ASU EdPlus

ARIZONA STATE UNIVERSITY

EdPlus Briefing Materials for the ACAO Digital Fellows Program

July 18, 2017

Association of Chief Academic Officers

DIGITAL FELLOWS PROGRAM

ASU EdPlus

ARIZONA STATE UNIVERSITY

EdPlus Briefing Materials for the ACAO Digital Fellows Program

Table of Contents

_Ada_ptive Learning Overview **1**
Arthur "Art" Blakemore, Vice Provost for Academic Success
Sean Hobson, Chief Design Officer and Acting Chief of Staff, Ed Plus

Action Lab Overview **7**
Tom Fikes, Director of Research Operations

Global Freshman Academy Overview **25**
Adrian Sannier, Chief Academic Technology Officer

Instructional Design Overview **42**
Vicki Harmon, Senior Instructional Designer and Manager, Professional Development
Athena Kennedy, Senior Instructional Designer

Student Support and Success: Coach Cases **48**

Student Support and Success: Faculty Expectations **50**

Association of Chief
DIGITAL FELLOWS PROGRAM
Academic Officers

ASU EdPlus
Arizona State University

Adaptive Learning Systems

Evaluating and Implementing Options

Arthur "Art" Blakemore
Vice Provost for Academic Success

Sean Hobson
Chief Design Officer and
Acting Chief of Staff, Ed Plus

ASU 1

Our Experience with Adaptive Courseware

Cengage Learning Objects – psychology
Cerego – astronomy
CogBooks – biology and US history
Khan Academy – remedial math
Knewton – remedial math
McGraw Hill ALEKS - college algebra
McGraw Hill LearnSmart Master - remedial math
McGraw Hill LearnSmart Connect - chemistry
Pearson MyMathLab with Knewton - college algebra
Pearson Mastering with Knewton - physics
SmartSparrow – science courses

Adaptive software is necessary but not sufficient to ensure student success.

ASU 2

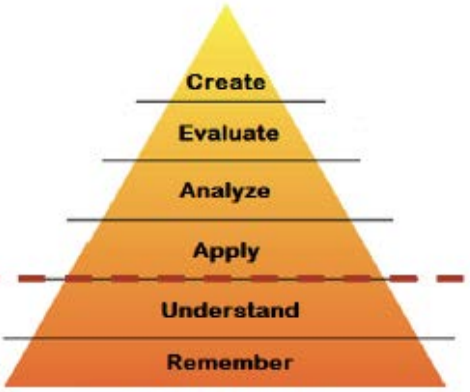
Adaptive Learning

What pedagogy did ASU decide upon?

- Our best results have been with "Flipped and Synced"

Active Learning in class

Adaptive Learning before class



Bloom's Taxonomy

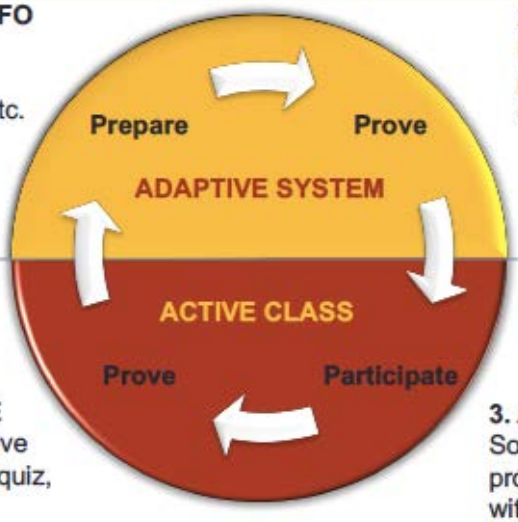
Optimize high-tech (adaptive) and high-touch (active) learning

ASU 3

How does this model work in practice?

1. ACQUIRE INFO
Read textbook, watch video, do simulation, etc.

2. ANALYZE
Do practice problems, take quiz before class



4. ASSIMILATE
Write essay, solve problems, take quiz, etc.

3. APPLY
Solve an applied problem (case study) with classmates.

ASU 4

General Education Courses

Completed:

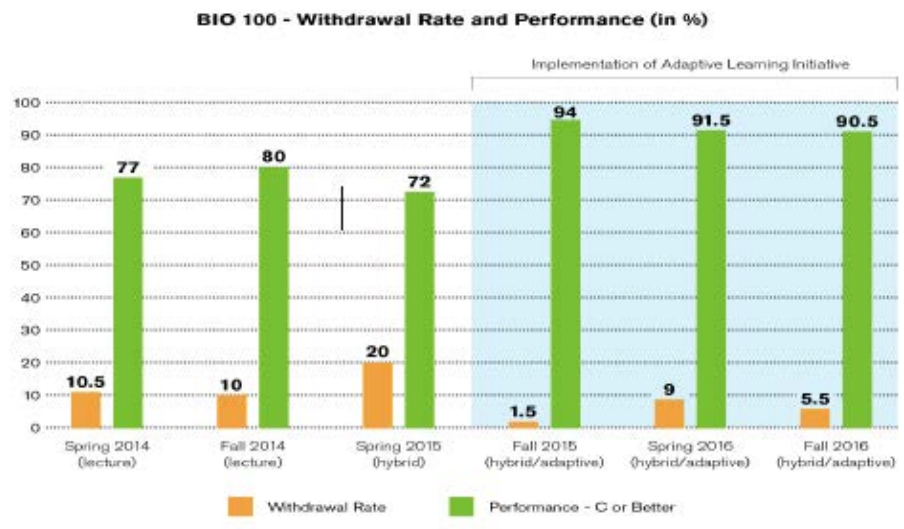
- Astronomy
- College Algebra
- College Math
- BIO intro
- CHEM intro
- History (two)
- PSY
- Econ (two)

To come:

- Pre-calculus
- Calculus for Business
- Calculus for Engineers
- Physics
- other

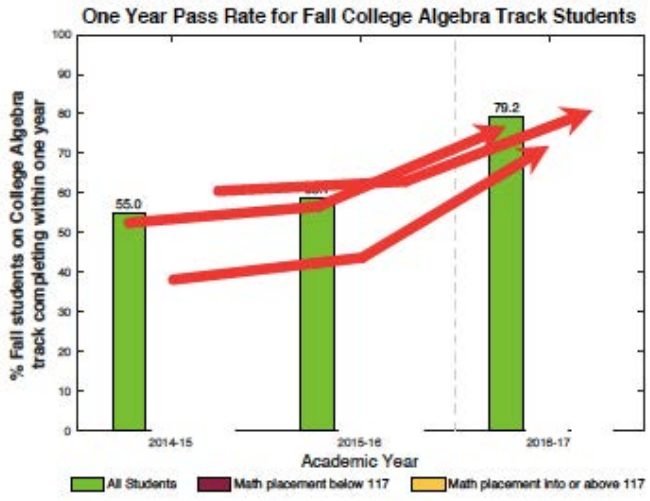
ASU 5

Why is this work important?



ASU 6

Why is this work important?



ASU 7

What is the promise of adaptivity?

From mass production to mass PERSONALIZATION.

ASU 8

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Arizona State University

How are adaptive systems different?

	LMS	ADAPTIVE
- Lesson Plan	Fixed	Variable
- Presentation	Group	Individual
- Content	Common	Personalized

9

How do the systems help faculty?

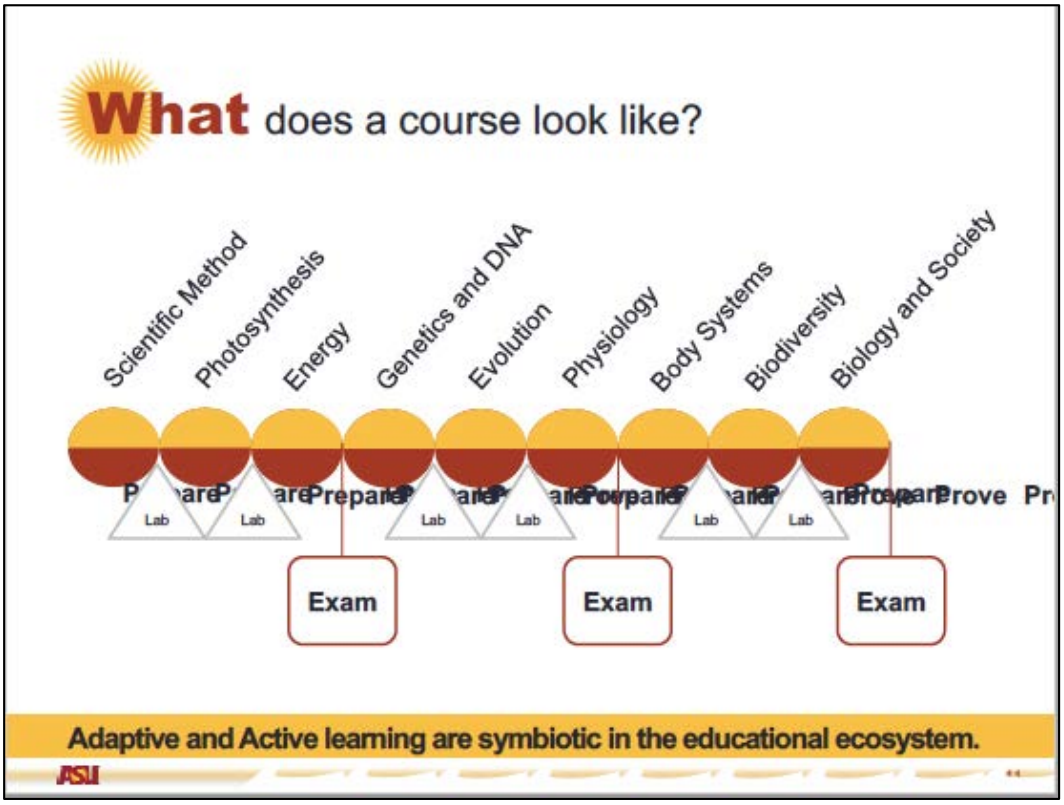
3 Ms

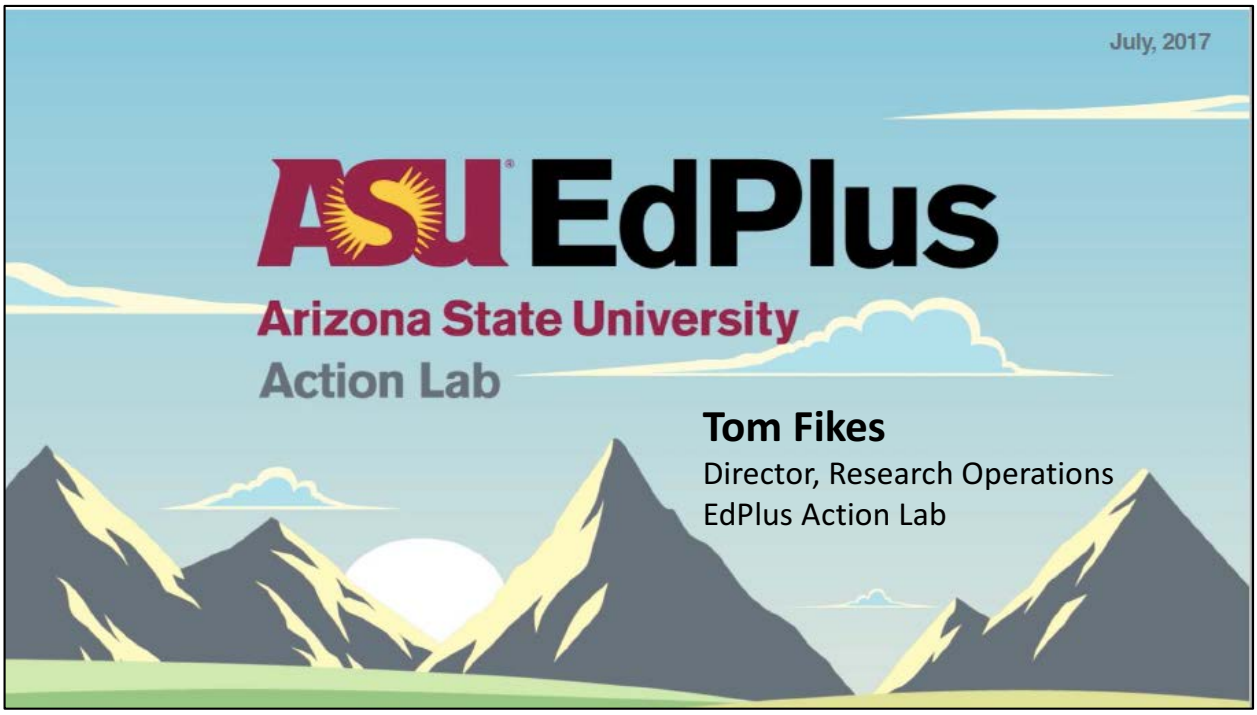
Monitor which students need assistance
Measure curriculum performance
Maximize course outcomes

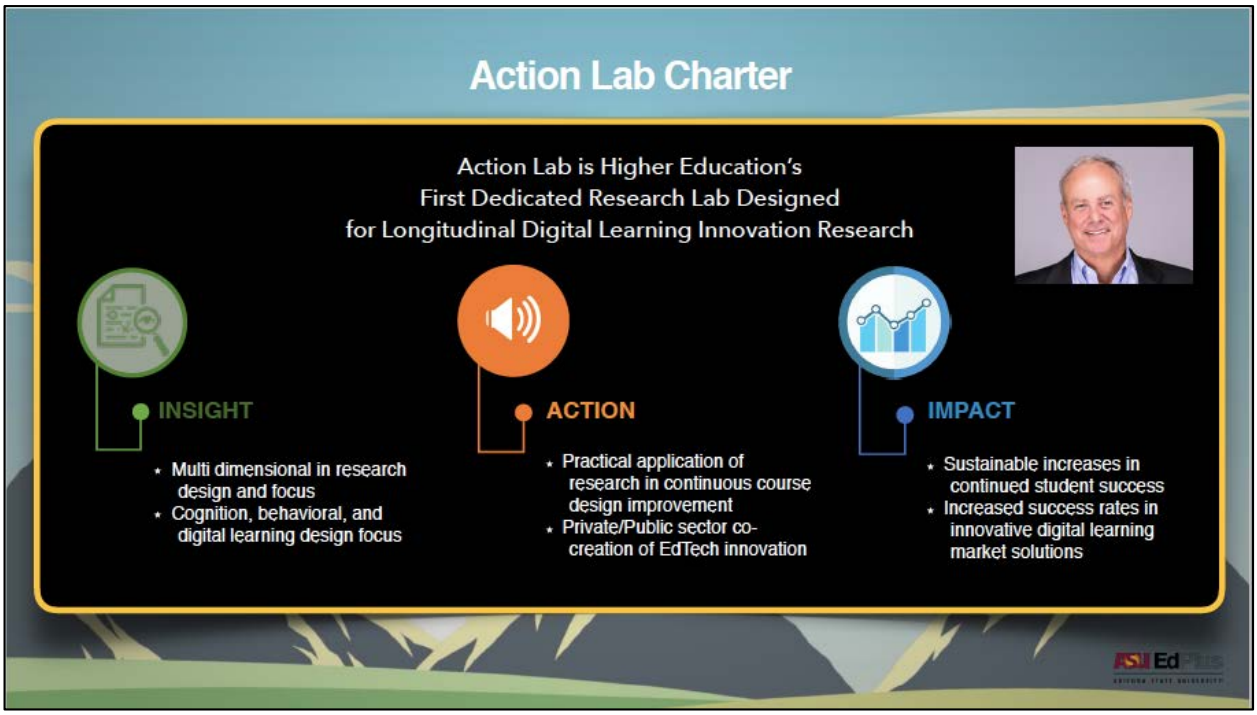
Tracking

10

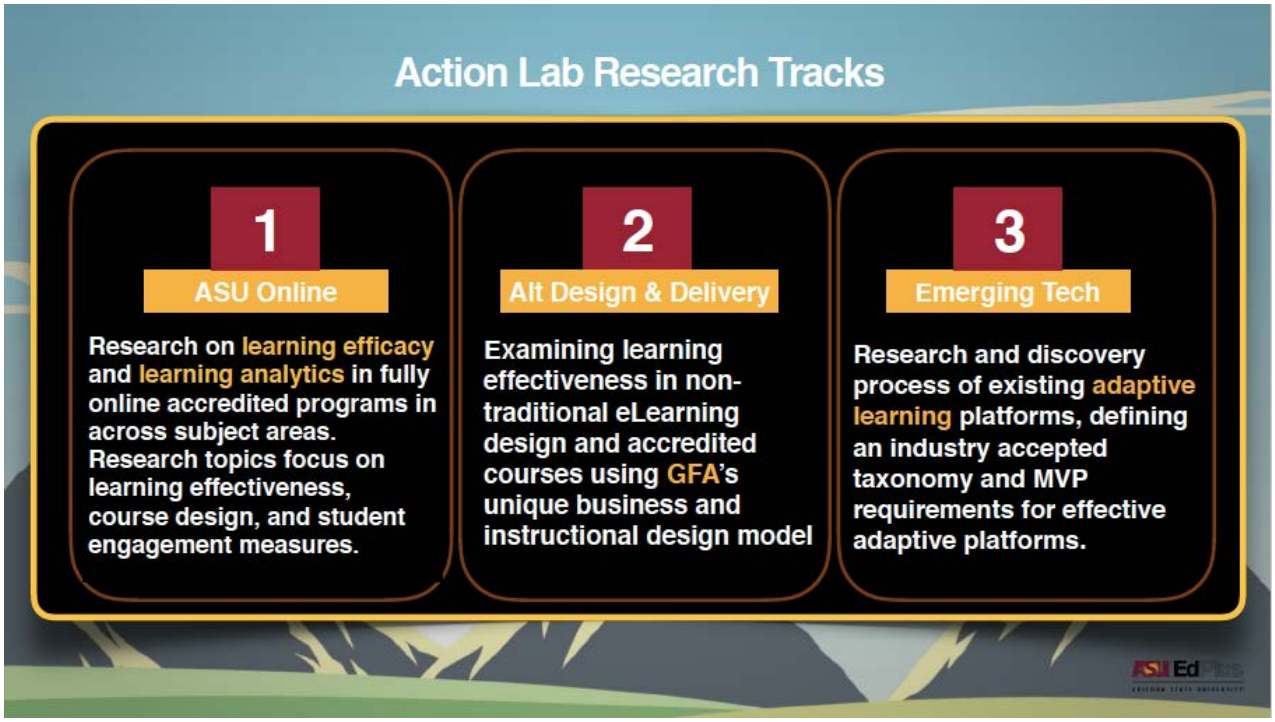
Adaptive Learning

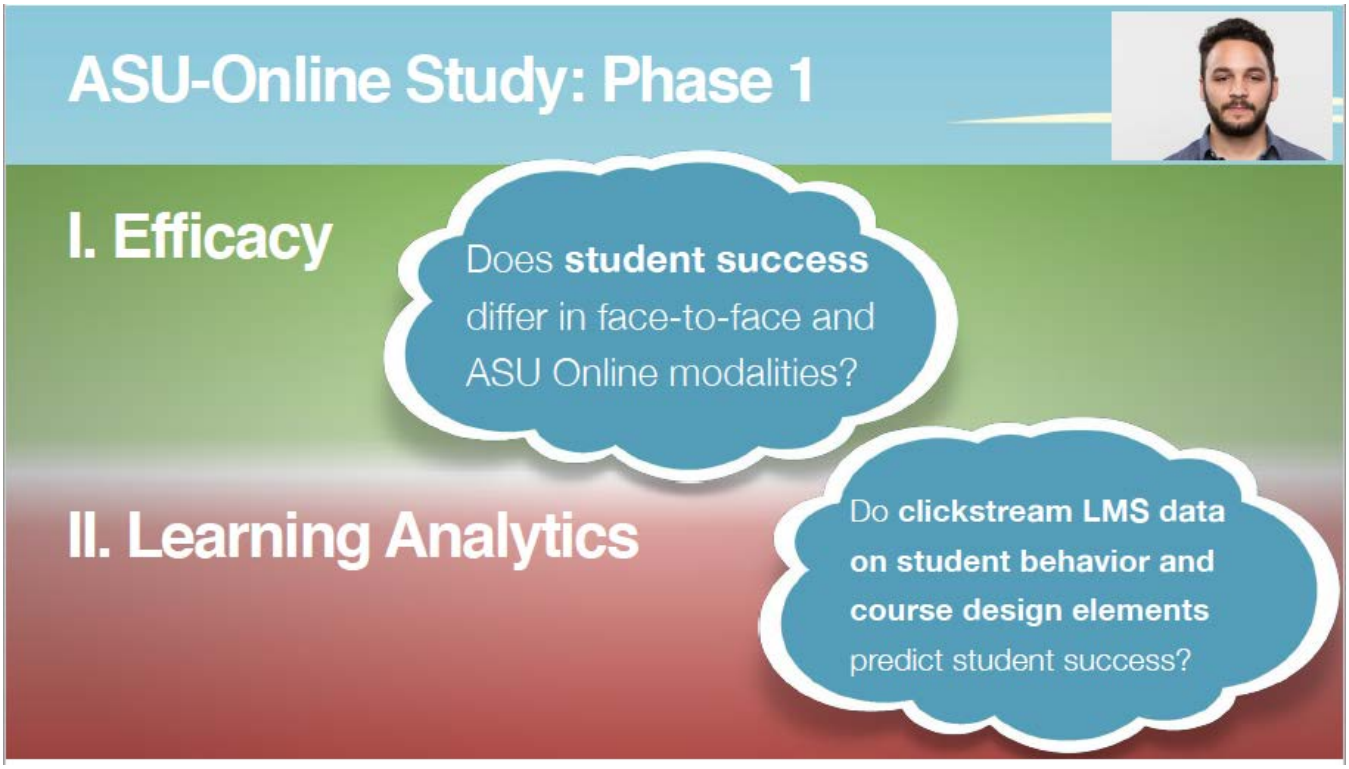


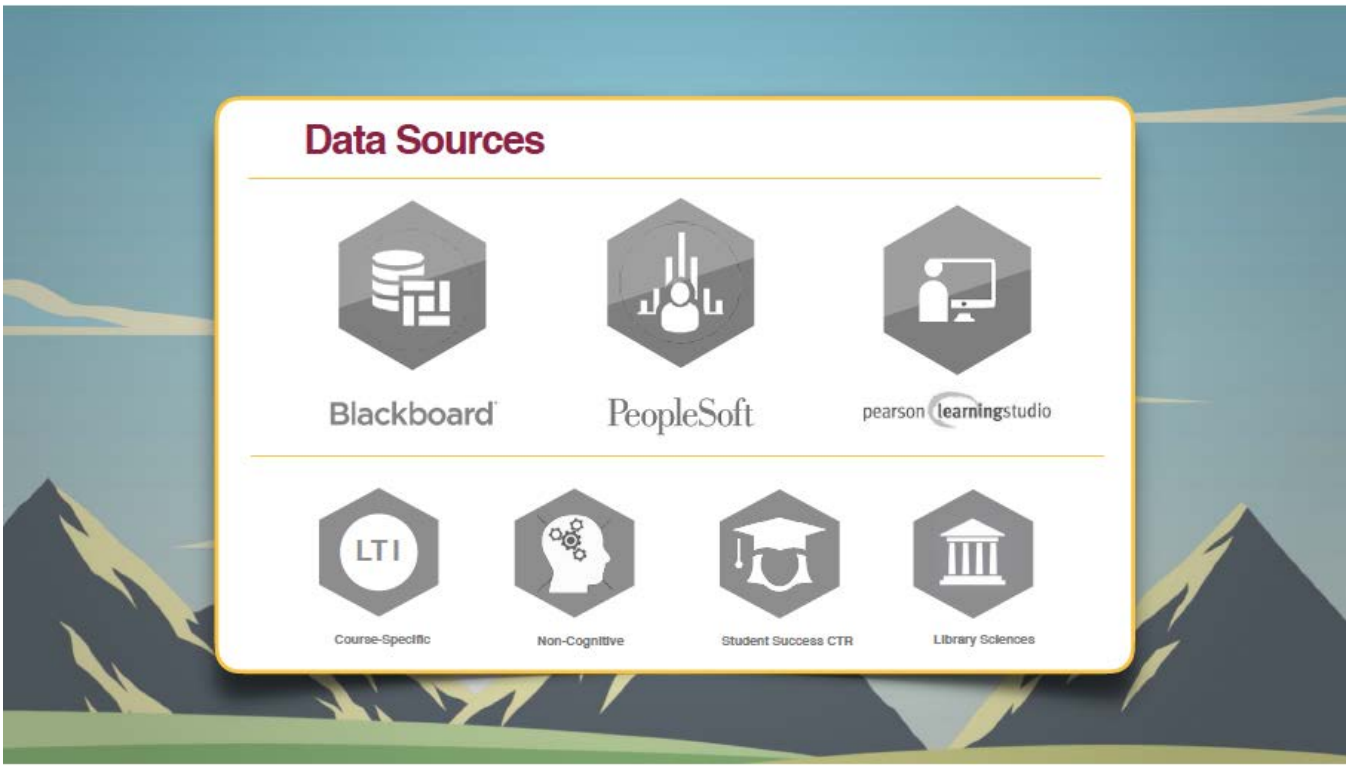

July, 2017
ASU EdPlus
Arizona State University
Action Lab
Tom Fikes
Director, Research Operations
EdPlus Action Lab

