

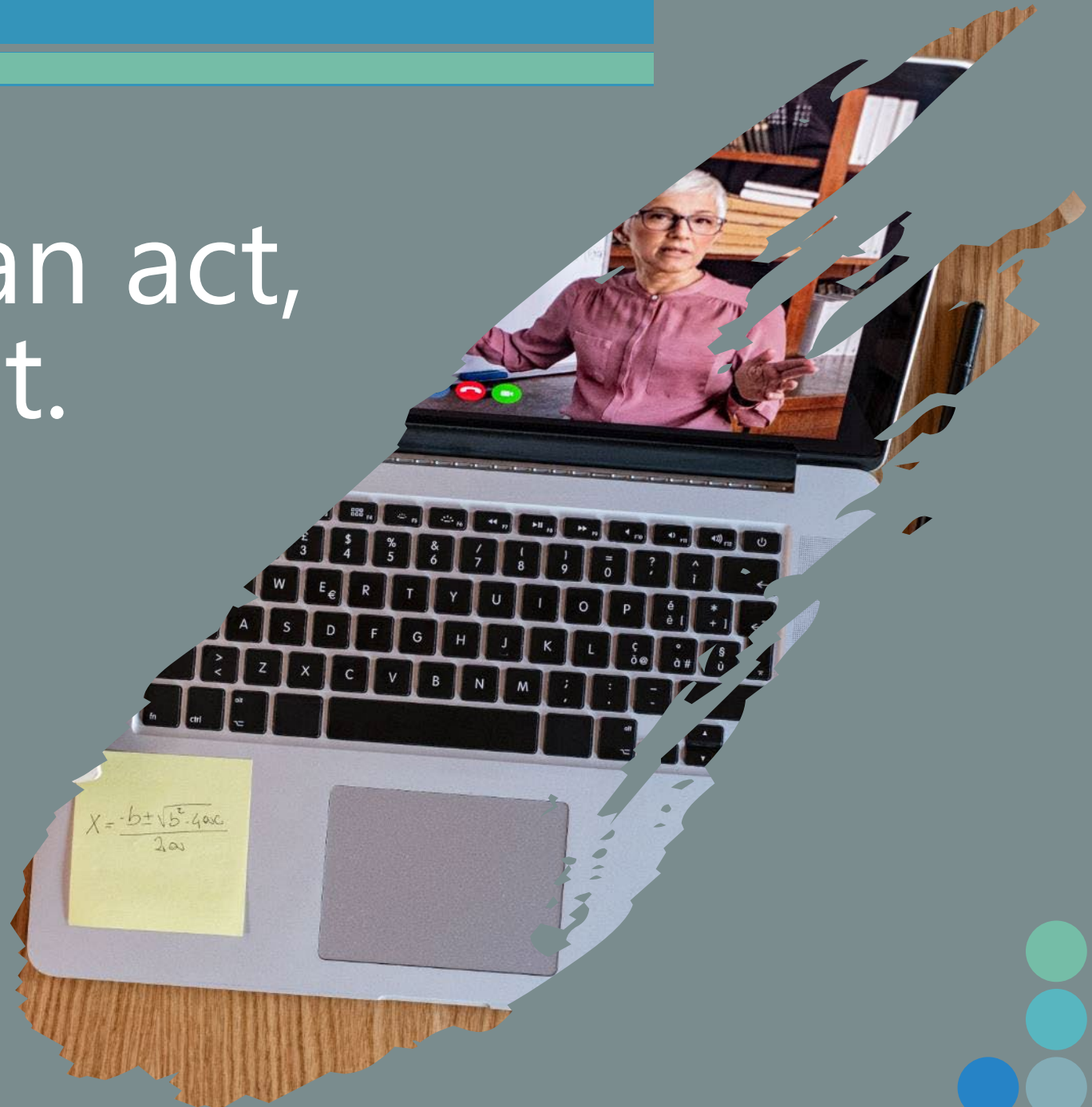
Quality is not an act,
it is a habit.

