



**Institution:** University of Iowa Division of Continuing Education  
**Course Code:** MBA8150Univers050819  
**Course Number:** MBA8150  
**Course Name:** Business Analytics  
**Course Representative:** Rick Jerz  
**Review Start Date:** 2019-06-13  
**Review End Date:** 2019-07-18  
**Review Type:** QM-Managed Review

**General Standard 1: Course Overview and Introduction: The overall design of the course is made clear to the learner at the beginning of the course.**

**Overview Statement:** The course overview and introduction set the tone for the course, let learners know what to expect, and provide other guidance to help learners succeed from the outset.

**STANDARD 1.1 - (3 Points) Essential**  
**1.1 Instructions make clear how to get started and where to find various course components.**

**Points Possible:** 3                              **Points Awarded:** 3                              **Result:** MET (Yes: 3, No: 0)

**Reviewer Recommendations**

STANDARD 1.1

**Evidence**

This standard seeks to see that students are guided to the information and instructions they need in order to be successful in the course. This course meets this standard, as the Welcome Letter contains the information on what to do next, how to access the course, a navigation video, etc.

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**Suggestions For Improvement**

A helpful suggestion is for you to send the Welcome Letter as an Announcement to all students. This way, the information is all in one place - the course - and student will not have to access their email and locate the information - it will all be in their course. Alternately, you could list it in the first Module as well as sending it.

**Reviewer Recommendations**

STANDARD 1.1

**Evidence**

The instructor has done a very good job of articulating the detailed steps to start the course and it's relatively easy for students to find the important documents and course policies.

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**Suggestions For Improvement**

An "orientation quiz" can be added to check how well students have actually reviewed and understood the course components and policies.

**Reviewer Recommendations**

STANDARD 1.1

**Evidence**

Specific Review Standard 1.1 is met. The MBA 8150 - Business Analytics student-learners are provided specific and clear instructions in the Administrative Items and Course Introductory Items modules of the course.

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**Suggestions For Improvement**

It would be helpful to the MBA 8150 - Business Analytics student-learners if a Start Here or Icebreaker self-assessment quiz was provided to test their knowledge of the syllabus and course introductory items.

**STANDARD 1.2 - (3 Points) Essential**  
**1.2 Learners are introduced to the purpose and structure of the course.**

**Points Possible:** 3                              **Points Awarded:** 3                              **Result:** MET (Yes: 3, No: 0)

**Reviewer Recommendations**

STANDARD 1.2

**Evidence**

This standard looks to see if students are introduced to the purpose of the course, the structure for learning, and the delivery modality. As well, the course schedule, and how the learners and instructors will communicate, and how learning will be assessed.

This standard is met, but with reservation and heavy consideration. The bulk of the information found in the syllabus, or linked to the syllabus (Course Schedule). The purpose of the course is clearly stated, the course calendar is on the web for ease of use, and linked to the syllabus. The communications policies are clearly spelled out for instructors and learners, and a section on how learners will be assessed is clearly stated.

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**Suggestions For Improvement**

For future modifications, there is are multiple confusing statements in the syllabus that could be explained.

1. The statement is: "The MBA Committee recommends that approximately half the grades be in the "A" category, and approximately half in the "B" category. The C, D, and F grades are used as needed." This sounds as if the instructors intend to inflate the grades, however I am sure that is not the case. Perhaps just clarifying this will be helpful.
2. You mention face to face classes and online classes in the beginning of the syllabus, and then later in the syllabus, you reference the "hybrid nature" of the course. The syllabus should clearly speak to fully online students. The language should be clear and straightforward.
3. You state that you prefer emails from students rather than them posting their questions to the discussion board. This presents a problem when only a few students get the information, when any changes, assistance, or clarification should benefit the entire course. It is simply good policy to use email as the exception, rather than the rule for fully online courses.
4. You mention multiple modalities. Your course syllabus should be built for this specific course, not a generic syllabus for multiple courses. It is confusing for students. Reading it as a student, I might not be aware if I was registered for the wrong class. It should be very specific, written to the learner's needs. The top of the syllabus does state for online students, however there is too much conflicting information for in class meetings, attendance, etc. while reading further.
5. The Attendance Policy for the course only speaks to face to face courses. What is your policy for fully online courses? This should be listed.

**Reviewer Recommendations**

STANDARD 1.2

**Evidence**

The instructor has provided all the information related to the purpose and structure of the course in the syllabus and in the course introduction video.

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**Suggestions For Improvement**

None required.

**Reviewer Recommendations**

STANDARD 1.2

**Evidence**

Specific Review Standard 1.2 is met, as the MBA 8150 - Business Analytics student-learners are introduced to the purpose and structure of the course in the syllabus under MBA Program Goals, Catalog Description, and Course Structure.

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**Suggestions For Improvement**

It would be helpful to the MBA 8150 - Business Analytics student-learners if the second paragraph of the MBA Program Goals statement include a sub-header, i.e., Course Purpose, as the information provided in this paragraph specifically describes the purpose of the business analytics course.

**STANDARD 1.3 - (2 Points)**  
**1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.**

**Points Possible:** 2                              **Points Awarded:** 2                              **Result:** MET (Yes: 3, No: 0)

**Reviewer Recommendations****Evidence**

This standard seeks to see that students are appraised of how to communicate in the course with each other and with you, and what types of communication modes will be expected of them. This course meets this standard. There is a link from the syllabus for netiquette (the standard link).

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**Suggestions For Improvement**

For future course deliveries, consider adding a bit more about your expectations of students in online discussions. Generally speaking, they should be well prepared to spend some time in learner to learner relationships in the course.

**Reviewer Recommendations****Evidence**

Communication expectations for emails and discussion posts are stated clearly in the course syllabus.

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**Suggestions For Improvement**

None required.

**Reviewer Recommendations****Evidence**

Specific Review Standard 1.3 is met. Specific expectations for online communications, i.e. Netiquette, are included in the MBA 8150 - Business Analytics syllabus under Classroom Etiquette (Netiquette) with a link to more detailed Netiquette rules and expectations.

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**Suggestions For Improvement**

As the specific netiquette requirements for the MBA 8150 - Business Analytics course are included in the course syllabus, it would be helpful to the student-learner if one or more questions on netiquette were included in a Start Here or Icebreaker self-assessment quiz that test the student-learners understanding of the communications expectations of online discussions, emails, and other forms of interaction.

**STANDARD 1.4 - (2 Points)****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.****Points Possible:** 2**Points Awarded:** 2**Result:** MET (Yes: 3, No: 0)**Reviewer Recommendations****Evidence**

This section of the QM standards wants to see that students have easy access to the student handbook and institution-wide policy sites and texts. Any policy that has to do with learners should be stated or at least linked in the course. The links are all functional and provide the data required. Please see Suggestions for Improvement.

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**Suggestions For Improvement**

It would be helpful for students to have this information within the Moodle site, not only in the syllabus. Many schools will add an HTML iFrame to a Moodle page and bring in the policies in a particular module, such as a Module 0, which is opened the week prior to the first day of class, which would be parallel to your Introductory module.

**Reviewer Recommendations****Evidence**

The instructor has provided information about important policies like academic integrity and attendance policies in the syllabus.

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**Suggestions For Improvement**

The instructor might consider adding some links to the institution's policies also, both on the syllabus and on the website, since there might be more details that are useful to students.

**Reviewer Recommendations****Evidence**

Specific Review Standard 1.4 is met, as the MBA 8150 - Business Analytics syllabus under Course Policies, i.e., Communications, Late Work, Academic Integrity, etc., and Collegiate Policies provide both course and institutional policies that student-learners are expected to comply.

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**Suggestions For Improvement**

It would be helpful to the MBA 8150 - Business Analytics student-learners if a statement as to the source and reference citation format and style for the course was included under Course Policies, i.e., APA style and format will be used for all source and reference citations used throughout the MBA 8150 - Business Analytics course and by the student where source and reference citations are required for academic integrity.