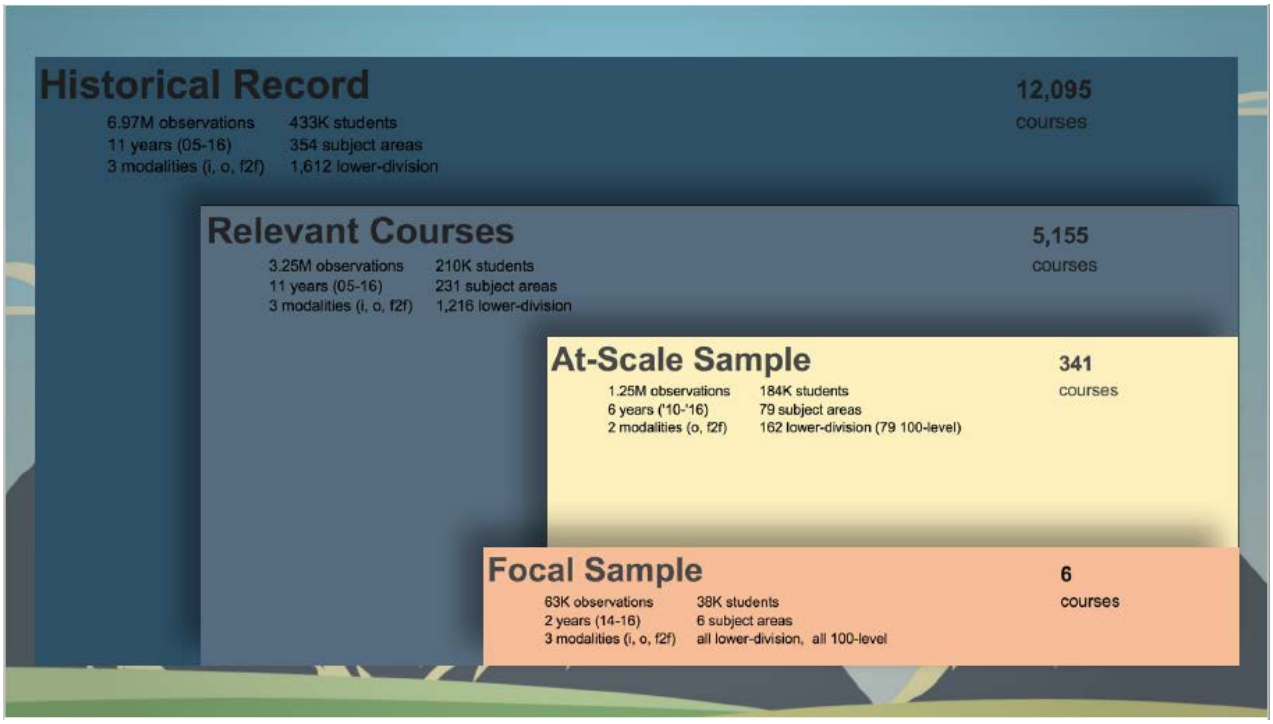

Action Lab Charter
Action Lab is Higher Education's
First Dedicated Research Lab Designed
for Longitudinal Digital Learning Innovation Research
INSIGHT
Multi dimensional in research design and focus
Cognition, behavioral, and digital learning design focus
ACTION
Practical application of research in continuous course design improvement
Private/Public sector co-creation of EdTech innovation
IMPACT
Sustainable increases in continued student success
Increased success rates in innovative digital learning market solutions

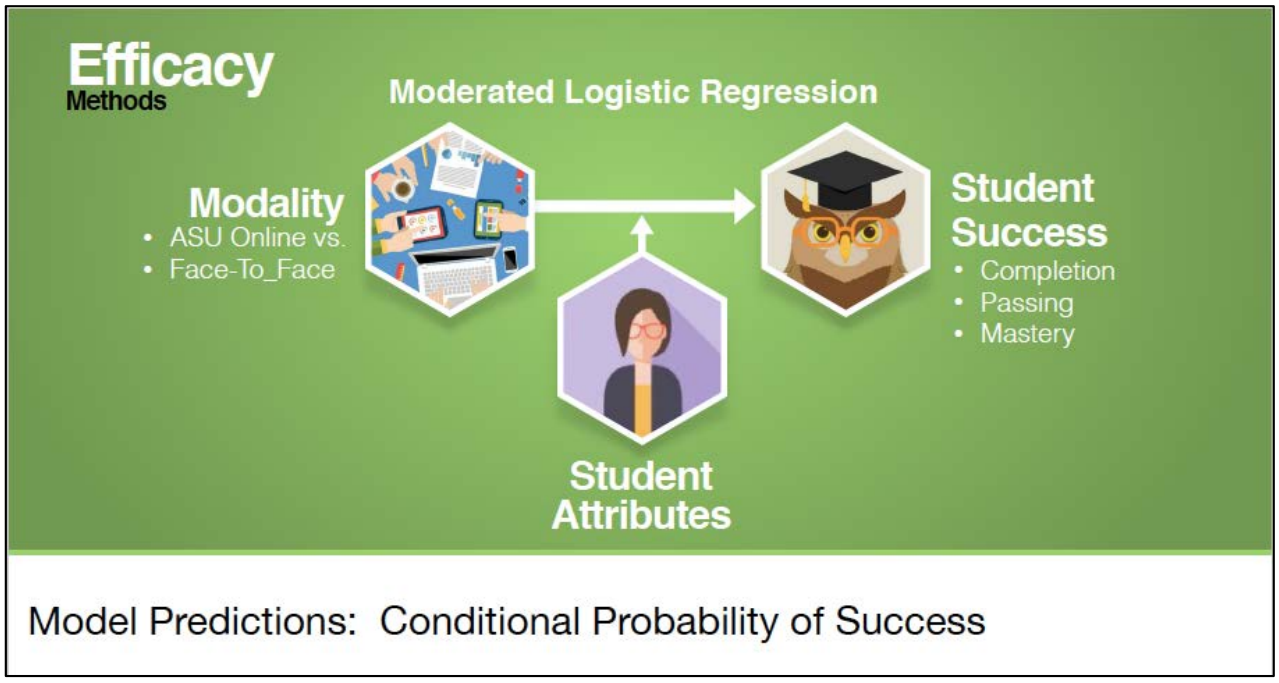
Action Lab / Analytics

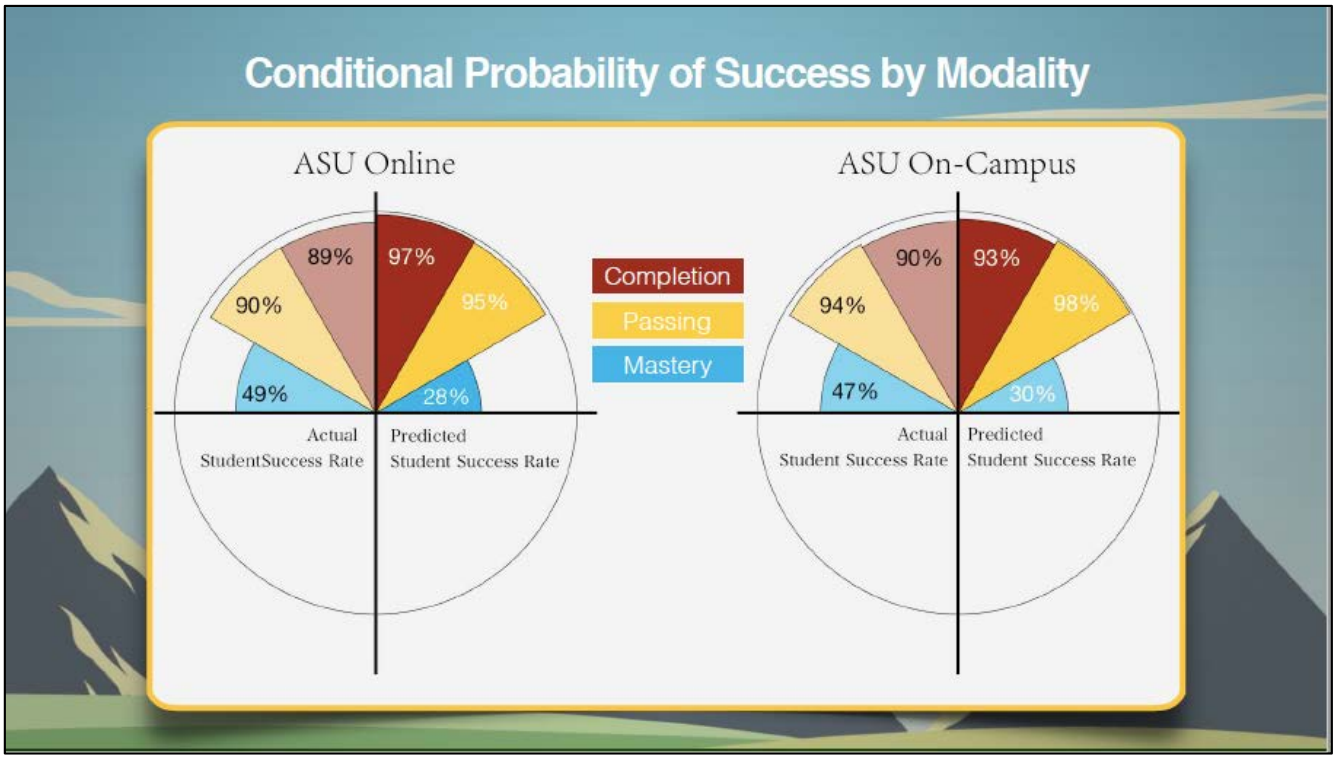


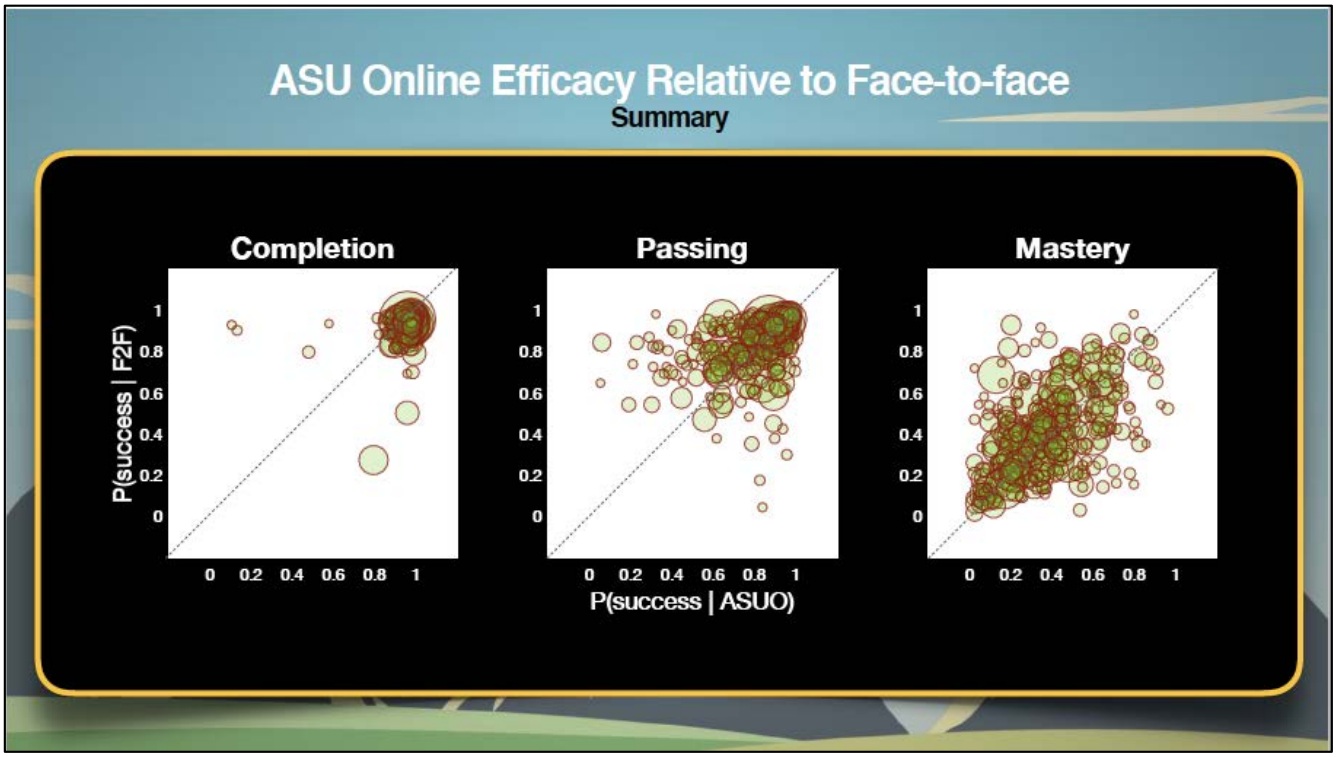

ASU-Online Study: Phase 1
I. Efficacy
Does student success differ in face-to-face and ASU Online modalities?
II. Learning Analytics
Do clickstream LMS data on student behavior and course design elements predict student success?


Data Sources
Blackboard
PeopleSoft
pearson learningstudio
LTI
Course-Specific
Non-Cognitive
Student Success CTR
Library Sciences

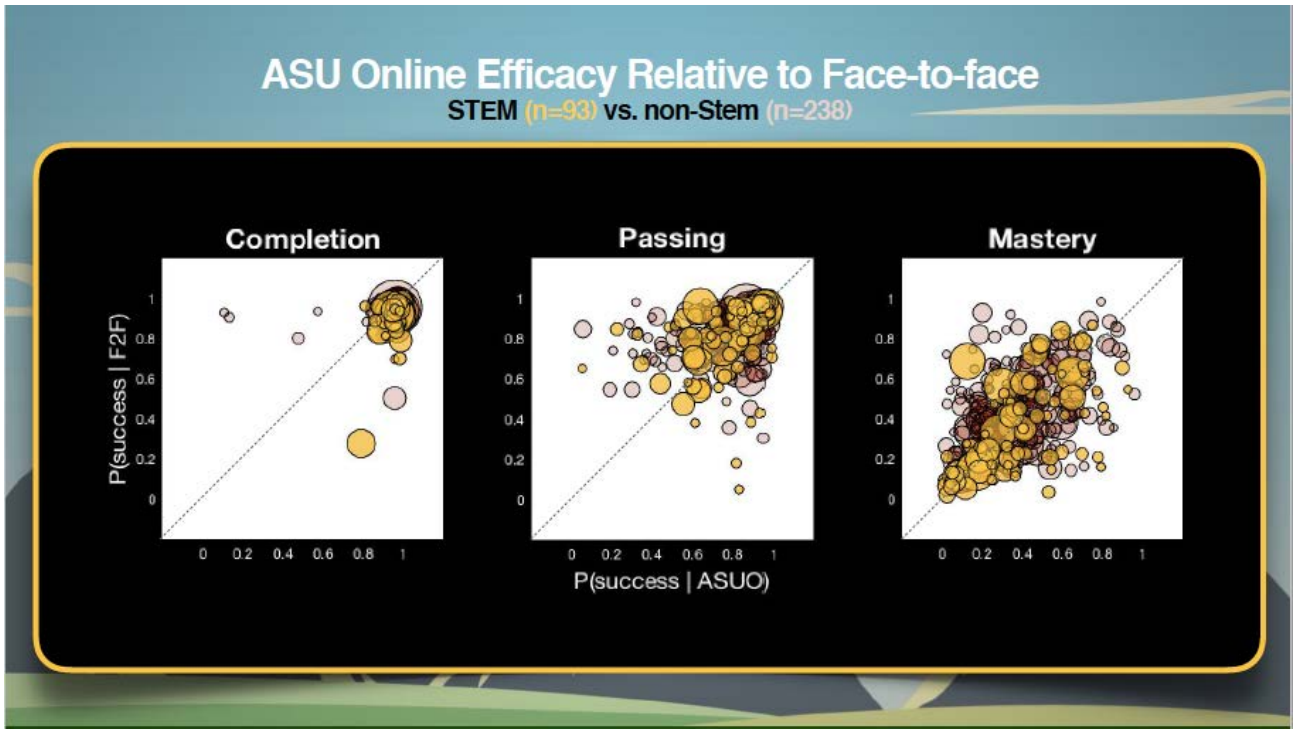

Historical Record
6.97M observations
11 years (05-16)
3 modalities (i, o, f2f)
433K students
354 subject areas
1,612 lower-division
12,095
courses
Relevant Courses
3.25M observations
11 years (05-16)
3 modalities (i, o, f2f)
210K students
231 subject areas
1,216 lower-division
5,155
courses
At-Scale Sample
1.25M observations
6 years ('10-'16)
2 modalities (o, f2f)
184K students
79 subject areas
162 lower-division (79 100-level)
341
courses
Focal Sample
63K observations
2 years (14-16)
3 modalities (i, o, f2f)
38K students
6 subject areas
all lower-division, all 100-level
6
courses

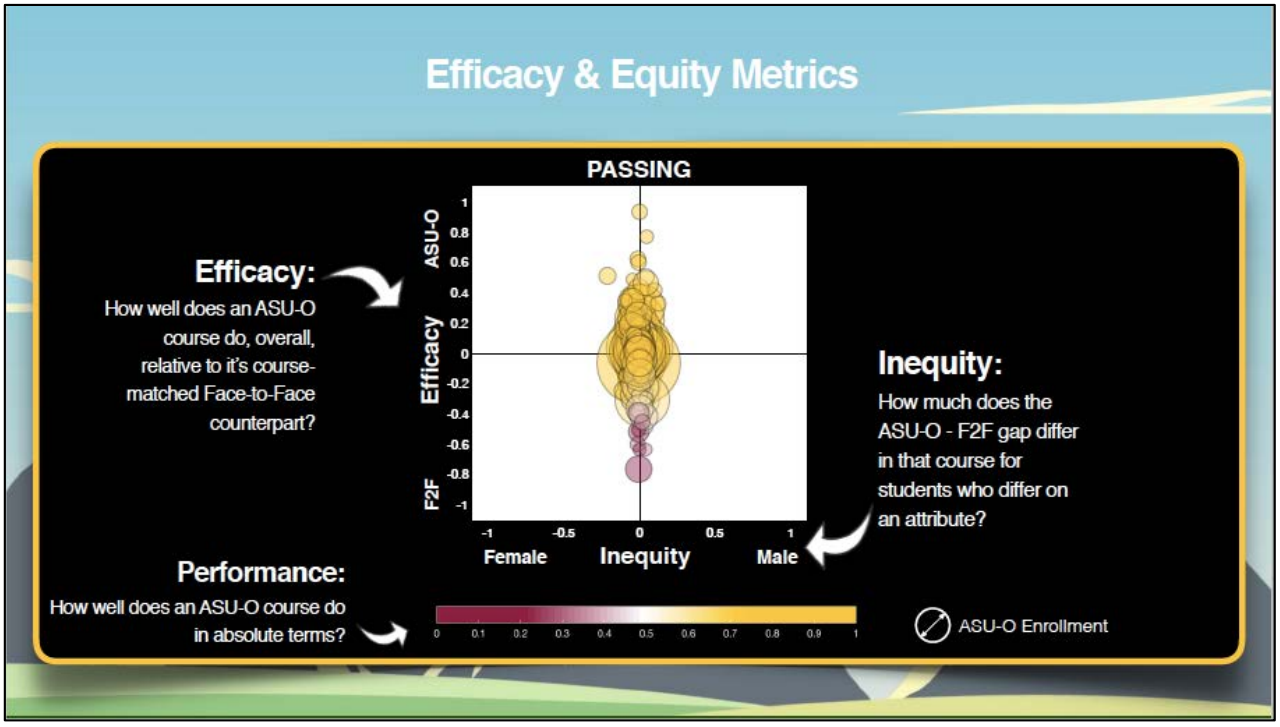

Efficacy
Methods
Moderated Logistic Regression
Modality
• ASU Online vs.
• Face-To_Face
Student Success
• Completion
• Passing
• Mastery
Student Attributes
Model Predictions: Conditional Probability of Success