– Aristotle

EVMS Course Scorecard

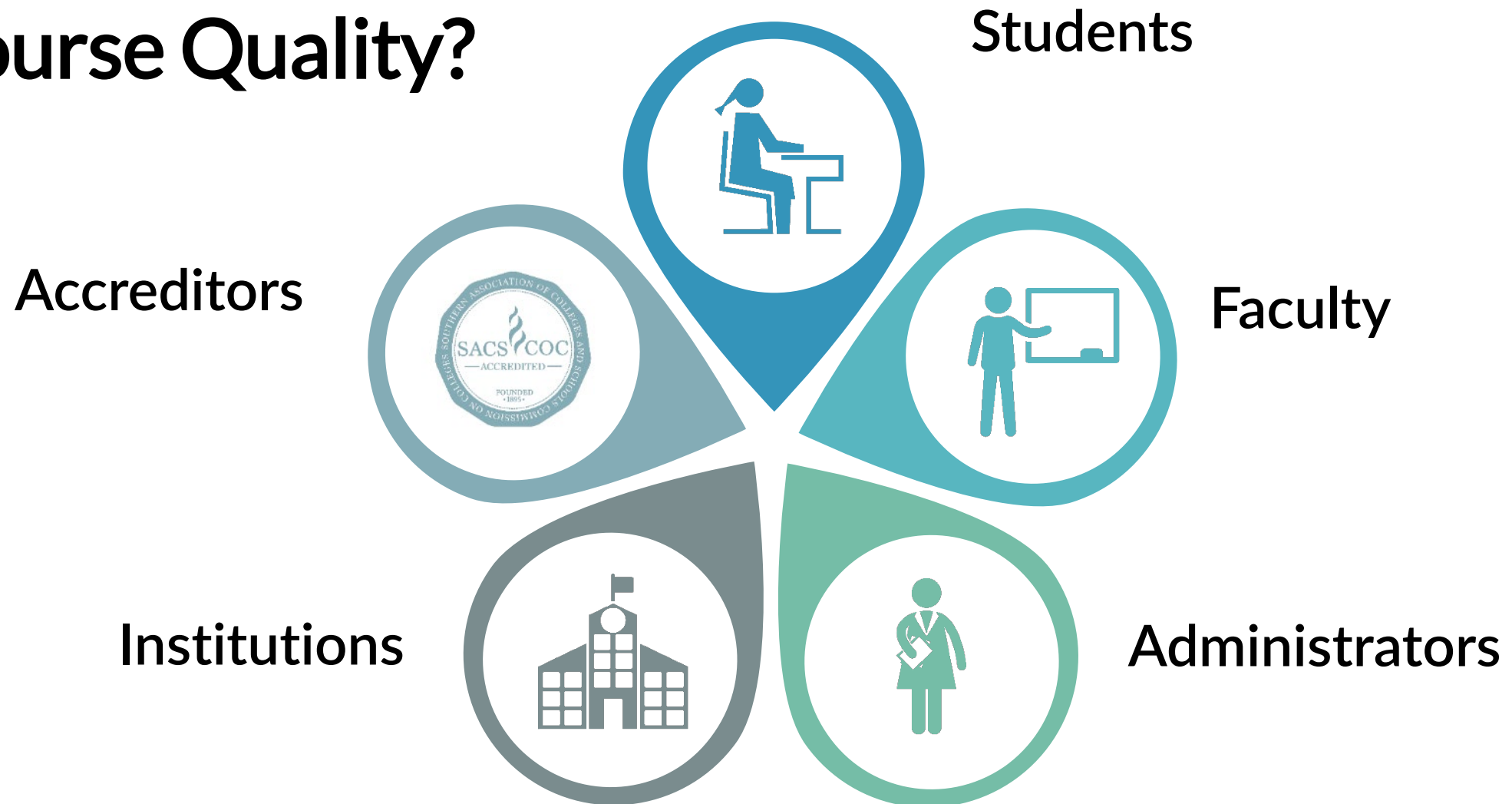
by the

Instructional Design &
Technology Department



A Quick Poll...

