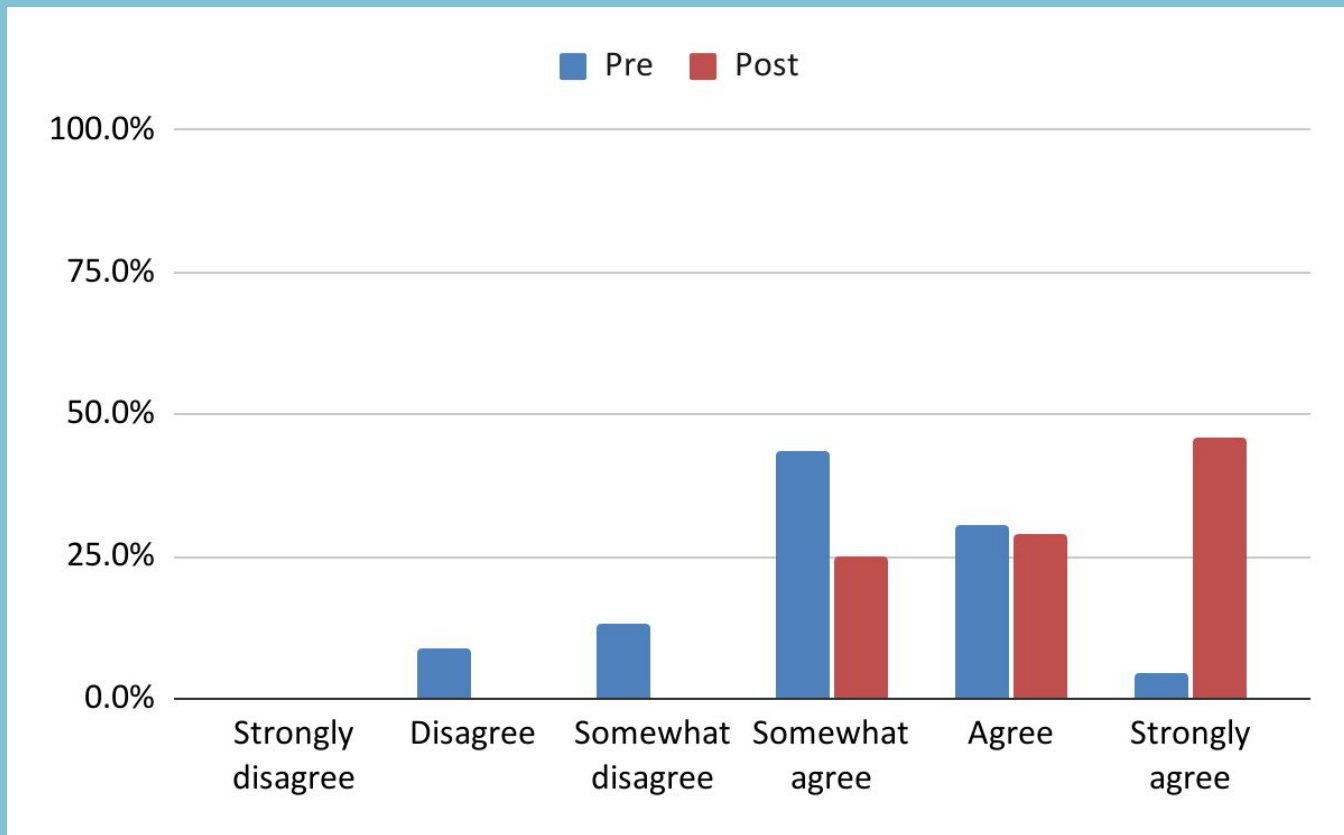
# GS 7: Learner Support



My course facilitates student access to institutional support services essential to student success such as technology support, accessibility support, academic services support, and student services support.



# GS 8: Accessibility and Usability



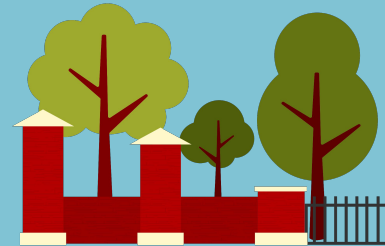
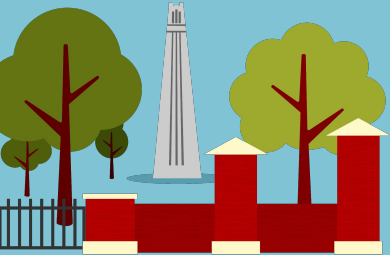
My course demonstrates a commitment to accessibility for all students.