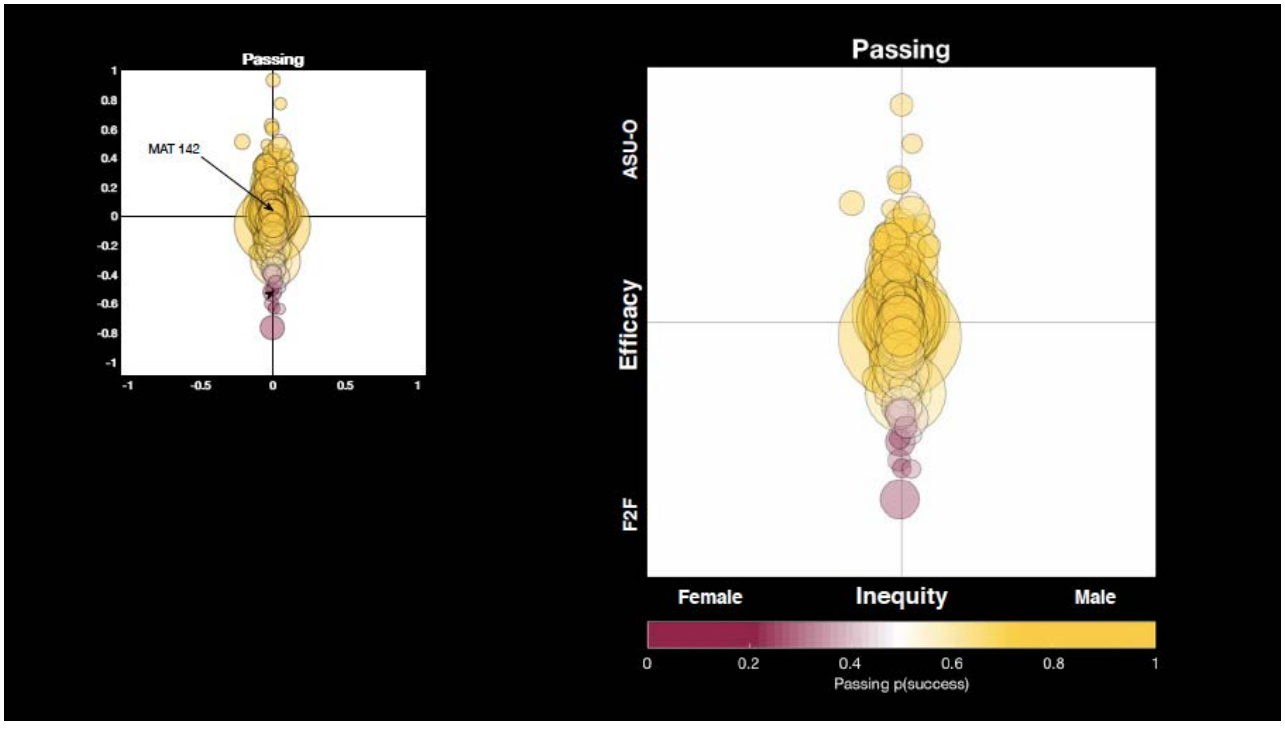

Conditional Probability of Success by Modality
ASU Online
89%
97%
90%
95%
49%
28%
Actual StudentSuccess Rate
Predicted Student Success Rate
Completion
Passing
Mastery
ASU On-Campus
90%
93%
94%
98%
47%
30%
Actual Student Success Rate
Predicted Student Success Rate


ASU Online Efficacy Relative to Face-to-face
Summary
Completion
Passing
Mastery
P(success | F2F)
P(success | ASUO)
0
0.2
0.4
0.6
0.8
1

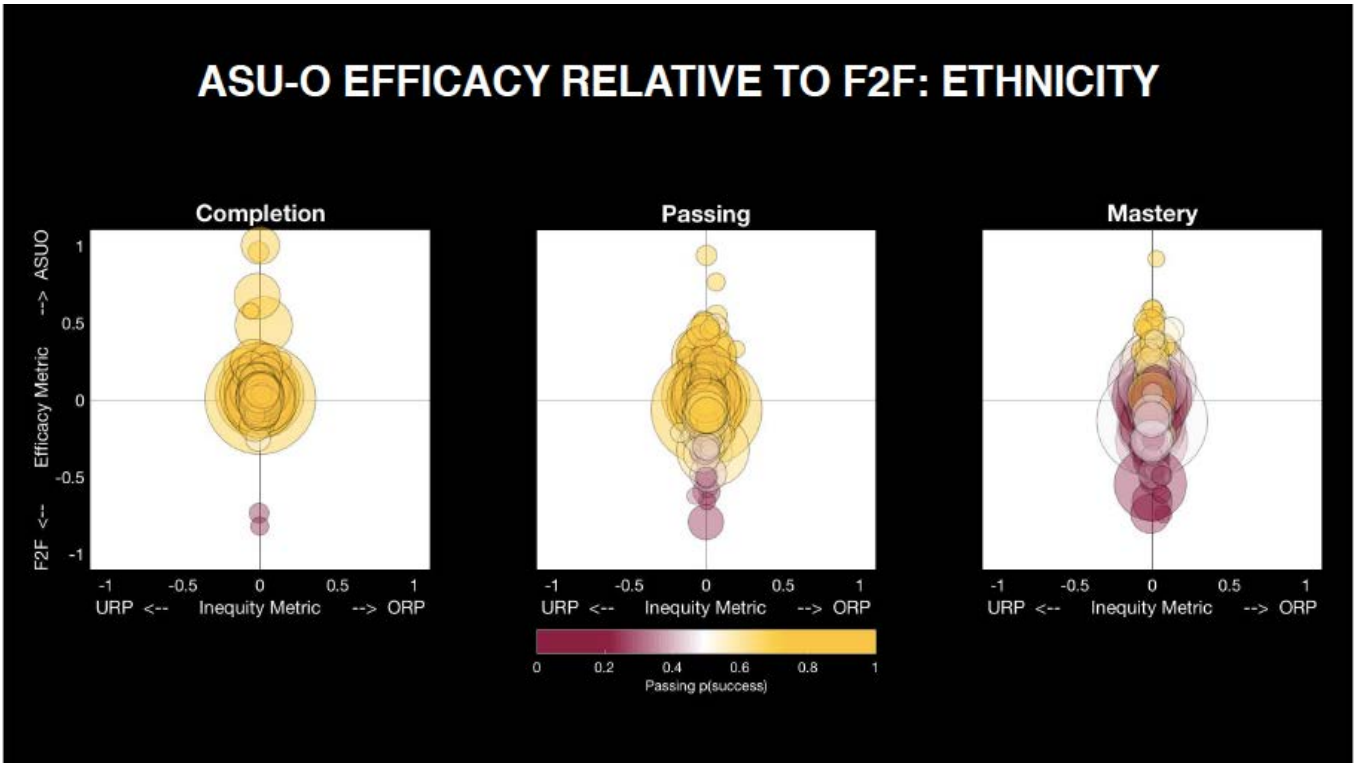
Completion
ASB 353
FAS 332
CDE 232
GLG 103
CHM 101
ENG 301
MAT 142
FAS 331
FAS 301
SOC 390
SOC 334
SOC 352
ENG 101
SOC 101
PSY 101
ENG 102
CSE 180
COM 100
GLG 101
FAS 101
ASU-O = enrollment size
Difference in Conditional Probability of Success
1
0.8
0.6
0.4
0.2
0
-0.2
-0.4
-0.6
-0.8
-1

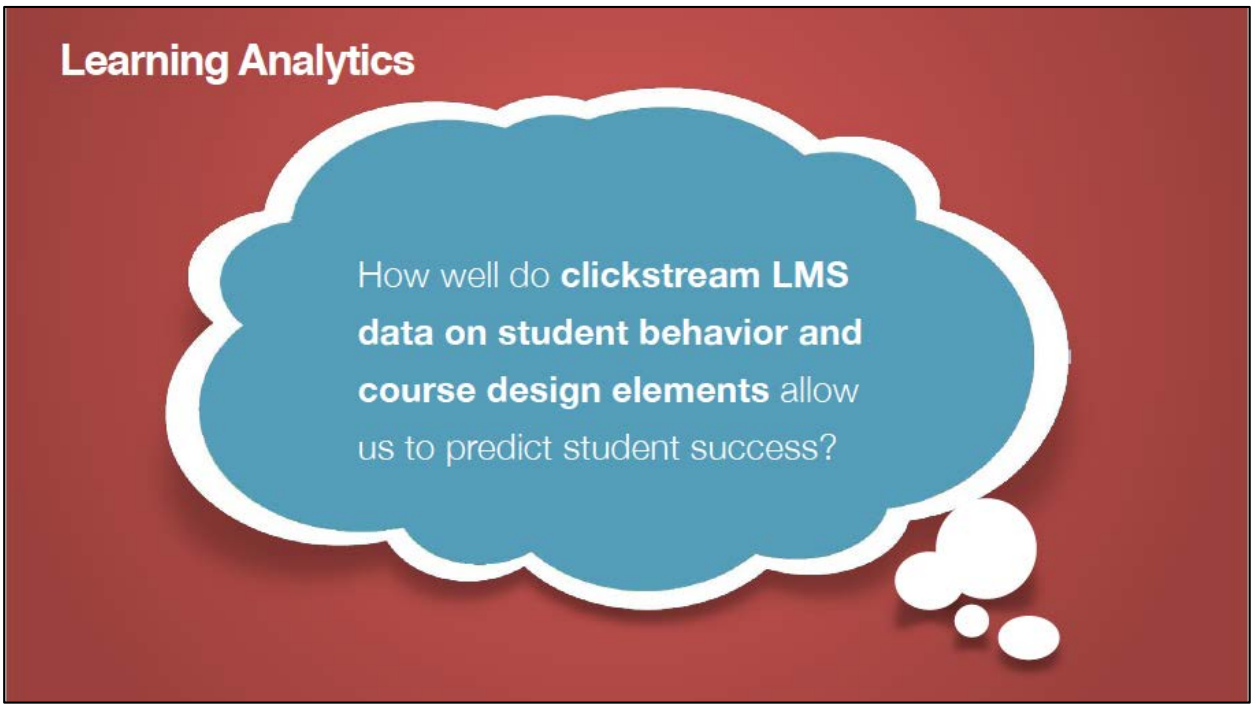

ASU Online Efficacy Relative to Face-to-face
STEM (n=93) vs. non-Stem (n=238)
Completion
Passing
Mastery
P(success | F2F)
P(success | ASUO)
0
0.2
0.4
0.6
0.8
1

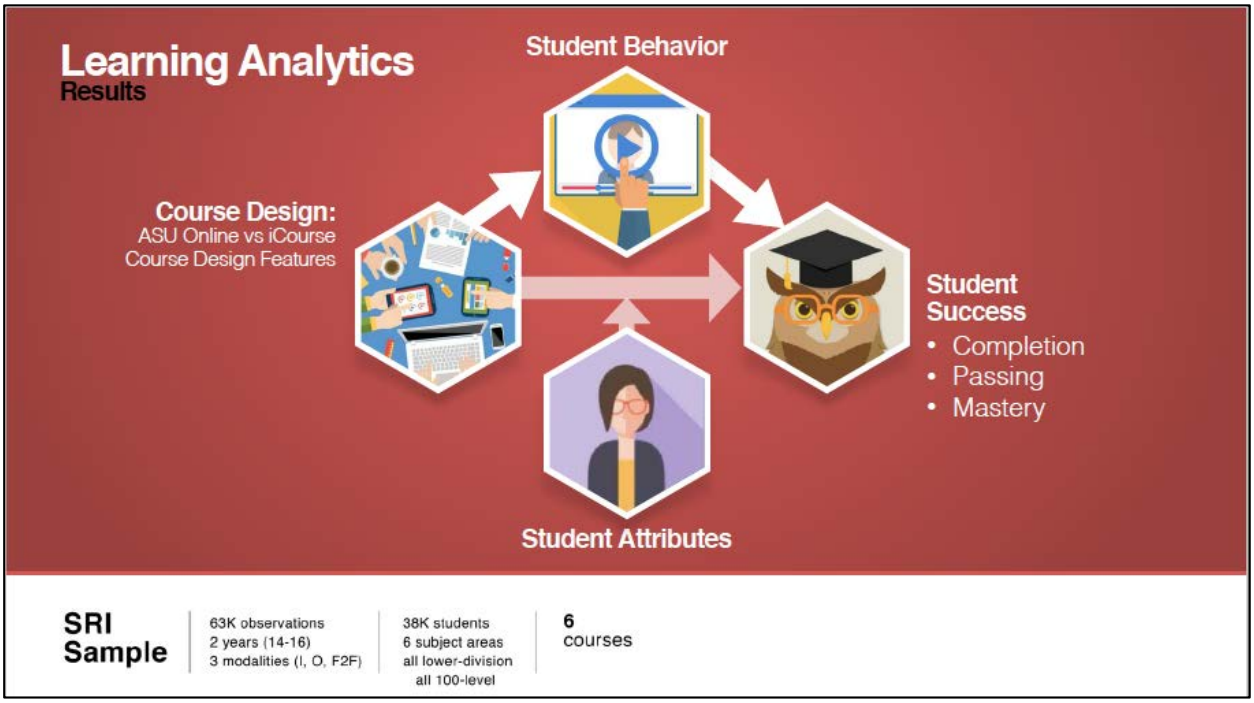

Efficacy & Equity Metrics
PASSING
Efficacy:
How well does an ASU-O course do, overall, relative to it's course-matched Face-to-Face counterpart?
Performance:
How well does an ASU-O course do in absolute terms?
ASU-O
Efficacy
F2F
Female
Inequity
Male
Inequity:
How much does the ASU-O - F2F gap differ in that course for students who differ on an attribute?
ASU-O Enrollment

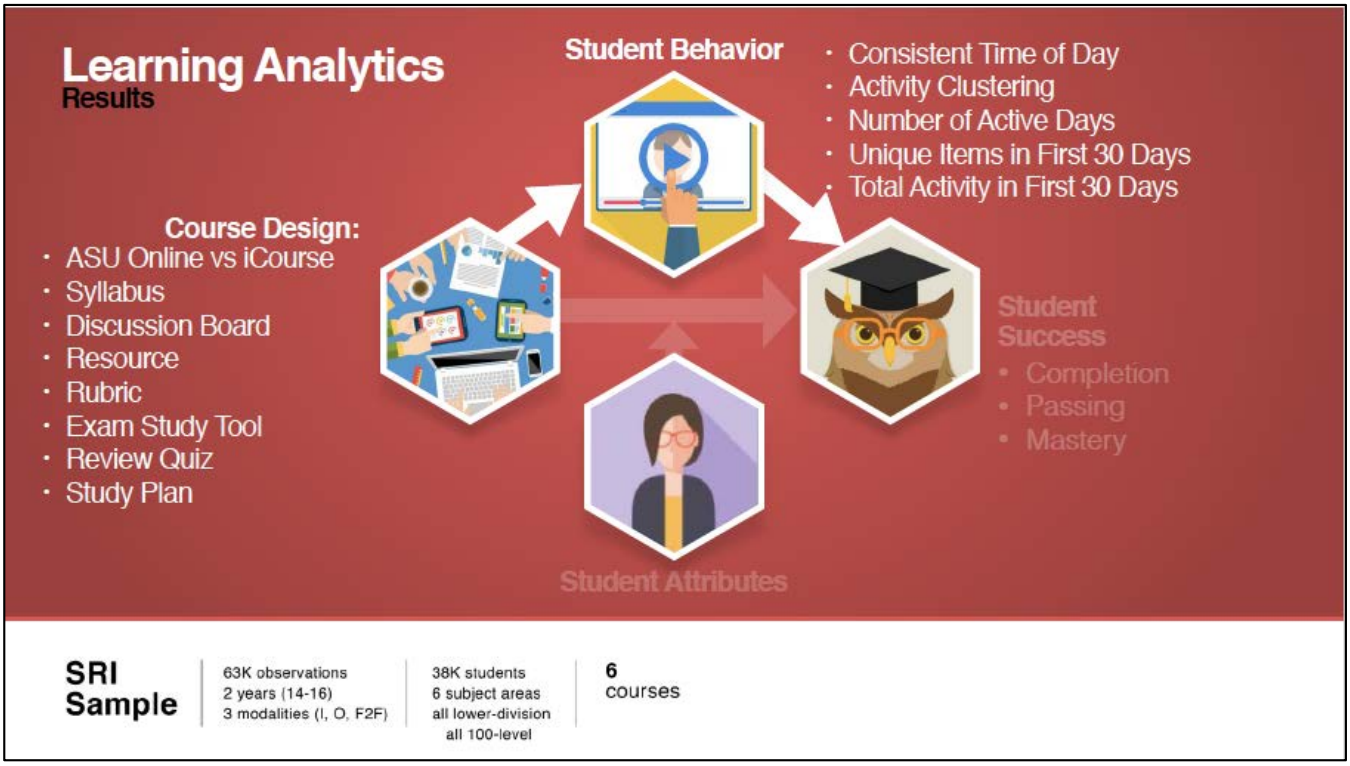

Passing
MAT 142
Passing
ASU-O
Efficacy
F2F
Female
Inequity
Male
Passing p(success)

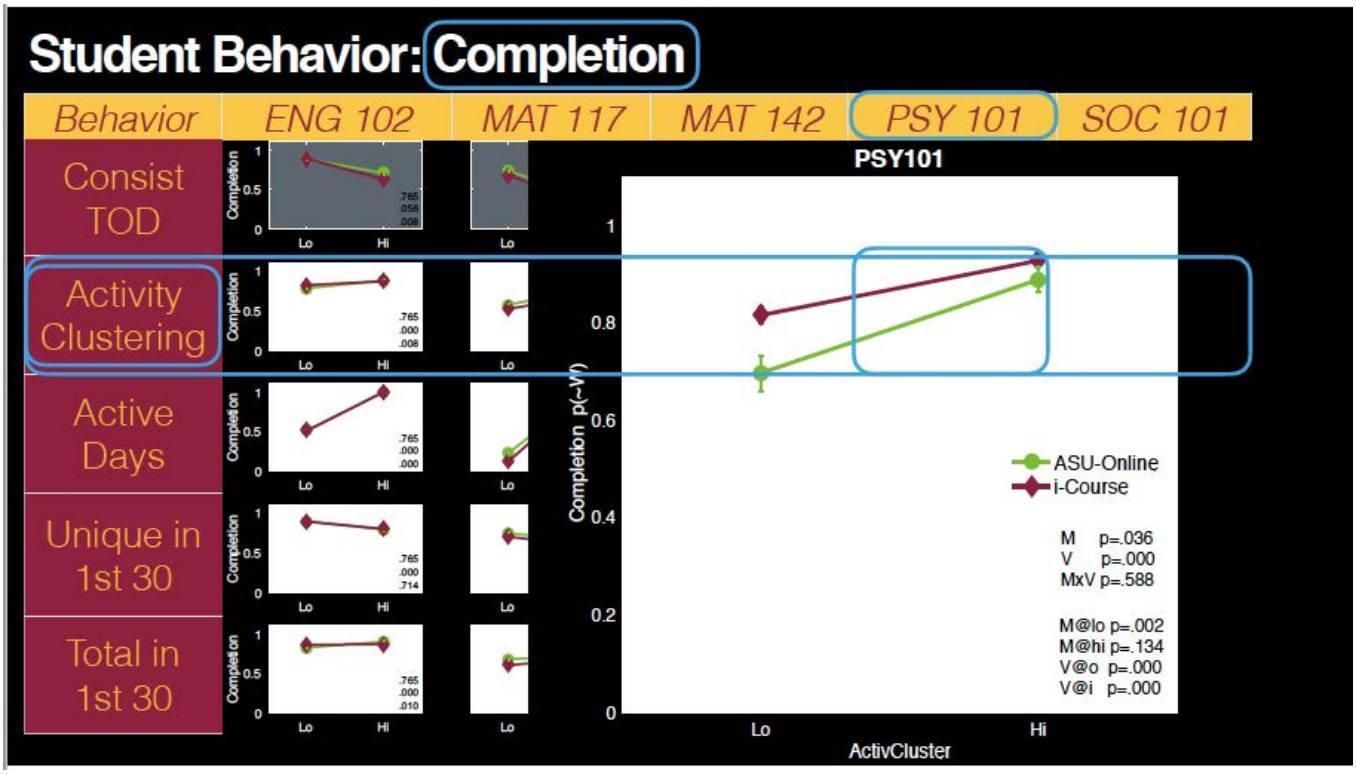
ASU-O EFFICACY RELATIVE TO F2F: GENDER
Completion
Passing
Mastery
F2F <-- Efficacy Metric --> ASUO
1
0.5
0
-0.5
-1
-1 -0.5 0 0.5 1
Female <-- Inequity Metric --> Male
0 0.2 0.4 0.6 0.8 1
Passing p(success)

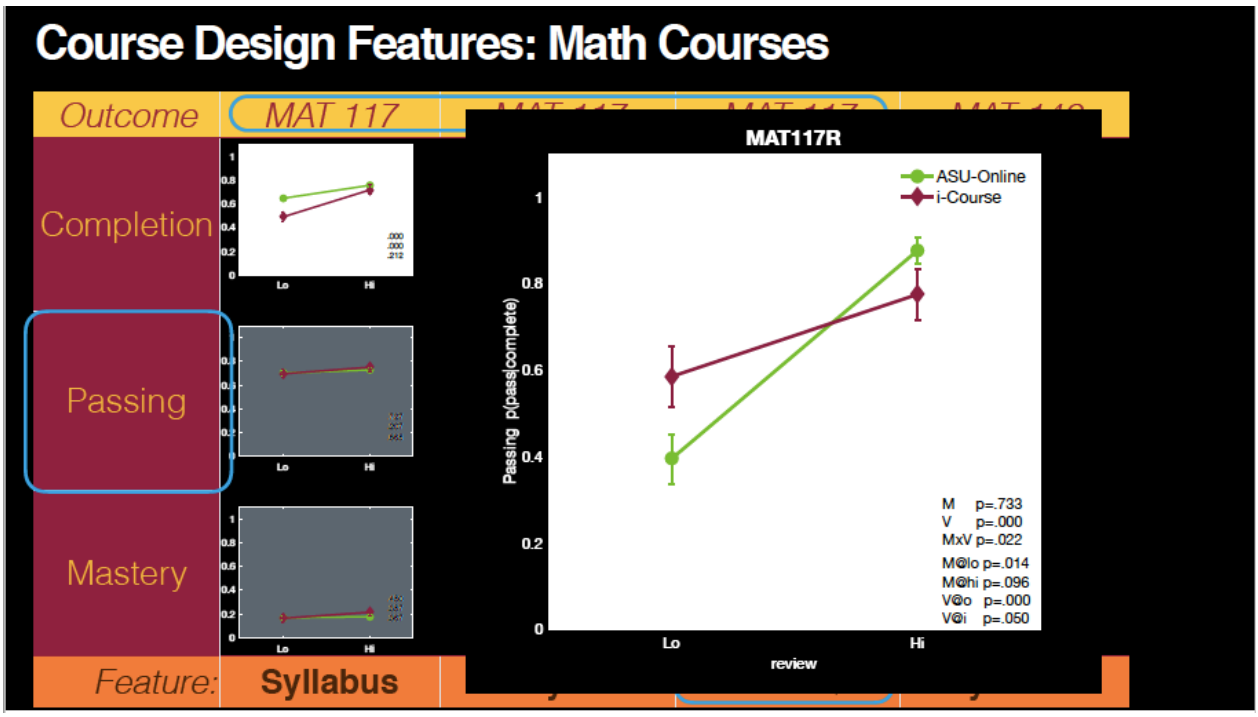

ASU-O EFFICACY RELATIVE TO F2F: ETHNICITY
Completion
Passing
Mastery
F2F <-- Efficacy Metric --> ASUO
1
0.5
0
-0.5
-1
-1 -0.5 0 0.5 1
URP <-- Inequity Metric --> ORP
0 0.2 0.4 0.6 0.8 1
Passing p(success)

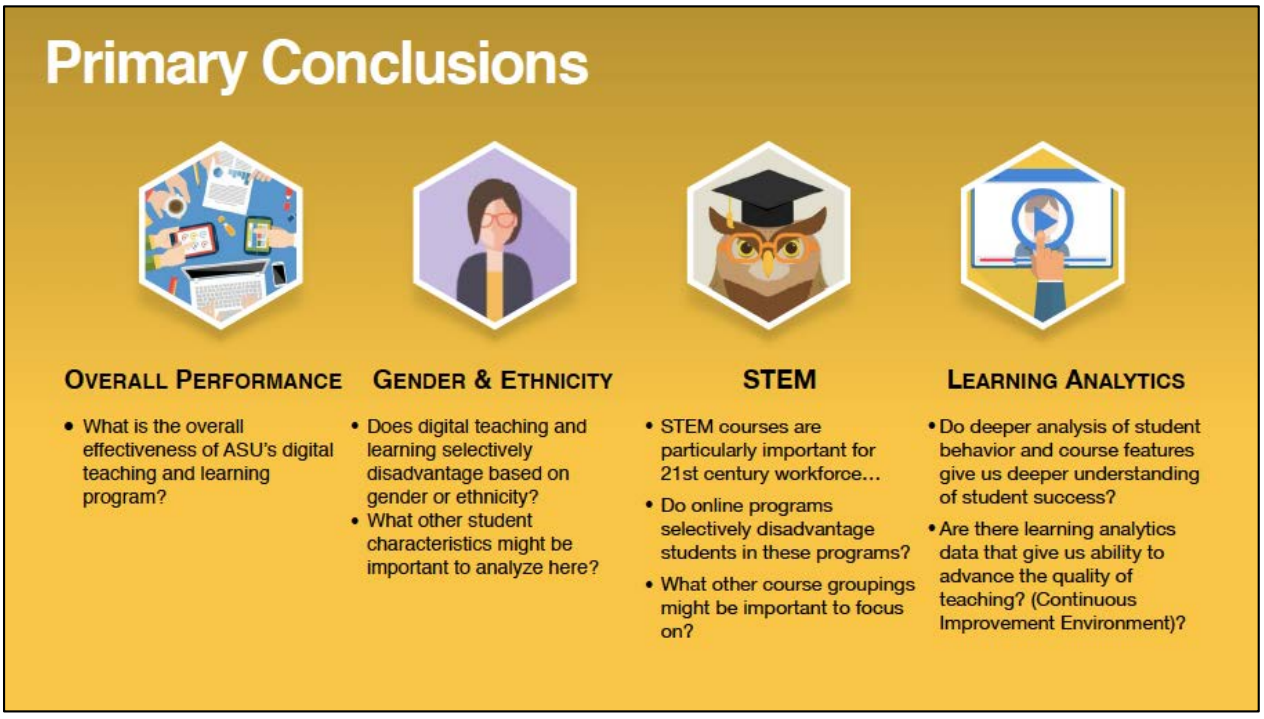

Learning Analytics
How well do clickstream LMS data on student behavior and course design elements allow us to predict student success?


Learning Analytics
Results
Student Behavior
Course Design:
ASU Online vs iCourse
Course Design Features
Student Success
• Completion
• Passing
• Mastery
Student Attributes
SRI Sample
63K observations
2 years (14-16)
3 modalities (I, O, F2F)
38K students
6 subject areas
all lower-division
all 100-level
6
courses


Learning Analytics
Results
Student Behavior
Consistent Time of Day
Activity Clustering
Number of Active Days
Unique Items in First 30 Days
Total Activity in First 30 Days
Course Design:
ASU Online vs iCourse
Syllabus
Discussion Board
Resource
Rubric
Exam Study Tool
Review Quiz
Study Plan
Student Success
Completion
Passing
Mastery
Student Attributes
SRI Sample
63K observations
2 years (14-16)
3 modalities (I, O, F2F)
38K students
6 subject areas
all lower-division
all 100-level
6
courses

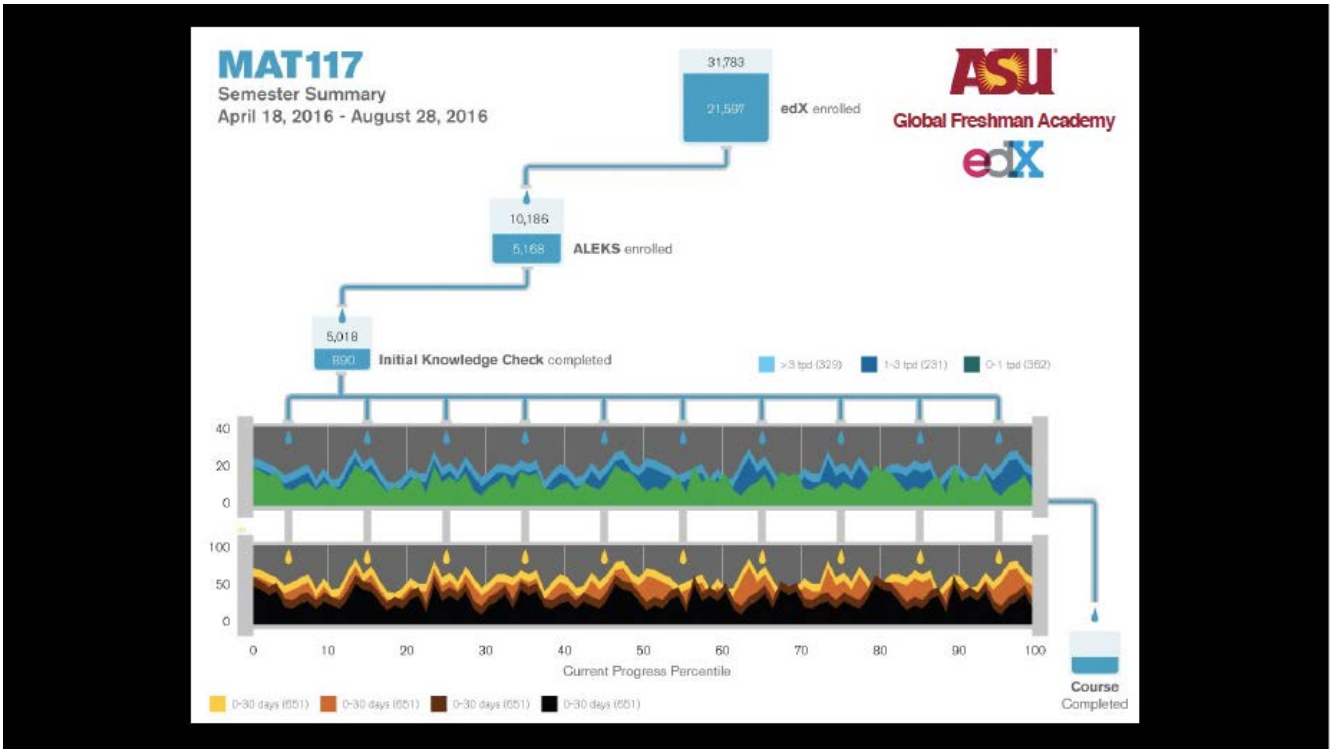

Student Behavior: Completion
Behavior
ENG 102
MAT 117
MAT 142
PSY 101
SOC 101
Consist TOD
Activity Clustering
Active Days
Unique in 1st 30
Total in 1st 30
PSY101
Completion p(~V')
ASU-Online
i-Course
M p=.036
V p=.000
MxV p=.588
M@lo p=.002
M@hi p=.134
V@o p=.000
V@i p=.000
Lo
Hi
ActivCluster

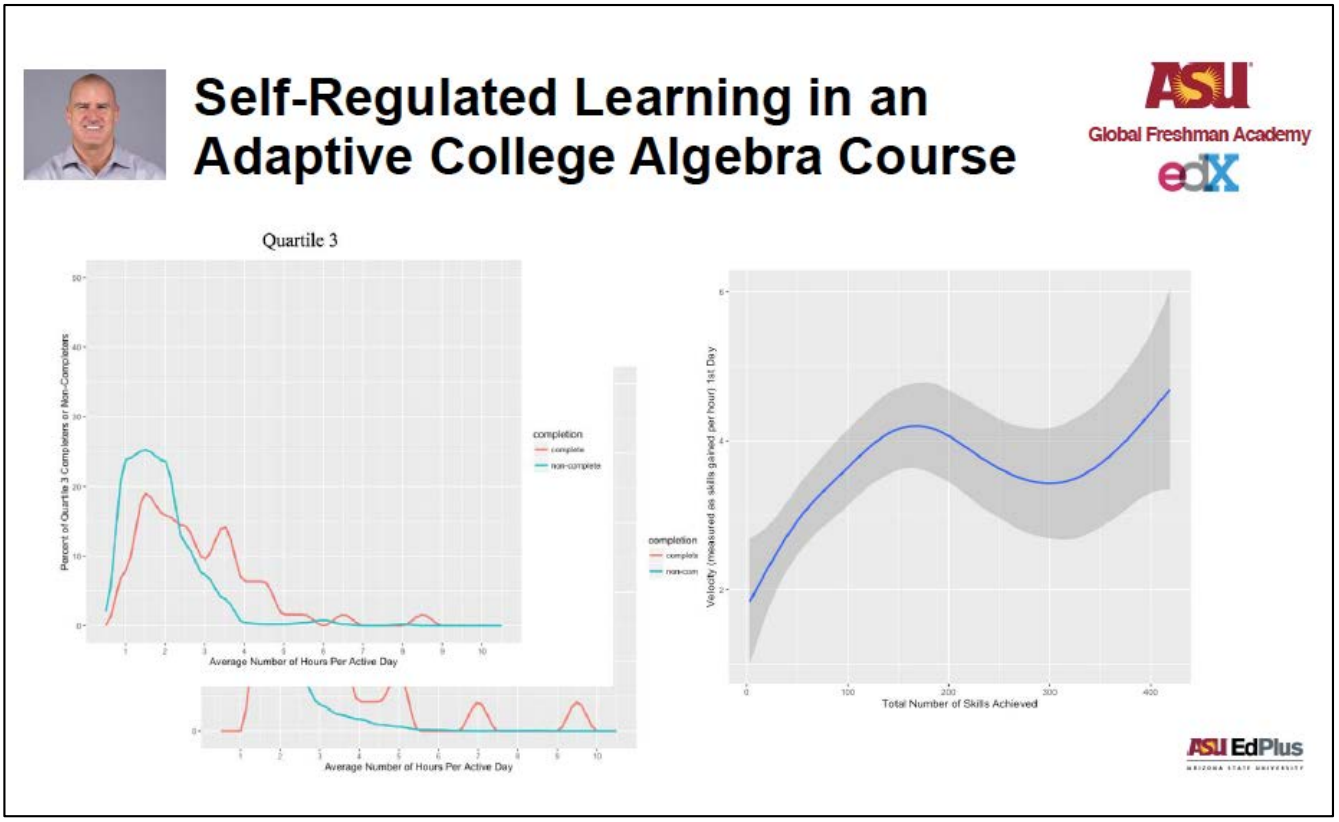

Course Design Features: Math Courses
Outcome
MAT 117
Completion
Passing
Mastery
Feature:
Syllabus
MAT117R
ASU-Online
i-Course
Passing p(pass|complete)
1
0.8
0.6
0.4
0.2
0
Lo
Hi
review
M p=.733
V p=.000
MxV p=.022
M@lo p=.014
M@hi p=.096
V@o p=.000
V@i p=.050

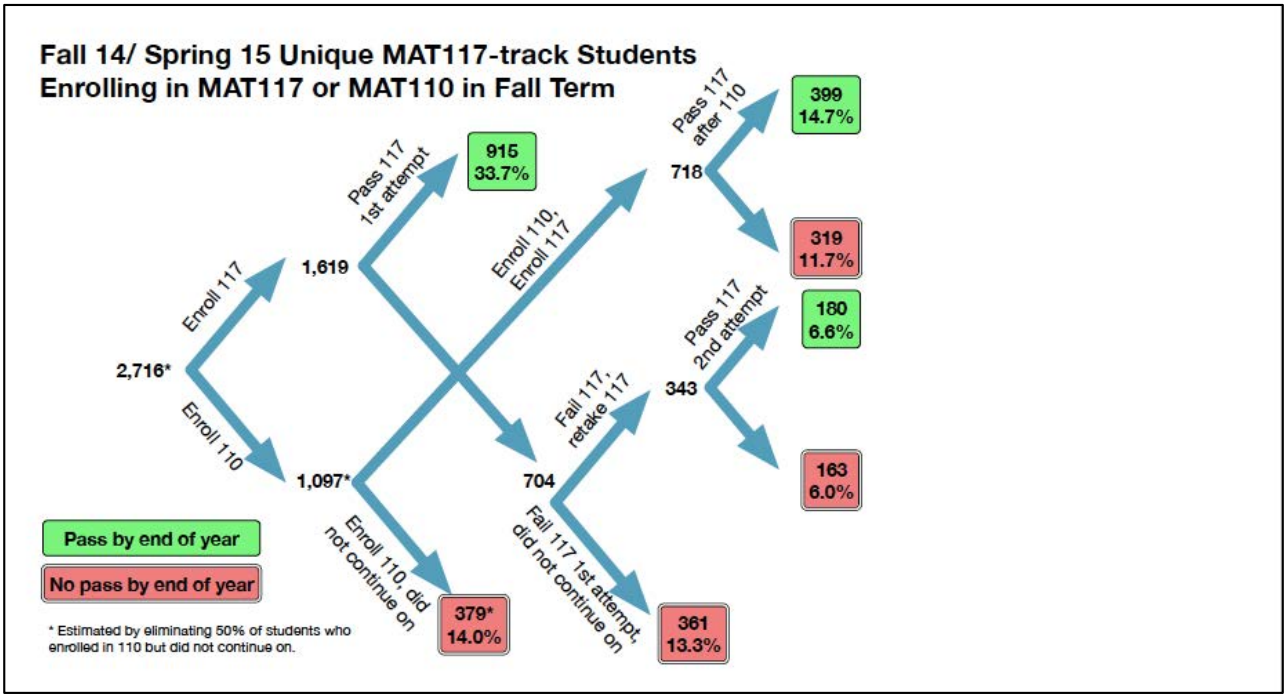

Primary Conclusions
OVERALL PERFORMANCE
What is the overall effectiveness of ASU's digital teaching and learning program?
GENDER & ETHNICITY
Does digital teaching and learning selectively disadvantage based on gender or ethnicity?
What other student characteristics might be important to analyze here?
STEM
STEM courses are particularly important for 21st century workforce…
Do online programs selectively disadvantage students in these programs?
What other course groupings might be important to focus on?
LEARNING ANALYTICS
Do deeper analysis of student behavior and course features give us deeper understanding of student success?
Are there learning analytics data that give us ability to advance the quality of teaching? (Continuous Improvement Environment)?

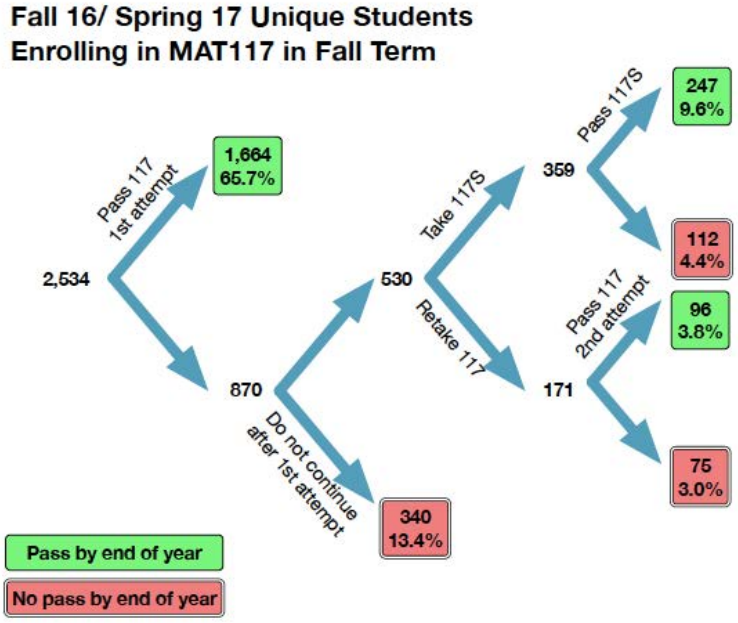
Capacity Building
Expanding Learning Analytics At ASU

ASU Program 1
ASU Program 2
ASU Program 3
LEARNING ANALYTICS HUB
Arizona State University
Student Access
Telemetry
a toolset for faculty and administrative staff to audit education progress.
Faculty Development
Institutional Research Consortiums


MAT117
Semester Summary
April 18, 2016 - August 28, 2016
31,783
21,597
edX enrolled
10,186
5,168
ALEKS enrolled
5,018
890
Initial Knowledge Check completed
Global Freshman Academy
edX
>3 tpd (329)
1-3 tpd (231)
0-1 tpd (362)
Current Progress Percentile
Course Completed
0-30 days (651)

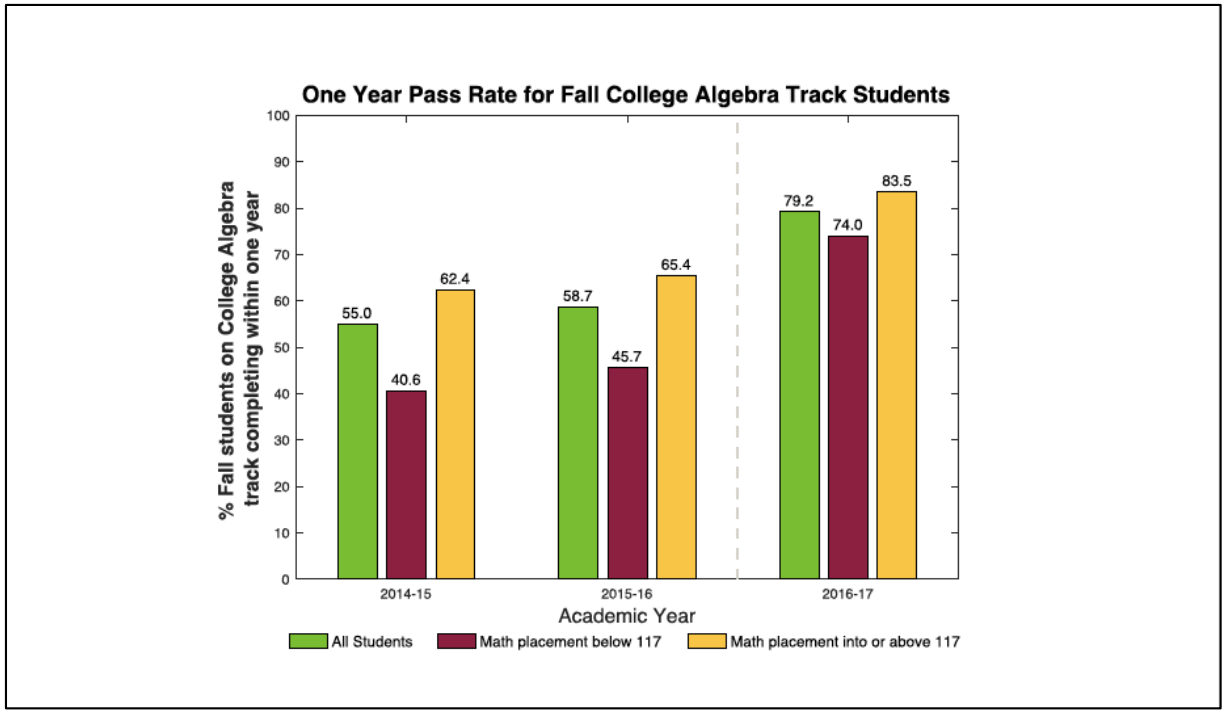

Self-Regulated Learning in an Adaptive College Algebra Course
Global Freshman Academy
edX
Quartile 3
Percent of Quartile 3 Completers or Non-Completers
completion
complete
non-complete
Average Number of Hours Per Active Day
Velocity (measured as skills gained per hour) 1st Day
Total Number of Skills Achieved
ASU EdPlus

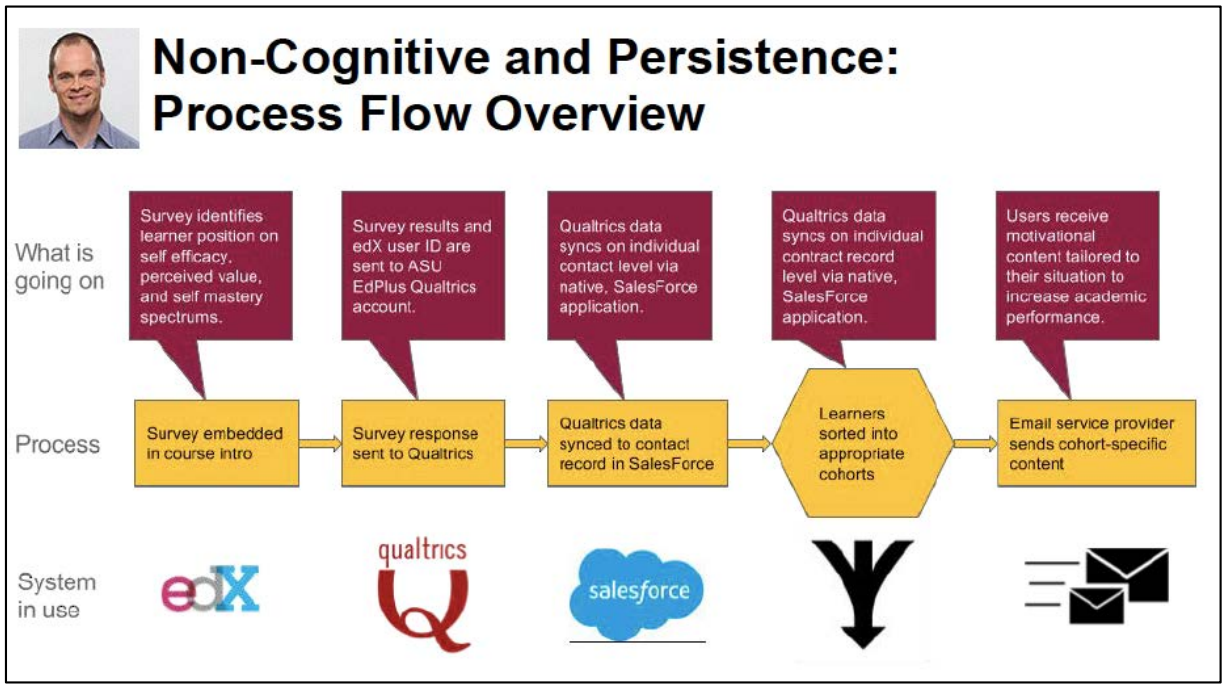




Fall '16 Intervention:

