Creating Digital Education Quality: Everyone Can Improve

Beth Kuzma, DNP, FNP-BC
Coordinator of APRN Programs
Faculty Lead, Dig Ed FNP/AGNP
Program Development

Barbara Medvec, DNP, RN, NEA-BC
Clinical Assistant Professor & Faculty Lead
Dig Ed Leadership, Analytics and Innovation
Program Development
Session Objectives

1. Understand OLC tools including adaption of the OSCQR when developing courses and programs for quality.
2. Evaluate approaches to apply learning analytics within curriculum development for quality improvement.
3. Analyze models for quality improvement within digital education courses and curriculum improvement.
About the University of Michigan School of Nursing

- Founded in 1891 and celebrated 125 years in 2016.
- Vision: “Lead the nation and influence the world through the impact of our research, educational programs and innovations on health”.
- U.S. News & World Report 2022 ranked 11th in Master’s, 14th in Doctoral Education and in the top 10 for Undergraduate Nursing.
- Centers for Sexuality and Health Disparity, Study of Drugs, Alcohol and Smoking & Health, Improving Patient & Population Health, PIVOT Hub and CASCAID.
- [www.nursing.umich.edu/wedare](http://www.nursing.umich.edu/wedare)
Our Activities & Values

“At the UMSN, we use all our knowledge, skill, innovation and compassion to advance the public good – challenging inequities, improving practice, and launching professionals who promote health and well-being for all”.

Core Values:
- Leadership and collaboration
- Diversity, equity and inclusion
- Integrity and trustworthiness
- Excellence
- Creativity, innovation and agility
- Respect and empowerment
- Service and Compassion
UMSN Digital Education Journey

• 2019 focus on digital education in graduate Master’s programs.

• Launched in Fall 2020:
  • Primary Care Family Nurse Practitioner
  • Adult-Gerontology Primary Care Nurse Practitioner
  • Leadership, Analytics and Innovation (LAI)

• Designed with input from students, key stakeholders in healthcare and national leaders in on-line learning.

• Redesign Faculty Driven

• UMSN Digital Advisory Council
  • Accreditation, Quality, Standards & Policies, Tech, & Virtual School
It Takes Teams

Department Chairs

Digital Ed Faculty Leads

Department and UMSN Faculty

Graduate Office Advisors and Placement Team

Clinical Learning Center Leadership

Digital Education Core Team

Faculty Implementation Team

UMSN Project Management Team (PMO)

UMSN Recruitment & Records Team

UMSN Information Technology Team

Instructional Design Team

Media Specialists

Quality Committee
Preparing to Teach Online
OLC Online Teaching Certificate: Completed or In-Progress
Building a Quality Model

• Foundation from the Dig Educ Core Advisory Team
• Quality Focused Cross Functional Committee
• Goal: Assure *Digital Education offerings at the course, curriculum and program level are developed with a focus on quality*:
  • Processes to enable systematic and continuous improvement.
  • Assessment through evaluation processes using established standards.
  • Analytics of both academic and administrative data at regular intervals to support continual improvement.

• Deliverables:
  • Adapt and/or modify OLC quality guidelines for UMSN performance at course, program and administrative levels.
  • Establish and implement online learning/program development best practices
  • Recommend a *quality assurance* structure at USMN with accountabilities
Quality Improvement Cycle

- Customized OLC Quality Guidelines & Rubrics
- Administration of Online Programs
- Online Student Support
- Course Design
- Quality Course Teach & Instructional Practices

- Curate and standardize best practices library
- Review accountability structures and processes to update, adopt and evaluate
- Recommend Quality Assurance Integration points
- Development Quality Monitoring Mechanisms
Quality Infrastructure
Tools

• OSCQR – UMSN Modified
• CQIP – UMSN Modified
• Quality Evaluation Checklist
• Implementation/Faculty & External Peer Reviews
  • Review Tools and Assessments
• Mid and End-of-Term Engagement Surveys
  • Students and Faculty
• Course Quality Dashboard
  • Faculty
  • Program Leader
Using Prepare, Analyze, Design, Develop, Implement and Evaluation (PADDIE) for Collaborative Course Development
### Notes and Terms:

**UMSN Master Template/UMSN Canvas Shell (Approved look and feel):** This is the approved shell for UMSN digital courses and offers a consistent student experience. This shell was designed using a user-centric approach, and has been approved by UMSN leadership. The Canvas Shell will be used to create a Course Content Master Template.