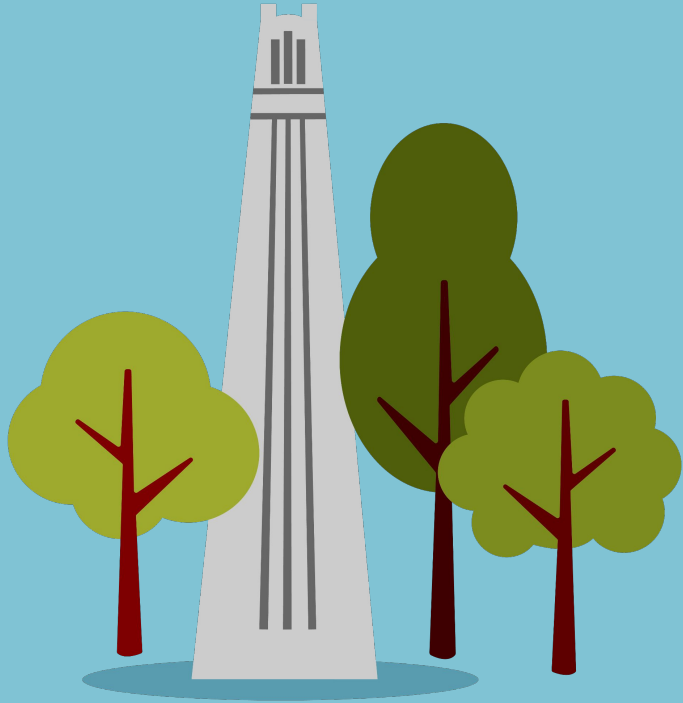
# Summary of Results

## Pre to Post % reporting Agree or Strongly Agree

- Intro 39% ⇒ 92%
- LOs 52% ⇒ 92%
- Assessment 35% ⇒ 83%
- Materials 52% ⇒ 91%
- Activities 61% ⇒ 71%
- Technology 43% ⇒ 79%
- Support 26% ⇒ 96%
- Accessibility 35% ⇒ 75%



# Implications and Challenges



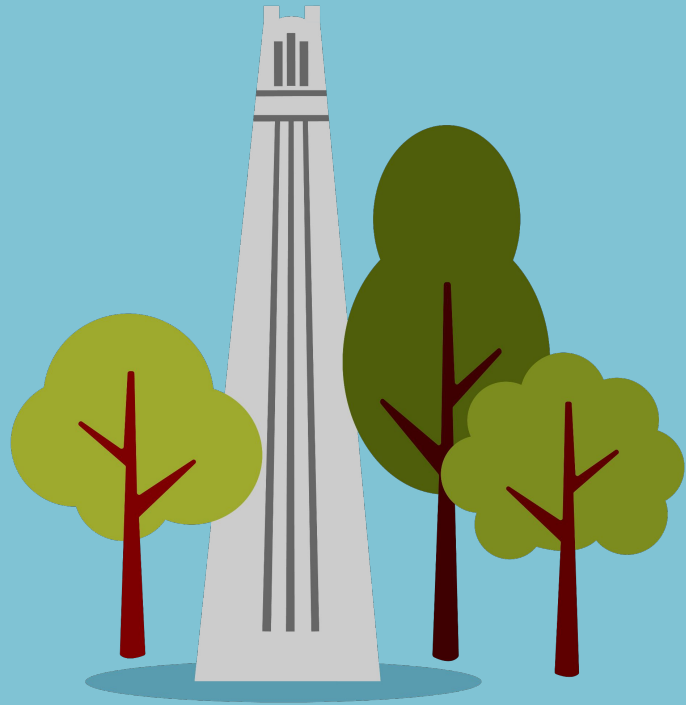
# Implications

- Instructors are more confident that their course design reflects best practices after CI Grant participation
- Continuous improvement
  - Learning Activities and Accessibility are rated lower than other standards

# Challenges

- No real challenges with this survey!
- Comprehensive assessment is resource intensive
  - Program improvement
  - QM knowledge
  - Student experience
  - Several different programs

