

NURS 727: Evaluation and Recommendations

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EDUO-704: Fundamentals for Instructional Design for Online Learning

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Course Evaluated:

Abilene Christian University – Dallas | School of Health & Human Services
Population Health & Management of Chronic Disease (NURS 727)

Course Instructor:

Dr. Sandra Cleveland

Course Description:

The “Population Health & Management of Chronic Disease” course is a graduate nursing course in the Doctor of Nursing Practice (DNP) program. The following description is taken from the course’s home page (ACU – Dallas, 2018):

“This course provides an in-depth analysis of selected chronic care conditions treated in primary care, including assessment, diagnosis, treatment, evaluation, and patient education. Legal, ethical, psychosocial, and cultural implications and the role of a DNP will be considered.”

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The “Population Health & Management of Chronic Disease” course is an asynchronous online graduate nursing course in the Doctor of Nursing Practice (DNP) program at Abilene Christian University. The course is a three-credit hour course that runs for seven weeks. The course was evaluated using the Quality Matters Higher Education Rubric (2023), overall, the course was well designed (see Appendix, Table 1 for full rubric). Points missed for each standard section are described below.

Course Overview and Introduction Standard

Indicators 1.3 and 1.6 had points deducted because although discussion question standards and question queue details were clearly described, it was not clear how students should reach out directly to their instructor or what, if any, digital skills were required.

Learning Objectives (Competencies) Standard

There were no missed points for this standard section as the syllabus and module introduction pages clearly identify appropriate and measurable objectives.

Assessment and Measurement Standard

Indicators 3.1 and 3.4 had points deducted. Some learning objectives did not have corresponding assessment activities and most assessments were answering discussion prompts or evaluating case studies, so there was a limited variety of assessment types.

Instructional Materials Standard

Indicator 4.2 had a point deducted because although the list of resources for each module were clearly listed and identified as required or recommended, the assignments only referenced them generically, rather than identifying them specifically. With the volume of resources per module, some guidance would be beneficial for learners.

Learning Activities and Learner Interaction Standard

Indicators 5.1, 5.2, and 5.3 had points deducted. The majority of course resources and activities are dependent on passive learning, such as reading textbook chapters and journal articles. Most assignments required writing 500-word or more responses to specific prompts. The only communication about instructor expectations was disclosed through announcements.

Course Technology Standard

Indicators 6.1, 6.2, and 6.3 had points deducted. The only technology used to support the course was the Canvas LMS. Discussions and Assignments were the primary LMS features used. Discussions did allow for some student-student interaction, but students were not encouraged by the selected features to expand on discussions.

Learner Support Standard

There were no missed points for this standard section as learners were well-informed of all support available.

Accessibility and Usability Standard

There were no missed points for this standard section as all content was accessible and navigation was clear and intuitive.

Recommendations:

1. Provide instructions describing how, when, and where to contact the instructor privately.
2. Identify the required computer and digital literacy skills necessary for this online course.
3. Ensure that each course learning objective has at least one corresponding assessment activity.
4. Introduce greater variety in the types of assessments offered, including formative assessments.

5. Specify module resources that are most appropriate for each assessment activity.
6. Introduce greater variety in the learning activities. Provide alternative ways to receive content, such as multimedia and interactive lessons, and provide alternative ways to demonstrate mastery.
7. Provide a clearer explanation of instructor interaction plans.
8. Introduce greater diversity of technology tools, such as formative quiz apps, annotation tools, whiteboards, etc.

Appendix

Table 1. NURS 727 Evaluation Rubric

General Standards	Specific Review Standards	Points	Awarded
Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3	3
	1.2 Learners are introduced to the purpose and structure of the course.	3	3
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2	1
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2	2
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2	2
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1	0
	1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1	1
	1.8 The self-introduction by the instructor is professional and is available online.	1	1
	1.9 Learners are asked to introduce themselves to the class.	1	1
Learning Objectives (Competencies)	2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.	3	3
	2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.	3	3
	2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.	3	3
	2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.	3	3
	2.5 The learning objectives or competencies are suited to the level of the course.	3	3
Assessment and Measurement	3.1 The assessments measure the achievement of the stated learning objectives or competencies.	3	1
	3.2 The course grading policy is stated clearly at the beginning of the course.	3	3
	3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.	3	3
	3.4 The assessments used are sequenced, varied, and suited to the level of the course.	2	1
	3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.	2	2

Instructional Materials	4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.	3	3
	4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.	3	2
	4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.	2	2
	4.4 The instructional materials represent up-to-date theory and practice in the discipline.	2	2
	4.5 A variety of instructional materials is used in the course.	2	2
Learning Activities and Learner Interaction	5.1 The learning activities promote the achievement of the stated learning objectives or competencies.	3	2
	5.2 Learning activities provide opportunities for interaction that support active learning.	3	1
	5.3 The instructor's plan for interacting with learners during the course is clearly stated.	3	2
	5.4 The requirements for learner interaction are clearly stated.	2	2
Course Technology	6.1 The tools used in the course support the learning objectives or competencies.	3	2
	6.2 Course tools promote learner engagement and active learning.	3	2
	6.3 A variety of technology is used in the course.	1	0
	6.4 The course provides learners with information on protecting their data and privacy.	1	1
Learner Support	7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.	3	3
	7.2 Course instructions articulate or link to the institution's accessibility policies and services.	3	3
	7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.	3	3
	7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.	1	1
Accessibility* and Usability	8.1 Course navigation facilitates ease of use.	3	3
	8.2 The course design facilitates readability.	3	3
	8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.	3	3
	8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.	2	2
	8.5 Course multimedia facilitate ease of use.	2	2
	8.6 Vendor accessibility statements are provided for all technologies required in the course.	2	2
		100	87

References

- ACU – Dallas. (2018). *NURS 727 Population Health & Management of Chronic Disease* [Home Page]. Abilene Christian University – Dallas. <https://acuonline.instructure.com/courses/920>
- QM Higher Education Rubric, Seventh Edition. (2023). Retrieved February 24, 2024 from <https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf>