EdPlus Briefing Materials for the ACAO Digital Fellows Program

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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

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.
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

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

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

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

Why is this work important?

BIO 100 - Withdrawal Rate and Performance (in %)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Withdrawal Rate (%)</th>
<th>Performance - C or Better (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring 2014 (lecture)</td>
<td>10.5</td>
<td>80</td>
</tr>
<tr>
<td>Fall 2014 (lecture)</td>
<td>10</td>
<td>72</td>
</tr>
<tr>
<td>Spring 2015 (hybrid)</td>
<td>20</td>
<td>72</td>
</tr>
<tr>
<td>Fall 2015 (hybrid/adaptive)</td>
<td>1.5</td>
<td>94</td>
</tr>
<tr>
<td>Spring 2016 (hybrid/adaptive)</td>
<td>6</td>
<td>91.5</td>
</tr>
<tr>
<td>Fall 2016 (hybrid/adaptive)</td>
<td>5.5</td>
<td>90.6</td>
</tr>
</tbody>
</table>
Adaptive Learning

Why is this work important?

One Year Pass Rate for Fall College Algebra Track Students

% Pass students on College Algebra track completing within one year

2014-15 2015-16 2016-17

Academic Year

- All Students
- Math placement below 117
- Math placement into or above 117

What is the promise of adaptivity?

From mass production to mass PERSONALIZATION.
Adaptive Learning

How are adaptive systems different?

<table>
<thead>
<tr>
<th>LMS</th>
<th>ADAPTIVE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson Plan</td>
<td>Fixed</td>
</tr>
<tr>
<td>Presentation</td>
<td>Group</td>
</tr>
<tr>
<td>Content</td>
<td>Common</td>
</tr>
<tr>
<td></td>
<td>Variable</td>
</tr>
<tr>
<td></td>
<td>Individual</td>
</tr>
<tr>
<td></td>
<td>Personalized</td>
</tr>
</tbody>
</table>

How do the systems help faculty?

3 Ms

- Monitor which students need assistance
- Measure curriculum performance
- Maximize course outcomes

Tracking
Adaptive Learning
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 Research Tracks

1. ASU Online
   Research on learning efficacy and learning analytics in fully online accredited programs in across subject areas. Research topics focus on learning effectiveness, course design, and student engagement measures.

2. Alt Design & Delivery
   Examining learning effectiveness in non-traditional eLearning design and accredited courses using GFA’s unique business and instructional design model.

3. Emerging Tech
   Research and discovery process of existing adaptive learning platforms, defining an industry accepted taxonomy and MVP requirements for effective adaptive platforms.

Action Lab Organizational Chart
January’17 – June’18
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 Learning Studio
- LTI
- Course Grader
- Non-Cognitive
- Student Success CTR
- Library Sciences
## Historical Record

<table>
<thead>
<tr>
<th>Observations</th>
<th>Students</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>6,97M</td>
<td>433K</td>
<td>12,095</td>
</tr>
<tr>
<td>11 years (08-16)</td>
<td>354 subject areas</td>
<td></td>
</tr>
<tr>
<td>3 modalities {L, O, D}</td>
<td>1,612 lower-division</td>
<td></td>
</tr>
</tbody>
</table>

## Relevant Courses

<table>
<thead>
<tr>
<th>Observations</th>
<th>Students</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.25M</td>
<td>210K</td>
<td>5,155</td>
</tr>
<tr>
<td>15 years (05-16)</td>
<td>231 subject areas</td>
<td></td>
</tr>
<tr>
<td>3 modalities {L, O, D}</td>
<td>1,210 lower-division</td>
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</tbody>
</table>

## At-Scale Sample

<table>
<thead>
<tr>
<th>Observations</th>
<th>Students</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.25M</td>
<td>186K</td>
<td>341</td>
</tr>
<tr>
<td>6 years (10-16)</td>
<td>79 subject areas</td>
<td></td>
</tr>
<tr>
<td>2 modalities {L, O}</td>
<td>152 lower-division</td>
<td>(79 100-level)</td>
</tr>
</tbody>
</table>