**STANDARD 1.5 - (2 Points)****1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.****Points Possible:** 2**Points Awarded:** 2**Result:** MET (Yes: 2, No: 1)**Reviewer Recommendations****Evidence**

The syllabus gives some information on the technologies required for the course and gives some information on where to get assistance, however they are not specific and lack information on some technology, for example, the TreePlan software.

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**Suggestions For Improvement**

While you have covered some information on technology, it could be clarified and specific. Some examples might be:

1. You mention that Moodle questions should be directed to the professor. The LMS assistance should be directed to the Enterprise system software folks that are available 24/7, especially since you mentioned that if students attempt to contact you right before an exam, you may not be available. If there are multiple issues that are potentially affected system-wide, the enterprise system should be notified. The university FAQs and HelpDesk information should be available for the university LMS. This is an important aspect of the technology assistance information.
2. You mention that the College of Business supports PC computers, and not Apple computers. Is this a university policy? There is no information given for the School of Business computer helpdesk.
3. You mention getting an emulator for the Apple Computers, however that is a bit antiquated unless specific software requires it. I do not see any software that would require an emulator. Excel, TreePlan, etc have Mac software available, and an emulator slows the computers down and causes a great deal of grief unless the student is very tech savvy or has a university support desk to assist. This could be very confusing for students. What software are you using that would require it?

3. TreePlan is mentioned but there is no information on how to access it or use it. Do students need to purchase it? Download? Access it on the web? This should be available to students prior to the course start to be certain that they can access it and use it, and that it is accessible to them.

QM specifically states that "the software chosen for the course is easily obtainable via download and available on a variety of platforms (Windows, MacOS, Android, iOS, etc.) whenever possible. If software is available on only one platform, students are notified about the specific limitations and required use."

**Reviewer Recommendations****Evidence**

The instructor has mostly included clear instructions about the technology requirements for the course as well as software required in the course syllabus. Information about the TreePlan Add-in is missing, however.

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**Suggestions For Improvement**

The instructor can consider adding a section on "technology" on the course website (apart from the syllabus) given the importance of this information. Further, information about how to obtain the TreePlan Add-in for Excel and activate it (for both PC and Mac) should be included. As far as I can see, it is not free, so information about pricing, etc. should be provided to students up front in the course syllabus.

**Reviewer Recommendations****Evidence**

Specific Review Standard 1.5 is met. The MBA 8150 - Business Analytics syllabus specifically addresses the minimum technology requirements for the course and the student learners, as well as how to obtain the required technologies.

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**Suggestions For Improvement**

It would be very helpful to the MBA 8150 - Business Analytics student-learners if the "A pre-course assignment (see [Course Calendar](#)) ... video." statement was highlighted by using a section header, i.e., **Technology Pre-course Assignment:** A pre-course..."

**STANDARD 1.6 - (1 Point)****1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.**

Points Possible: 1

Points Awarded: 1

Result: MET (Yes: 2, No: 1)

STANDARD 1.6

**Reviewer Recommendations**

**Evidence**

This standards require that the instructor gives the students a clear and stated expectation of digital skills and technical skills required for the course. There is mention of the need for student "to have some computer skills" and mentions the ability to use Excel, Adobe Acrobat and email, however no expectation or preparation for TreePlan skills or the ability to download software from the internet is mentioned.

**Suggestions For Improvement**

Please list specific skills required for students, as well as the skills for TreePlan and Excel. Are they expected to be able to build algorithms prior to beginning the course, or do they only require very simple skills with Excel? What are the technical skills required for TreePlan? Second, please consider adding the technology information within Moodle itself, for easy access for students. Third, the ITS link in the syllabus results in a 404 NOT FOUND error. message.

STANDARD 1.6

**Reviewer Recommendations**

**Evidence**

The minimum student technical skills required for the course are stated on the syllabus.

**Suggestions For Improvement**

The instructor can consider adding a separate section in the syllabus called "minimum technical skills required" just so that students are clearly aware of this at the beginning of the semester. Further, some more specific details related to Microsoft Excel add-in installations can be added as the course uses an Excel Add-in.

STANDARD 1.6

**Reviewer Recommendations**

**Evidence**

Specific Review Standard 1.6 is met, as the digital information literacy skills expected of the MBA 8510 - Business Analytics student-learners are located in the syllabus.

**Suggestions For Improvement**

It would be helpful to the MBA 8150 - Business Analytics student-learners if the digital information literacy skills expected of the student-learners was provided to support the computer skills statement: "This course assumes...". Skills that might be included are use of online libraries and databases to locate and gather appropriate information; use of online search tools for specific academic purposes, and the proper citing of information sources, to include a link to the University of Iowa Libraries resource website: <http://www.lib.uiowa.edu/>.

**STANDARD 1.7 - (1 Point)**

**1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.**

Points Possible: 1

Points Awarded: 1

Result: MET (Yes: 3, No: 0)

STANDARD 1.7

**Reviewer Recommendations**

**Evidence**

This standard seeks to clarify if the students are required to have specific courses, skills, or knowledge prior to enrolling in the course. The syllabus clearly states under at the top of the page that there are no prerequisites. This standard is met.

**Suggestions For Improvement**

No recommendations. Standard is clearly met.

STANDARD 1.7

**Reviewer Recommendations**

**Evidence**

No pre-requisite information is included in the syllabus or on the website, so it is likely there is none.

**Suggestions For Improvement**

The instructor can consider adding a note about this like "Pre-requisite: None" at least in the syllabus.

STANDARD 1.7

**Reviewer Recommendations**

**Evidence**

Specific Review Standard 1.7 is met. The prerequisite for the MBA 8150 - Business Analytics course is listed in the course syllabus is Prerequisite: None. Additionally, under the MBA Program Goals, the competencies for the Tippie MBA Program are clearly stated.

**Suggestions For Improvement**

It would be helpful to the MBA 8150 - Business Analytics student-learners if the syllabus under MBA Program Goals included a link to the University of Iowa Tippie MBA Program, <https://tippie.uiowa.edu/future-graduate-students/mbs-programs>.

**STANDARD 1.8 - (1 Point)**

**1.8 The self-introduction by the instructor is professional and is available online.**

Points Possible: 1

Points Awarded: 1

Result: MET (Yes: 3, No: 0)

STANDARD 1.8

**Reviewer Recommendations**

**Evidence**

This standard seeks to establish a personal and professional connection between the learner and the instructor, and looks to see available contact information as well. This standard is met through the Dr. Jerz's introduction video which presents a warm personal approach as well as his professional information. There should be well enough for students to feel a strong connection both personally and professionally. The instructor's contact information is readily available on the syllabus.

**Suggestions For Improvement**

Please consider adding your contact information to the front of the Moodle page, perhaps in a link, so that it is easily available.

STANDARD 1.8

**Reviewer Recommendations**

**Evidence**

The instructor has included a video online, which contains a lot of details about himself. There is also a course orientation video.

**Suggestions For Improvement**

None required.

STANDARD 1.8

**Reviewer Recommendations**

**Evidence**

Specific Review Standard 1.8 is met, as the "Who is Dr. Jerz" is both professional and personal, and available online via closed-captioned video under the Pre-Course Assignment.

**Suggestions For Improvement**

None, as Dr. Jerz's self-introduction video, is both professional and provided online.

**STANDARD 1.9 - (1 Point)**

**1.9 Learners are asked to introduce themselves to the class.**

Points Possible: 1

Points Awarded: 1

Result: MET (Yes: 3, No: 0)

**Reviewer Recommendations****Evidence**

This standard seeks to insure that there is an effort made to create an online community in the beginning of the course. This serves professionally as a great way to learn appropriate self-disclosure as well. This standard is met by the Introduction forum in the first module discussion area.

**Suggestions For Improvement**

In order to give more technical skills that will be used in a professional setting, consider giving students the option to upload a video introduction or a podcast as an option for introducing themselves. This is a skill they will be required to have in a professional business setting.

**Reviewer Recommendations****Evidence**

There is an opportunity for learners to introduce themselves at the beginning of the course.

**Suggestions For Improvement**

None required.

**Reviewer Recommendations****Evidence**

Specific Review Standard 1.9 is met. MBA 8150 - Business Analytics student-learners are required to introduce themselves in a "Introduce Yourself" discussion.

