



## **PROGRAM EVALUATION PLAN**

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**for ONTL-5020: Introduction to Online Learning  
Course Offered by Governors State University  
University Park, IL**

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Prepared for  
ETR 531 ♦ Fall 2012  
Prof. S. Richter  
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## EXECUTIVE SUMMARY

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There has been ample research and literature which suggests that dropout rates for online courses tend to be significantly higher than the dropout rates for traditional face-to-face courses. The reasons for these results often include one or more of the following:

- A. many learners taking their first online course lack sufficient computer skills;
- B. many learners are relative newcomers to the Internet;
- C. many first-time online learners have minimal or no previous experience with integrating technology with human interaction in order to communicate effectively;
- D. many learners who enroll in an online course do so without having any way to assess whether this learning environment is appropriate for their learning style.

This evaluation has been designed to determine the effectiveness of the Introduction to Online Learning course at Governors State University for preparing learners for success in the 21st Century online classroom. The evaluation seeks to address questions from a number of stakeholders, including students, instructors, and administrators at the university.

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## **PROGRAM DESCRIPTION**

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### **Program Background**

*Introduction to Online Learning* is a comprehensive orientation to online learning that allows learners to address any knowledge gaps that exist in their preparation for successful online learning. Open to undergraduate and graduate students at [Governors State University](#) (GSU), this course provides an immersive online learning experience which introduces learners to the technologies, communication tools, and learning processes that are employed in the online classroom. Learners will: (a) analyze differences between online and traditional learning; (b) identify their own, individual learning styles and determine what adaptations, if any, may be required to succeed in an online course; (c) review the characteristics of successful online learners; (d) learn to utilize the vast resources of the Internet to facilitate learning; and (e) assess their own potential as an online learner in relationship to these issues.

### **Program Location and Size**

Introduction to Online Learning is a fully-online course, with 100% of course activities occurring synchronously and asynchronously via the Internet. GSU uses the Blackboard 9.1 Learning Management System to support and facilitate its online courses. This 2 credit hour course is offered twice during each semester of the academic year, with enrollment in each section of the course limited to a total of 25 students.

### **Program Organization**

Introduction to Online Learning is offered by the Center for Online Teaching and Learning (COTL), which supports all courses at GSU, and provides faculty development services under the direction of the Dean of the College of Education. For purposes of this evaluation, the instructor of record for this course will direct this course evaluation.

## **Special Political Considerations**

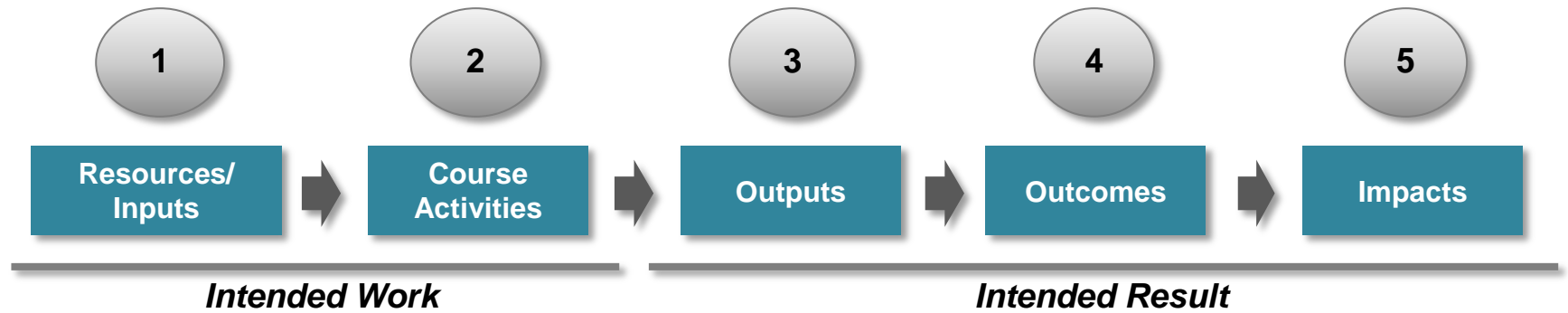
Prior to the Fall 2012 semester, COTL was a unit within the Digital Learning and Media Design department. During a recent institutional restructuring initiative, COTL was reassigned to the College of Education to provide primary support to its new online programs and faculty.

## **Evaluation Needs**

Because this course is now under the purview of the College of Education, the college Dean has requested that all instructors teaching online courses in the fall semester provide a written evaluation of their online courses at the end of the semester. The Dean of the College of Education encourages continuous program evaluation and improvement, with an emphasis on identifying the strengths and weaknesses of online course offerings in the College. To this end, the focus of this evaluation will be summative, and will be conducted during the fall 2012 semester, with the final report presented to the Dean at the end of the term.