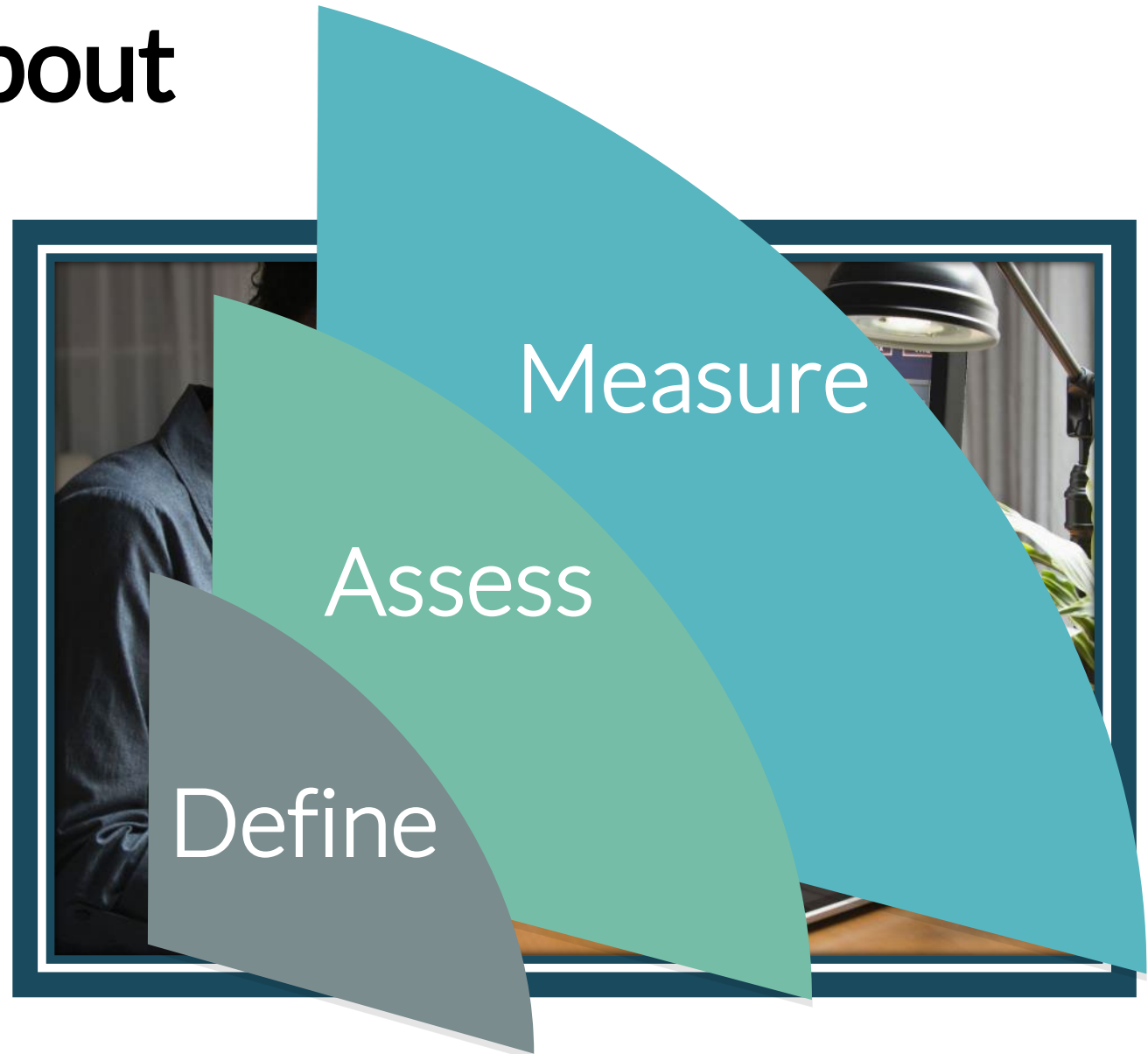
Who Cares About Course Quality?



Why Do We Care About Quality?

- ❖ Improves student learning outcomes and retention
- ❖ Prevents cheating
- ❖ Promotes interest and engagement
- ❖ Encourages lifelong learning