**Suggestions For Improvement**

It would be beneficial to the 8150 - Business Analytics student-learners if an option to create and post a video, podcast, or presentation was included as a requirement for the Introduce Yourself assignment and assessment. This would introduce the student-learner to other appropriate technologies and features of Moodle and reflect graduate-level business acumen.

**General Standard 2: Learning Objectives (Competencies): Learning objectives or competencies describe what learners will be able to do upon completion of the course.**

**Overview Statement: The learning objectives or competencies establish a foundation upon which the rest of the course is based.**

**STANDARD 2.1 - (3 Points) Essential****2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.**

**Points Possible:** 3

**Points Awarded:** 0

**Result:** NOT MET (Yes: 0, No: 3)

**Reviewer Recommendations****Evidence**

This standard has the expectation that the course learning objectives will establish the foundation of the course, and specifically state what the students will be able to do at the end of the course in terms of knowledge and/or skills.

This course does not meet the standard if the four Course Objectives listed at the end are included as course objectives because two of them are not measurable. There is one in the top group that is not measurable. All together, 75% of the Course Objectives are measurable. Separately, of the top group, 86.5% is measurable; of the bottom group, 50% of the objectives are measurable.

Please see the suggestions for improvement.

**Suggestions For Improvement**

I am a little confused with this statement on your objective sheet. "The course also develops required background material so as to be completely self-contained. By the end of the course, the student should:" ? Are these Course Objectives? Because since they are listed, they will need to be aligned with the course assessments and the module learning objectives.

"Develop stronger quantitative skills, including, but not limited to, the use of Excel" is not measurable. "Apply business analytics techniques in future MBA program courses" is not measurable. So - 50% of those at the end are not measurable. Our of the first group, "Collect sample data" is not measurable, nor is it specific.

A suggestion for improvement is to list those course objectives that are foundational to your course, and met in your course. Remove the rest since they are not goals. Then, use a numbering system with the Course Objectives and the Module Objectives so that there is visual data regarding how the course is structured, and what your expectations are.

**Reviewer Recommendations****Evidence**

The course LO's describe what students will learn and be able to do upon successful completion of the course. There are a few LOs that are not measurable. For example, "collect sample data", "apply business analytics techniques in future MBA program courses", "apply quantitative skills..."

**Suggestions For Improvement**

The instructor can think about re-phrasing and re-writing the objectives mentioned above. "Bloom's Taxonomy" can be used as a reference.

**Reviewer Recommendations****Evidence**

Specific Review Standard 2.1 is not met. The 12 MBA 8150 - Business Analytics course learning objectives clearly describe learning outcomes that are measurable; however, their alignment with the 70 weekly unit objectives, assignments and assessments, instructional materials, and tools used in the course could not be established.

**Suggestions For Improvement**

It would be helpful to the MBA 8150 - Business Analytics student-learners if the course objectives were listed and number in sequence to help align the course learning objectives to the unit (weekly) learning objectives and the assignments and assessments.

For example:

CO 1 - Categorize data to construct appropriate tables and charts, and analyze data using Excel

Analyze decision alternatives in the face of uncertainty and use decision tree diagrams

- Explain and describe randomness in the business world
- Collect sample data for a business system
- Calculate probabilities and p-values to evaluate hypotheses about sample data to support decisions using Excel
- Calculate and analyze relationships between two or more sets of data using regression analysis in Excel
- Determining best decisions using optimization techniques and models in Excel
- Use simulation modeling techniques to evaluate uncertain business environments

The course also develops required background material so as to be completely self-contained. By the end of the course, the student should:

- Develop stronger quantitative skills, including, but not limited to, the use of Excel
- Identify quantitative issues arising in management
- Assess and evaluate quantitative business information
- Apply business analytics techniques in future MBA program courses

Additionally, it would be helpful to the student-learners is an align matrix was created to reflect how the program, course, and weekly unit objective link to and align with the instructional materials, assignments and assessments, technologies, and tools used in the MBA 810 - Business Analytics course.

**STANDARD 2.2 - (3 Points) Essential****2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.**

**Points Possible:** 3

**Points Awarded:** 0

**Result:** NOT MET (Yes: 0, No: 3)

**Reviewer Recommendations****Evidence**

This standard seeks the more granular, yet measurable and specific module objectives that provide the foundation for the modules, and in turn, then scaffold the learner experience to attain the higher levels of Bloom's Taxonomy.

I have spent some time attempting to tie these together, but am unable to do so reasonably. Since I cannot see if they are consistent with the course level objectives, and cannot see if they scaffold the learner's experience and increase the level of cognitive achievement in a reasonable manner, I cannot score this as met. Should that be available in an organized table, it would be beneficial and perhaps would be MET for this standard.

**Suggestions For Improvement**

This is difficult because the instructor has not created any kind of course map or visual diagram of how the Course Objectives are directly aligned with the Module Objectives. As well, there are multiple Module Objectives that have multiple variables, making them difficult to measure. There should be one variable for each objectives. For instance, "To recognize the assumptions of the binomial distribution and apply it to calculate probabilities using Excel". This is two separate objectives, relying on multiple skills and knowledge.

**Reviewer Recommendations****Evidence**

The instructor has done a great job in outlining the module learning objectives. However, the alignment of these with the course learning objective is not available, so it's difficult to assess that. A couple of verbs, such as, "recognize", "assign", "recall", etc. are not measurable.

**Suggestions For Improvement**

The instructor can consider developing an alignment matrix to clearly demonstrate the alignment of the module learning objectives with the course learning objectives and can replace some of the non-measurable verbs by referring to the "Bloom's Taxonomy". The alignment matrix may be posted on the course website.

**Reviewer Recommendations****Evidence**

Specific Review Standard 2.2 is not met, as the 70 MBA 8150 - Business Analytics unit (weekly) learning objectives are not completely measurable and consistent with the 6 program and 12 course-level objectives.

**Suggestions For Improvement**

It would be helpful to the MBA 8150 - Business Analytics student-learners if the 70 unit (weekly) learning objectives were reviewed to ensure that they use measurable action verbs that reflect Bloom's Taxonomy and or Cognitive Domain verbs at the 3 through 6 levels in coordination with the 12 course and 6 program level objectives. Action verbs in the first and second domains should be replaced with measurable action verbs in the third through the sixth domain of Bloom's Taxonomy and or the Cognitive Domain

Additionally, the unit (weekly) measurable learning objectives that have compound action verbs should be separated into individual required learning outcomes to prevent confusion within the assignments and assessments. For example:

Week 1: "To compare and interpret the mean..." should be two separate measurable learning objectives, first to compare, and then to interpret.

Week 2: "To create and a decision tree to analyze decision alternative..." should be two separate measurable learning objectives, first to create a decision tree using Excel, and then new measurable learning objective to analyze the decision alternatives under uncertainty using a decision tree.

Week 4: To recognize the assumptions of the binomial distribution and apply it to calculate probabilities using Excel. should be two separate measurable learning objectives.

Including Weeks 5, 6, 8, and 9.

Additionally, it would be helpful to the student-learners is an align matrix was created to reflect how the program, course, and weekly unit objective link to and align with the instructional materials, assignments and assessments, technologies, and tools used in the MBA 8510 - Business Analytics course.

**STANDARD 2.3 - (3 Points) Essential****2.3 Learning objectives or competencies are stated clearly, are written from the learner's perspective, and are prominently located in the course.****Points Possible:** 3**Points Awarded:** 3**Result:** MET (Yes: 3, No: 0)

STANDARD 2.3

**Reviewer Recommendations****Evidence**

This standard is met. This standard wants to see simply and clearly worded objectives that students can understand, placed in a position where students can clearly see what the point of the lesson will be and what the instructor's expectations are.

The course learning objectives are clearly placed where the students can locate them, and are linked at the top of the Moodle page. The module objectives are more difficult to parse, and are available, though I would not say they are easy to use.

