The Impact of an Online Course Review Process on Student Satisfaction

Presented by Diane Muehl
Debra Backus
Molly Mott
State University of New York at Canton

- Associate and bachelor degrees in the engineering, health, and medical sciences.

- 2600 students.
Online Programs
(Approved to offer in a DL format)

- Health Services Management BT
- Emergency & Disaster Management BT
- Mortuary Services Management BT
- Veterinary Services Management BT
- Technology Management BBA
- Technology Management: Financial Services BBA
- Public Safety Technology: Criminal Investigations BT
- Technology Management Facilities Operation BBA
- Law Enforcement BT
- Legal Studies BT
- Alternative & Renewable Energy Applications BT
Online Growth: Total Enrollment

Student Enrollment

Spring 1998
Fall 1998
Spring 1999
Fall 1999
Spring 2000
Fall 2000
Spring 2001
Fall 2001
Spring 2002
Fall 2002
Spring 2003
Fall 2003
Spring 2004
Fall 2004
Spring 2005
Fall 2005
Spring 2006
Fall 2006
Number of Online Courses

![Bar Chart showing the number of online courses from Spring 1998 to Fall 2006. The y-axis represents the number of courses, ranging from 0 to 70, and the x-axis represents different semesters from Spring 1998 to Fall 2006. The chart indicates a steady increase in the number of online courses, with significant growth from Fall 2005 onwards.](chart.png)
Course Review Process

- All courses offered online for the first time are reviewed by faculty trained in assessing online courses.

- Courses are reviewed based on the standards of good practice detailed in a faculty-approved, 40 standard, course review rubric.
Course Review Rubric

Developed by Maryland Online
A consortium of 19 Maryland community colleges and institutions.

Sponsored by FIPSE
(U.S. Department Fund for the Improvement of Postsecondary Education)
Federal grant to enhance course improvements in online learning.
Rubric Based On

- Standards of best practices in distance learning programs (Set forth by the Middle States Commission on Higher Education)

- Good instructional design is one of the most important factors in the success of online courses (Conrad, 2002).
Perspective of Faculty Reviewer

Rubric: an established rule

The course review process serves to:
- ensure that navigating the course is clear
- assist the student to focus on learning activities
- indicate how learner progress will be assessed
- clarify instructor-learner interaction
- specify learner support and technology
- assure ADA compliance
Perspective of Faculty Reviewer

Benefits to the reviewer:

- Service to the university
  - Portfolio building

- Reviewing courses is immensely useful in developing my own online courses
  - I get to see BEST practices and WORST practices
Perspective of Faculty Reviewer

— However, having my OWN courses reviewed by others is extremely nerve-wracking!!!!
Student Satisfaction

Student evaluation surveys were completed on 26 online courses. n=358 students

Results: Overall strong satisfaction with

- Course structure
- Instruction
- Support and academic services
- Reliability of the course technology
Question 1: The Course was clearly organized and easy to navigate.

Question 2: Netiquette expectations with regard to discussions and email communication were clearly stated.
Discussion: Perspective of Course Developer

The course was clearly organized and easy to navigate:

- Spring 2005 n=34 68%
- Spring 2006 n=27 75%
Mon, Aug 29, 2005 -- Welcome to the On-Line Pharmacology Course

Monday, August 30, 2005 -- Welcome to Pharmacology!

Hi. My name is Debra Backus and I’ll be your instructor this semester as we explore the wonderful world of pharmacology.

Welcome to the course and welcome to what I hope will be an interesting, challenging and rewarding experience. I hope you will enjoy the flexibility of taking an on line course and the ability to work on the course at your pace during each of the weekly assignments.

I am very excited to offer you the Evolve Online Course to accompany your textbook "Pharmacology and the Nursing Process". To access this site, you must purchase the access code that was sold with your pharmacology textbook. My experience to date suggest if you work a little each day on pharmacology it will not be so overwhelming. Just keep at it and have faith in your abilities and all will be fine and you will quickly become comfortable with the course and this blackboard experience. The key is to keep at it and seek help when you need it (we have an excellent help desk if you have technical problems & I am available for content questions). If you have problems accessing the Elsevier material from the editor, please call 1-800-401-9962. This number is posted in the "Introduction to Pharmacology" folder.