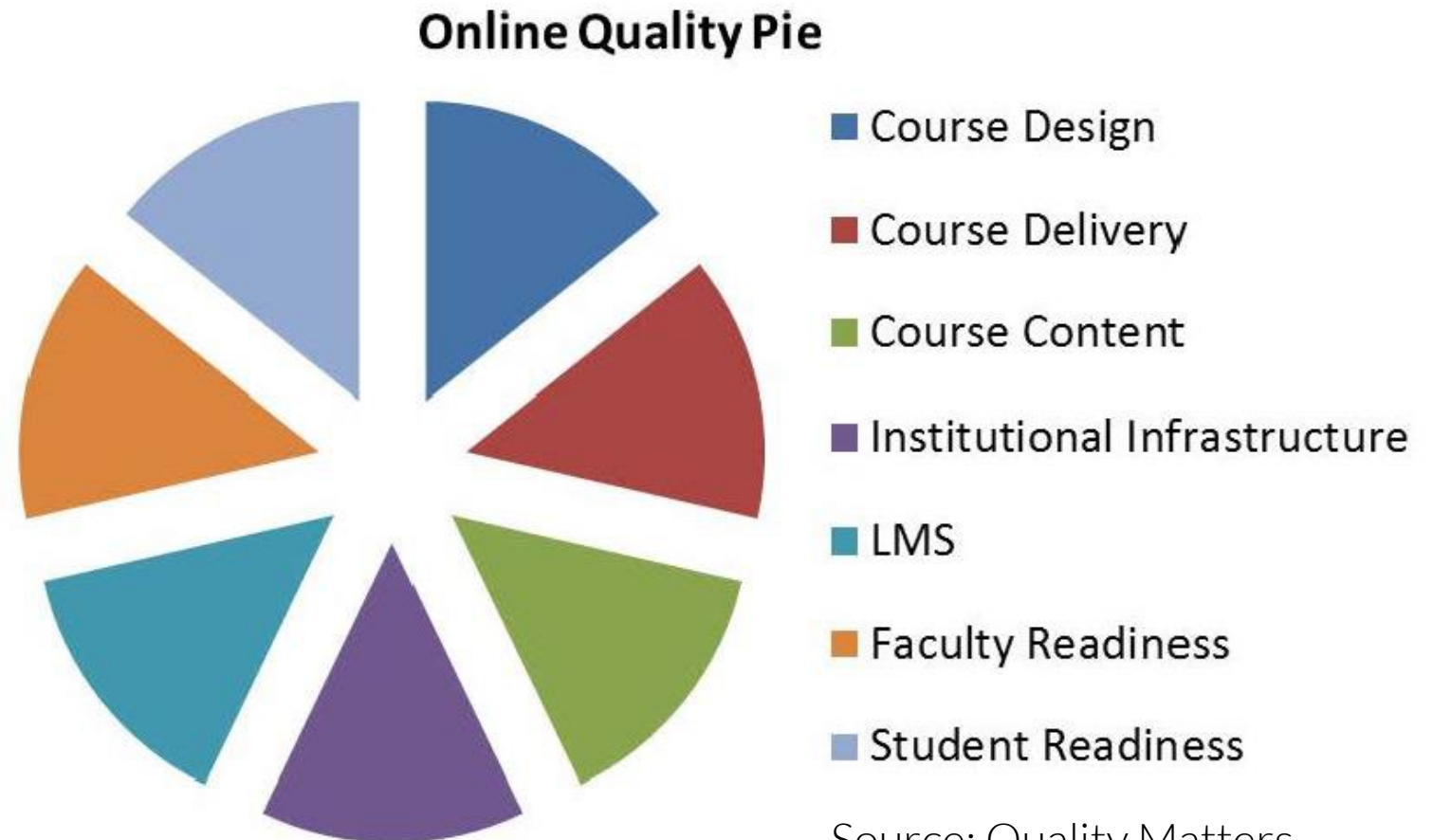
But how do we...



A Quick Poll...

Defining Quality

- ❖ Suitable for its intended purpose, while satisfying expectations
- ❖ Which components of quality can we control?

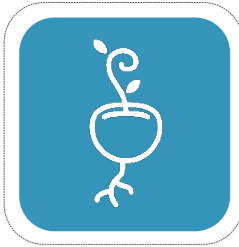


Source: Quality Matters

A Journey in Quality

Origin

Started in 2018 by the Distance Education department



Design

National scorecards analyzed for application at EVMS



Process

Extensive literature reviews of education research and higher education industry leaders