**Suggestions For Improvement**

Please consider numbering your learning objectives in a sequence that coordinates with the course objectives, and then listing them in bullet form. Reading a list in a paragraph form is very difficult. If you are asking students to adhere to a specific writing style, such as APA, this would not be acceptable for technical and concise writing format and style. It is a small thing to do, if they align easily and well.

**Reviewer Recommendations****Evidence**

The instructor has clearly articulated all the learning objectives, and easy for learners to understand as well as locate in the course syllabus and under each week's module.

**Suggestions For Improvement**

The instructor can use bullet points to outline the module learning objectives under each week's resources for better readability.

**Reviewer Recommendations****Evidence**

Specific Review Standard 2.3 is met. The 70 unit (weekly) MBA 8150 - Business Analytics learning objectives are clearly stated and prominently located in the Navigation and Overview and Objectives sections of the online course, and are mostly written from the student-learner's perspective.

**Suggestions For Improvement**

It would be helpful to the MBA 8150 - Business Analytics student-learners if the course and unit learning objectives were listed in number sequence, as the program objectives.

For example, the 9 Week 1 learning objectives are listed one after another in paragraph format, i.e., "To recall why knowledge of statistics is important. ... compute measures of position using Excel." To make the learning objectives stand out, it is suggested that they be number by the week in numerical order, i.e.:

1-1. To recall why knowledge of statistics is important.

(Note: Recall is Level 1 action verb and it is suggested that it be replaced with the action verb Question, i.e. To question why knowledge of statistics is important to business analytics.)

1-2. To differentiate between descriptive and inferential statistics.

1-3. To recognize variables as qualitative or quantitative, and discrete or continuous.

(Note: Recognize is Level 1 action verb and it is suggested that it be replaced with the action verb Distinguish, i.e. To distinguish variable as qualitative or quantitative, and discrete or continuous.)

1-4. To distinguish between nominal, ordinal, interval, and ratio levels of measurement.

1-5. To summarize qualitative and quantitative variables with frequency and relative frequency tables, bar and pie charts, histograms and frequency polygons using Excel.

1-6. To compute and interpret the mean, the median, mode, weighted mean, geometric mean, range, variance, and standard deviation using Excel.

(Note: Compound learning objectives should be written as separate and distinct learning objectives to avoid student-learner confusion.)

1-7. To compute the mean and standard deviation of grouped data using Excel.

1-8. To compute measures of position using Excel.

**STANDARD 2.4 - (3 Points) Essential****2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.****Points Possible:** 3**Points Awarded:** 0**Result:** NOT MET (Yes: 0, No: 3)

STANDARD 2.4

**Reviewer Recommendations****Evidence**

This standard is looking for a clear path between the learning objectives and the learning activities, and is looking to see that it is clearly stated.

There is no evidence that this is stated in this course. The objectives are listed, however they are not clearly correlated with the learning assessments and activities.

**Suggestions For Improvement**

This has a simple solution. When you make your table of course and module level objectives and demonstrate how they align, simply make a column for your assessments, and note exactly which objectives are directly aligned with which assessments/activities.

**Reviewer Recommendations****Evidence**

The connection between the learning objectives and learning activities is not stated anywhere on the syllabus or on the website. Although some of them are easy to understand just by the topics, a clear outline is beneficial for students to see as they move through the course.

**Suggestions For Improvement**

The instructor can consider adding a numbering system or an alignment matrix to show which of the learning support specific learning objectives.

**Reviewer Recommendations****Evidence**

Specific Review Standard 2.4 is not met, as the relationship between the program, course, and unit (weekly) learning objectives and activities is not clearly stated. It should be noted at the unit (weekly) learning objectives are provided at the beginning of each week's assignments and assessments; however, the corresponding program and course objectives and their link to the assignments and assessments is not provided.

**Suggestions For Improvement**

It would be helpful to the MBA 8150 - Business Analytics student-learners if a course map that shows how the program, course, and unit learning objectives connect to the learning activities, to include a brief, description of how the program, course and or unit-level learning objectives are met through each learning activity.

**STANDARD 2.5 - (3 Points) Essential****2.5 The learning objectives or competencies are suited to the level of the course.****Points Possible:** 3**Points Awarded:** 3**Result:** MET (Yes: 3, No: 0)

STANDARD 2.4

**Reviewer Recommendations****Evidence**

Standard 2.5 wants to see that the learning objectives are correlated to the level of the course, and to see that they increase in difficulty as the course progresses. As well, it helps to see that the more challenging objectives are scaffolded to insure student transition between different levels of the cognitive domain. This standard is met, as the learning objectives are suited to the level of the course.

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**Suggestions For Improvement**

It is highly recommended that the instructor rewrite those learning objectives that are not specific/measurable to be certain that they are reflective of the level at which they are taught.

**Reviewer Recommendations****Evidence**

The learning objectives are well suited to the level of the course.

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**Suggestions For Improvement**

None required.

**Reviewer Recommendations****Evidence**

Specific Review Standard 2.5 is met. The 6 program, 12 course, and 69 unit-learning objectives are mostly suited to a graduate-level course and reflect the upper domains of Bloom's Taxonomy and Cognitive Domain Action Verbs.

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**Suggestions For Improvement**

It would be most helpful to the MBA 8150 - Business Analytics student-learners if the program, course, and unit (weekly) learning objectives were reviewed to ensure that learning objective use measurable action verbs that are in the upper domains of Bloom's Taxonomy or the Cognitive Domain and are reflective of graduate level course assignments and assessments.

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**General Standard 3: Assessment and Measurement: Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.**

**Overview Statement: Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learners' mastery of content, but also allows learners to track their learning progress throughout the course.**

**STANDARD 3.1 - (3 Points) Essential****3.1 The assessments measure the achievement of the stated learning objectives or competencies.****Points Possible:** 3**Points Awarded:** 3**Result:** MET (Yes: 2, No: 1)**Reviewer Recommendations****Evidence**

This standard simply wants to see that the assessments are measuring the stated objectives.

I am finding many objectives that are met in the assessments, and they are worded well so that students are supported in their efforts to succeed. I can see where a lot of work was put into this!

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**Suggestions For Improvement**

I am concerned that I cannot locate any assignments that line up with the higher level skills objectives. Just in the first two modules, I have many questions. A few, for example:

- "To summarize qualitative and quantitative variables with frequency and relative frequency tables, bar and pie charts, histograms and frequency polygons using Excel". Where is the activity or assignment where the students summarize this? An formative or summative would be fine, I just cannot locate them.
- "After completing the Excel graphing exercise, please provide at least one post about your thoughts about this exercise and about using Excel for graphing. For example, what new knowledge or techniques did you discover? What was most difficult? Easiest? How about the video? Any improvements?" This does not meet an objective, nor does it encourage or require any learner engagement. One post is required.
- "To create and a decision tree to analyze decision alternatives under uncertainty using Excel." Where is the activity/assignment and submission site where they create a decision tree and analyze decision alternatives under uncertainty? I just cannot find it.
- "To apply sensitivity analysis to decision models using Excel." I do not see any activities or assignments for this either. I am actually struggling to find the topic addressed in the material because the videos take so long to download and run.

I cannot do all the modules, however perhaps if you made it clear how the objectives were linked to the activities and assessments, it would be helpful, as was suggested in an earlier standard.

**Reviewer Recommendations****Evidence**

The assessments measure the achievement of most of the course and module learning objectives.

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**Suggestions For Improvement**

An alignment matrix showing how each assessment relates to specific learning objectives (both course and module) will be very helpful. It should be posted on the course website as well. It is not clear how "collect sample data" will be measured since students are only assessed via quizzes and exams. Similarly, "apply business analytics techniques in future MBA program courses" cannot be measured via any of the assessments in this course.

**Reviewer Recommendations****Evidence**

Specific Review Standard 3.1 is met. The assessments used in the MBA 8150 - Business Analytics course, i.e., exams, spreadsheets, self-assessments, and reinforcement activities align with the 12 course and 70 weekly unit learning objectives at the graduate level.

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**Suggestions For Improvement**

None, as the MBA 8150 - Business Analytics course assignments and assessments aligns with and supports the achievement of the stated course and weekly unit learning objectives.

