STUDENT-DRIVEN QUALITY MATTERS PRACTICES

Centering Student Advisors in Design Innovation

BACKGROUND & CONTEXT

- Student Advisory Board for Instructional Technology
  - Board Composition
    - 8 student representatives
    - 2 student government representatives
    - 4 administrative advisors
  - Hours of Work Requested: Each member is expected to commit 8 hours per academic year.
    - (4 hours) Consists of 1-hour meetings, twice in the spring and twice in the fall.
    - (4 hours) Outside of meetings: review technologies and faculty presentations.
  - Compensated at $31.25/hour ($250/AY)

- Quality Matters
  - Internal Peer Reviews
  - In-house QM Professional Development

SABIT GOALS

Fiscal Responsibility

- Allocate iCourse Fee Efficiently

- Monitor Fee Usage

Educational Quality

- Quality Assurance in Online Learning

- Tech Support and Learning Tools

- Eliminate Proctoring Fees

Professional Development

- Continuous Learning

ESTABLISHING A CONNECTION

Quality Matters had previously been situated to aid teachers and course developers. Now, we amplified student voices through direct connection between the Student Advisory Board and the Quality Matters standards.

OUR PROCESS IN FOUR STEPS

Introduce Tool to the SABIT:

In the Spring meetings, we introduced educational technologies to pilot within UArizona. Over the course of the semester, students would explore these tools and watch faculty videos on how the tool was implemented in courses.

Requests for Feedback:

We designed questionnaires with Likert scales and open-answer feedback. These questionnaires were designed to have students evaluate the tool based on QM standards, such as the tool's level of accessibility.

Analyze the Data:

To utilize the student feedback, we first performed some basic quantitative analysis on the closed questions. Then, we separated the open-ended questions and open-coded for themes.

Apply the Findings:

We used these themes to inform our recommendations of how instructors integrate technology into their course, build out a tech inventory, and inform instructor training.

APPLYING THE DATA

Sharing

Student Reviews

Internal Review Reports

Marketing

Templates

Trainings

JUST ONE PIECE OF THE PUZZLE

Student Experience Initiative

- Student Advisory Board
- Institutional Data
- Course-Specific Student Feedback
- Collaboration with the Student Data Network

STEPS TO SETTING UP YOUR OWN BOARD

- Secure funding

- Create bylaws

- Recruit student applicants

- Determine questions and collection methods

- Create materials

- Run it!!

Student Advisory Board for Instructional Technology

I. iCourse Fee

A. Definition –

The iCourse Fee is applicable to any class that is fully online and is intended for students enrolled in traditional, on-campus degree programs. As of Spring 2015, all such courses are collectively referred to as iCourses.

This fee, set at $50 per course, is allocated to support the expansion, maintenance, and enhancement of online degree programs, specialized course clusters, and general education requirements. It also guarantees the accessibility of these courses, along with relevant learning tools, to students in traditional, face-to-face programs. The iCourse Fee continues to be overseen by what was formerly known as the iCourse Student Advisory Board, now rebranded as the Student Advisory Board for Instructional Technology (SABIT).

B. Purpose –

The iCourse Fee is designed to create an online learning experience that parallels the quality of a world-class UA classroom. These fees are now overseen by its new iteration, the Student Advisory Board for Instructional Technology (SABIT). Through SABIT's guidance, the fees fund dedicated resources for faculty to create high-quality online learning experiences and provide customized student services like tutoring, advising, tech support, and cutting edge electronic learning tools.

As more fully online courses are added, students will have access to a greater variety of iCourses to help balance their schedules, meet or accelerate their graduation requirements, and adapt to varying campus attendance needs. The fee continues to cover UA's investments into instructional design and digital tools beneficial for students in all locales and negates the need for separate proctoring fees, which are now centrally funded by the iCourse Fee revenue.

- https://academicadmin.arizona.edu/university-and-student-fees/student-fees/icourse-fee
- https://public.powerdms.com/ABOR/documents/1491889
- https://president.arizona.edu/sites/default/files/data/20-iCourse-Fee-Request-Resubmission-to-ABOR.pdf

II. Role of Student Advisory Board for Instructional Technology

Responsibility of the Board
The primary responsibility of SABIT is to serve as the deliberative entity concerning the allocation and utilization of the iCourse Fee. SABIT submits its recommendations to the AVP of University Center for Assessment, Teaching &

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