Product

EVMS Quality Scorecard incorporates research and best practices



Distance Education Online Course Scorecard

Standards	Points
Course Overview & Introduction	1.1 A printable course syllabus including course modality, instructor contact information, course purpose, required competencies, and course policies is provided. 3
	1.2 Easily found orientation materials include explanation of how to navigate the LMS, overall course, learning modules, and student support services. 3
Policies & Resources	2.1 Links or descriptions of instructor, course, and institutional policies are provided, explained, and easy to find. 3
	2.2 Links to institutional services and learner success resources are provided and easy to find. 3
Learning Outcomes	3.1 Course learning outcomes are easily located in the syllabus, or at the beginning of learning modules. 3
	3.2 Course learning outcomes are aligned with program and institutional learning outcomes, as well as course assignments and assessments. 3
	3.3 Course learning outcomes are clearly defined, measurable, suited to the level of the course, and regularly reviewed. 3
Course Design	4.1 Course uses consistent, cohesive design with clear structure and organization. 3
	4.2 Content displays a logical and intuitive progression with an evenly distributed workload presented in manageable sections to facilitate student learning. 3
	4.3 Content is presented using a variety of appropriate mechanisms and is enhanced with relevant supplemental sources. 3
	4.4 The course provides additional resources, assistance, and technical support to help learners master the course materials. 3
	5.1 Technical skills and technology required for participation in course activities are clearly stated, easily obtained, and supported with resources. 3
Technology and Tools	5.2 Technology used in the course supports the learning outcomes, and facilitates student-centered learning by increasing student engagement with course content. 3
	5.3 Links, instructions, and privacy policies are available for all technology required for learning activities. 3
	5.4 All course technologies are current and meet accessibility standards. 3
	6.1 Course design adheres to universal design standards to facilitate readability and ease of use. 3
Accessibility	6.2 Course content integrates alternative resources and file formats, allows for assistive processes, and is easily readable by assistive technologies. 3
	6.3 Links to institutional policies, contacts, and procedures for supporting learners with disabilities are included and easy to find. 3
	7.1 Course content supports all course outcomes and competencies in manageable segments. 3
Course Content	7.2 Learning activities include explicit explanations of purpose, participation instructions, submission deadlines, and assessment details. 3
	7.3 Course materials and resources are current, and include copyright and licensing status. 3
	7.4 Course offers access to a variety of engaging resources and multimedia that facilitate communication and collaboration, deliver content, and support learning and engagement. 3
	7.5 Assignments and assessments are meaningful, emulate real world application, visible to the learner, and align to stated goals, objectives, and content. 3
Assessment	8.1 Detailed assessment instructions and evaluation criteria are clearly stated. 3
	8.2 Multiple types of assessments are used frequently throughout the duration of the course. 3
	8.3 Opportunities for learner self-assessment that provide constructive, meaningful feedback are provided. 3
Interaction and Community	9.1 There are opportunities for synchronous and/or asynchronous interaction, as appropriate. 3
	9.2 Learner-to-learner and learner-to-instructor interactions are required as part of the course. 3
	9.3 Instructor creates a safe, positive, inclusive, supportive, and engaging climate for collaboration. 3
	9.4 Instructor uses strategies that encourage students to be self-directed and take responsibility for their learning. 3
	9.5 Collaboration activities reinforce course content and learning outcomes, while building workplace skills such as teamwork, cooperation, negotiation, and consensus-building. 3
	9.6 Course activities promote discussion with clear expectations for participation and assessment to facilitate student interactions and promote awareness of other perspectives. 3
Feedback and Improvement	10.1 Learners have multiple opportunities to provide anonymous, descriptive feedback on course design, course content, course experience, and ease of online technology. 3
	10.2 Instructor continuously evaluates and makes changes to the effectiveness, design, and content of the course based on student performance and feedback. 3

Assessing and Evaluating Quality

EVMS Quality Scorecard

A set of tools for designing and reviewing EVMS courses

What is the EVMS Course Scorecard?



The scorecard IS:

- ❖ Continuous
- ❖ Student-Centered
- ❖ Collegial and Collaborative



The scorecard IS NOT:

- ❖ A faculty evaluation
- ❖ A pass/fail test
- ❖ Creating the “perfect” course

The scorecard reviews course design only.

It does NOT review: course delivery, course content, learning management systems, university infrastructure, faculty training, or student readiness.