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**STANDARD 3.2 - (3 Points) Essential****3.2 The course grading policy is stated clearly at the beginning of the course.****Points Possible:** 3**Points Awarded:** 3**Result:** MET (Yes: 2, No: 1)**Reviewer Recommendations****Evidence**

This standard seeks to be certain that student have a clear path to understand their grade and the relationship between their grade and the assignments.

In this course, you have listed the four categories that the assignments fall into, and have listed the percentage of the final grade that they hold. You also list the ranges of percentages for their final letter grade. This part is clear.

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**Suggestions For Improvement**

This standard specifically seeks to ascertain if the student is given the information that correlates the points in the course with percentage. Your assignments are all in point, but there is no information about how each of those assignments impacts the students' final grade. If there are three quizzes, the impact is much higher than if there are 30 quizzes. Students have no idea how each assignment will impact their final grade, and this needs to be made specific.

Another issue is that there are required assignments for which no points are given. It would seem that normally, if an assignment is required, that students receive credit for the work. The Discussion Forum in

**Reviewer Recommendations****Evidence**

The instructor has outlined a clear grading policy on the course syllabus.

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**Suggestions For Improvement**

The instructor can consider adding this important information also on the course website for easy reference. Also, he can consider specifying the number of quizzes (self-assessments) on the syllabus so that students have this important information up front.

**Reviewer Recommendations****Evidence**

Specific Review Standard 3.2 is met, as the MBA 8150 - Business Analytics course grading policy is stated clearly at the beginning of the course in the syllabus, under Grading Criteria.

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**Suggestions For Improvement**

None, as the MBA 8150 - Business Analytics course grading policy is stated clearly at the beginning of the course in the syllabus, under Grading Criteria.

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**STANDARD 3.3 - (3 Points) Essential****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.****Points Possible:** 3**Points Awarded:** 3**Result:** MET (Yes: 2, No: 1)

STANDARD 3.3

**Reviewer Recommendations****Evidence**

This standard is seeking evidence that instructors provide written criteria for students so that they will know how the instructor will evaluate their work, and that will be provided to them prior to beginning the assignment.

The grading scale is evidence in the syllabus, and it is clear and specific.

I have reviewed the course as much as I can, and I find no evidence of any rubrics for discussion posts or for the couple homework assignments given. I may be missing these somewhere, so please pardon me, if so.

I see no evidence of explaining participation expectations, or attendance expectations. There are no rubrics in the course, or checklists for criteria, to my ability to locate.

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**Suggestions For Improvement**

For future revisions, please consider revising the syllabus to reflect only the modality being taught, so that students are given specific and clarity on your expectations.

Please consider adding your expectations for the length of discussions, posting expectations, and response expectations. Then, in your rubric, you should clarify your expectations of what constitutes an excellent post, a moderate post, and a poor post.

There are assignments with no clear expectations for how they are presented, formatted, etc. Please consider adding rubrics for your Excel assignments.

The quizzes are graded by a point system, but I cannot locate anywhere that defines the impact of each quiz on the final grade. For future revisions, please add the percentage impact of each individual quiz on the final grade. If you are grading in points, there should be a chart or formula given that translates the points into percentages so that students can track their grades.

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**Reviewer Recommendations**

STANDARD 3.3

**Evidence**

The connection of all the assignments to the course grading policy are clear. However, it is not very clear how the participation activities will be graded.

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**Suggestions For Improvement**

Some brief details about how the participation and attendance activities will be graded can be included – this will also provide guidance and set expectations for students as they complete these activities.

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**Reviewer Recommendations**

STANDARD 3.3

**Evidence**

Specific Review Standard 3.3 is met. The MBA 8150 - Business Analytics syllabus provides specific and descriptive criteria for the evaluation of the student-learners work which is linked to the course grading criteria.

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**Suggestions For Improvement**

None, as the MBA 8150 - Business Analytics syllabus clearly provides the student-learner with specific, descriptive, and clearly explained grading criteria for the various assignments and assessments.

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**STANDARD 3.4 - (2 Points)****3.4 The assessments used are sequenced, varied, and suited to the level of the course.****Points Possible:** 2**Points Awarded:** 0**Result:** NOT MET (Yes: 1, No: 2)

STANDARD 3.4

**Reviewer Recommendations****Evidence**

This standard seeks evidence that the course includes assessments that are not only suited to the level of the course, but are sequentially ordered and offer a variety of assessments.

This course offers 29 multiple-choice assessments, two exams, (Exam 1 cannot be located in the course), and one Excel assignment. For a course of this level, there should be a variety of assessments, and some that rise to the higher levels of Bloom's Taxonomy. This course has an overabundance of multiple choice assessments that are not balanced with an appropriate number of assignments that required writing with an evaluative or analytical intent. Graduate courses typically require that students can demonstrate their ability to think and produce deliverables at a graduate level.

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**Suggestions For Improvement**

For this standard, please consider adding more deliverables that demonstrate the students' ability to do the work taught in Excel software. Additionally, please consider adding a case study analysis each week in a discussion board that requires multiple responses to an engaging and interesting question that requires advanced knowledge of the objectives stated for the module/week. This gives graduate students an opportunity to demonstrate their ability to think critically about the subject matter and a level that is able to evaluate and synthesize or analyze the new material.

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**Reviewer Recommendations**

STANDARD 3.4

**Evidence**

The main assignments are weekly quizzes and exams. There are some participation/attendance activities. These are suited to the level of the course, but additional written assignments are typically expected in a graduate level course like this one that can add more rigor and variety.

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**Suggestions For Improvement**

Given that this is a graduate level course, some rigorous written assignments like case studies, projects (group or individual) and/or discussion forums can be considered.

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**Reviewer Recommendations**

STANDARD 3.4

**Evidence**

Specific Review Standard 3.4 is met, as the assessments used in the MBA 8150 - Business Analytics course are sequenced, varied, and suited to a graduate level course and include self-assessments, practical spreadsheet applications, reinforcement activities, and exams.

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**Suggestions For Improvement**

It would be most helpful to the MBA 8150 - Business Analytics student-learners' if some additional assessments activities, such as discussions, blogs, and or wikis were included to provide expanded variety to the achievement of the 12 course and 70 weekly unit learning objectives.

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**STANDARD 3.5 - (2 Points)****3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.****Points Possible:** 2**Points Awarded:** 0**Result:** NOT MET (Yes: 1, No: 2)

STANDARD 3.5

**Reviewer Recommendations****Evidence**

This standard is seeking evidence that students receive feedback that is timely, so that they can adjust and make improvements early in the learning process.

In this course, nearly 100% of assignments are multiple-choice quizzes that are automatically graded. While students do get immediate responses for correct and incorrect answers, students need personal feedback from the instructor where students are producing the material themselves to demonstrate mastery over the statistical operations required for the course.

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**Suggestions For Improvement**

For future revisions, please consider assigning graduate level case studies and written assignment that receive timely feedback from you, the instructor. Your voice is not heard in the course except as lecturer. Students need to hear feedback from you on the application of the principles that you are teaching.

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**Reviewer Recommendations**

STANDARD 3.5

**Evidence**

The quizzes are automatically graded I presume (as is typical in Moodle). It is not clear when exam grades will be posted or what the timeline is to provide feedback on the participation/attendance activities.

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**Suggestions For Improvement**

The instructor can consider adding some timelines regarding when students will obtain their exam grades and feedback on their participation/attendance activities.

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**Reviewer Recommendations****Evidence**

Specific Review Standard 3.5 is met. The MBA 8150 - Business Analytics course provides the student-learner with several opportunities to track their learning progress to include timely feedback through self-assessments, exams, checklist, timeline, calendar, and grade features of the Moodle Learning Management System.

**Suggestions For Improvement**

The MBA 8150 - Business Analytics course provides the student-learner with numerous opportunities to track their learning progress and to receive timely feedback; however, it would be helpful to the student-learners if specific information as to when grades will be posted to Moodle for the various assignments and assessments were included in either the syllabus and or individual assignment or assessment.

For example, the two exams could indicate information about the posting of grades in the Exam Study Guide.