- Eliminate MAT110
- Introduce MAT117S ("stretch")
- Introduce ALEKS to all on-campus sections (also used in ASU-O and GFA)
- Provide additional in-class support for hybrid (on-campus) sections

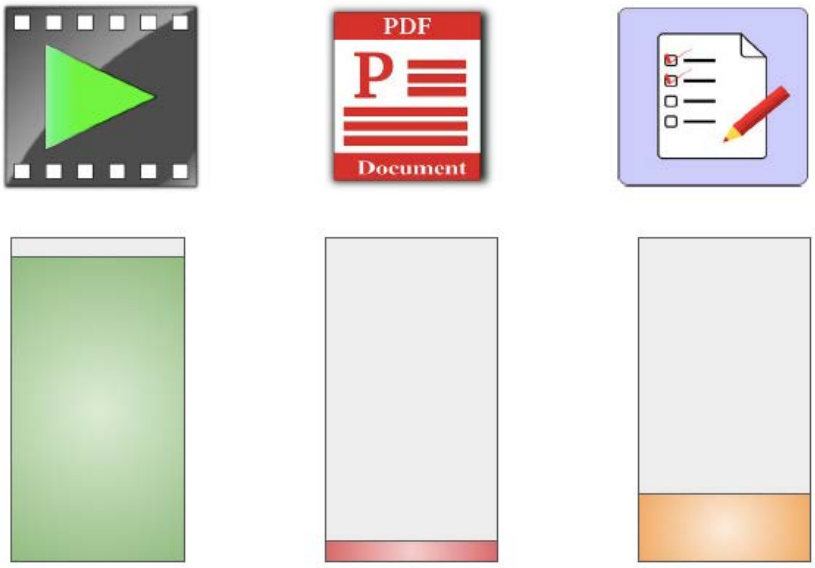

One Year Pass Rate for Fall College Algebra Track Students
% Fall students on College Algebra track completing within one year
100
90
80
70
60
50
40
30
20
10
0
55.0
40.6
62.4
58.7
45.7
65.4
79.2
74.0
83.5
2014-15
2015-16
2016-17
Academic Year
All Students
Math placement below 117
Math placement into or above 117


Non-Cognitive and Persistence:
Process Flow Overview
What is going on
Survey identifies learner position on self efficacy, perceived value, and self mastery spectrums.
Survey results and edX user ID are sent to ASU EdPlus Qualtrics account.
Qualtrics data syncs on individual contact level via native, SalesForce application.
Qualtrics data syncs on individual contract record level via native, SalesForce application.
Users receive motivational content tailored to their situation to increase academic performance.
Process
Survey embedded in course intro
Survey response sent to Qualtrics
Qualtrics data synced to contact record in SalesForce
Learners sorted into appropriate cohorts
Email service provider sends cohort-specific content
System in use
edX
qualtrics
salesforce

Using analytics to inform course redesign

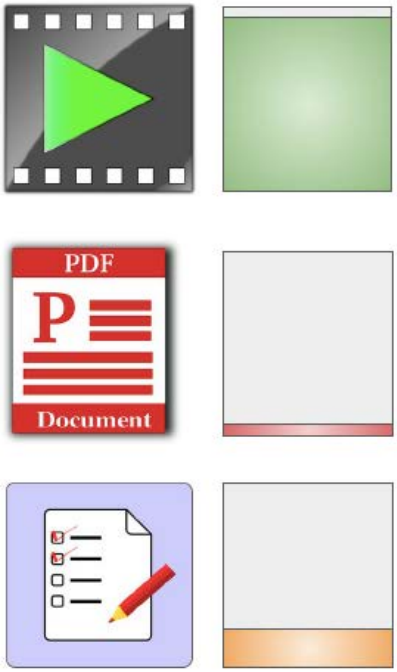
High Risk Student

+ Goal Level
- Self Efficacy
+ Task Value
- Self Regulation



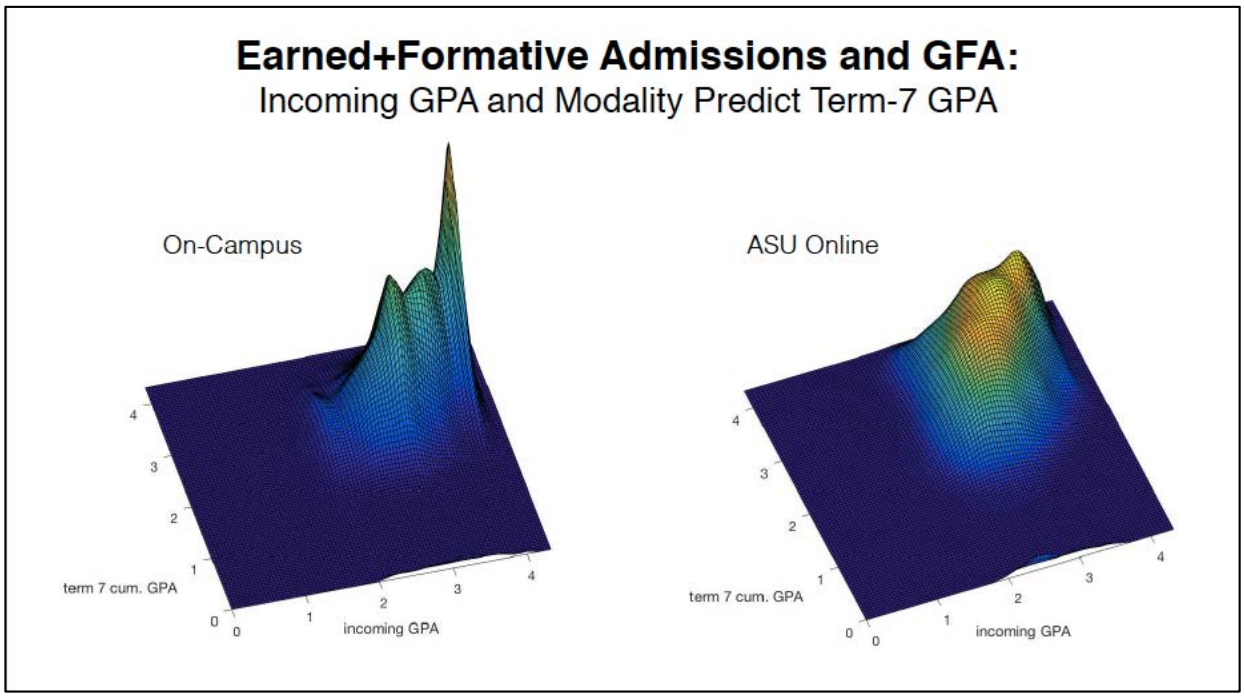
High Risk Student

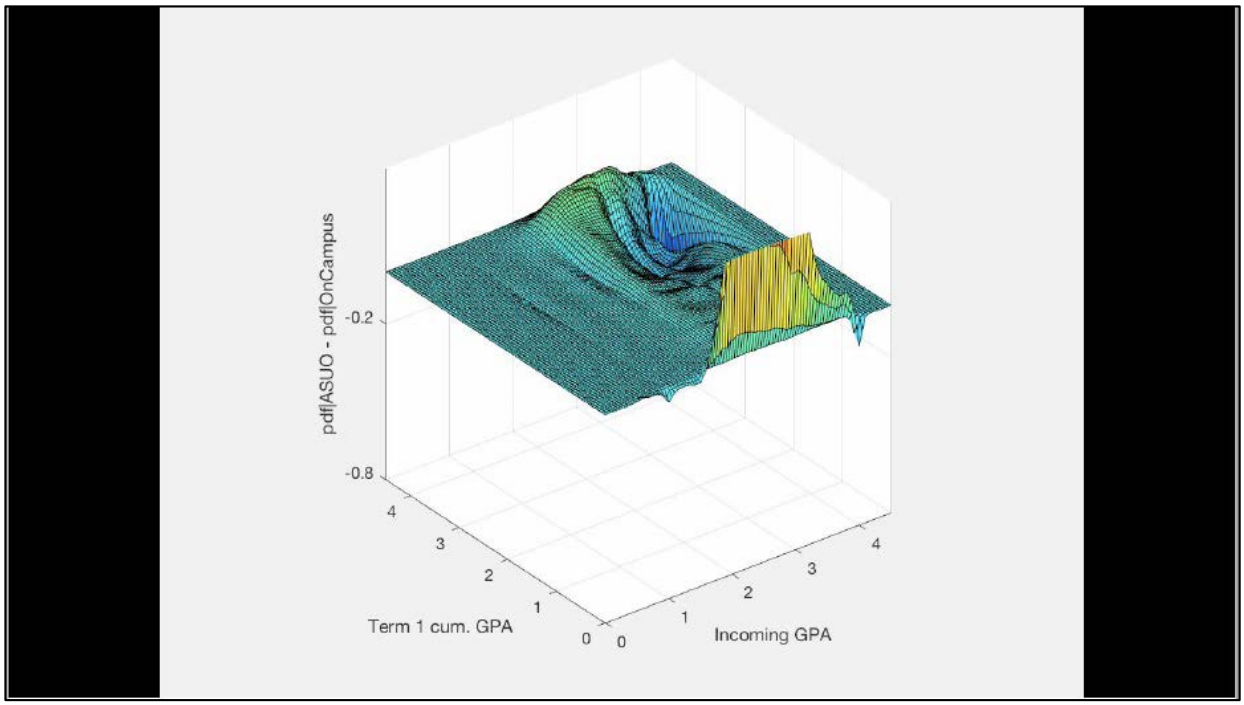
+ Goal Level
- Self Efficacy
+ Task Value
- Self Regulation

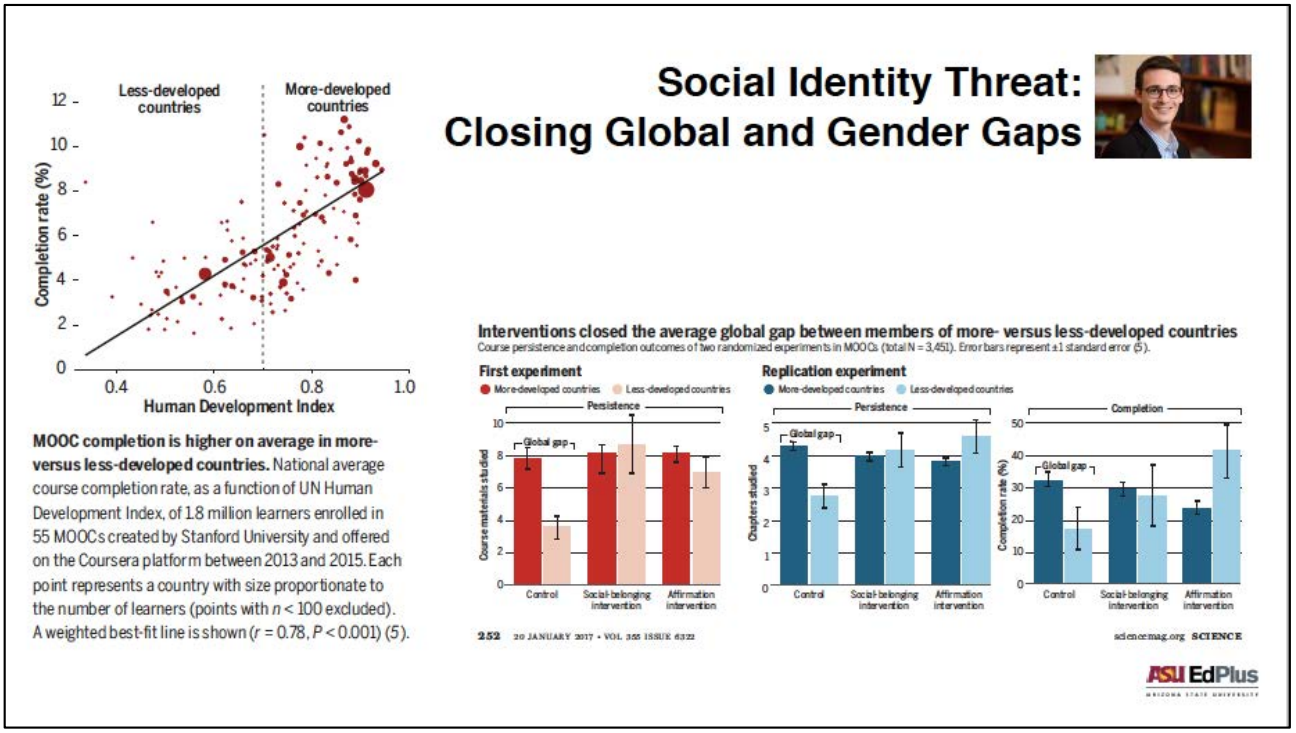


Design Opportunities

- Reframe videos to state importance of the readings toward course success.
- Reframe reading to help students focus on important points that will be later assessed.
- Add self-check questions after the videos and readings to help students focus and gain feedback on current understanding to main points.
- Add a pretest with remedial suggestions and support by pointing back to specific content


Earned+Formative Admissions and GFA:
Incoming GPA and Modality Predict Term-7 GPA
On-Campus
term 7 cum. GPA
incoming GPA
ASU Online
term 7 cum. GPA
incoming GPA


pdf(ASUO - pdf(OnCampus
-0.2
-0.8
Term 1 cum. GPA
Incoming GPA



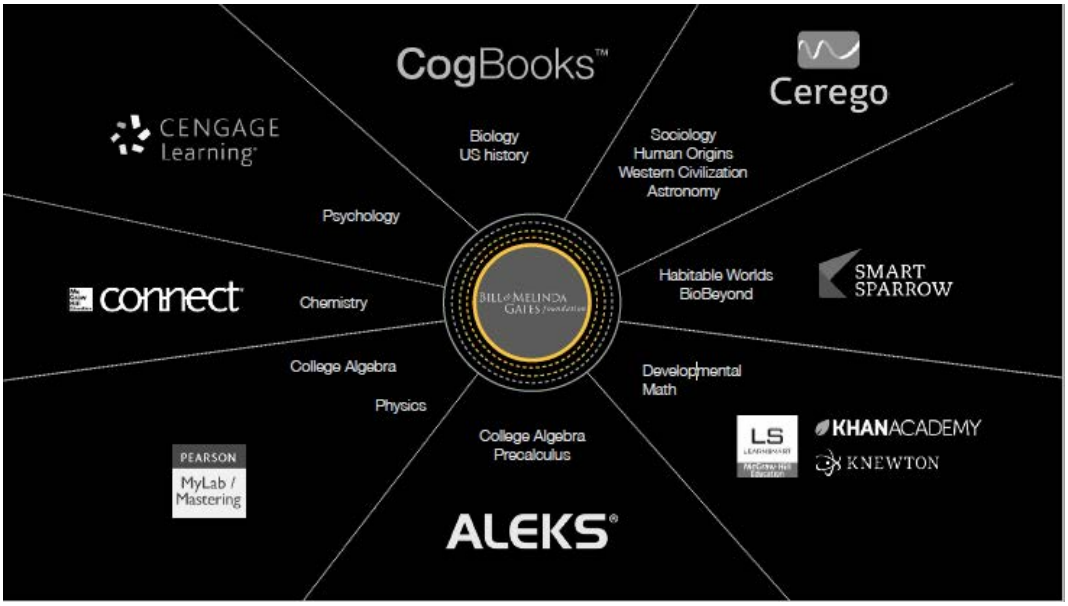
Next Steps

- **"Non-cognitive"** influences on student success (e.g., self-regulation, self efficacy, task value)
- **Student Success Center**
- **Learning outcomes**
  - Downstream "evidence trails" & surrogate outcomes
  - Learning analytics indicators: Learning objective mapping
- **Faculty attributes & faculty behavior**
- **Global Freshman Academy**: efficacy and learning analytics
- Data-driven **interventions** & continuous improvement cycle