Nationally Recognized Scorecards



Blackboard Exemplar Course Rubric (BB)



Open SUNY Course Quality Review (OSCAR)



Quality Scorecard for the Administration of Online Programs (QCAOP)



Quality Course Teaching and Instructional Practice (QCTIP)



Quality Matters Higher Education course Rubric (QM)

Scorecard Benefits



Quality

Demonstrates the course reaches a set level of excellence

Consistency

High standard across programs and the institution

Trustworthy

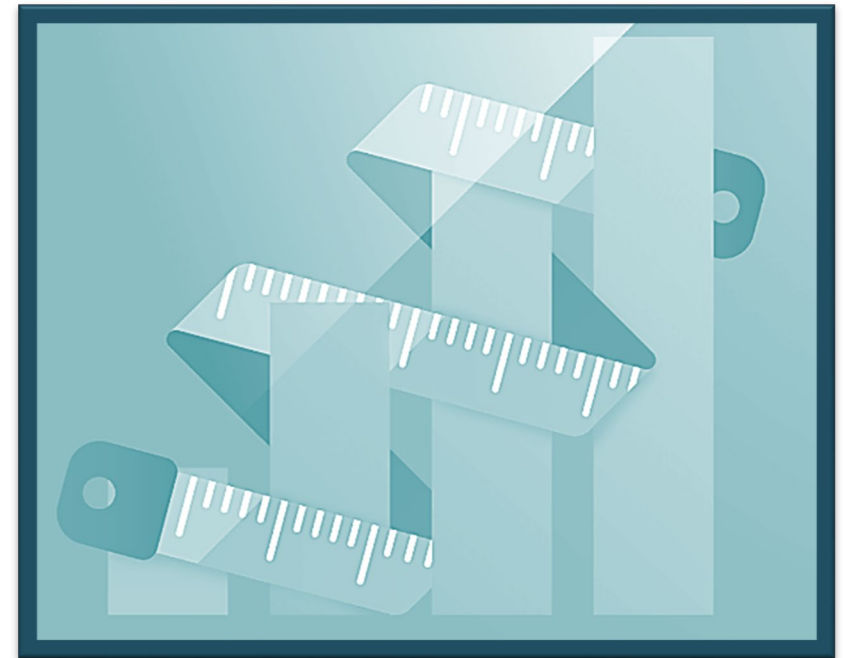
Fosters objective feedback on course design

Experience

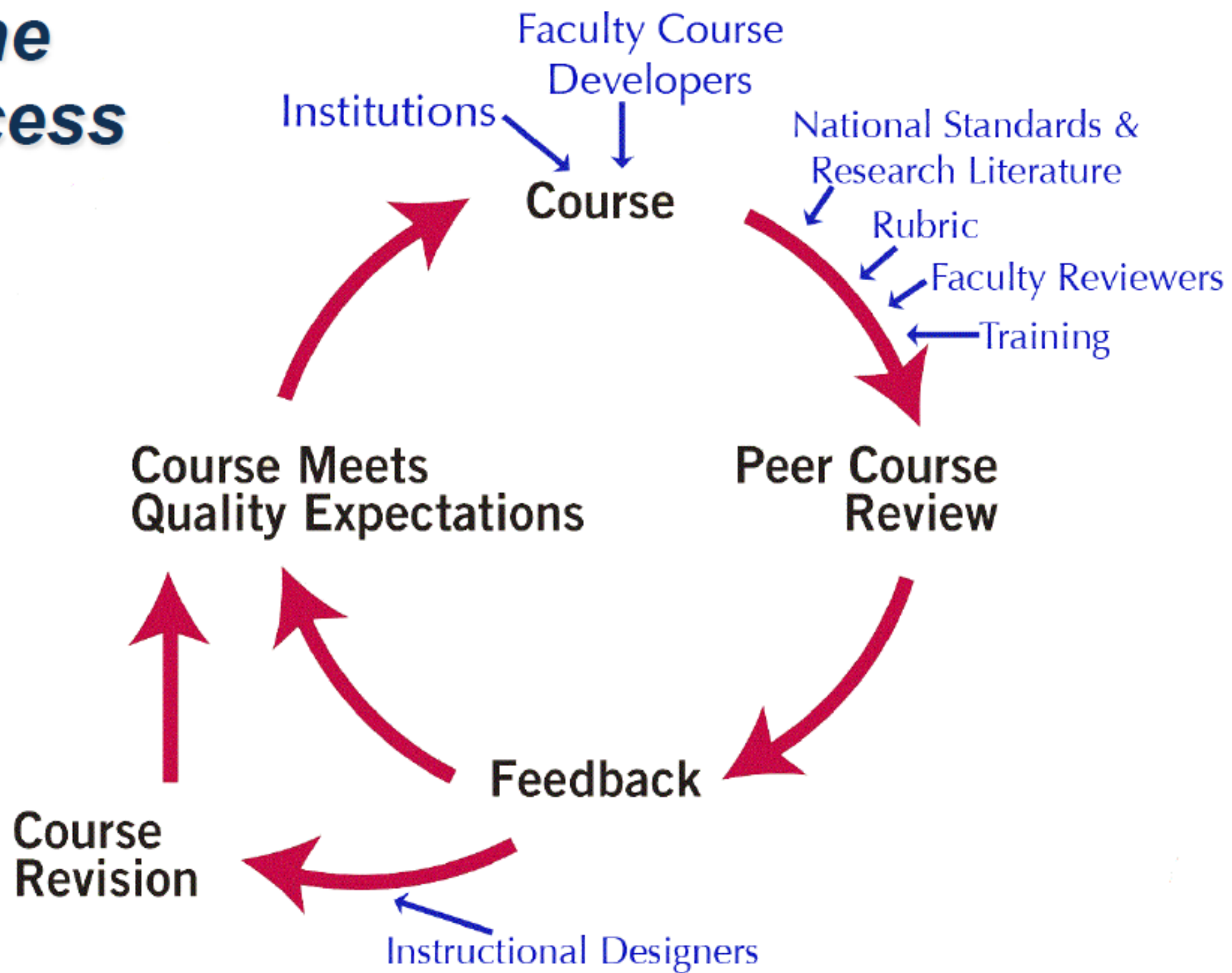
All courses at EVMS provide a first-rate experience for students