For the first exam: The format of the exam will be multiple-choice questions, somewhere between 25 to 35 questions. There will be no concept questions, only problems. **The final grade for the exam will be posted immediately upon completion of the exam as the multiple-choice questions are self-grading.**

**For the second exam, a similar statement could be included in the Exam Study Guide.**

**General Standard 4: Instructional Materials: Instructional materials enable learners to achieve stated learning objectives or competencies.**

**Overview Statement: The focus of this Standard is on supporting the course objectives and competencies, rather than on qualitative judgments about the instructional materials.**

**STANDARD 4.1 - (3 Points) Essential**

**4.1 The instructional materials contribute to the achievement of the stated learning objectives or competencies.**

**Points Possible: 3                      Points Awarded: 3                      Result: MET (Yes: 3, No: 0)**

**Reviewer Recommendations**

STANDARD 4.1

**Evidence**

This standard seeks evidence that the resources for the course contribute to and are aligned with the learning objectives for the course.

This course has a plethora of material, in multiple modalities. Well done on this! You have provided a large variety of media for teaching.

**Suggestions For Improvement**

None required -excellent work on this!

**Reviewer Recommendations**

STANDARD 4.1

**Evidence**

The instructor has provided a variety of learning materials that help students achieve the course learning objectives.

**Suggestions For Improvement**

None required.

**Reviewer Recommendations**

STANDARD 4.1

**Evidence**

Specific Review Standard 4.1 is met. The MBA 8150 - Business Analytics instructional materials align with and contribute to the achievement of the 12 course and 70 weekly unit-learning objectives.

**Suggestions For Improvement**

None, as the MBA 8150 - Business Analytics instructional materials, i.e., textbook, lectures, etc. contribute to the achievement of the 12 course and 70 weekly unit-learning objectives.

**STANDARD 4.2 - (3 Points) Essential**

**4.2 The relationship between the use of instructional materials in the course and completing learning activities is clearly explained.**

**Points Possible: 3                      Points Awarded: 3                      Result: MET (Yes: 3, No: 0)**

**Reviewer Recommendations**

STANDARD 4.2

**Evidence**

This standard seeks evidence that the instructor has made it very clear how the instructional materials are related to the learning activities in the course.

In this course, the instructor's voice is loud and clear in terms of facilitating the use of the course materials. It is clear where the one submitted assignment and the quizzes are correlated to the instructional materials.

**Suggestions For Improvement**

None required since the quizzes are directly from the materials, although the absence of written and critical thinking assignments is an obvious need. Then, you could actually measure the level of student ability to apply the material taught. This would measure a graduate level ability, rather than a lower level of identifying the correct response.

**Reviewer Recommendations**

STANDARD 4.2

**Evidence**

The instructional materials under each module are aligned with the module learning objectives, which shows how the learning activities in that module will help achieve those LO's.

**Suggestions For Improvement**

The instructor can consider adding a similar alignment matrix here as well that will be beneficial to students.

**Reviewer Recommendations**

STANDARD 4.2

**Evidence**

Specific Review Standard 4.2 is met, as the MBA 8150 - Business Analytics course clearly explains the relationship between the instructional materials used in the course and how the instructional materials are used to complete the weekly learning activities.

**Suggestions For Improvement**

None, as the MBA 8150 - Business Analytics course clearly explains the relationship between the instructional materials used in the course and how the instructional materials are used to complete the weekly learning activities in the syllabus and weekly Resources & Assignments webpage.

**STANDARD 4.3 - (2 Points)**

**4.3 The course models the academic integrity expected of learners by providing both source references and permissions for use of instructional materials.**

**Points Possible: 2                      Points Awarded: 2                      Result: MET (Yes: 2, No: 1)**

**Reviewer Recommendations**

STANDARD 4.3

**Evidence**

Standard 4.3 is focused on whether or not the course developer has included appropriate permissions for all materials used for the course, and has made them visible and available for those enrolled in the course.

There are few extra resources used in the course, and I am struggling to find appropriate citations and/or permissions for them. For instance, this book is stored on the instructor's server: [https://www.rjcz.com/c/bas/support/05-probability/Backgammon\\_Book.pdf](https://www.rjcz.com/c/bas/support/05-probability/Backgammon_Book.pdf)

I do not find permissions listed anywhere. There are multiple other resources in Week 3 and after that I do not observe permissions for either.

**Suggestions For Improvement**

For future revisions of this course, please consider applying the principles laid out in the syllabus pertaining to Academic Integrity, and include the permissions/copyright information for every instance of media use in the course.

It would be helpful for students to see examples of appropriate citations and references, and to have a specific format and style listed for the course and demonstrated in application within the course.

modeled the academic integrity addressed in the syllabus under Academic Integrity and Misconduct and included a statement as to the style and format to be used for source and reference citations for providing credit where credit is due,



**Reviewer Recommendations****Evidence**

The textbook used in the course have been appropriately cited by the instructor. All software used for playing the lecture videos are free, so no permissions are required. However, some of the additional resources do not include proper citations and permissions.

**Suggestions For Improvement**

The instructor can consider checking all the additional resources to ensure that they have the proper references and permissions for use in order to model the academic integrity expected of learners. For example, in Week 3, a pdf copy of a book is included which does not include any reference or permission for use.

**Reviewer Recommendations****Evidence**

Specific Review Standard 4.3 is met. However, it should be noted that the MBA 8150 - Business Analytics course uses additional resources throughout the course, which should model the academic integrity expected of the student-learners.

**Suggestions For Improvement**

It would be helpful to the MBA 8150 - Business Analytics student-learners if the course modeled the academic integrity addressed in the syllabus under **Academic Integrity and Misconduct** and included a statement as to the style and format to be used for source and reference citations for providing credit where credit is due.

Additionally, the additional resources provided throughout the course should model the academic integrity expected of the student-learners, i.e.,

Week 3: Additional Resources, [Answer to President's Birthday problem](#), and Some information about [Let's Make a Deal](#) which does not model the academic integrity expected of student-learners;

Week 7: Tests of Hypotheses: Chapter 10, Go back to a problem in Week 6 and look at this problem, [Textbook example #14](#), (15th & 16th Eds.), which does not model the academic integrity expected of student-learners;

Week 10: Some Additional Resources, p-value examples: [Comparing Testing Methods: Computer vs Paper](#), [Improving the Attractive Element: Participation in Online Courses](#), which does not model the academic integrity expected of student-learners.

**STANDARD 4.4 - (2 Points)****4.4 The instructional materials represent up-to-date theory and practice in the discipline.****Points Possible:** 2**Points Awarded:** 2**Result:** MET (Yes: 3, No: 0)**Reviewer Recommendations**

STANDARD 4.4

**Evidence**

This standard simply seeks to verify that course materials are current and represent current theories and thoughts in the specific taught field.

This course uses the most current edition of the text, and the instructor, while using older materials for self-help guides, etc., has attempted to keep them updated. The videos are current within two years, and are perfectly fine for Business Analytics.

**Suggestions For Improvement**

None required.

**Reviewer Recommendations**

STANDARD 4.4

**Evidence**

The instructor has included materials that are current and relevant. The textbook used is the most recent edition.

**Suggestions For Improvement**

None required.

**Reviewer Recommendations**

STANDARD 4.4

**Evidence**

Specific Review Standard 4.4 is met as the MBA 8150 - Business Analytics course employs instructional materials that represent up-to-date theory and practice in business analytics.

**Suggestions For Improvement**

None, as the instructional materials used in the MBA 8150 - Business Analytics course are current and represent up-to-date theory and practice in business analytics.

However, it might be helpful to the student learner if the use of artificial intelligence and modeling and simulation were addressed as future methods to conduct business analytics.

**STANDARD 4.5 - (2 Points)****4.5 A variety of instructional materials is used in the course.****Points Possible:** 2**Points Awarded:** 2**Result:** MET (Yes: 3, No: 0)**Reviewer Recommendations**

STANDARD 4.5

**Evidence**

Standard 4.5 seeks evidence that a variety of course materials are available and used for the course.

This course uses a good variety of materials, from textbooks to websites, to video lectures to video demos, students will have a variety of media to learn from.