# PROGRAM GOALS AND OUTCOMES

## Program Logic Model



|   |   |  |  |  |
|---|---|--|--|--|
| <ul style="list-style-type: none"> <li>♦ Skills of instructional design staff</li> <li>♦ Experienced online instructors</li> <li>♦ Approved syllabus</li> <li>♦ Student evaluations</li> <li>♦ Clerical support</li> <li>♦ Faculty development training/Online Teaching certificate</li> <li>♦ Computer access for faculty, staff and students</li> <li>♦ Technical support</li> <li>♦ Offices/ furniture</li> <li>♦ Blackboard LMS</li> <li>♦ Software</li> <li>♦ Internet access</li> <li>♦ Support of Provost</li> </ul> | <ul style="list-style-type: none"> <li>♦ Use LMS and other tools to complete course requirements</li> <li>♦ Use synchronous and asynchronous communication to collaborate with other learners</li> <li>♦ Retrieve and critically evaluate information on the Internet</li> <li>♦ Assess online learning skills</li> <li>♦ Instructor and Course Evaluation</li> </ul> | <ul style="list-style-type: none"> <li>♦ Active and engaged learner participation in class discussion forums</li> <li>♦ Multimedia presentation of group assignment</li> <li>♦ Annotated bibliography project</li> <li>♦ Reflection paper discussing the online learning experience</li> <li>♦ Completed Student Evaluation of Instruction (SEI) form</li> </ul> | <ul style="list-style-type: none"> <li>♦ Increased enrollment in online courses</li> <li>♦ Increased success rate of online learners</li> <li>♦ Improved quality of online teaching and learning at GSU</li> </ul> | <ul style="list-style-type: none"> <li>♦ Better prepared online learners</li> <li>♦ Improved competence of online instructors</li> </ul> |
|---|---|--|--|--|

## Stakeholder Checklist

| <i>Individuals, groups, or agencies needing the evaluation findings</i> | <i>To make policy</i> | <i>To make operational decisions</i> | <i>To provide input to evaluation</i> | <i>To react</i> | <i>For interest only</i> |
|---|-----------------------|--------------------------------------|---------------------------------------|-----------------|--------------------------|
| Provost's Office  |                       |                                      | ✓                                     |                 |                          |
| College Dean  | ✓                     | ✓                                    | ✓                                     | ✓               |                          |
| Department Head   |                       | ✓                                    | ✓                                     | ✓               |                          |
| Students who took the course  |                       |                                      | ✓                                     |                 |                          |
| Course instructor   |                       |                                      | ✓                                     | ✓               |                          |
| Instructional design team   |                       | ✓                                    | ✓                                     |                 |                          |
| University accrediting office   |                       |                                      |                                       |                 | ✓                        |
| University faculty  |                       |                                      |                                       |                 | ✓                        |
| College curriculum committee  |                       |                                      |                                       |                 | ✓                        |

## Stakeholder Priority

### 1. *Stakeholders with decision authority*

The findings of this evaluation will aid the Provost and College Dean in making appropriate policy decisions that support the university's mission and strategic plan.

### 2. *Stakeholders with direct responsibility*

Department Heads and instructional designers may utilize the evaluation findings to assist them in making operational changes to improve curriculum development.

### 3. *Intended Beneficiaries*

The primary beneficiaries of this evaluation will be the students who take enroll in the Introduction to Online Learning course and the instructors who teach it.

### 4. *Disadvantaged Stakeholders*

In response to student demand for more online courses, GSU has seen a dramatic increase in enrollment in its online courses and programs. This sustained popularity of online learning may eventually lead to a corresponding decrease in demand for traditional face-to-face courses on campus. Instructors and students who prefer traditional classroom teaching and learning may become disadvantaged as a result of reduced on-campus course offerings.

## Evaluation Design

The following Evaluation Purpose Statement describes the focus and anticipated outcomes of the evaluation:

*The purpose of this evaluation is to demonstrate the effectiveness of this online course in preparing adult learners for success in the 21<sup>st</sup> Century online classroom. The results of the evaluation will be used to enhance the design and content of the course to ensure continued relevance for learners.*