**UMSN Master Course Content Template (Specific Course – Content Approved: Based on First Term Blueprint):** The template was designed and built as a collaborative tool for instructional designers and faculty using UMSN Digital Education Quality Guidelines (UMSN Modified OSCD). It was thoughtfully built to the Blueprint specifications (mapped out to criteria, essentials, etc) keeping the bigger curriculum needs in mind. This template has been approved. It will be copied from term-to-term to avoid content drift from approved context. Changes/updates will be made by instructional designers. Changes will be requested using the faculty portal and the approved instructional design services request process.

**UM Canvas Course (Container – no context):** All UM courses are created in Canvas six months prior to the term. This course should not be published as the UMSN course. The UMSN core online course of the UMSN Master Content Course will be imported over this course prior to the term start. The integrations to student enrollment will be maintained.

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### Course Deployment (initial and on-going) Checklist

**Canvas Prep:** Execute course pre-launch and post-launch checklist (Tina will send tasks to Shannon/ Dawn to come up with faculty semester checklist)

**Publish Course:** Once course is published, students can see the course, and be sent communications from Canvas (Faculty can un-publish until a student submits work).

**Canvas Term Prep:** Execute course pre-term checklist

**Canvas Term Prep:** Faculty can communicate with students from Wishbone Access or course email before course is published.

**Help ID Facilitate Final faculty onboarding to the Canvas course:**

**Facilitate final faculty onboarding to the Canvas course:**

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### Implementation Prep Phase

<table>
<thead>
<tr>
<th>Week(s) Before Launch</th>
<th>Program Coordinators/Canvas Operations</th>
<th>Faculty</th>
<th>Instructional Designers</th>
<th>Students</th>
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<tbody>
<tr>
<td>Start</td>
<td>Import UMSN Master Content Course to UMSN Canvas Course for the term.</td>
<td>YES</td>
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<td></td>
<td>Test imported course (functional test). Spot check course components. Check links.</td>
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<tr>
<td>UM Canvas available 6 months prior to term start. Do not publish it. UMSN Canvas course includes all courses, sections, enrollments &amp; is updated at 5pm &amp; 9pm. UMSN import overwrites the UMSN Canvas course with the UMSN Canvas shell &amp; content. The integrations to student enrollments remain. Manual steps are completed by ITS to ensure that UMSN courses are associated with the correct program plans (sub-account administration).</td>
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Continuous Improvement through Evaluation & Analytics
Quality Assessment & Evaluation

• Course Design Assessment
• Faculty Peer Review
• Implementation Team Review
• Lead Faculty & Design Team
  • Facilitation Guide
Quality Analytics

COURSE SURVEY DASHBOARD

1. Enter a valid course password below:

2. Select at least one survey time point:

   NOTE: There are 6 survey time points in a given academic year.
   2 time points (mid-term, end-term) per term (fall, winter, spring/summer).
   Time points are ordered from most recent to oldest.

   - [ ] 2021 06
   - [ ] 2021 04
   - [ ] 2021 02
   - [ ] 2020 12
   - [ ] 2020 10

3. Select the View Results button:

   - View Results

Mid and End of Term Feedback for Improvement

- Classmate Engagement
- Faculty Presence
- Course Technology
- Course Content
- Virtual Community
# Mid and End of Term Survey - Dashboard

## Survey Results Table for N533 Strategic Resources and Healthcare Operations Leadership

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<th>Faculty Presence</th>
<th>Course Technology</th>
<th>Course Content</th>
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</table>

Showing 1 to 10 of 19 entries
Mid and End of Term Survey – Comments

**Engagement Comments**

- **S245** I believe a zoom meeting is more engaging in meeting other classmates. The videos were very time consuming.
- **S313** Engagement with classmates helps with interpreting instructions for some assignments. Having a discussion group set up on the phone for convenient texting is a tremendous help. The discussion also allows you to see different methods and ideas that may not have come to mind.
- **S329** Being my first semester, I have found that meeting others is very slow to happen.

**Faculty Presence Comments**

- **S313** The responsiveness to questions is swift.