**Suggestions For Improvement**

None required.

**Reviewer Recommendations**

STANDARD 4.5

**Evidence**

Instructional materials include the textbook and several videos. However, there is not much variety as is usually the case in case of graduate level courses.

**Suggestions For Improvement**

The instructor can consider adding some additional reading on the application of Business Analytics in different industries such as case studies (like those from IBM), scholarly articles, etc. that are helpful for students to see how these are used in real life scenarios. This is also helpful and often complements rigorous course assignments like projects.

**Reviewer Recommendations**

STANDARD 4.5

**Evidence**

Specific Review Standard 4.5 is met. The MBA 8150 - Business Analytics course employs a variety of instructional materials, i.e., textbook, lectures, spreadsheet technology with the TreePlan plug-in, to actively engage the student-learner and achieve the 12 course and 70 weekly unit-learning objectives.

**Suggestions For Improvement**

None, as the variety of instructional materials used in the MBA 8150 - Business Analytics course is excellent.

**General Standard 5: Learning Activities and Learner Interaction: Learning activities facilitate and support learner interaction and engagement.**

**Overview Statement:** Course components that promote active learning contribute to the learning process and to learner persistence.

**STANDARD 5.1 - (3 Points) Essential****5.1 The learning activities promote the achievement of the stated learning objectives or competencies.****Points Possible:** 3**Points Awarded:** 3**Result:** MET (Yes: 2, No: 1)

**Reviewer Recommendations****Evidence**

This Standard seeks evidence that the learning activities in the course are focused on and achieve the stated learning objectives stated in the course syllabus and learning modules. The activities in this course are aligned with the stated learning objectives, generally. This was a difficult call since multiple choice quizzes can only measure the identification of said questions, but does not demonstrate that student can self-produce analysis, explanations, calculations, etc.

**Suggestions For Improvement**

Recommendations include utilizing Moodle's full quiver of activities for assessment of objectives. There are many objectives that are not being appropriately measured. This oversight can be solved by adding assessments that match the level and type of cognitive achievement stated in the objectives. For example, objectives that require analysis and evaluation, students would have to actually analyze and evaluate data, present it at a graduate level in writing or verbal presentation.

**Reviewer Recommendations****Evidence**

The learning activities provided in the course help students achieve the learning objectives.

**Suggestions For Improvement**

As mentioned before, an alignment map here will be very useful.

**Reviewer Recommendations****Evidence**

Specific Review Standard 5.1 is met. The MBA 8150 - Business Analytics course promotes the achievement and aligns with the 12 course learning objectives to categorize, analyze, explain, collect, calculate, determine, use, develop, identify, and assess for the student-learner to achieve the objectives through self-assessments, exams, and software applications. The learning activities include self-assessment, exams, and reinforcement activities using the tools available in the Moodle Learning Management System, and Microsoft Office with the TreePlan plug-in.

**Suggestions For Improvement**

It would be helpful to the MBA 8150 - Business Analytics course student-learner if some of the other 14 activities available in Moodle were employed to promote the achievement of the 12 course and 70 weekly unit-learning activities.

The Moodle Activities webpage provides detailed information on additional activities available in the Moodle Learning Management System: <https://docs.moodle.org/37/en/Activities>

**STANDARD 5.2 - (3 Points) Essential****5.2 Learning activities provide opportunities for interaction that support active learning.****Points Possible:** 3**Points Awarded:** 0**Result:** NOT MET (Yes: 1, No: 2)**Reviewer Recommendations****Evidence**

This standard seeks to verify that there is learner engagement in multiple areas, specifically that of learner to learner, learner to content, and learner to instructor.

This is a wonderful example of an abundance of material that provides learner to content engagement. Well done here.

I cannot locate evidence of learner to instructor engagement or learner to learner engagement.

**Suggestions For Improvement**

This course, as an online course, and a graduate level course, requires a community orientation and engagement between learners. While you have written privately to the reviewers the reasons for your emailing instead of creating discussions online, and having students discuss content online, I feel strongly that it is a disservice to the students, and is a "must" for this course. People learn in relationship. The only relationships evident in this course are the student to the content, which is not enough. Students may be testing high, but they are simply doing quizzes which they can redo until they make the grade desired. This is not providing "opportunities for interaction that support active learning". Furthermore, information does not equal knowledge. While they may gain and demonstrate they have a grasp of the information presented (in quizzes), they have not shown that they can apply the information, thus demonstrating mastery of applicable knowledge.

**Reviewer Recommendations****Evidence**

There is no opportunity for learner-learner interaction apart from discussion posts regarding questions and issues (not a learning activity or assessment). There is a discussion forum but only for asking questions and without any structure/grade, not many students will participate here. It is also not clear how the instructor will interact with the students apart from answering emails and discussion posts (when used).

**Suggestions For Improvement**

The instructor can consider adding a structure discussion forum-based activity where all students will be required to participate and receive feedback. This will help students feel a sense of community in an online learning environment.

**Reviewer Recommendations****Evidence**

Specific Review Standard 5.2 is met, as the MBA 8150 - Business Analytics course provides the student-learner with the numerous opportunities to actively interact with the instructor and the course content.

However, student-to-student interaction, except for the Introduce Yourself which provides, but does not require, the student-learner the opportunity to "...reply to other students' posts is the only student-to-student interaction within the course.

**Suggestions For Improvement**

It would be helpful to the student-learners success if the MBA 8150 - Business Analytics course required additional student-to-student learner activities, i.e., discussion forums, blogs, and or wikis, or some of the other activities available through the Moodle Learning Management System.

**STANDARD 5.3 - (3 Points) Essential****5.3 The instructor's plan for interacting with learners during the course is clearly stated.****Points Possible:** 3**Points Awarded:** 0**Result:** NOT MET (Yes: 1, No: 2)**Reviewer Recommendations****Evidence**

This standard is verifying that you have clearly communicated your intent regarding feedback on assignments, discussion boards, and exams to students.

I cannot find any instance of your stated intent to give feedback on the one assignment, or on the exam. You do say you will respond to emails within a certain amount of time, but this standard specifically references the assessments as well.

This is a real concern, because federal law regarding financial aid use states that there should be regular and substantial instructor driven interaction during the course. I do not see evidence of this. Remember that email responses to students do not count toward this legal requirement since they are not instructor driven, nor are they often content driven, but towards facilitation questions about assignments.

**Suggestions For Improvement**

I recommend clearly stating your intent to have assignments back within a stated time frame. I can only find one assignment, but students receive no credit for it, nor do you state that you will respond within a specific amount of time, that I can find. This would be helpful, particularly as you add more activities at a more substantial graduate level that invite feedback and interaction with you. The instructor should also be active in the discussions, and students should be able to expect this as well.

**Reviewer Recommendations****Evidence**

The instructor has provided a plan for response time to emails in the syllabus but not for assignments (participation/attendance).

**Suggestions For Improvement**

The instructor can add a timeline for providing feedback and posting grades for the participation and attendance activities in the course.

**Reviewer Recommendations****Evidence**

Specific Review Standard 5.3 is met. The MBA 8150 - Business Analytics syllabus under Course Policies, Communications, specifically set the professor's plan for interacting with the student-learners. It should, additionally, be noted that communications expectations are include with the descriptions of the assignments and assessments within the syllabus, i.e., Timing for Homework, Self-assessments, Exams, etc. and under Email.

**Suggestions For Improvement**

None, as the professor's plan for interacting with student-learners, is clearly stated in the MBA 8150 - Business Analytics syllabus.

**STANDARD 5.4 - (2 Points)****5.4 The requirements for learner interaction are clearly stated.****Points Possible:** 2**Points Awarded:** 0**Result:** NOT MET (Yes: 1, No: 2)

STANDARD 5.4

**Reviewer Recommendations****Evidence**

This standard seeks to see a clear explanation of what is required between students for interaction in the course. This is helpful to students so that they can manage their time and expectations from the onset of the course. This explanation gives the students a higher potential chance for success. I cannot find any clear participation policy or expectations. There do not seem to be guidelines anywhere in the course. I particularly expected to see guidelines for discussion board activities, but none were found.