### Evaluation Questions

| Focus                     | Stakeholders                  | Questions   | Uses   |
|---------------------------|-------------------------------|---|--|
| Relationships (Formative) | Provost's Office              | <ul style="list-style-type: none"> <li>Who are our online students?</li> </ul>  | <ul style="list-style-type: none"> <li>Annual reports, speeches, marketing</li> </ul>                                      |
|                           | College Dean                  | <ul style="list-style-type: none"> <li>How much does this course cost?</li> </ul>   | <ul style="list-style-type: none"> <li>Curriculum funding and resource allocation</li> </ul>                               |
|                           | Department Head               | <ul style="list-style-type: none"> <li>How many students register for online courses each term?</li> <li>How many instructors teach online courses each term?</li> <li>What percentage of students successfully completes this course each term?</li> </ul> | <ul style="list-style-type: none"> <li>Teaching assignments/course loads</li> <li>Recruitment</li> </ul>                   |
|                           | Students who took the course  | <ul style="list-style-type: none"> <li>What is the student/instructor ratio for this course?</li> <li>How accessible is the instructor for this course?</li> </ul>  | <ul style="list-style-type: none"> <li>Course selection</li> </ul>   |
|                           | Course instructor             | <ul style="list-style-type: none"> <li>What percentage of students successfully completes this course each term?</li> <li>What do online learners need to know to be successful in this course?</li> </ul>  | <ul style="list-style-type: none"> <li>Teaching improvement</li> </ul>   |
|                           | Instructional design team     | <ul style="list-style-type: none"> <li>Which student groups are taking online courses?</li> <li>Which instructors are teaching online courses?</li> </ul>   | <ul style="list-style-type: none"> <li>Course review/improvement</li> </ul>  |
|                           | University accrediting office | <ul style="list-style-type: none"> <li>Does the course meet accreditation standards?</li> </ul>   | <ul style="list-style-type: none"> <li>Program review</li> </ul>   |
|                           | University faculty            | <ul style="list-style-type: none"> <li>Will students completing this course be prepared for online learning?</li> </ul>   | <ul style="list-style-type: none"> <li>Technology integration considerations</li> </ul>                                    |
|                           | College curriculum committee  | <ul style="list-style-type: none"> <li>Which courses are/should be approved for online delivery?</li> </ul>   | <ul style="list-style-type: none"> <li>Program review</li> </ul>   |
| Outcomes (Summative)      | Provost's Office              | <ul style="list-style-type: none"> <li>Are we adequately preparing our students for 21<sup>st</sup> Century learning?</li> </ul>  | <ul style="list-style-type: none"> <li>Annual reports, speeches, marketing</li> <li>Curriculum funding requests</li> </ul> |
|                           | College Dean                  | <ul style="list-style-type: none"> <li>How effective are our online courses?</li> </ul>   | <ul style="list-style-type: none"> <li>Program improvement</li> <li>Program review</li> </ul>                              |
|                           | Department Head               | <ul style="list-style-type: none"> <li>Are instructors effective in the online classroom?</li> <li>Are students achieving learning outcomes?</li> </ul>   | <ul style="list-style-type: none"> <li>Identify training/support needs</li> </ul>  |
|                           | Students who took the course  | <ul style="list-style-type: none"> <li>Is online learning appropriate for me?</li> </ul>  | <ul style="list-style-type: none"> <li>Future course selection</li> </ul>  |
|                           | Course instructor             | <ul style="list-style-type: none"> <li>Are my online teaching strategies effective?</li> <li>Are my students learning?</li> </ul>   | <ul style="list-style-type: none"> <li>Teaching improvement</li> </ul>   |
|                           | Instructional design team     | <ul style="list-style-type: none"> <li>Does the course employ universal design concepts?</li> <li>Are course materials presented for various learning styles?</li> </ul>  | <ul style="list-style-type: none"> <li>Course review/improvement</li> </ul>  |
|                           | University accrediting office | <ul style="list-style-type: none"> <li>Does the course meet accreditation standards?</li> </ul>   | <ul style="list-style-type: none"> <li>Program review</li> </ul>   |
|                           | University faculty            | <ul style="list-style-type: none"> <li>Will students completing this course be prepared for online learning?</li> </ul>   | <ul style="list-style-type: none"> <li>Technology integration considerations</li> </ul>                                    |
|                           | College curriculum committee  | <ul style="list-style-type: none"> <li>Are instructors effective in the online classroom?</li> <li>Are students achieving learning outcomes?</li> </ul>   | <ul style="list-style-type: none"> <li>Program improvement</li> <li>Program review</li> </ul>                              |



## Consolidated Evaluation Questions

| Evaluation Question  | Rationale   |
|--|---|
| 1. How are students/instructors reacting to the course?                                      | Addresses questions from students and instructors |
| 2. How has this course impacted student learning outcomes?                                   | Addresses questions from all stakeholder groups   |
| 3. How effective is this course in preparing students for 21 <sup>st</sup> Century learning? | Addresses questions from all stakeholder groups   |

## Evaluation Plan Matrices

| Evaluation Question #1                   | How are students/instructors reacting to the course?  |
|--|---|
| <i>Information Required</i>              | Course evaluation   |
| <i>Information Source</i>                | Students who have taken the course and instructors who have taught the course   |
| <i>Method</i>                            | Student Evaluation of Instruction (SEI) survey; Instructor interviews; student focus groups   |
| <i>Sampling</i>                          | SEIs for all registered student; Student focus groups (voluntary participation) at the end of the term; Instructor interviews with all instructors teaching online courses  |
| <i>Information Collection Procedures</i> | SEIs will be administered to all registered students during the final week of the course. Student focus groups will be facilitated by the Dean of the College of Education during several "Online Chat with the Dean" sessions. Instructor interviews will be conducted in small groups by Department Heads during 1-hour weekly departmental meetings. |
| <i>Schedule</i>                          | SEIs administered during final class meeting (before final grades are posted); student focus groups facilitated after course ends; Instructor interviews conducted after final semester grades are posted   |
| <i>Analysis Procedures</i>               | SEI data will be tabulated using a standard statistical software application. Written student comments on SEIs, and notes from student focus groups and instructor interviews will be transcribed and analyzed to identify patterns related to course reactions. All resulting data will compared with course objectives and standards.                 |