## Focal Sample

<table>
<thead>
<tr>
<th>Observations</th>
<th>Students</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>63K</td>
<td>38K</td>
<td>6</td>
</tr>
<tr>
<td>2 years (14-16)</td>
<td>6 subject areas</td>
<td></td>
</tr>
<tr>
<td>3 modalities {L, O, D}</td>
<td>all lower-division, all 100-level</td>
<td></td>
</tr>
</tbody>
</table>

## Efficacy Methods

### Modalities
- ASU Online vs.
- Face-To-Face

### Student Success
- Completion
- Passing
- Mastery

### Model Predictions: Conditional Probability of Success
Efficacy & Equity Metrics

**Efficacy:**
How well does an ASU-O course do, overall, relative to its course-matched Face-to-Face counterpart?

**Inequity:**
How much does the ASU-O F2F gap differ in that course for students who differ on an attribute?

**Performance:**
How well does an ASU-O course do in absolute terms?
Learning Analytics

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

Learning Analytics

**Results**

**Course Design:**
- ASU Online vs. iCourse
- Course Design Features

**Student Behavior**

**Student Attributes**

**Student Success**
- Completion
- Passing
- Mastery

**SRI Sample**
- 63K observations
  - 2 years (14-16)
  - 3 modalities (I, O, F3K)
- 38K students
  - 6 subject areas
  - all low-division
  - all 100-level
- 6 courses

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Acao Digital Fellows Briefing
18 July 2017
Learning Analytics Results

Course Design:
- ASU Online vs lCourse
- Syllabus
- Discussion Board
- Resource
- Rubric
- Exam Study Tool
- Review Quiz
- Study Plan

Student Behavior
- Consistent Time of Day
- Activity Clustering
- Number of Active Days
- Unique Items in First 30 Days
- Total Activity in First 30 Days

Student Success
- Completion
- Passing
- Mastery

SRI Sample
- 63K observations
  2 years (14-16)
- 3 modalities (H, I, F2F)
- 38K students
  6 subject areas
  all lower-division
  all 100-level
- 6 courses

Student Behavior: Completion

<table>
<thead>
<tr>
<th>Behavior</th>
<th>ENG 102</th>
<th>MAT 117</th>
<th>MAT 142</th>
<th>PSY 101</th>
<th>SOC 101</th>
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</thead>
<tbody>
<tr>
<td>Consist TOD</td>
<td></td>
<td></td>
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<tr>
<td>Activity Clustering</td>
<td></td>
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<tr>
<td>Active Days</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Unique in 1st 30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total in 1st 30</td>
<td></td>
<td></td>
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</tbody>
</table>

Graph showing completion rates for different courses with various metrics.
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
**Fall 14/ Spring 15 Unique MAT117-track Students Enrolling in MAT117 or MAT110 in Fall Term**

- 2,710 students enrolled in MAT117 or MAT110.
- 1,619 passed MAT117 on 1st attempt.
- 1,087 students enrolled in MAT110.
- 378 students did not continue in MAT117.
- 381 students passed MAT117 on 2nd attempt.
- 915 students passed MAT117 on 1st attempt.
- 319 students passed MAT110.
- 100 students passed MAT117 on 2nd attempt.

*Estimated by eliminating 50% of students who enrolled in 110 but did not continue on.*

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**Fall 16/ Spring 17 Unique Students Enrolling in MAT117 in Fall Term**

- 2,534 students enrolled in MAT117.
- 1,664 passed MAT117 on 1st attempt.
- 870 students did not continue.
- 340 students passed MAT117 on 2nd attempt.
- 247 students passed MAT117 on 3rd attempt.
- 112 students passed MAT117 on 2nd attempt.