The Course Documents in the communication area (left frame) will take you to each lecture week so you can begin using the resources available for this course. In the course documents, you will find the lecturer notes, case studies, learning activities, quizzes and the final exam. Also, in the Communication area you will...
Hello everyone!

I'm, Debra Backus, your instructor for this course. Together this semester, we'll explore the intricacies and dynamics of pharmacology!

I hope this will be a challenging and rewarding experience and that you'll enjoy the flexibility of online learning. To help you with your online learning experience, I encourage you to view the module, Orientation to Online Learning, located on your Blackboard (Bb) list of courses. This module will give you general information about online learning, offer tips for success in an online environment, and teach you how to navigate the Blackboard system.

How this course works:
**Discussion Grading Criteria**

**Syllabus**

Discussion topics will count 50% of your final grade. I have started each unit of study with a discussion question. You are required to start your own discussion thread by asking a question of your classmates plus respond to no fewer than one other discussion threads. You are expected to be an active participant in at least one other student discussion threads plus your own. The questions you ask should elicit thoughtful responses, and then you should address important and/or controversial issues introduced in the text. No two questions should be on the same issue so read the other questions before posting your own. The sooner you post your question the better - but you must post within the first two days that the section opens or you will not be awarded quality points for your question. If another student asks a question related to your response, you are expected to answer the question. Your job is to facilitate the discussion in your discussion thread, so you should probe for additional information and ask additional questions in order to fully explore the topic you asked about. You must demonstrate knowledge of the material - not opinions. Each contribution you make to the discussion threads should add something of value to the discussion.

Tips to obtain good discussion rating scores:

1. The **questions you ask** in the student led discussion should be thoughtfully and carefully worded. These questions should address issues and/or concepts from the reading that you find particularly important. I will use the following five criteria to evaluate your questions: (1) Relevance - your question must be relevant to the material in the unit of study. (2) Importance - your question must address a significant issue in the reading. (3) Thought-provoking - your question must require high level thought, not a simple “look-up” in the textbook. (4) Originality - you must ask a question that is essentially the same as a question posed by another student. (5) Timely - your question must be posted early in the week so that other students have an opportunity to respond and you have time to facilitate a good discussion thread. Note: I expect your question to be posted within the **first two days** of the week.
2. Your responses to questions posed by me and other students will be evaluated, and some quality
Participation requirements

Each student will be responsible to ask a question and respond to a question each week in the Discussion Board. Satisfactory completion of your assigned posting on the discussion board accounts for 50% of your grade.

Instructors' role: I will also function as a facilitator in the discussion board, guiding discussions and clarifying course concepts. I attempt to read and evaluate every discussion comment made by every student each day. I enjoy the discussion, and I jump in occasionally, but cannot respond to each comment, and actually have found it reduces the active discussion among the students.

The Q&A area in the discussion forum is checked Monday, Tuesday, Wednesday and Friday of each week.

Required responses in the discussion forum are graded within one week of submission.

Sample Response

Click on this thread to see what I am looking for in a good discussion response. This is an "A" question and response.

How your responses are graded

Click on this thread to see how your discussion responses are evaluated and graded.
Week 1: 8/30/05 - 9/5/05

- Homework week one

- Answers to week one homework

- Assignment

- Objectives:

- Instructor Notes
  If the power point presentation states "loading media", please right click on the "loading media" and select play. Thank you.

- Case Study 1: The Elderly and Polypharmacy
  View Case Study 1B (2.577 kb)

- Learning Activities
  View Learning Activities (0.619 kb)
Week 1: Pharmacy Basics

Purpose:
To understand pharmacy basics and the nursing process.

Learning Objectives:
At the end of this session, students will:
1. Explain the course objectives.
2. Discuss the overview of the course, including presentation, requirements, and policies.
3. Identify freshman faculty members.
4. Seek out their faculty advisor when needed.
5. Plan a study schedule.
6. Plan clinical rotation and practice lab schedule.

Dosage Calculation
1. Correctly calculate dosage of medications.
2. Demonstrate correct interpretation of drug labels.
3. Correctly calculate IV flow rates in mL/hr and drops per minute.
5. Demonstrate correct syringe dose.

Nursing Process
1. Utilize principles of the nursing process in identifying problems in promoting wellness or a peaceful death.

- Defining the nursing process.
- Describing the basic steps of the nursing process.
- Explaining the purpose of patient care plans.
- Systematically organizing data into a written care plan.