|  |   |
|--|---|
| <b>Evaluation Question #2</b>            | <b>How has this course impacted student learning outcomes?</b>  |
| <i>Information Required</i>              | Student feedback  |
| <i>Information Source</i>                | Students who have taken the course  |
| <i>Method</i>                            | Student focus groups  |
| <i>Sampling</i>                          | Student focus groups (voluntary participation) at the end of the term   |
| <i>Information Collection Procedures</i> | Student focus groups will be facilitated by the Dean of the College of Education during several online "Chat with the Dean" sessions.   |
| <i>Schedule</i>                          | Student focus groups will be conducted after the course ends  |
| <i>Analysis Procedures</i>               | Notes from student focus groups will be transcribed and analyzed to identify patterns related to learning outcomes. All resulting data will be compared with course objectives and standards. |

|  |   |
|--|---|
| <b>Evaluation Question #3</b>            | <b>How effective is this course in preparing students for 21st Century learning?</b>  |
| <i>Information Required</i>              | Course evaluation   |
| <i>Information Source</i>                | Instructional designers   |
| <i>Method</i>                            | The course will be evaluated using the Quality Matters Rubric presented at <a href="http://www.qmprogram.org/files/QM_Standards_2011-2013.pdf">http://www.qmprogram.org/files/QM_Standards_2011-2013.pdf</a>  |
| <i>Sampling</i>                          | The course will be evaluated against the Quality Matters Rubric   |
| <i>Information Collection Procedures</i> | The instructional designers will use a Scoring Sheet to evaluate the course syllabus, course website, instructional activities, accessibility, and assessment strategies against the 8 standards identified in the Quality Matters Rubric. The rubric includes a rating scale that will be used to provide an overall rating of the course. |
| <i>Schedule</i>                          | The Quality Matters Rubric evaluation will be conducted during the fall 2012 semester.  |
| <i>Analysis Procedures</i>               | Results of the rubric analysis will be analyzed to identify patterns and areas for improvement. The rubric results will be included in the final evaluation report.   |

## **LIST OF EVALUATION MEASURES\***

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### **Evaluation Measures for Evaluation Question #1**

|  |                             |
|--|-----------------------------|
| Student Evaluation of Instruction (SEI) Survey | <a href="#">Appendix A1</a> |
| Instructor Interview Questions                 | <a href="#">Appendix A2</a> |
| Student Focus Group Questions                  | <a href="#">Appendix A3</a> |

### **Evaluation Measures for Evaluation Question #2**

|                               |                             |
|-------------------------------|-----------------------------|
| Student Focus Group Questions | <a href="#">Appendix A4</a> |
|-------------------------------|-----------------------------|

### **Evaluation Measures for Evaluation Question #3**

|                        |                             |
|------------------------|-----------------------------|
| Quality Matters Rubric | <a href="#">Appendix A5</a> |
| Scoring Sheet          | <a href="#">Appendix A6</a> |

*\*The complete Measures/Instruments are provided in the Appendix.*

# EVALUATION MANAGEMENT PLAN

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## Proposed Evaluation Timeline

| PROJECT GANTT CHART         |  | TIMELINE (in weeks) |   |   |   |   |   |
|-----------------------------|--|---------------------|---|---|---|---|---|
| Activity                    | Resources                                | 1                   | 2 | 3 | 4 | 5 | 6 |
| Develop evaluation measures | Evaluator                                |                     |   |   |   |   |   |
| Conduct survey              | Institutional survey office              |                     |   |   |   |   |   |
| Recruit subjects            | Evaluator                                |                     |   |   |   |   |   |
| Conduct focus groups        | Evaluator, students, college Dean        |                     |   |   |   |   |   |
| Conduct interviews          | Evaluator, instructors, department heads |                     |   |   |   |   |   |
| Conduct rubric evaluation   | Instructional designers                  |                     |   |   |   |   |   |
| Analyze data                | Evaluator, graduate assistant            |                     |   |   |   |   |   |
| Prepare final report        | Evaluator                                |                     |   |   |   |   |   |
| Present report findings     | Evaluator                                |                     |   |   |   |   |   |
| Deliver final report        | Evaluator                                |                     |   |   |   |   |   |

## Estimated Evaluation Budget

| <b>Personnel Costs</b>                                      |                  |
|---|------------------|
| Evaluator, 1.5 months @ \$4100/mo.                          | \$6150.00        |
| Graduate assistant, 60 hours @ \$12.50/hr.                  | \$750.00         |
| College Dean, 1 hour (for online student focus group)       | In-Kind*         |
| Department head, 1 hour (for instructor interviews)         | In-Kind*         |
| 2 instructors, 1 hour (for interviews with department head) | In-Kind*         |
| <b>Total Personnel Costs</b>                                | <b>\$6900.00</b> |

| <b>Direct Costs</b>  |                 |
|--|-----------------|
| Participant support costs (focus groups, interviews)                 | \$250.00        |
| Materials and Supplies   | \$250.00        |
| Software (statistical, transcription, productivity)                  | In-Kind*        |
| Office, utilities, computer, printer, internet, phone, email account | In-Kind*        |
| Printing/Duplication   | \$100.00        |
| <b>Total Direct Costs</b>  | <b>\$600.00</b> |

|                            |                  |
|----------------------------|------------------|
| <b>Total Project Costs</b> | <b>\$7500.00</b> |
|----------------------------|------------------|

\* **Note:** *In-Kind Costs have been provided by the Institution.*

To support this evaluation effort, the college Dean will provide office space, computer equipment, standard statistical and productivity software, and a graduate student assistant to provide data collection and support assistance.