**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
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 synchs on individual contact level via native Salesforce application.
- Qualtrics data synchs on individual contract record level via native Salesforce application.
- Users receive motivational content tailored to their situation to increase academic performance.

Process:
1. Survey embedded in course intro
2. Survey response sent to Qualtrics
3. Qualtrics data synched to contact record in Salesforce
4. Learners sorted into appropriate cohorts
5. Email service provider sends cohort-specific content

System in use:
edX, Qualtrics, Salesforce, Yammer, Email service provider.
Using analytics to inform course redesign

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

ASU Online
Social Identity Threat: Closing Global and Gender Gaps

MOOC completion is higher on average in more-developed countries. National average course completion rate, as a function of UN Human Development Index, of 1.8 million learners enrolled in 55 MOOCs created by Stanford University and offered on the Coursera platform between 2013 and 2015. Each point represents a country with size proportionate to the number of learners (points with n < 100 excluded). A weighted best-fit line is shown (r = 0.78, P < 0.001) (5).

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
Global Freshman Academy

www.edx.org/globalfreshmanacademy
Global Freshman Academy
Global Freshman Academy

ASU Global Freshman Math Academy

Admission, Orientation
Discussion and Examination

Personalized Adaptive Learning

Content, Coaching, and Credit

ASU Global Freshman Math Academy

Courses are always open

Learners at Every Level

Students Set and Track Their Own Goals
Global Freshman Academy
Global Freshman Academy
Global Freshman Academy
Global Freshman Academy
“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
Global Freshman Academy

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
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

- General Education
  - BSC 121: Introduction to Biology
  - BSC 122: Introduction to Chemistry
  - MAT 117: Calculus
  - MAT 121: Calculus I

- Engineering Track
  - ECE 140: Electrical Engineering I
  - ECE 142: Electrical Engineering II

- Business Track
  - BBA 101: Principles of Business

- Healthcare Track (Projected)
  - BIO 101: Biology I
  - BIO 102: Biology II

- Humanities Track (Projected)
  - HUM 101: Humanities

ACAO Digital Fellows Briefing
18 July 2017

ARizona State University
Instructional Design Overview

Vicki Harmon
Senior Instructional Designer & Manager, Professional Development

Athena Kennedy
Senior Instructional Designer

MEET THE TEAM
Instructional Design Overview

Workload
HIGH CAPACITY

900 Course Projects
1/3 New Builds - 2/3 Enhancements

Doing
THE WORK

BOUTIQUE ← TARGET → FACTORY

Master Course Model
Instructional Design Overview

Embrace
THE PROCESS

DISCOVER
PROTOTYPE
LAUNCH
EVALUATE
ENHANCE

The goal
BUILD FOR SPEED

PROTOTYPE
Course maps
Templates
Checklists
Rapid dev tools
The goal

BUILD FOR QUALITY

Quality Matters
Workshops and training
Faculty Center
Readiness checks
360 Course Reviews

The goal

BUILD FOR QUALITY

- 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
Instructional Design Overview

Embrace THE PHILOSOPHY

ACTIVE vs PASSIVE

Discussion
Problem solving
Group work
Peer review
Design projects
Lab exercises
Collab writing

Assess quality 360° REVIEW

WORKSHOP COMPLETION
PASS RATES
WITHDRAWAL RATES

FACULTY SELF STUDY
SUCCESS COACHES
STUDENT SERVICES
INSTRUCTIONAL DESIGNERS
BLACKBOARD ANALYTICS

TERM START QA CHECK

FINAL GRADES
COURSE EVALS
Instructional Design Overview
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](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](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](http://onlinestudio.asu.edu)
- The **Master Class for Teaching Online Workshop** on effective pedagogy and course design [http://asuonline.eventbrite.com](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](http://links.asu.edu/ASUOQuality)

### Design Standards

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

*Completion is an expectation*
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](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](http://links.asu.edu/ASUOQuality)