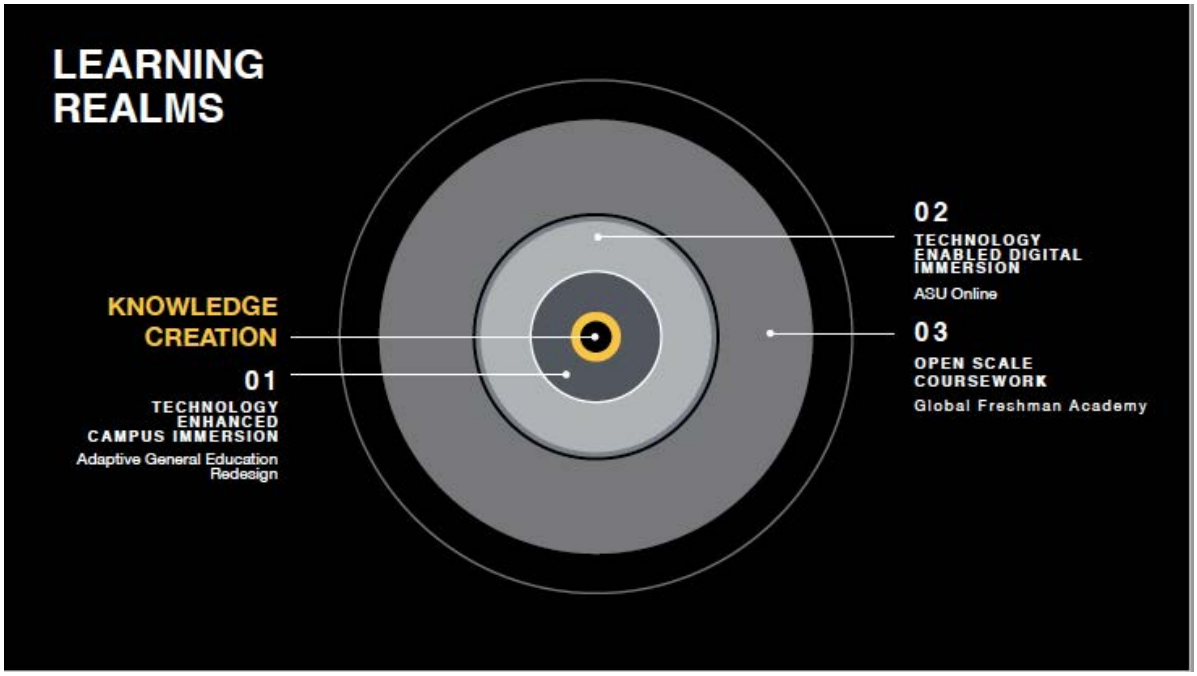
ASU EdPlus ARIZONA STATE UNIVERSITY

Global Freshman Academy

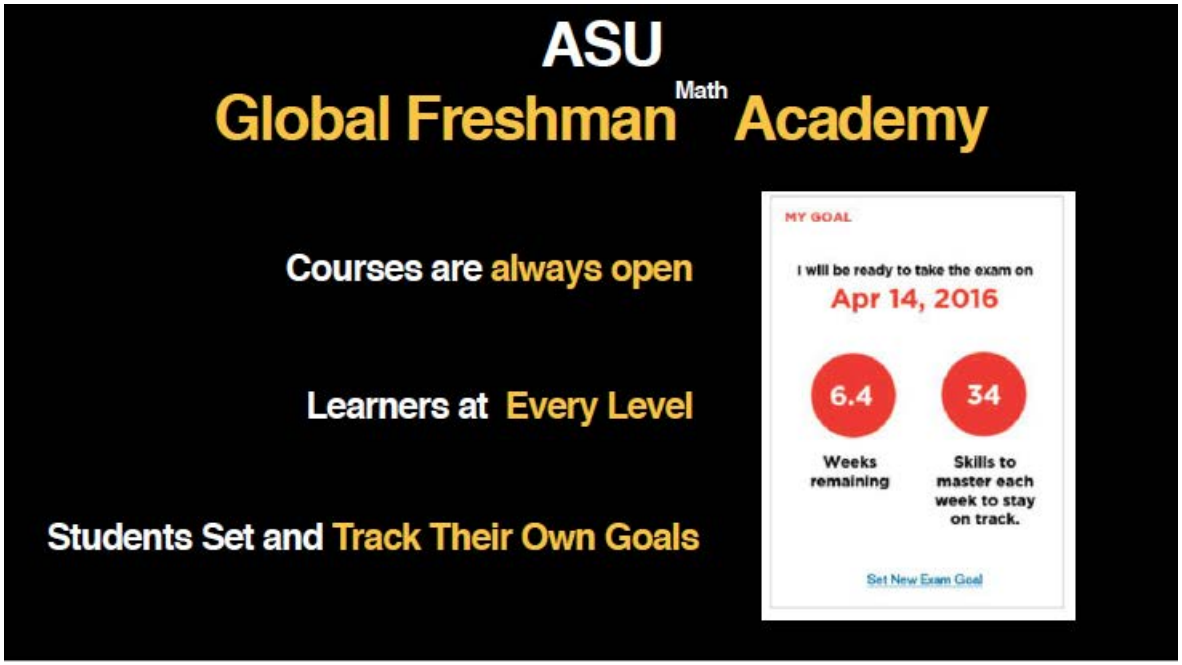
www.edx.org/globalfreshmanacademy

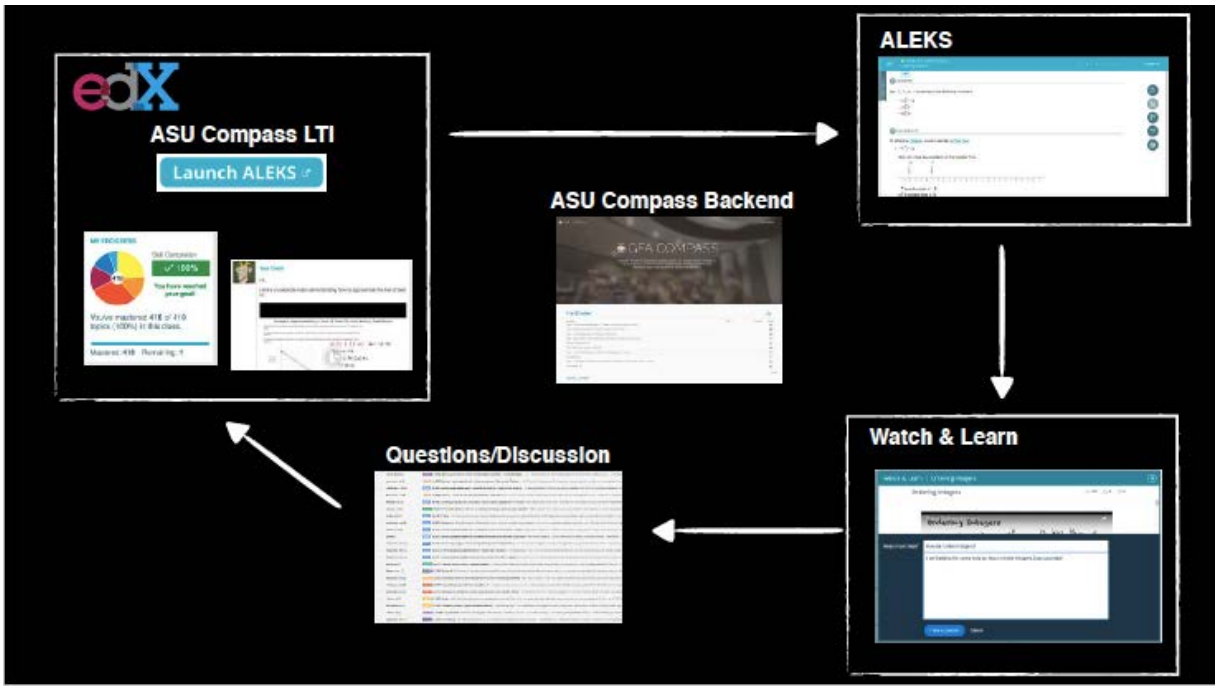


Global Freshman Academy



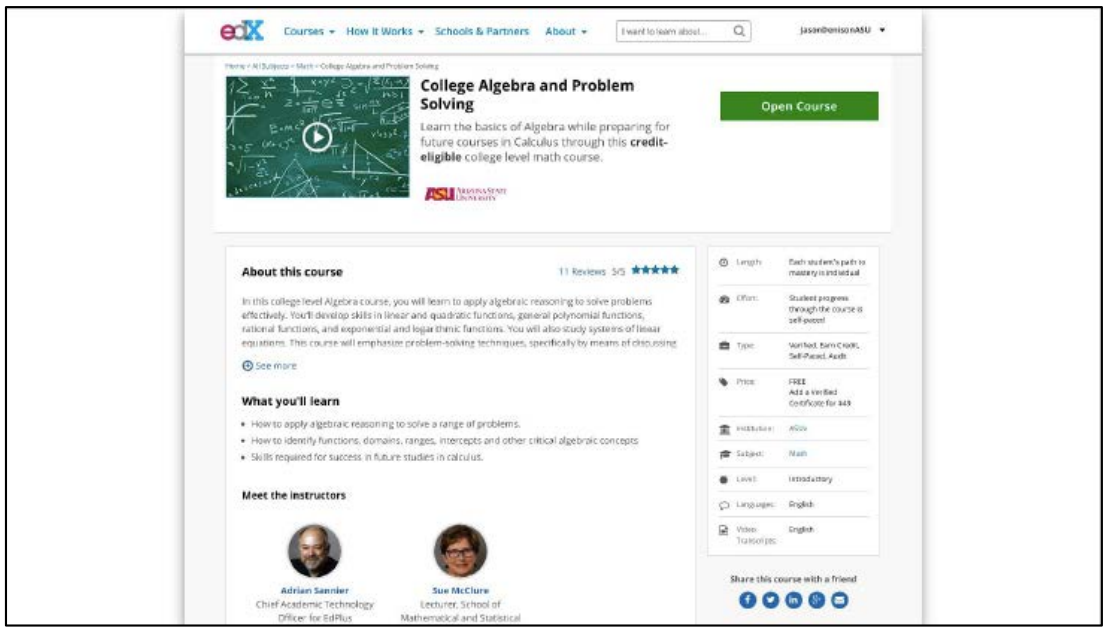
ASU
Global Freshman Math Academy
Admission, Orientation
Discussion and Examination
edX
Personalized Adaptive Learning
ALEKS
Content, Coaching, and Credit
ASU

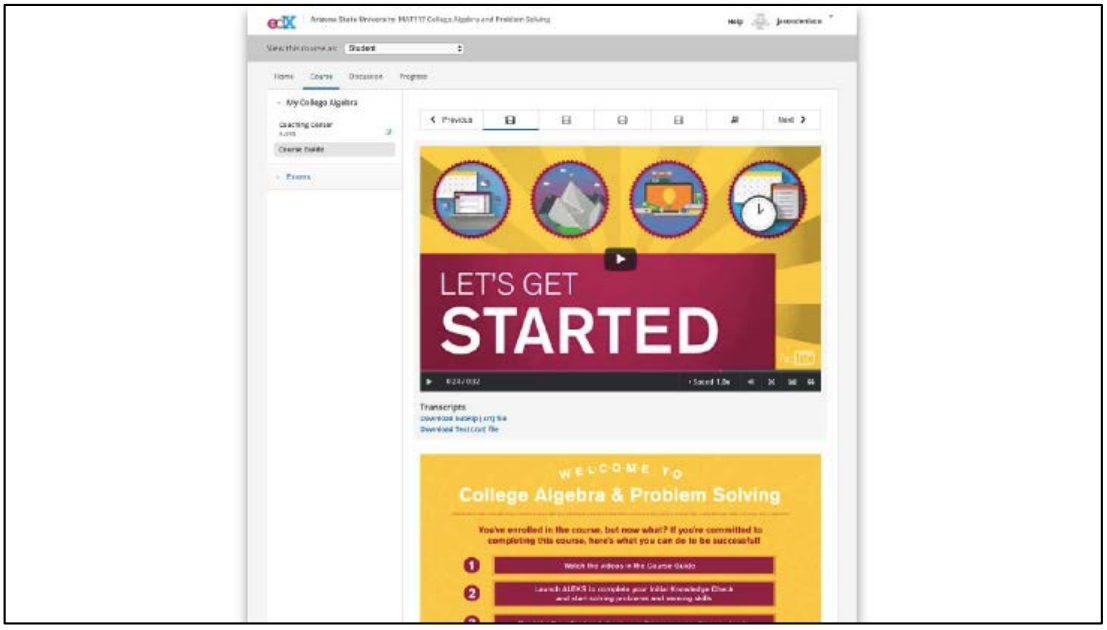

ASU
Global Freshman Math Academy
Courses are always open
Learners at Every Level
Students Set and Track Their Own Goals
MY GOAL
I will be ready to take the exam on
Apr 14, 2016
6.4
Weeks remaining
34
Skills to master each week to stay on track.
Set New Exam Goal

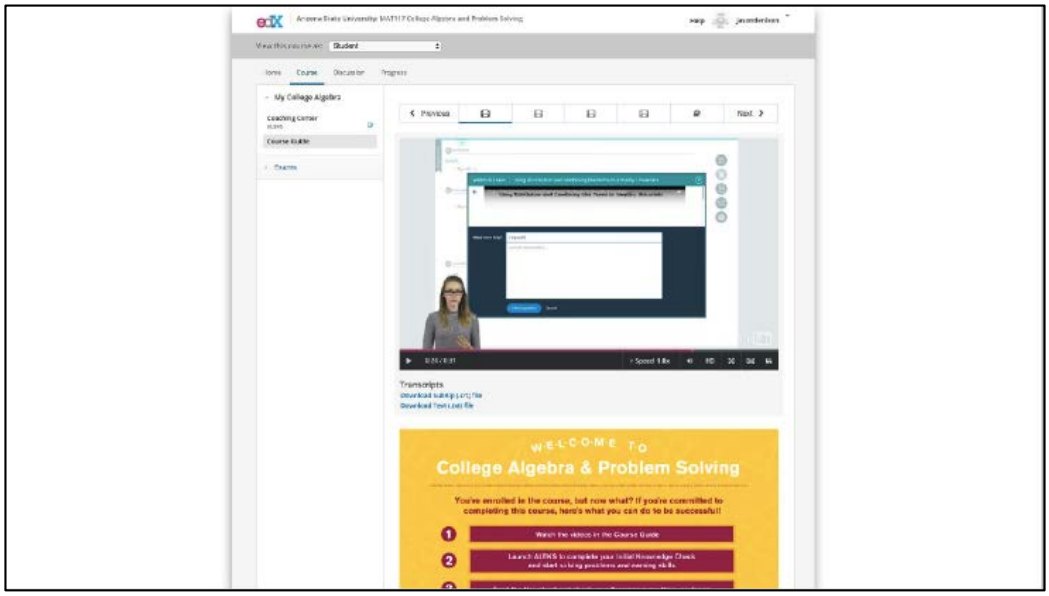

edX
ASU Compass LTI
Launch ALEKS
ALEKS
ASU Compass Backend
Watch & Learn
Questions/Discussion

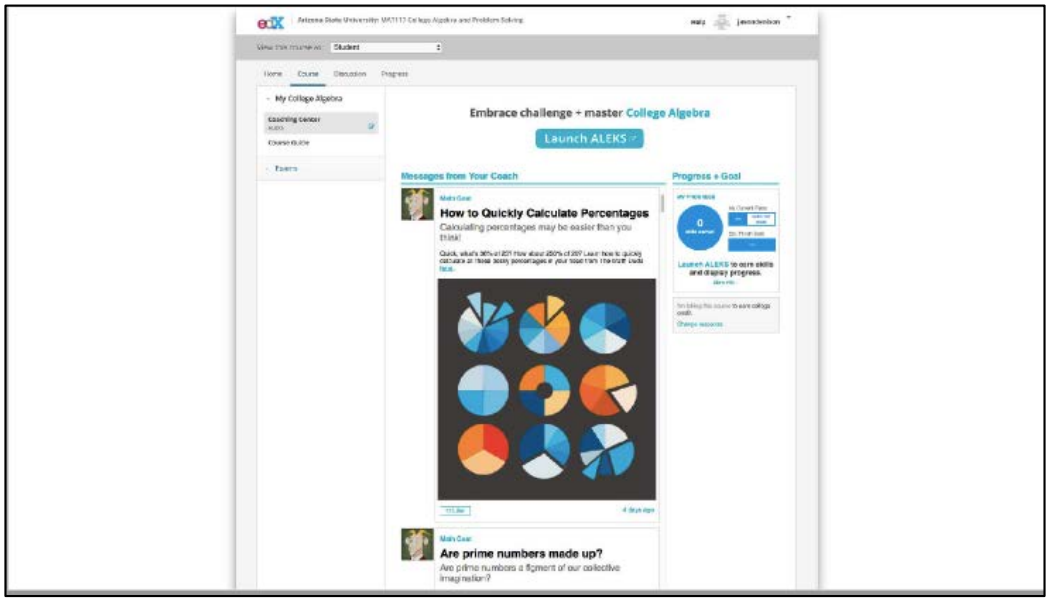
HOW DO I GET STARTED IN THIS COURSE?

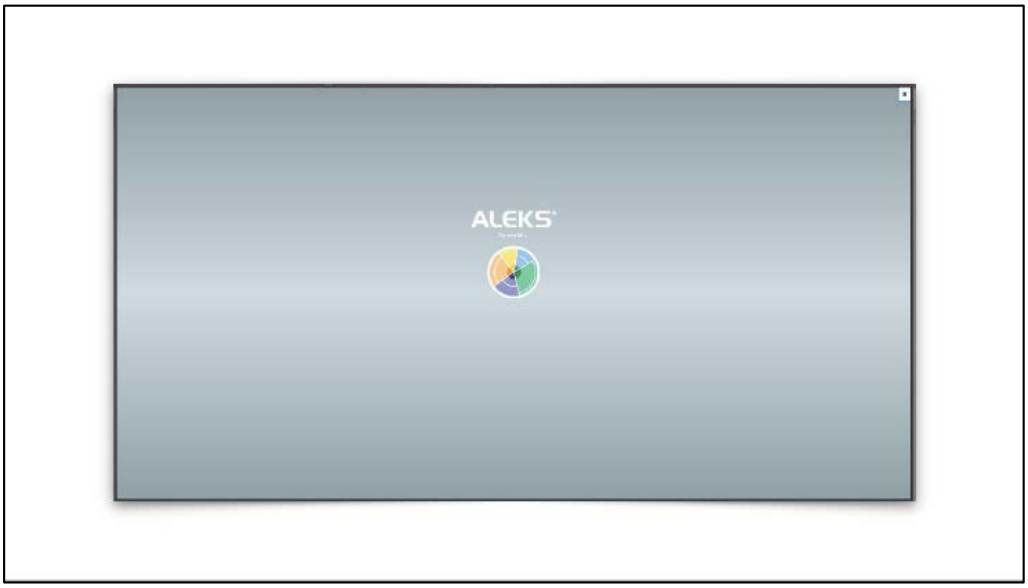
Global Freshman Academy





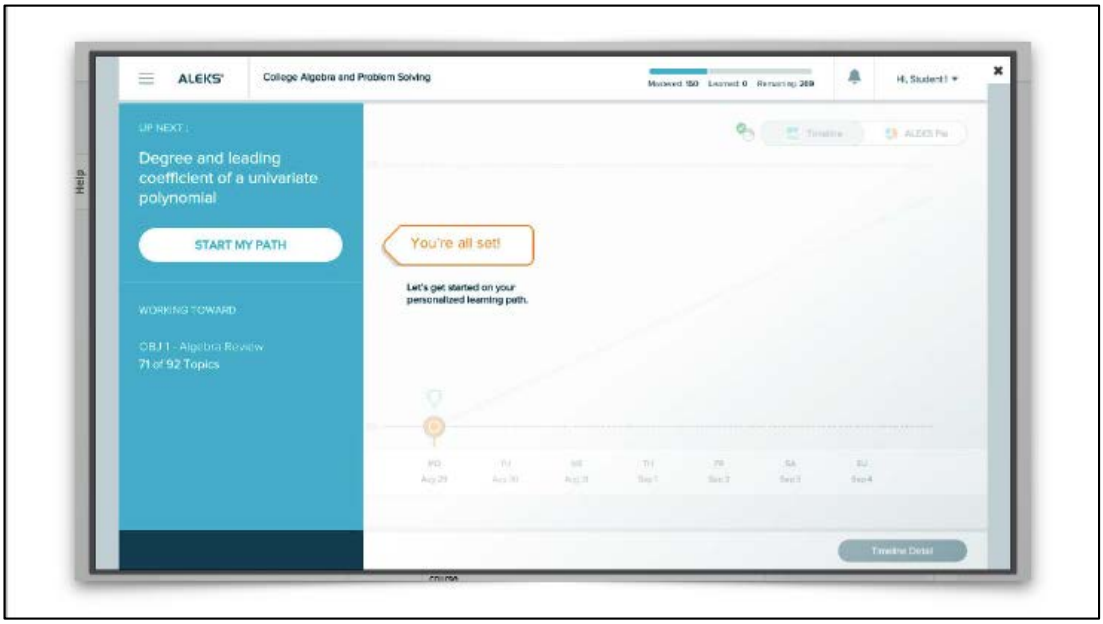

WELCOME TO
College Algebra & Problem Solving

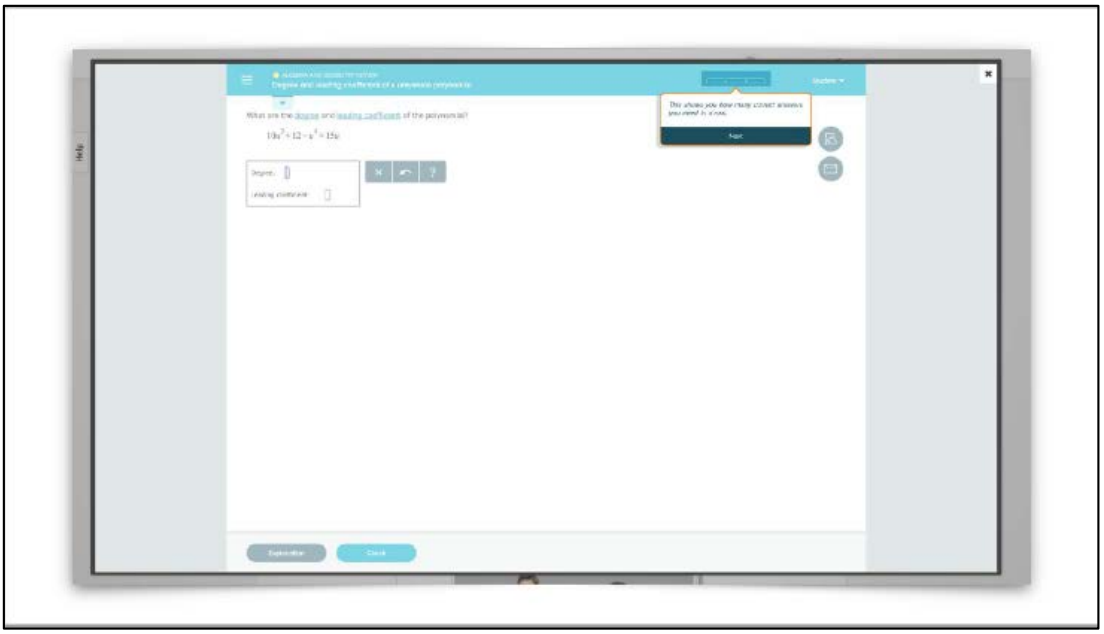

Embrace challenge + master College Algebra
Launch ALEKS
Messages from Your Coach
Progress + Goal
How to Quickly Calculate Percentages
Are prime numbers made up?

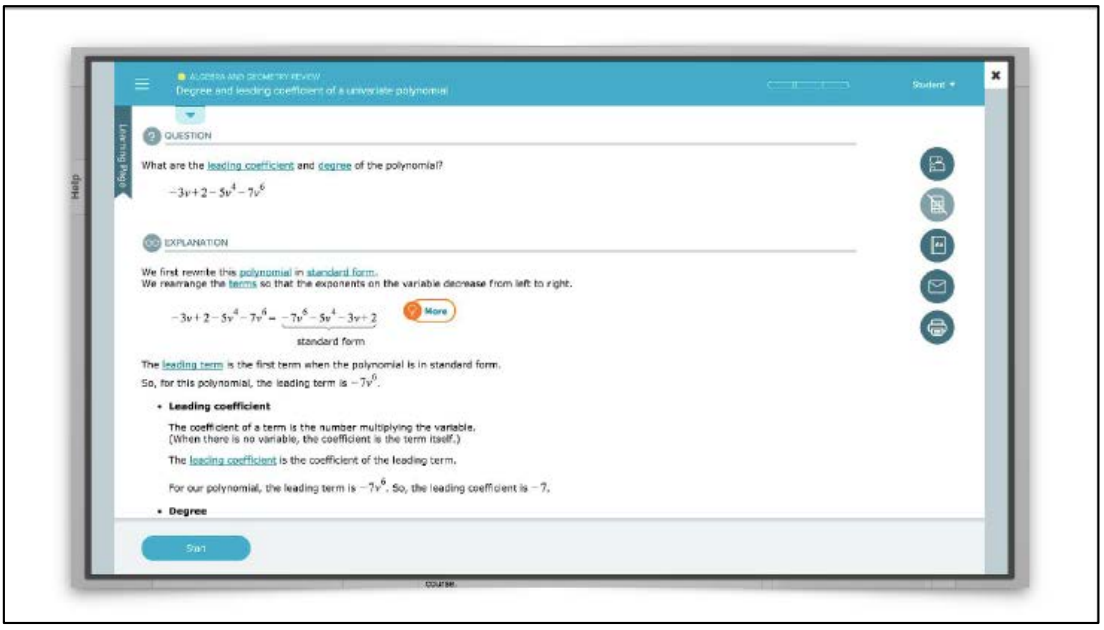

ALEKS

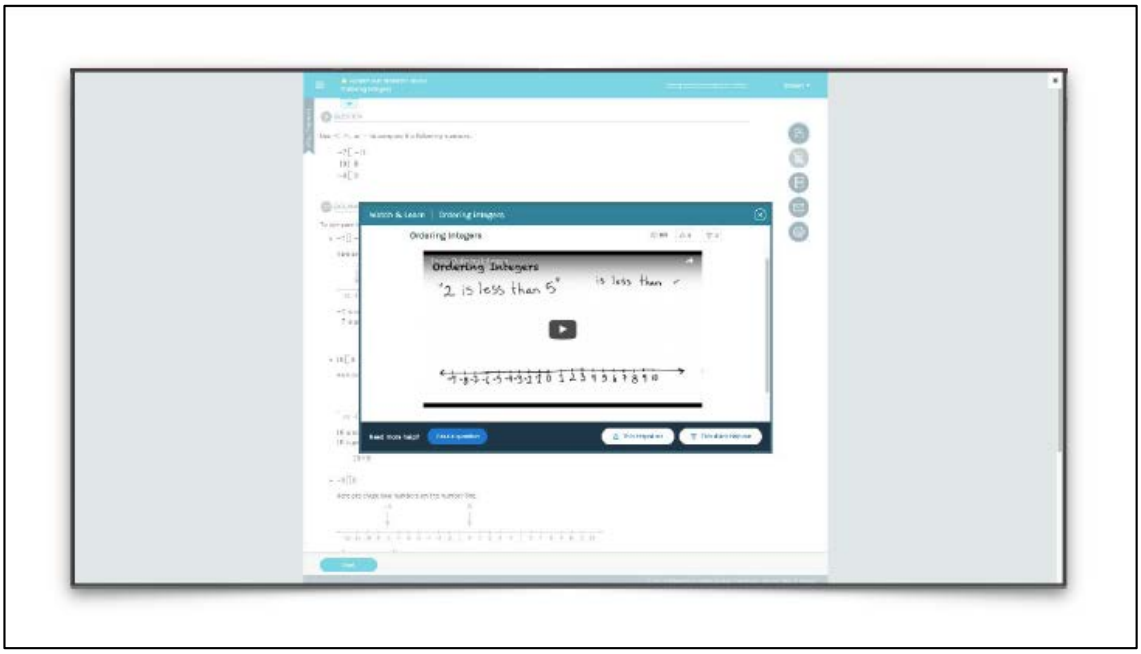
Initial Knowledge Check
Question 14
Student
Use the quadratic formula to solve for x.
$6x^2 - 7x = 2$
Round your answer to the nearest hundredth.
If there is more than one solution, separate them with commas.
$x =$ 1.404, -.237
I Don't Know
Submit