**Course Technology Comments**

- **S245** There has been some technical issues that are still being resolved with Perusall.
- **S282** The discussion boards are very messy. There needs to be a way to collapse discussions after you have read them. The clutter on the board is terrible. I do not like the modules either. They bounce around when clicking links, and it is distracting.
- **S313** There were a few glitches with empty links in Canvas. Still, Dr. Medvec worked diligently with IT to resolve those issues, and a workaround allowed connectivity to assignments in the meantime.
- **S331** We are in week 5 and I am still getting comfortable. There are multiple ways to locate the needed materials. Some was allow access. Some ways do not.
Early Outcomes

Facilitate Improvement at all Levels
- Faculty for their course
- Curriculum evaluation by Leads
- Administrative assessment by Programs
Quality Redesign Process

DANIT Assessment Strategy: NSG3 Advanced Health Assessment

Module Title | Module Title
--- | ---
Module 1: Introduction to Health Assessment | Module 2: Health History

**Module 1: Introduction to Health Assessment**
- Content:
  - Overview of health assessment
  - Principles of health assessment
  - Importance of comprehensive health assessment

**Module 2: Health History**
- Content:
  - History of present illness
  - Review of systems
  - Social history

Module 3: Physical Assessment
- Content:
  - General physical examination
  - Cardiac examination
  - Respiratory examination

Module 4: Nursing Assessment
- Content:
  - Nursing process
  - Diagnostic reasoning
  - Nursing care planning

Module 5: Nursing Diagnosis
- Content:
  - Classification of nursing diagnoses
  - Planning of nursing interventions

Module 6: Implementation
- Content:
  - Administration of medications
  - Documentation of patient care

Module 7: Evaluation
- Content:
  - Evaluation of patient outcomes
  - Reflection and self-evaluation

We Dare
SCHOOL OF NURSING
UNIVERSITY OF MICHIGAN
Figure 1. Comparison of activity type summaries for the current University of Michigan School of Nursing LAI courses (via CAW). Activity types are subdivided into four categories, which include the following: content delivery, interactivity and practice, assessment, and live session.
## External Review

| EPIIC SCORE DATA | Applied Biostatistics for Clinical Practice | Foundations of Leadership | Foundations in Innovation and Implementation | Foundations of Healthcare Informatics | Strategic Resources and Healthcare Operations | Sociotechnical Approaches in Practice | AVERAGE | Average without the Biostatistics course |
|------------------|--------------------------------------------|----------------------------|--------------------------------==============|-------------------------------------|---------------------------------------------|-------------------------------------|---------|---------------------------------------|
| Engaging         | 3                                          | 3                          | 4                                            | 4                                   | 5                                           | 4                                   | 3.8     | 4                                     |
| Personalized     | 2                                          | 4                          | 3                                            | 3                                   | 4                                           | 3                                   | 3.2     | 3.4                                  |
| Interactive      | 2                                          | 3                          | 3                                            | 3                                   | 4                                           | 3                                   | 3       | 3.2                                  |
| Intuitive        | 3                                          | 4                          | 4                                            | 3                                   | 3                                           | 3                                   | 3.3     | 3.4                                  |
| Collaborative    | 1                                          | 3                          | 3                                            | 3                                   | 4                                           | 3                                   | 2.8     | 3.2                                  |
| **TOTAL SCORE**  | **11**                                     | **17**                     | **17**                                       | **16**                              | **20**                                      | **16**                             | **16.1** | **17.2**                             |
| **AVERAGE SCORE**| **2.2**                                    | **3.4**                    | **3.4**                                      | **3.2**                             | **4**                                       | **3.2**                            | **3.2** | **3.44**                             |
Learnings & Recommendations

- Design with quality in mind at each phase
- Integrate quality across all of the operations and governance structures
- Digital and residential quality can be consistent
- Engage faculty for continuous improvement
- Sustainability requires student stakeholders
- Quality improvement requires metrics and analytics – measure what matters
Session Objectives - Recap

1. Understand OLC tools including adaption of the OSCQR when developing courses and programs for quality.
2. Evaluate approaches to apply learning analytics within curriculum development for quality improvement.
3. Analyze models for quality improvement within digital education courses and curriculum improvement.
At UMSN We Dare.....

• To be great
• To tackle the complex
• To change health inequities
• To challenge individuals to achieve their best

“Dare to be great, to lead and to make a difference in nursing practice – be a Michigan nurse”
Evaluate Sessions and Win!

- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen
  - Complete session evaluation*

*Each session evaluation completed (limited to one per person per session) = one contest entry. **Five (5) $25 gift cards** will be awarded