## REFERENCES

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- Morrison, G. R., Ross, S. M., & Kemp, J. E. (2007). Using evaluation to enhance programs: Conducting formative and summative evaluations. In *Designing Effective Instruction* (5<sup>th</sup> edition). Hoboken, NJ: John Wiley & Sons.
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# APPENDICES

## A. Evaluation Measures

### A1. STUDENT EVALUATION OF INSTRUCTION (SEI) SURVEY

ONLINE  
COURSE  
EVALUATIONS  
e.COM

GOVERNORS STATE UNIVERSITY

EvalCenter Handouts Reports Help Exit

Lori Townsend

**Student Evaluation of Instruction:** This evaluation is designed to determine your opinion of this course. Your individual replies will be kept confidential. The objectives are (1) to provide student feedback to the instructor and (2) to provide information regarding your experience of the instruction used in this course.

|   | Strongly Agree        | Agree                 | Neutral               | Disagree              | Strongly Disagree     | Not Applicable        |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The purpose and objectives were explained at the beginning of this course (included in the syllabus or communicated through some other mode.)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Policies of the course on such matters as grading, absence from class, schedule of assignments, etc., were stated at the beginning of the trimester (included in the syllabus or communicated through some other communication method.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Course materials and presentations were consistent with stated objectives.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The course content and the amount of work were challenging.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| There were sufficient examination and/or other evaluations to provide me with adequate feedback on my academic standing during the trimester.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Examinations and/or other evaluations reflected materials assigned.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I considered this to be an excellent course.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The instructor was prepared for the course.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| As appropriate to the delivery method, the instructor was available for class sessions as scheduled.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The instructor's communication was clear and expressive (e.g. instructor provided clear examples)   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|   | Strongly Agree        | Agree                 | Neutral               | Disagree              | Strongly Disagree     | Not Applicable        |
| The instructor encouraged me to offer replies and contribute to discussions.  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The instructor seemed concerned about my learning the material in the course.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The instructor was available for individual consultation (e.g. during scheduled office hours, by appointment, through voice mail or e-mail, etc).   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall, I was satisfied with the efforts of the instructor in this course.   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

## STUDENT EVALUATION OF INSTRUCTION (SEI) SURVEY (cont.)

|  |                       |                             |                                 |                         |                       |
|--|-----------------------|-----------------------------|---------------------------------|-------------------------|-----------------------|
|  | <b>Undergraduate</b>  |                             | <b>Graduate</b>                 |                         |                       |
| Please indicate your level:                                  | <input type="radio"/> |                             | <input type="radio"/>           |                         |                       |
|  | <b>Degree-Seeking</b> | <b>Undeclared/Undecided</b> | <b>Nondegree-Seeking</b>        |                         |                       |
| Please indicate your status:                                 | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>           |                         |                       |
|  | <b>Prerequisite</b>   | <b>Required</b>             | <b>Elective in Major</b>        | <b>General Elective</b> |                       |
| I took this course as:                                       | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>           | <input type="radio"/>   |                       |
|  | <b>3.50-4.00</b>      | <b>3.00-3.49</b>            | <b>2.50-2.99</b>                | <b>2.00-2.49</b>        | <b>Under 2.00</b>     |
| Please indicate your overall GPA range:                      | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>           | <input type="radio"/>   | <input type="radio"/> |
|  | <b>All Classes</b>    | <b>Missed 1 Class</b>       | <b>Missed 2 or More Classes</b> | <b>Does Not Apply</b>   |                       |
| In this course, I attended all sessions as scheduled.        | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>           | <input type="radio"/>   |                       |
|  | <b>Increased</b>      | <b>Stayed the Same</b>      | <b>Decreased</b>                |                         |                       |
| As a result of taking this course, my interest in the field: | <input type="radio"/> | <input type="radio"/>       | <input type="radio"/>           |                         |                       |
| Please make any comments you wish about the course:          | <input type="text"/>  |                             |                                 |                         |                       |
| Please make any comments you wish about the instructor:      | <input type="text"/>  |                             |                                 |                         |                       |



## **A2. INSTRUCTOR INTERVIEW QUESTIONS**

*Evaluation Question: How are students/instructors reacting to the course?*

- In what ways do you feel this course is useful to students?
- How often do you update course content? What content is typically updated?
- What, if any, changes do you plan to make the next time you teach this course?
- What specific assistance/information would be helpful to you in implementing new practices or integrating new technologies in this course?