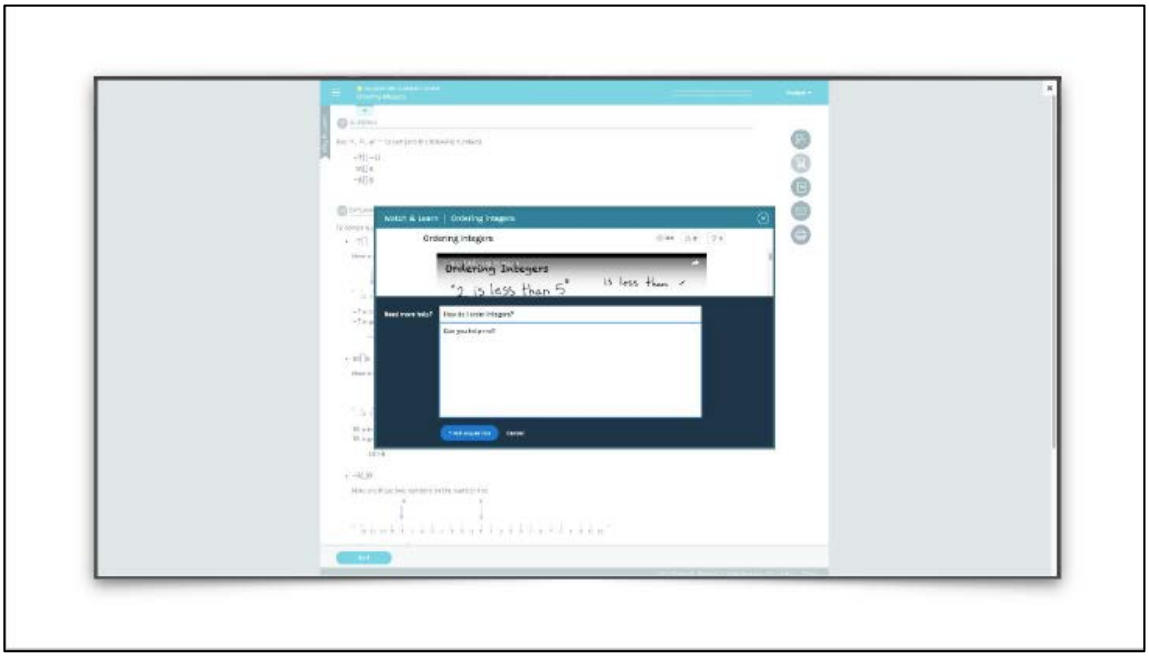
Nice job, Student. Here are your results.
You've mastered 150 of 419 topics (36%) in ALEKS.
150
Algebra and Geometry Review
Equations and Inequalities
Graphs and Functions
Polynomial and Rational Functions
Exponential and Logarithmic Functions
Continue

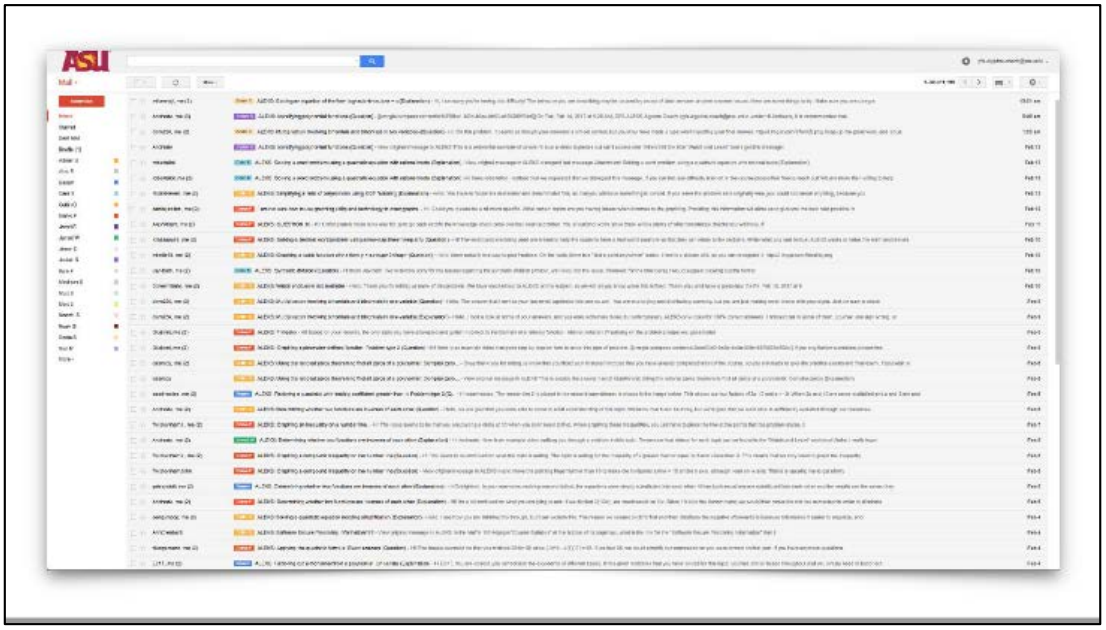

ALEKS
College Algebra and Problem Solving
Degree and leading coefficient of a univariate polynomial
START MY PATH
You're all set!
Let's get started on your personalized learning path.
WORKING TOWARD
71 of 92 Topics

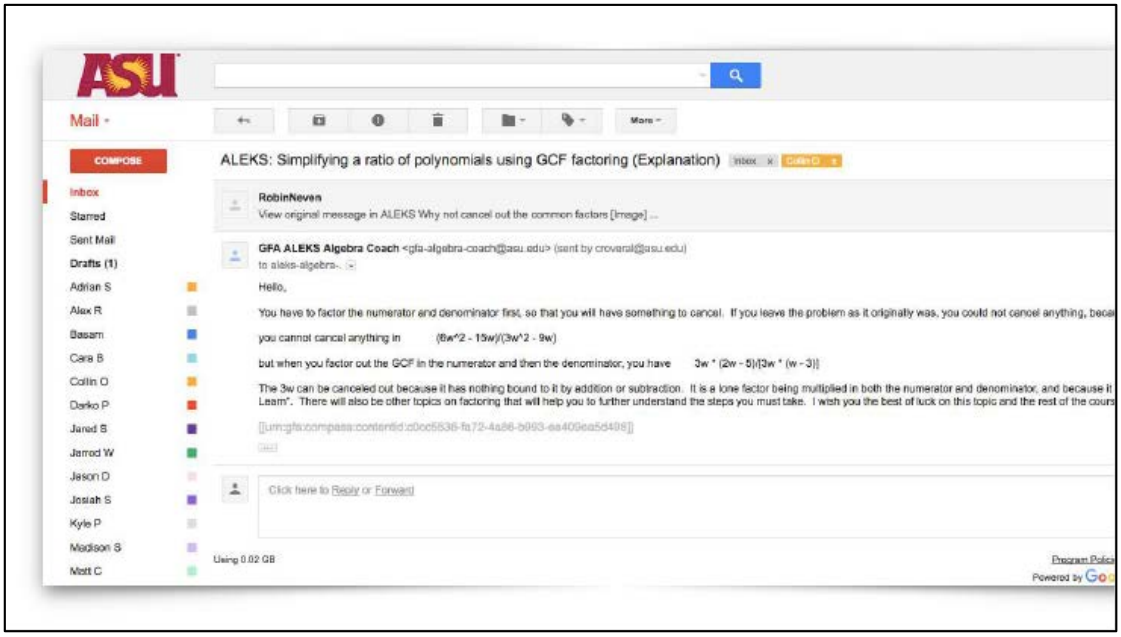


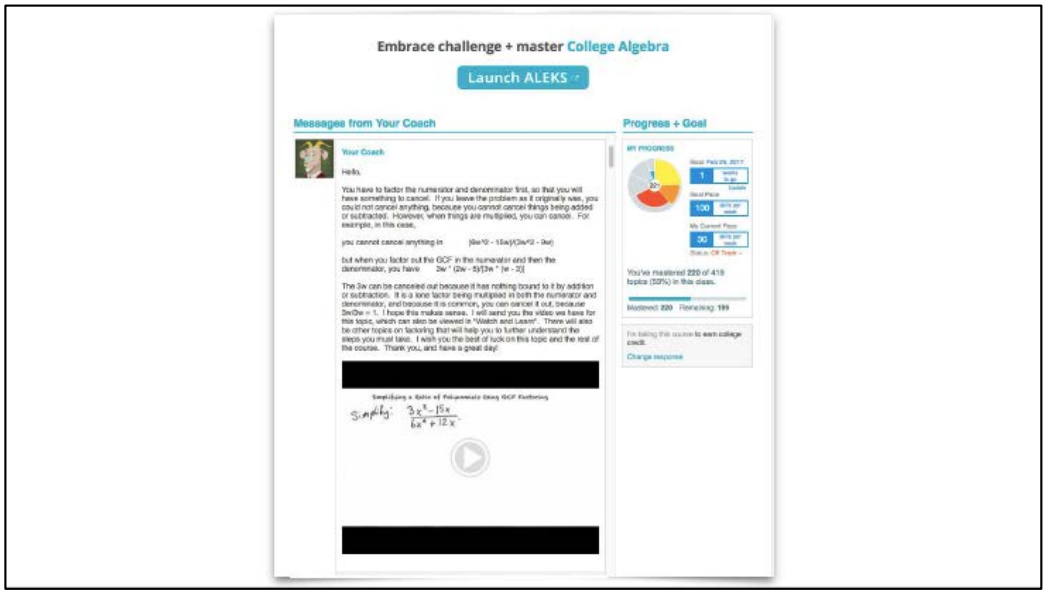

ALGEBRA AND GEOMETRY REVIEW
Degree and leading coefficient of a univariate polynomial
Student
Learning Page
Help
QUESTION
What are the leading coefficient and degree of the polynomial?
$-3v+2-5v^4-7v^6$
EXPLANATION
We first rewrite this polynomial in standard form.
We rearrange the terms so that the exponents on the variable decrease from left to right.
$-3v+2-5v^4-7v^6 = \underbrace{-7v^6-5v^4-3v+2}_{\text{standard form}}$
More
The leading term is the first term when the polynomial is in standard form.
So, for this polynomial, the leading term is $-7v^0$.
• Leading coefficient
The coefficient of a term is the number multiplying the variable.
(When there is no variable, the coefficient is the term itself.)
The leading coefficient is the coefficient of the leading term.
For our polynomial, the leading term is $-7v^6$. So, the leading coefficient is -7.
• Degree
Start

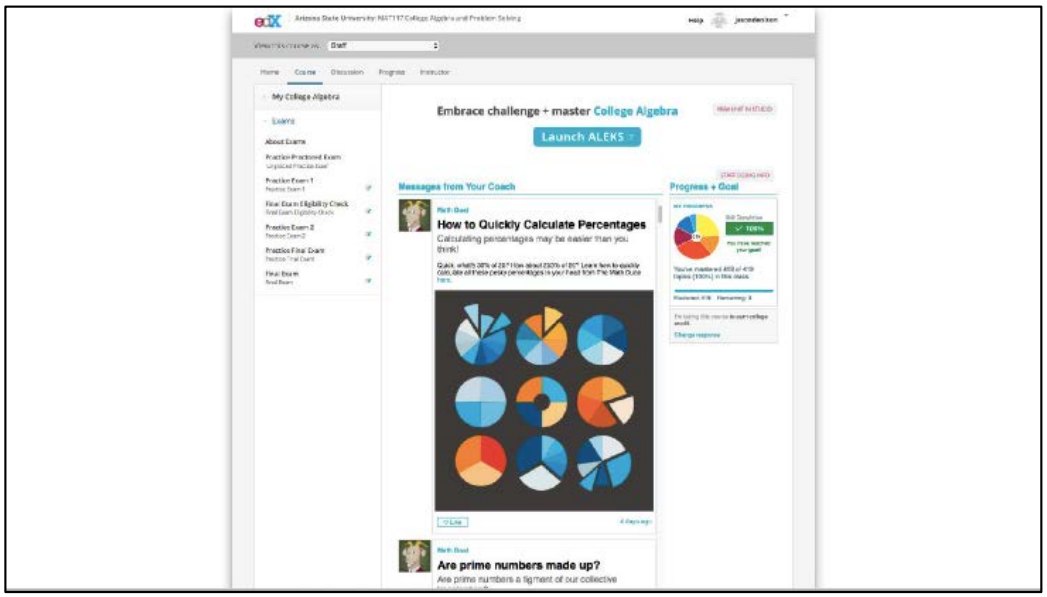

Watch & Learn | Ordering Integers
Ordering Integers
Ordering Integers
"2 is less than 5"
is less than


Watch & Learn | Ordering Integers
Ordering Integers
Ordering Integers
"2 is less than 5"
is less than




Mail
COMPOSE
ALEKS: Simplifying a ratio of polynomials using GCF factoring (Explanation)
Inbox
Starred
Sent Mail
Drafts (1)
Adrian S
Alex R
Basam
Cara B
Collin O
Darko P
Jared S
Jarred W
Jason D
Josiah S
Kyle P
Madison S
Matt C
RobinNeven
View original message in ALEKS Why not cancel out the common factors [Image] ...
GFA ALEKS Algebra Coach <gfa-algebra-coach@asu.edu> (sent by croveral@asu.edu)
to aleks-algebra-.
Hello,
You have to factor the numerator and denominator first, so that you will have something to cancel. If you leave the problem as it originally was, you could not cancel anything, beca
you cannot cancel anything in (6w^2 - 15w)/(3w^2 - 9w)
but when you factor out the GCF in the numerator and then the denominator, you have 3w * (2w - 5)/[3w * (w - 3)]
The 3w can be canceled out because it has nothing bound to it by addition or subtraction. It is a lone factor being multiplied in both the numerator and denominator, and because it
Learn". There will also be other topics on factoring that will help you to further understand the steps you must take. I wish you the best of luck on this topic and the rest of the cours
Click here to Reply or Forward
Using 0.02 GB


Embrace challenge + master College Algebra
Launch ALEKS
Messages from Your Coach
Progress + Goal


Embrace challenge + master College Algebra
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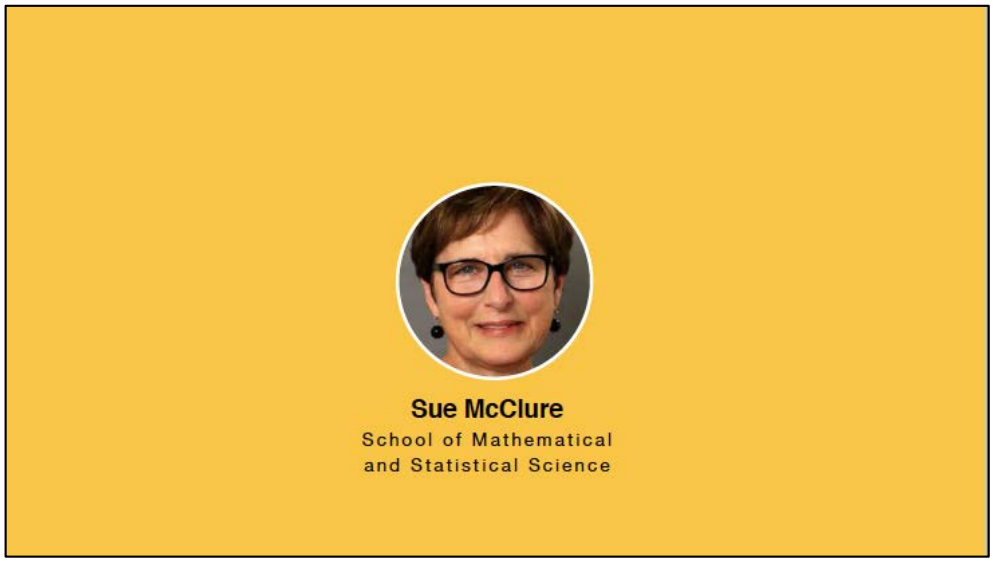
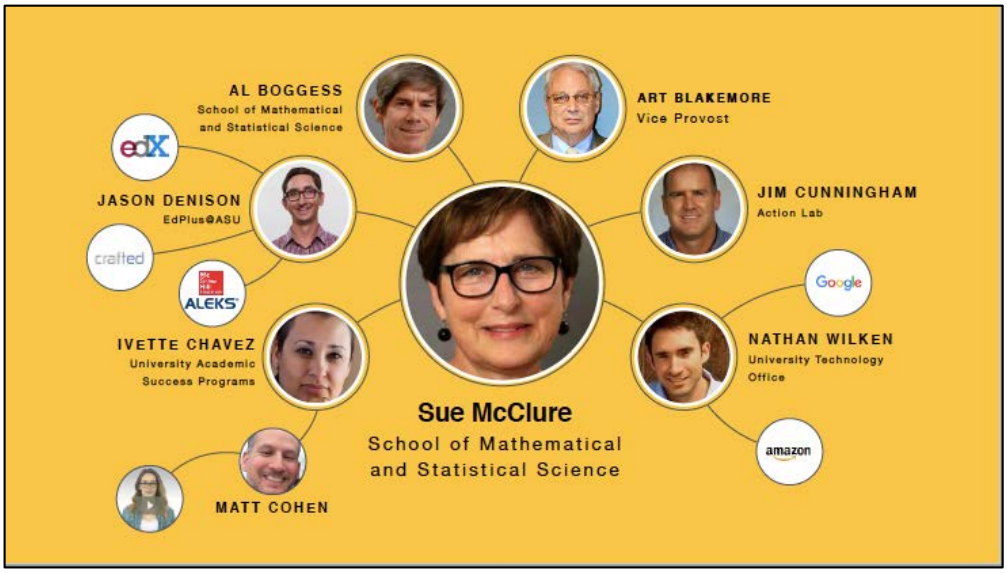
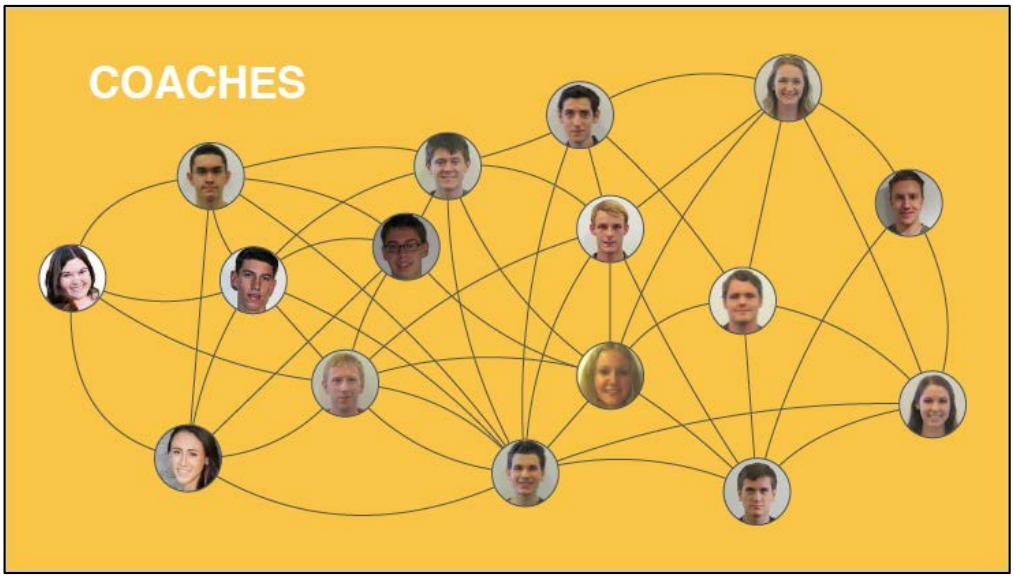
Messages from Your Coach
Progress + Goal
How to Quickly Calculate Percentages
Are prime numbers made up?