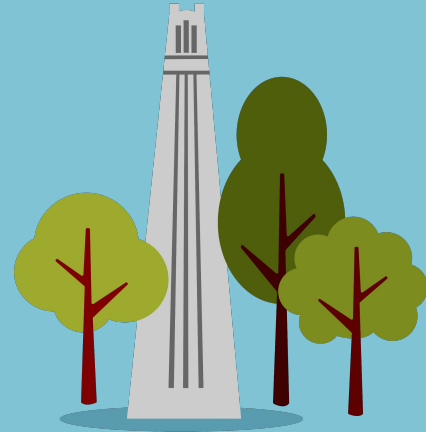




# **Sustaining & Building QA Efforts**

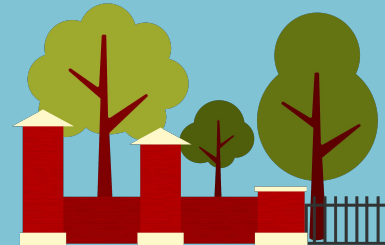
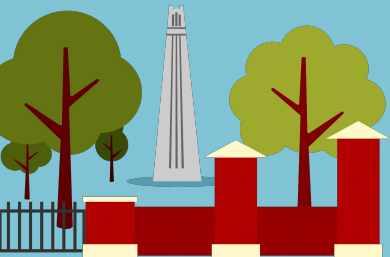
# What our data collection effort supports

- Reporting to stakeholders
- “Buy-in” from faculty
- Reinforcement of the QM approach for other instructional support staff and the university



# Discussion

- How do you collect data on your quality assurance efforts?
- How do you use the data collected?
- What challenges have you encountered?
- What suggestions do you have for us?





# Resources

- QM Instructor Course Perceptions Survey
  - [go.ncsu.edu/instructorcourseperceptionsurvey](https://go.ncsu.edu/instructorcourseperceptionsurvey)
- Evaluation Plan Template



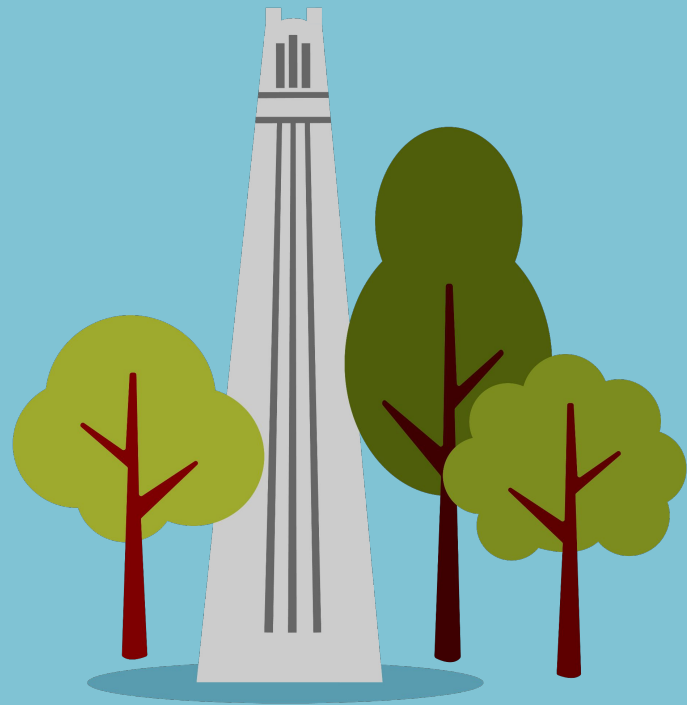
# Contact us!

Rebecca Sanchez - [rpsanche@ncsu.edu](mailto:rpsanche@ncsu.edu)

Bethanne Winzeler - [bwtobey@ncsu.edu](mailto:bwtobey@ncsu.edu)

## Learn more about our Course Quality Program

[go.ncsu.edu/course-quality](https://go.ncsu.edu/course-quality)





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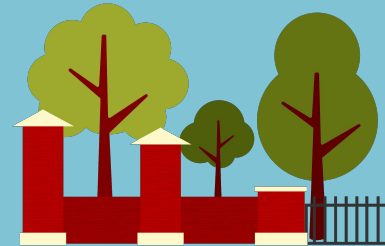
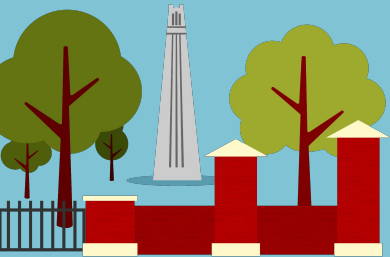


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