## **A3. STUDENT FOCUS GROUP QUESTIONS**

*Evaluation Question: How are students/instructors reacting to the course?*

- What was the most significant result/impact of your participation in this course?
- What immediate steps/actions will you take as a result of this course?
- What specific assistance/information would have been helpful to you BEFORE you began taking this course?

## **A4. STUDENT FOCUS GROUP QUESTIONS**

*Evaluation Question: How has this course impacted student learning outcomes?*

- What new skills did you learn in this course that you can use in the future?
- How will you apply the skills you learned in this course?
- What new practice(s) will you implement as a result of taking this course?

**A5. Quality Matters Rubric** (retrieved from [http://www.qmprogram.org/files/QM\\_Standards\\_2011-2013.pdf](http://www.qmprogram.org/files/QM_Standards_2011-2013.pdf))

QUALITY MATTERS  
PROGRAM

For more information visit [www.QMprogram.org](http://www.QMprogram.org) or email [Info@qualitymatters.org](mailto:Info@qualitymatters.org)



**Quality Matters™ Rubric Standards 2011 - 2013 edition  
with Assigned Point Values**

| Standards                                 | Points  |
|---|---|
| <b>Course Overview and Introduction</b>   | 1.1 Instructions make clear how to get started and where to find various course components. 3   |
|   | 1.2 Students are introduced to the purpose and structure of the course. 3   |
|   | 1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly. 2  |
|   | 1.4 Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided. 2  |
|   | 1.5 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated. 1   |
|   | 1.6 Minimum technical skills expected of the student are clearly stated. 1  |
|   | 1.7 The self-introduction by the instructor is appropriate and available online. 1  |
|   | 1.8 Students are asked to introduce themselves to the class. 1  |
| <b>Learning Objectives (Competencies)</b> | 2.1 The course learning objectives describe outcomes that are measurable. 3   |
|   | 2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives. 3  |
|   | 2.3 All learning objectives are stated clearly and written from the students' perspective. 3  |
|   | 2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly. 3  |
|   | 2.5 The learning objectives are appropriately designed for the level of the course. 3   |
| <b>Assessment and Measurement</b>         | 3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources. 3   |
|   | 3.2 The course grading policy is stated clearly. 3  |
|   | 3.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy. 3  |
|   | 3.4 The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed. 2  |
|   | 3.5 Students have multiple opportunities to measure their own learning progress. 2  |
| <b>Instructional Materials</b>            | 4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives. 3   |
|   | 4.2 The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. 3  |
|   | 4.3 All resources and materials used in the course are appropriately cited. 2   |
|   | 4.4 The instructional materials are current. 2  |
|   | 4.5 The instructional materials present a variety of perspectives on the course content. 1  |
|   | 4.6 The distinction between required and optional materials is clearly explained. 1   |
| <b>Learner Interaction and Engagement</b> | 5.1 The learning activities promote the achievement of the stated learning objectives. 3  |
|   | 5.2 Learning activities provide opportunities for interaction that support active learning. 3   |
|   | 5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated. 3  |
|   | 5.4 The requirements for student interaction are clearly articulated. 2   |
| <b>Course Technology</b>                  | 6.1 The tools and media support the course learning objectives. 3   |
|   | 6.2 Course tools and media support student engagement and guide the student to become an active learner. 3  |
|   | 6.3 Navigation throughout the online components of the course is logical, consistent, and efficient. 3  |
|   | 6.4 Students can readily access the technologies required in the course. 2  |
|   | 6.5 The course technologies are current. 1  |
| <b>Learner Support</b>                    | 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it. 3  |
|   | 7.2 Course instructions articulate or link to the institution's accessibility policies and services. 3  |
|   | 7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services. 2 |
|   | 7.4 Course instructions articulate or link to an explanation of how the institution's student support services can help students succeed and how students can access the services. 1                              |
| <b>Accessibility</b>                      | 8.1 The course employs accessible technologies and provides guidance on how to obtain accommodation. 3  |
|   | 8.2 The course contains equivalent alternatives to auditory and visual content. 2   |
|   | 8.3 The course design facilitates readability and minimizes distractions. 2   |
|   | 8.4 The course design accommodates the use of assistive technologies. 2   |

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## A6. Scoring Sheet for use with Quality Matters Rubric