Using the Scorecard

- ❖ Aid in the creation of courses designed to meet standards from the outset
- ❖ Assess the level to which an existing course meets the standards
- ❖ For faculty, staff, instructional designers, administrators, or anyone else interested in assessing course quality
- ❖ Annotated Guide provides additional explanations, details, resources, and training



The Process



Scorecard Content

❖ 10 Standards

- Course Overview & Introduction
- Policies & Resources
- Learning Outcomes
- Course Design
- Technology and Tools
- Accessibility
- Course Content
- Assessment
- Interaction and Community
- Feedback and Improvement

Scorecard Content

❖ Standard 1: Course Overview & Introduction

1.1: A printable course syllabus including course modality, instructor contact information, course purpose, required competencies, and course policies is provided.

1.2: Easily found orientation materials include explanation of how to navigate the LMS, overall course, learning modules, and student support services.

❖ Standard 2: Policies & Resources

2.1: Links or descriptions of instructor, course, and institutional policies are provided, explained, and easy to find.

2.2: Links to institutional services and learner success resources are provided and easy to find.

Scorecard Content

❖ Standard 3: Learning Outcomes

3.1: Course learning outcomes are easily located in the syllabus, or at the beginning of learning modules.

3.2: Course learning outcomes are aligned with program and institutional learning outcomes, as well as course assignments and assessments.

3.3: Course learning outcomes are clearly defined, measurable, suited to the level of the course, and regularly reviewed.

Scorecard Content

❖ Standard 4: Course Design

4.1: Course uses consistent, cohesive design with clear structure and organization.

4.2: Content displays a logical and intuitive progression with an evenly distributed workload presented in manageable sections to facilitate student learning.

4.3: Content is presented using a variety of appropriate mechanisms and is enhanced with relevant supplemental sources.

4.4: The course provides additional resources, assistance, and technical support to help learners master the course materials.

Scorecard Content

❖ Standard 5: Technology & Tools

- 5.1: Technical skills and technology required for participation in course activities are clearly stated, easily obtained, and supported with resources.
- 5.2: Technology used in the course supports the learning outcomes, and facilitates student-centered learning by increasing student engagement with course content.
- 5.3: Links, instructions, and privacy policies are available for all technology required for learning activities.
- 5.4: All course technologies are current and meet accessibility standards.

Scorecard Content

❖ Standard 6: Accessibility

6.1: Course design adheres to universal design standards to facilitate readability and ease of use.

