

					Gende	er
	Ethnicity					
Black or African American	9.9%	Female				
	0.4%	Male				
Asian	9.7%	Non-Binary				
Native Hawaiian or Pacific Islander	0.0%	Non-Binary				
White	73.6%	Other				
Other	3.5%	Prefer not to Respond				
Prefer not to respond	2.9%	Freier not to Respond				
0%	- 5 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%	0%	6 10% 20	0% 30%	40%	50% 6
0%	5 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%	_ 0%	6 10% 2	0% 30%	6 40%	50%
0%	Uhat is your age?	_ 0%				
Under 18		Freshman				
_						50% e
Under 18 18 - 24 25 - 34		Freshman				
Under 18 18 - 24 25 - 34 35 - 44		Freshman Sophomore Junior				
Under 18 18 - 24 25 - 34 35 - 44 45 - 54		Freshman Sophomore Junior Senior				
Under 18 18 - 24 25 - 34 35 - 44 45 - 54 55 - 64		Freshman Sophomore Junior				
Under 18 18 - 24 25 - 34 35 - 44 45 - 54		Freshman Sophomore Junior Senior				







Determine student perceptions of their online course experience based on Quality Matters course design standards.

QR Code to the publication - Miller, C.L., & Manderfeld, M. (2022). Student Stories of Online Learning. *Journal on Empowering Teaching Excellence*, 6(2).

Student Stories of Online Learning

Carrie Miller and Michael Manderfeld

Survey

1. Course Overview and Introduction	5. Lean
2. Learning Objectives (Competencies	6. Cou
3. Assessment and Measurement	7. Lean
4. Instructional Material	8. Acce

	Opinion			Importance			
	Strongly Disagree	Disagree	Agree	Strongly Agree	Not important	Somewhat important	Importan
t was easy to get started and ind information in the course.	0	0	0	0	0	0	0
I understood the purpose of course resources.	0	0	0	0	0	0	0
I understood what behavior was expected of me in the online classroom.	0	0	0	0	0	0	0
he course introduction made ne aware of the course and Istitutional policies.	0	0	0	0	0	0	0
t was clear what technologies I needed to complete the course and how to obtain these.	0	0	0	0	0	0	0
The course content clearly stated the prerequisites and equired competency that I would need in order to complete he course successfully.	0	0	0	0	0	0	0

Results

Assessment, Feedback, & Grading Items Ranked by Experience

Item

Q9.2 The course grading policy was clear and easy to access.

Q9.3 The course documentation clearly described cour grading/feedback system.

Q9.1 The assessments during the course accurately measured my progress towards the learning objecti

Q9.4 There were a variety of types of assessment throughout the course (papers, exams, projects, etc

Q9.5 Up-to-date grades were available throughout the course.

Please see our hand outs for all 8 sections of data comparisons



arning Activities and Interaction

ourse Technology

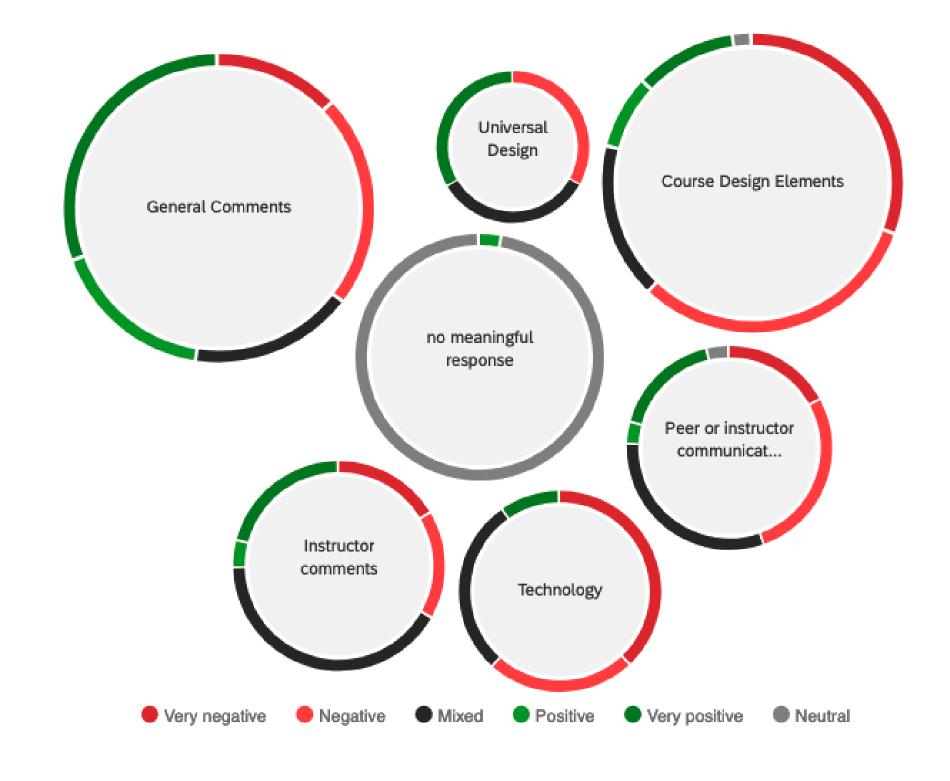
arner Support cessibility and Usability

	Experienced	Importance
C	85.57%	98.55%
urse	85.20%	98.54%
tives.	83.28%	96.35%
c.).	76.80%	92.73%
e	74.75%	97.45%

Ranked Online Course Design Elements by Participant Preference Course Design Element Course is organized and easy Instructor is present and ava Feedback is timely and grad Clear learning goals and a pa Course resources and mater Opportunities to interact wit All course materials can be Required technology in the experience Student support services suc

resources etc. were encou The course provided an equi represented

Is there anything else you would like us to know about your online course experience?



Impactful Strategies

- Use consistent course navigation and layout
- Provide timely and constructive feedback
- Survey your students and get course feedback
- Instructor social presence, communication and availability

Results Cont.

	Mean Rank
sy to navigate	9.13
vailable for questions	7.76
ides are up to date	7.04
path to be successful in the course are present	6.78
rials are relevant, accessible, and up to date	6.41
ith my peers are provided	3.57
e accessed easily even with assistive technologies	4.91
e course is easy to use and added to the learning	4.63
uch as the writing center, tutoring, and accessibility uraged in the course when necessary	2.08
uitable and inclusive environment where I felt	2.70



QR Code to the Quantitative Analysis of our September 2022 data