| Standards   | Points |
|---|--------|
| <p><b>1. Course Overview and Introduction (possible points = 14)</b></p> <p>1.1 Instructions make clear how to get started and where to find various course components. [if yes, add 3 points]</p> <p>1.2 Students are introduced to the purpose and structure of the course. [if yes, add 3 points]</p> <p>1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly. [if yes, add 2 points]</p> <p>1.4 Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided. [if yes, add 2 points]</p> <p>1.5 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated. [if yes, add 1 point]</p> <p>1.6 Minimum technical skills expected of the student are clearly stated. [if yes, add 1 point]</p> <p>1.7 The self-introduction by the instructor is appropriate and available online. [if yes, add 1 point]</p> <p>1.8 Students are asked to introduce themselves to the class. [if yes, add 1 point]</p> |        |
| <p><b>2. Learning Objectives (possible points = 15)</b></p> <p>2.1 The course learning objectives describe outcomes that are measurable. [if yes, add 3 points]</p> <p>2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives. [if yes, add 3 points]</p> <p>2.3 All learning objectives are stated clearly and written from the students’ perspective. [if yes, add 3 points]</p> <p>2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly. [if yes, add 3 points]</p> <p>2.5 The learning objectives are appropriately designed for the level of the course. [if yes, add 3 points]</p>  |        |
| <p><b>3. Assessment and Measurement (possible points = 13)</b></p> <p>3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources. [if yes, add 3 points]</p> <p>3.2 The course grading policy is stated clearly. [if yes, add 3 points]</p> <p>3.3 Specific and descriptive criteria are provided for the evaluation of students’ work and participation and are tied to the course grading policy. [if yes, add 3 points]</p> <p>3.4 The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed. [if yes, add 2 points]</p> <p>3.5 Students have multiple opportunities to measure their own learning progress. [if yes, add 2 points]</p>  |        |
| <p><b>4. Instructional Materials (possible points = 12)</b></p> <p>4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives. [if yes, add 3 points]</p> <p>4.2 The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. [if yes, add 3 points]</p> <p>4.3 All resources and materials used in the course are appropriately cited. [if yes, add 2 points]</p> <p>4.4 The instructional materials are current. [if yes, add 2 points]</p> <p>4.5 The instructional materials present a variety of perspectives on the course content. [if yes, add 1 point]</p> <p>4.6 The distinction between required and optional materials is clearly explained. [if yes, add 1 point]</p>  |        |

***Scoring continues on next page***

## Scoring Sheet for use with Quality Matters Rubric (cont.)

| Standards  | Points |
|--|--------|
| <p><b>5. Learner Interaction and Engagement (possible points = 11)</b></p> <p>5.1 The learning activities promote the achievement of the stated learning objectives. [if yes, add 3 points]</p> <p>5.2 Learning activities provide opportunities for interaction that support active learning. [if yes, add 3 points]</p> <p>5.3 The instructor’s plan for classroom response time and feedback on assignments is clearly stated. [if yes, add 3 points]</p> <p>5.4 The requirements for student interaction are clearly articulated. [if yes, add 2 points]</p>   |        |
| <p><b>6. Course Technology (possible points = 12)</b></p> <p>6.1 The tools and media support the course learning objectives. [if yes, add 3 points]</p> <p>6.2 Course tools and media support student engagement and guide the student to become an active learner. [if yes, add 3 points]</p> <p>6.3 Navigation throughout the online components of the course is logical, consistent, and efficient. [if yes, add 3 points]</p> <p>6.4 Students can readily access the technologies required in the course. [if yes, add 2 points]</p> <p>6.5 The course technologies are current. [if yes, add 1 point]</p>   |        |
| <p><b>7. Learner Support (possible points = 9)</b></p> <p>7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it. [if yes, add 3 points]</p> <p>7.2 Course instructions articulate or link to the institution’s accessibility policies and services. [if yes, add 3 points]</p> <p>7.3 Course instructions articulate or link to an explanation of how the institution’s academic support services and resources can help students succeed in the course and how students can access the services. [if yes, add 2 points]</p> <p>7.4 Course instructions articulate or link to an explanation of how the institution’s student support services can help students succeed and how students can access the services. [if yes, add 1 point]</p> |        |
| <p><b>8. Accessibility (possible points = 9)</b></p> <p>8.1 The course employs accessible technologies and provides guidance on how to obtain accommodation. [if yes, add 3 points]</p> <p>8.2 The course contains equivalent alternatives to auditory and visual content. [if yes, add 2 points]</p> <p>8.3 The course design facilitates readability and minimizes distractions. [if yes, add 2 points]</p> <p>8.4 The course design accommodates the use of assistive technologies. [if yes, add 2 points]</p>  |        |
| <p><b>Total Rubric Score (total possible points = 95)</b></p> <p><i>Add the points in each of the 8 standards sections above to obtain Total Rubric Score</i></p>  |        |

## B. Evaluator Credentials



**Lori Crawford Townsend**

[Lori.Townsend3@att.net](mailto:Lori.Townsend3@att.net)

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### EDUCATION

**Doctor of Education, Instructional Technology**

Northern Illinois University, DeKalb, IL

*Expected 2016*

**Master of Science in Education, Instructional Technology**

Northern Illinois University, DeKalb, IL

December 2012

**Graduate Certificate, Online Teaching**

Governors State University, University Park, IL

Awarded December 2010

**Master of Business Administration**

Governors State University, University Park, IL

Awarded December 1995

**Bachelor of Arts**

Chicago State University, Chicago, IL

Awarded May 1992

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### EMPLOYMENT HISTORY

**Governors State University**

**2008 to present**

**Office of the Provost**

*Business/Administrative Associate*

Provide high level administrative support to the Provost and Academic Vice President. Duties include fiscal management, meeting and event planning, managing electronic workflows, maintaining department website, designing and facilitating secure portal workspaces, conducting research and preparing reports, coordinating committees, and property control.