“ IMPROVEMENT IN POST SECONDARY EDUCATION WILL REQUIRE CONVERTING TEACHING FROM A SOLO SPORT TO A COMMUNITY BASED RESEARCH ACTIVITY. ”
Herbert Simon
Nobel Laureate

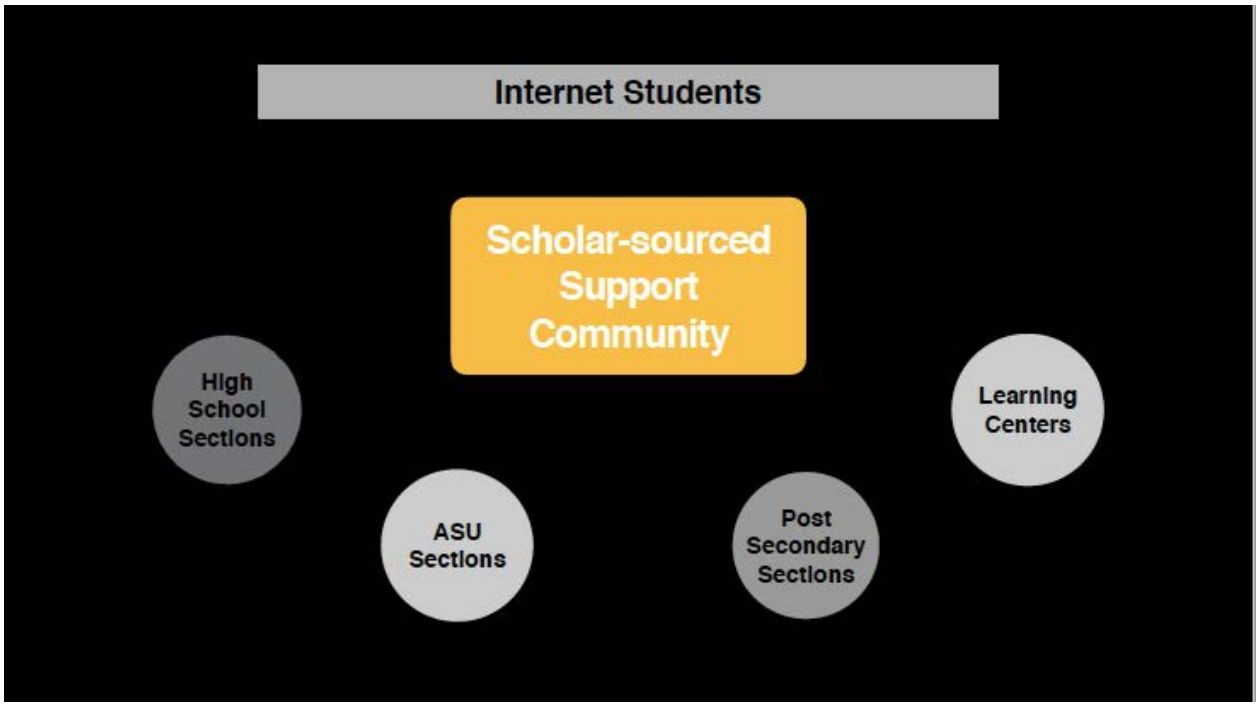

Sue McClure
School of Mathematical
and Statistical Science


AL BOGGESS
School of Mathematical and Statistical Science
ART BLAKEMORE
Vice Provost
JASON DENISON
EdPlus@ASU
JIM CUNNINGHAM
Action Lab
IVETTE CHAVEZ
University Academic Success Programs
NATHAN WILKEN
University Technology Office
Sue McClure
School of Mathematical and Statistical Science
MATT COHEN


COACHES

INSIGHT
ACTION
IMPACT
ACTION LAB

Supporting Success in
every learning topology



Realm 3

50,000	students enrolled
20,000	students in ALEKs math
10,000	active learners
500	course completers

ASU EdPlus
Arizona State University

Realm 3

1,500,000 math skills tested
500,000 new math skills learned
150,000 hours worked by students in the course
100,000 days worked in the course
1,500 new math skills learned each day

Coached students are
27 x more likely to complete
than uncoached students

GLOBAL FRESHMAN ACADEMY
FIRST YEAR CONCENTRATIONS

ASU EdPlus

ARIZONA STATE UNIVERSITY

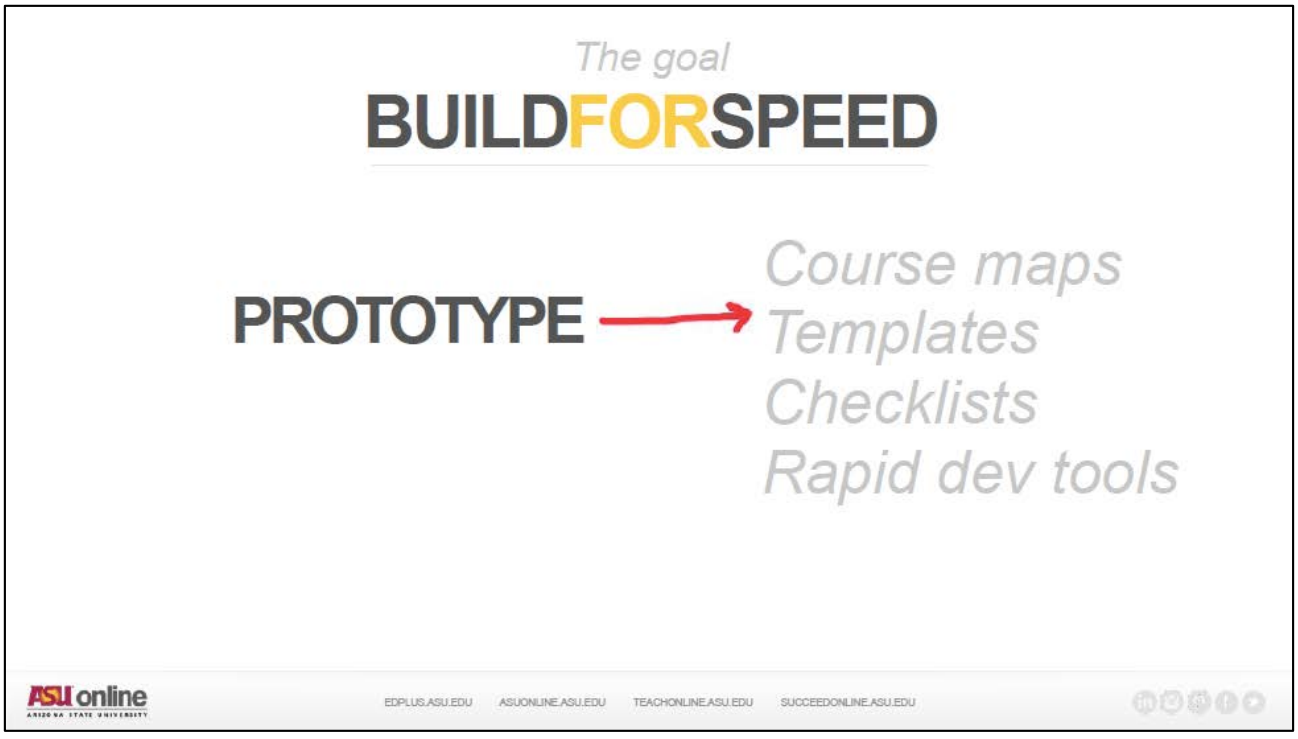
Instructional Design & New Media

Vicki Harmon
Senior Instructional Designer & Manager, Professional Development

Athena Kennedy
Senior Instructional Designer

Master Course Model

Embrace
THEPROCESS
DISCOVER
PROTOTYPE
LAUNCH
EVALUATE
ENHANCE
ASU online
EDPLUS.ASU.EDU
ASUONLINE.ASU.EDU
TEACHONLINE.ASU.EDU
SUCCEEDONLINE.ASU.EDU


The goal
BUILDFORSPEED
PROTOTYPE
Course maps
Templates
Checklists
Rapid dev tools
ASU online
EDPLUS.ASU.EDU
ASUONLINE.ASU.EDU
TEACHONLINE.ASU.EDU
SUCCEEDONLINE.ASU.EDU

The goal

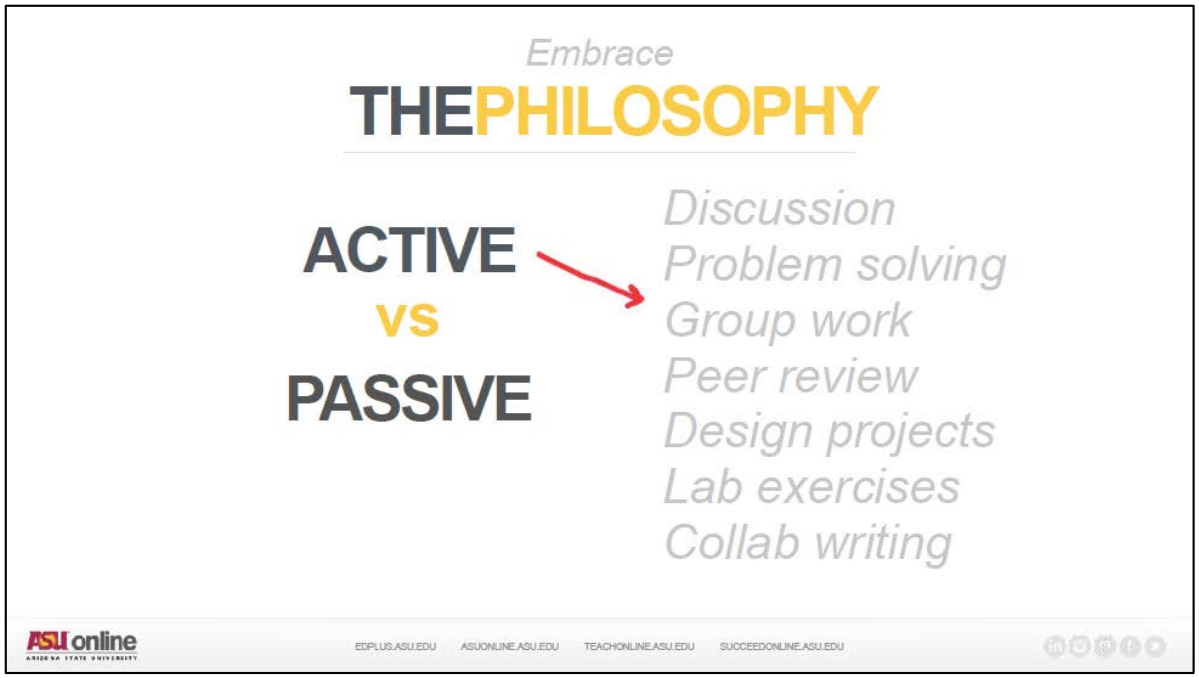
BUILDFORQUALITY

- Quality Matters → QUALITY MATTERS PROGRAM QM
- Workshops and training
- Faculty Center
- Readiness checks
- 360 Course Reviews

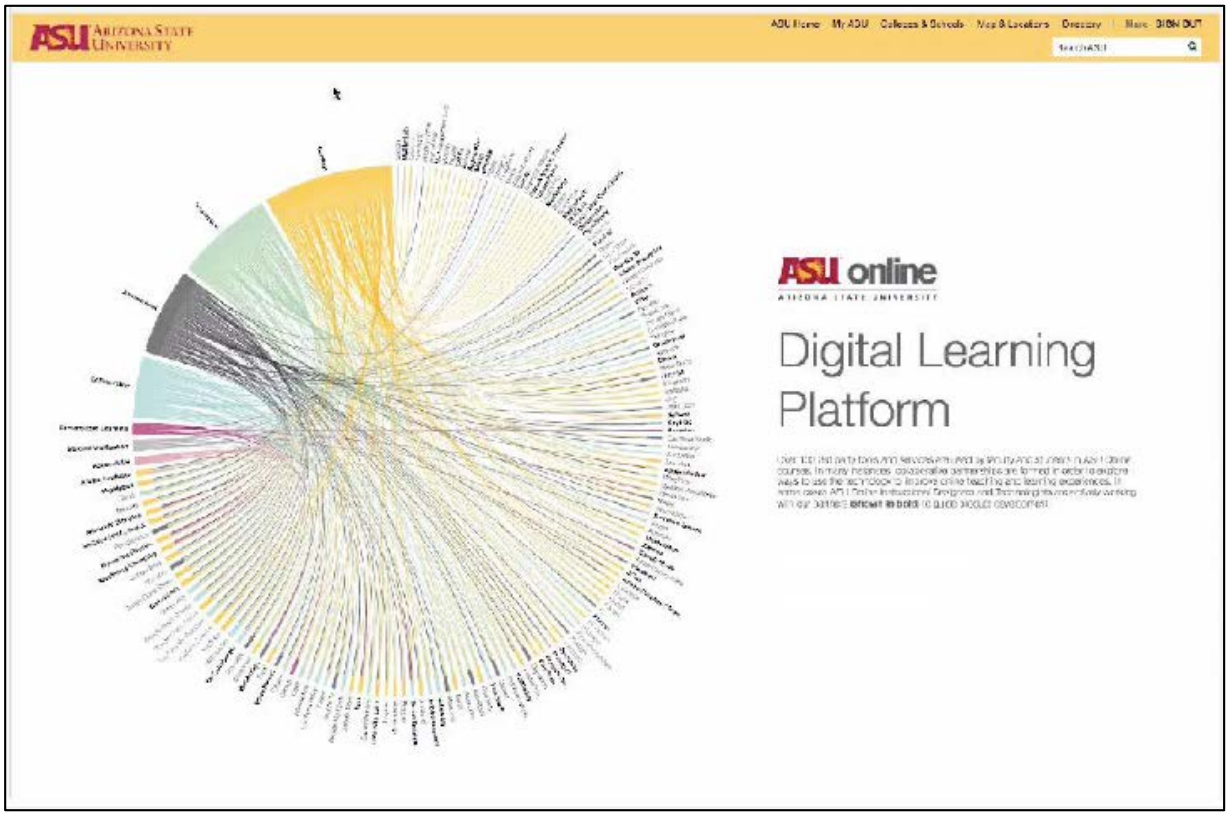
The goal

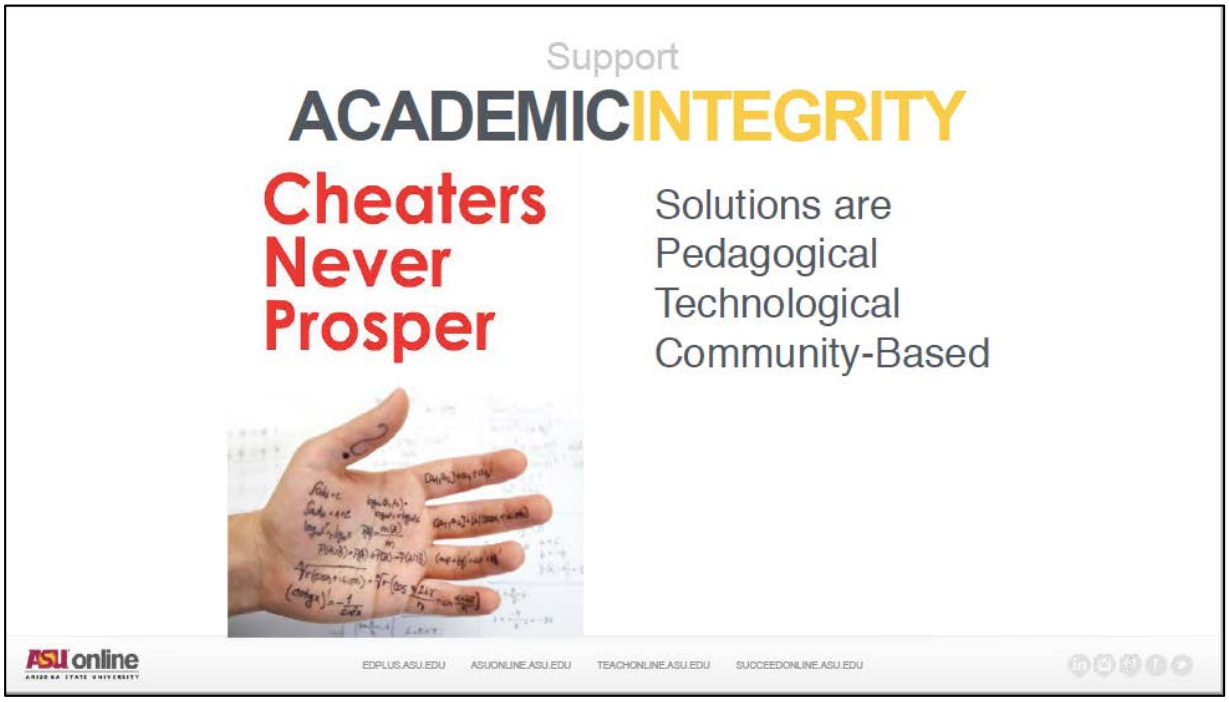
BUILDFORQUALITY

- Specific to the need online degree program instructors
- Establish a community of learners who are online instructors
- Cross-disciplinary
- All levels of online teaching experience
- Facilitated by the instructional design team


Embrace
THEPHILOSOPHY
ACTIVE
vs
PASSIVE
Discussion
Problem solving
Group work
Peer review
Design projects
Lab exercises
Collab writing
ASU online
EDPLUS.ASU.EDU
ASUONLINE.ASU.EDU
TEACHONLINE.ASU.EDU
SUCCEEDONLINE.ASU.EDU

Assess quality
360REVIEW
360° REVIEW
WORKSHOP COMPLETION
PASS RATES
WITHDRAWAL RATES
FACULTY SELF STUDY
FINAL GRADES
SUCCESS COACHES
COURSE EVALS
STUDENT SERVICES
INSTRUCTIONAL DESIGNERS
BLACKBOARD ANALYTICS
TERM START QA CHECK
ASU online


ASU Arizona State University
ASU online
Digital Learning Platform


Support
ACADEMIC INTEGRITY
Cheaters Never Prosper
Solutions are
Pedagogical
Technological
Community-Based
ASU online
EDPLUS.ASU.EDU
ASUONLINE.ASU.EDU
TEACHONLINE.ASU.EDU
SUCCEEDONLINE.ASU.EDU

Coach Cases

***New Student Welcome:** Created when a student has transitioned from enrollment advisor to success coach and is registered for their first credit bearing course.

***Dropped/Withdrawn One Course:** Created when a student drops or withdraws from a course.

***Dropped All Courses in Session:** Created when a student has dropped all courses in session.

***DEW Grade:** Created when a D or E grade posts to a student's transcript.

***Graduation Applied:** Created when a student applies for graduation.

***Borderline Probation:** Created when a student is close to academic probation determined by cumulative GPA (2.2 for undergrad and 3.2 for Grad).

***Difficult Course:** Created when a student is currently registered for a course that historically has high DEW rates.

***Student/Coach Appointments (set by coach):** Created by the coach when a student requests a coaching session.

***New Student Assigned:** Created when a student has a coach reassignment.

***Blackboard Activity:** Created when a student has no activity in blackboard in the past 10 days when other students have had activity in the course.

***Not Registered– 1 Month:** Created when a student has not registered for the next session (one month prior to session start).

***Not Registered– 2 Weeks:** Created when a student has not registered for the next session (2 weeks prior to session start).

***Mid-point Check-in:** Created for all students mid-point for the first four sessions.

***Course Prep Check-in:** Created for all students prior to course starts.

Academic Probation: Created when a student has been placed on Academic Probation.

Program Change: Created when a student completes a program change.

***Welcome Back:** Created anytime a student takes a full semester off and returns to take classes.

Starbucks College Achievement Plan Ineligible: Created when a student is no longer eligible for CAP.

***First Week Check-in:** A student in the first week of first four sessions of courses.

ASR: Created anytime a student receives an ASR.

Holds: Created when a student receives any type of hold (registration hold, financial hold)

Provisionally Admitted: Created when a student is provisionally admitted into their program. **May relate to Grad only

Graduated: Creating once a student has graduated from their program.

Re-apply warning: Created before the student has to re-enroll/re-apply with Pearson.

*** Currently automated and in use**

Greetings from ASU Online

We are excited and honored to be working with you. To assist with online course development and enhancement, we provide:

- Access to the **ASU Online Faculty Center**, which includes a **30-minute Orientation to ASU Online*** http://links.asu.edu/ASUofacultycenter
- An **Instructional Designer** who will provide support for the design, development, and revision of online courses http://links.asu.edu/ID
- The **New Media Studio**, for studio and location video production welcome videos, micro-lectures, and interviews http://onlinestudio.asu.edu
- The **Master Class for Teaching Online Workshop*** on effective pedagogy and course design http://asuonline.eventbrite.com
- A **Course Development Checklist** that will help you and your Instructional Designer design your online courses so they meet quality standards for course design and are ready for launch at least two weeks prior to course start dates.
- **Milestones** for new course development that clarify the steps and timeframe for course development.
- List of **Best Practices for Teaching Online**
- **Course Quality Assurance** practices including course readiness checks and end of session reviews http://links.asu.edu/ASUOQuality

*Completion is an expectation

Design Standards	Course Development Checklist *- Adapted from Quality Matters*
ASU Online	☐ 1. Course uses ASU Online course template and design theme
	☐ 2. Syllabus uses ASU Online syllabus template or includes required syllabus criteria
	☐ 3. Course designed for 7.5 weeks and includes an Instructor Guide http://links.asu.edu/Instructorguide
	☐ 4. Course includes videos (mini-lectures, demonstrations, interviews) to engage students
Course Overview & Introduction	☐ 5. Students are introduced to the purpose, navigation, and structure of course including instructions on how to get started and where to find various course components (QM 1.2)
	☐ 6. Instructor Welcome created and placed in course (Instructor welcome video highly encouraged) (QM 1.8)
Learning Objectives	☐ 7. Measurable learning objectives exist at the course and unit level (QM 2.1 and 2.2)
Assessment & Measurement	☐ 8. Assessments measure stated learning objectives (QM 3.1)
	☐ 9. Course grading policy is stated clearly (QM 3.2)
	☐ 10. Specific & descriptive criteria (rubrics) are provided for evaluation of student work and tied to course grading policy (QM 3.3)
Instructional Materials	☐ 11. Instructional materials contribute to achievement of stated course and unit objectives (QM 4.1)
	☐ 12. Instructional materials and a description of how materials are to be used for learning activities are clearly explained (QM 4.2)
	☐ 13. All instructional materials are appropriately cited and adhere to copyright guidelines (QM 4.3)
Learner Activities & Learner Interaction	☐ 14. Learning activities promote achievement of stated learning objectives (QM 5.1)
	☐ 15. Learning activities provide opportunities for interaction that supports active learning (QM 5.2)
	☐ 16. Instructor's plan for classroom response time and feedback on assignments is clearly stated (QM 5.3)
Course Technology	☐ 17. Tools used in the course support learning objectives (QM 6.1)
	☐ 18. Course tools promote learner engagement and active learning (QM 6.2)
Learner Support	☐ 19. Technical support information, and how to access it, is provided (QM 7.1)
	☐ 20. Course instructions articulate or link to ASU's accessibility policies and services (QM 7.2)
Accessibility & Usability	☐ 21. Course navigation facilitates ease of use (QM 8.1)
	☐ 22. Course materials are accessible on Mac and PC. Accessibility information is provided for course technologies (QM 8.2)

New Course Development Milestones

Course development is a partnership between faculty and the Instructional Designer (ID). The five milestones help ensure that course development is on track and meets checklist standards prior to course launch.

Quality Assurance Manager reviews faculty expectations document and milestones with faculty prior to course development

1. **Complete Course Planning Map** including topics, objectives, course description, and grading breakdown
2. **Build Weeks 1 and 2*** in Blackboard that meet the Course Development Checklist
3. **Build Weeks 3 and 4*** in Blackboard that meet the Course Development Checklist
4. **Build Weeks 5-7*** in Blackboard that meet the Course Development Checklist
5. **Course Ready for Launch** - Instructor completes the Course Development Self Study http://links.asu.edu/courseselfstudy Course is ready to launch and meets the Course Development Checklist at least two weeks prior to course start date

*or session (15 week, 6 week) equivalent

Best Practices for Online Teaching

We appreciate the tremendous impact you make on student learning. To ensure that you and your students have a successful experience, we have compiled the following best practices:

Syllabus & Welcome

- Make textbook information available to students at least two weeks prior to course start (e.g. email, Bookstore, uploaded syllabus)
- Update syllabus and includes the required ASU Online syllabus criteria
- Update course pages to reflect the current semester prior to the first day of the course (Welcome & Start Here, Course Schedule, Announcements, etc.)
- Provide an introduction to the purpose, navigation, and structure of the course (e.g. Course Tour)
- Post virtual office hours in the course (3-6 hours per week recommended)

Instructor Presence & Communication

- Create a visible presence by posting announcements, introducing self to students, facilitating discussions, etc.
- Respond with timeliness (within 24 hours is encouraged) to student correspondence (Hallway Conversations, emails, etc.)
- Understand the needs of non-traditional students

Grading & Feedback

- Provide a clear purpose for learning activities
- Communicate specific criteria for success (e.g. rubrics, grading checklist, etc.)
- Provide feedback on assignments that is constructive, meaningful, personalized and timely (grading within 48 hours encouraged)

Discussions & Groups

- Actively facilitate discussion forums
- Provide guidance on working effectively in groups
- Ensure individual accountability for group work

Student Retention

- Use Blackboard to track student progress
- Reach out to inactive and struggling students

Technical Skills

- Demonstrate proficiency in basic computer and keyboard skills
- Demonstrate proficiency in facilitating an online course using Blackboard
- Utilize help resources as needed (e.g. help.blackboard.com, Services tab in My ASU, etc.)

Course Quality Assurance at ASU Online

Once the course launches we continue to provide faculty support through course readiness checks, end of session reviews, course enhancement recommendations, and curriculum consultation and support http://links.asu.edu/ASUOQuality