Shoot for the Moon: Improving Online Course Quality and Learning Assessment

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Madisonville Community College
- Rural western Kentucky
- Unduplicated headcount 3,546 / FTE 1,738
- Modest enrollment growth after 5 year decline
- Online enrollments exceed F2F by 1/3
- Over 40% of online students earn an A grade

Our story
- Catch-up (import vs. export)
- Tuition revenue
- Poaching
- Dual credit
- New programs
What does a grade tell us?

“I got an A, but I didn’t learn anything.”

How do you know your students are learning?

Two phase QEP
- Faculty buy-in & peer review
- SLO assessment & appropriate rigor
Action research
The Cross/Steadman “action research” model
Key characteristics
• Learner-centered
• Teacher-directed
• Context-specific
• Practical & relevant
• On-going

Keeping it simple
One or two SLOs at a time
• Identify & document benchmarks
• Prioritize most troubling ones
• Good faith effort counts
• Professional judgment counts
• Rubrics help
• Well crafted assignments help

Document, document, document
Our SLO documentation format
• Link data to intervention
• New and different, not more of same
• Describe intervention in some detail
• Note on division/departmental annual plans
• Address one, then pick another
### Documentation

<table>
<thead>
<tr>
<th>Syllabus</th>
<th>Documentation of results</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are you doing to teach?</td>
<td>Copy ofware on assignment</td>
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<tr>
<td>Targeted Learning Outcomes</td>
<td>Documentation of results</td>
</tr>
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<td>What are you doing to teach?</td>
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<tr>
<td>Error? Papert, O’Neil study</td>
<td>Copy ofware on assignment</td>
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<tr>
<td>Identify areas of weakness</td>
<td>Documentation of results</td>
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<tr>
<td>Modify a target</td>
<td>Copy ofware on assignment</td>
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<tr>
<td>A thoughtful professional judgment of what you observed, what could be improved, and how you intend to implement it.</td>
<td>Documentation of outcomes</td>
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### Trouble-Shooting

- Faculty may be unaware that anything needs to change.
- Faculty may not know how to assess results.
- Faculty may not understand how to come up with practical interventions.
- Faculty may be unwilling to change.

### Questions?

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