## **Governors State University (continued)**

### **South Metropolitan Higher Education Consortium**

#### *Operations Manager*

Provided high level administrative support for the Consortium, which serves twelve higher education institutions through various committees and work groups. Duties included project management, event planning and logistics management, fund and grant management, automating processes, updating and maintaining website, creating marketing materials, conducting research and preparing reports, coordinating committees and managing office operations.

### **College of Arts and Sciences, Office of the Dean**

#### *Distance Learning Coordinator*

Coordinated course logistics and support for distance learning faculty and students in the College, liaised with campus departments to facilitate student registrations and faculty requests, scheduled and organized class meetings, orientations & examinations, provided technical support for faculty and students using LMS, placed textbook orders, provided technical support for video-conferencing activities, prepared course enrollment reports.

#### *Adjunct Faculty Member*

##### **Courses Taught:**

- A. Interdisciplinary Studies Program
  - ♦ IDSS-310: Perspectives on Interdisciplinary Studies (Online & F2F)
  - ♦ IDSS-405: Tools for Interdisciplinary Studies (F2F)
- B. Communication Studies Program
  - ♦ COMS-505: Communications Workshop: Effective Time Management (F2F)
- C. Center for Online Teaching and Learning
  - ♦ ONTL-502: Introduction to Online Learning (Online)

### **School of Extended Learning**

#### *Administrative Support, College of Arts and Sciences*

Managed distance learning course entry, liaised with campus departments to facilitate student registrations and faculty requests, scheduled and organized class meetings, orientations & examinations, supported faculty and students with questions about the accessing and using LMS tools, coordinated textbook orders, monitored department website, provided technical support for video-conferencing activities, prepared course enrollment reports.

## **The University of Chicago**

**2000 to 2007**

### **Department of Pediatrics**

#### *Human Resources and Academic Affairs Coordinator*

Maintained confidential physician and staff employment records, coordinated medical staff privileges, managed care credentialing and medical licensure, prepared faculty appointment cases for recruitment, reappointment and promotion, coordinated departmental compliance

training for HIPAA, Fraud Awareness, and Patient Safety, organized committee meetings and faculty development events, managed payroll function for union and non-union employees.

### **Career Planning Services**

#### *Career Programming and Special Events Manager*

Managed logistics for a robust calendar of events, including 8 annual career fairs, over 100 quarterly programs, and 75 corporate-sponsored recruiting events during the academic year and summer; created a strategic plan to build a student ambassador program to increase student involvement in corporate-sponsored events; developed and implemented program to provide event planning assistance and technical expertise to recognized student organizations; counseled and coached student leaders in event planning, marketing and alumni/corporate involvement; coordinated the annual Monster.com Diversity Leadership Weekend Conference for 500 students and staff attendees; developed a framework for planning cultural, educational, and social programming for 250 summer interns in Chicago; coordinated alumni volunteer support and attendance at events; prepared and managed event budgets.

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## **OVERVIEW OF TECHNOLOGY PROFICIENCIES**

|   |   |
|---|---|
| <b>Hardware:</b>                          | Windows OS computers & peripherals, multimedia and videoconferencing, ELMO document cameras, Technology-enhanced classroom equipment; Smart Phone technology with Honeycomb/Ice Cream Sandwich OS |
| <b>Web Editing:</b>                       | FrontPage, KompoZer; <i>Browsers:</i> Internet Explorer, Firefox, Chrome  |
| <b>Communication &amp; Collaboration:</b> | Google Drive, SkyDrive, DropBox, Skype, Adobe Connect, Wimba Live, AnyMeeting, Diigo  |
| <b>Productivity:</b>                      | Microsoft Office: Word, Excel, Access, PowerPoint, Publisher, Outlook; Adobe Acrobat  |
| <b>Instructional:</b>                     | Blackboard/WebCT, Moodle, Wimba Live Classroom  |
| <b>Web 2.0:</b>                           | Audacity, VoiceThread, BrainShark, Blogs, Wikis, Screencasts, podcasts, Issuu, SlideRocket, Prezi, YouTube  |
| <b>Social Networking:</b>                 | Facebook, Twitter, LinkedIn   |

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## **SELECT UNIVERSITY SERVICE & HONORS**

### **Northern Illinois University**

- ♦ Guest Panelist, ETRA Department, TS 3.0 Cohort Orientation, September 2012
- ♦ Dr. Robert F. English Award, ETRA Department, October 2012

## University Service and Honors (continued)

### Governors State University

- ♦ Employee of the Month, August 2010
- ♦ Annual Campus Fundraising Campaign Volunteer, 2010-present
- ♦ Faculty Search Committee, Criminal Justice Program, 2011
- ♦ Campus Events Volunteer, 2009-2011
- ♦ Emergency Response Volunteer Corps, 2009-present

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## C. Human Subjects Protection Training