6.2: Course content integrates alternative resources and file formats, allows for assistive processes, and is easily readable by assistive technologies.

6.3: Links to institutional policies, contacts, and procedures for supporting learners with disabilities are included and easy to find.

Scorecard Content

❖ Standard 7: Course Content

7.1: Course content supports all course outcomes and competencies in manageable segments.

7.2: Learning activities include explicit explanations of purpose, participation instructions, submission deadlines, and assessment details.

7.3: Course materials and resources are current, and include copyright and licensing status.

7.4: Course offers access to a variety of engaging resources and multimedia that facilitate communication and collaboration, deliver content, and support learning and engagement.

7.5: Assignments and assessments are meaningful, emulate real world application, visible to the learner, and align to stated goals, objectives, and content.

Scorecard Content

❖ Standard 8: Assessment

8.1: Detailed assessment instructions and evaluation criteria are clearly stated.

8.2: Multiple types of assessments are used frequently throughout the duration of the course.

8.3: Opportunities for learner self-assessment that provide constructive, meaningful feedback are provided.

Scorecard Content

❖ Standard 9: Interaction and Community

9.1: There are opportunities for synchronous and/or asynchronous interaction, as appropriate.

9.2: Learner-to-learner and learner-to-instructor interactions are required as part of the course.

9.3: Instructor creates a safe, positive, inclusive, supportive, and engaging climate for collaboration.

9.4: Instructor uses strategies that encourage students to be self-directed and take responsibility for their learning.

9.5: Collaboration activities reinforce course content and learning outcomes, while building workplace skills such as teamwork, cooperation, negotiation, and consensus-building.

9.6: Course activities promote discussion with clear expectations for participation and assessment to facilitate student interactions and promote awareness of other perspectives.

Scorecard Content

❖ Standard 10: Feedback and Improvement

10.1: Learners have multiple opportunities to provide anonymous, descriptive feedback on course design, course content, course experience, and ease of online technology.

10.2: Instructor continuously evaluates and makes changes to the effectiveness, design, and content of the course based on student performance and feedback.

The Annotated Scorecard

Standard	Points	Annotation
1.1 A printable course syllabus including course modality, instructor contact information, course purpose, required competencies, and course policies is provided.	3	<p>A course syllabus is required for all courses taught at the institution and should be available to students on the first day of the course. The design and information contained in the syllabus may vary between courses but at the minimum it should include (Quality Matters, 2014):</p> <ol style="list-style-type: none">1. Instructor contact information – include a phone number, email address, office location, and office hours where the instructor can be reached with questions about the course. Contact information should be easy to find and regularly reviewed to ensure it is up to date.2. Course modality – indicate whether the course is taught fully online, hybrid, or in-person. For online and hybrid courses, indicate whether course meetings will be held synchronously or if the course proceeds asynchronously.3. Course purpose – students should understand why the course is being offered, how it fits into their program requirements, and what they should expect to gain from completing the course.4. Required competencies – outline prerequisite content knowledge and minimum technical skills required for success in the course.5. Course policies – any course policy that students are expected to follow should be clearly stated in the syllabus. See Standard 2.1 for suggestions of policies to include. <p>For resources on building your syllabus, see:</p> <ul style="list-style-type: none">• Vanderbilt: Syllabus Design Guide• Chronicle of High Ed: How to Create a Syllabus• EVMS SHP Curriculum SharePoint (email Shirlwin Watkins if you need access)• EVMS MD Curriculum Map.

The Annotated Scorecard

Eastern Virginia Medical School Distance Education Course Scorecard 1st Edition, 2022

Select a standard to jump to its annotation:

Course Overview & Introduction	1.1 A printable course syllabus including course modality, instructor contact information, course purpose, required competencies, and course policies is provided.
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Course Design	4.2 Content displays a logical and intuitive progression with an evenly distributed workload presented in manageable sections to facilitate student learning.
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	10.2 Instructor continuously evaluates and makes changes to the effectiveness, design, and content of the course based on student performance and feedback.

A Quick Poll...

Summary

- ❖ Based on national standards of best practices, research literature and instructional design principles.
- ❖ Not “perfect”, but better than “good enough”
- ❖ A continuous quality improvement, faculty driven, peer review process



Questions?



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