**Suggestions For Improvement**

Please review this QM Standard 5.4 for details. There needs to be learner to learner activities and learner to instructor activities, otherwise, it is a correspondence course, which this course technically is. While one post is required for a discussion board, that does not constitute a discussion, nor is learner to learner or learner to instructor interaction.

To remedy this, plan engaging discussion boards, blogs, etc. that require learner to learner interaction, and design assignment that require learner to instructor interaction that is regular, substantive, and content based, not facilitation of the content. State your expectations clearly in the assignment, and in the syllabus.

**Reviewer Recommendations**

STANDARD 5.4

**Evidence**

No clear participation or communication policy is stated. The syllabus does mention etiquette rules but information about timeliness and other guidelines for interactions are missing.

**Suggestions For Improvement**

The instructor can consider adding a communication policy for all participation and attendance activities that will have details about length, timeliness, and frequency of interactions.

**Reviewer Recommendations**

STANDARD 5.4

**Evidence**

Specific Review Standard 5.4 is met, as the MBA 8150 - Business Analytics syllabus clearly states the requirements for learner interaction within the various assignments and assessment descriptions.

**Suggestions For Improvement**

None, as the MBA 8150 - Business Analytics syllabus clearly provides the requirements for student-learner interaction.

**General Standard 6: Course Technology: Course technologies support learners' achievement of course objectives or competencies.**

**Overview Statement:** The technologies enabling the various tools used in the course facilitate rather than impede the learning process.

**STANDARD 6.1 - (3 Points) Essential****6.1 The tools used in the course support the learning objectives or competencies.****Points Possible:** 3**Points Awarded:** 3**Result:** MET (Yes: 3, No: 0)

STANDARD 6.1

**Reviewer Recommendations****Evidence**

Standard 6.1 is met, by having the Moodle and Microsoft and TreePlan tools support the learning objectives. The tools assist students to receive immediate feedback for multiple choice questions, develop spreadsheets for business analytic measures, and discussion boards for simple postings in the course.

**Suggestions For Improvement**

This course would benefit from a variety of tools being used. Moodle has many good assessment and activities that could be creatively used in your course to enhance your ability to engage the students and to measure their success in other ways than identifying correct multiple choice responses. I would like to suggest reviewing the options and expanding your repertoire of activities.

**Reviewer Recommendations**

STANDARD 6.1

**Evidence**

The tools used in the course support the learning objectives.

**Suggestions For Improvement**

None required.

**Reviewer Recommendations**

STANDARD 6.1

**Evidence**

Specific Review Standard 6.1 is met. The MBA 8150 - Business Analytics course uses the tools available in the Moodle Learning Management System, Microsoft Office and TreePlan to align with and actively support the 12 course learning objectives to categorize, analyze, explain, collect, calculate, determine, use, develop, identify, and assess for the student-learner to achieve the objectives through self-assessments, exams, and software applications.

**Suggestions For Improvement**

It might be helpful to the MBA 8150 - Business Analytics course student-learner if some of the other tools available in the Moodle Learning Management System were used to achieve the 12 course and 70 weekly unit-learning objectives, i.e., forums and or peer assessment to provide diversity in the assignments and assessments.

**STANDARD 6.2 - (3 Points) Essential****6.2 Course tools promote learner engagement and active learning.****Points Possible:** 3**Points Awarded:** 3**Result:** MET (Yes: 2, No: 1)

STANDARD 6.2

**Reviewer Recommendations****Evidence**

This standard is seeking to verify that the tools in this course actually encourage and promote learners to be actively engaged with each other and the content.

This standard is not met, because the tools in this course are not used for learner engagement. The discussion board posts are not promoting learner engagement in this course, and there is no other opportunity. It is actually seriously lacking in learner engagement, and resembles a correspondence course in many important ways. This course would be a serious challenge if it was reviewed in light of receiving federal financial aid funds.

**Suggestions For Improvement**

In order to meet this standard, create discussion board posts that are interesting application questions focused and centered on applications of what they are learning in the course. Multiple responses should be required, and you, as the instructor, should be deeply involved in the discussion boards.

**Reviewer Recommendations**

STANDARD 6.2

**Evidence**

There is not much opportunity in the course for active learning in the form of engagement.

**Suggestions For Improvement**

The instructor can consider adding some discussion forum type activities (Moodle has a functionality that is easy to use – for both individual and group work) to promote learner engagement and active learning in the course.

**Reviewer Recommendations**

STANDARD 6.2

**Evidence**

Specific Review Standard 6.2 is met, as the MBA 8150 - Business Analytics course tools provided in Moodle through the assignments, self-assessments, exams and the use of Microsoft Office Excel with the TreePlan plug-in to create simulations and analytics that promote active learner engagement.

**Suggestions For Improvement**

The MBA 8150 - Business Analytics course employs many of the 14 activities available in the Moodle Learning Management system, as well as Microsoft Office Excel with the TreePlan plugin to actively promote student-learner engagement and active learning.

It would be helpful to the student-learner if student-to-student interaction and engagement were enhanced to include a chat, forum, and or blog/wiki activities that require discussion of business analytics and not just application.

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**STANDARD 6.3 - (1 Point)****6.3 A variety of technology is used in the course.****Points Possible:** 1**Points Awarded:** 1**Result:** MET (Yes: 3, No: 0)

STANDARD 6.3

**Reviewer Recommendations****Evidence**

This standard seeks to see that student use and have access to a variety of technology in the day to day activities in the course. In this course, you use a few technologies - Moodle, Excel, and TreePlan. I believe that you could use them more to the students' advantage, however you are using multiple technologies.

---

**Suggestions For Improvement**

Please use the technologies available to your best ability, in order to make learning more efficient for your students, as well as to create an online community. Students learn in relationship, and that only happens when you create an online learning community in your course. This enhances course and student retention.

**Reviewer Recommendations**

STANDARD 6.3

**Evidence**

The instructor uses Excel as the course software and there are videos and LMS-based quizzes.

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**Suggestions For Improvement**

The instructor can consider adding discussion forums and other activities (like group work, etc.) to facilitate a higher level of learner engagement. Moodle has a lot of nice features that the instructor can leverage to create different activities.

**Reviewer Recommendations**

STANDARD 6.3

**Evidence**

Specific Review Standard 6.3 is met. The MBA 8150 - Business Analytics course uses a variety of technologies to actively engage the student-learner in the successful completion of the course.

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**Suggestions For Improvement**

None, as the MBA 8150 - Business Analytics course uses a variety of technologies, Moodle Learning Management System, Microsoft Office, and TreePlan to actively engage the student-learner.

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**STANDARD 6.4 - (1 Point)****6.4 The course provides learners with information on protecting their data and privacy.****Points Possible:** 1**Points Awarded:** 1**Result:** MET (Yes: 3, No: 0)

STANDARD 6.4

**Reviewer Recommendations****Evidence**

Students need to be aware of how their data is being used, and what level of privacy they can expect in this course. This includes the LMS as well as other tools used in the course. This course gives students information about their data and privacy in all tools, including, but not limited to the LMS. The Moodle, Microsoft Office, TreePlan, iTunes, and Tableau. These links are in the syllabus, easily available to students at all times.

---

**Suggestions For Improvement**

You have included the necessary information required for this standard.

**Reviewer Recommendations**

STANDARD 6.4

**Evidence**

The instructor has provided a link to Moodle's privacy policies on the course website. But those for Microsoft Excel and software for watching videos and podcasts used in the course (iTunes, etc.) are not included.

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**Suggestions For Improvement**

The instructor can consider adding links to the privacy policies of Microsoft Excel, iTunes and other media players (for videos) used in the course. All these links may be grouped together in a separate section on the syllabus and added to the course website as well.

**Reviewer Recommendations**

STANDARD 6.4

**Evidence**

Specific Review Standard 6.4 is met, as the MBA 8510 - Business Analytics syllabus under **Privacy Statements**.

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**Suggestions For Improvement**

None, as the MBA 8510 - Business Analytics syllabus provides the student-learner with information on protecting their data and privacy to include links to the privacy statements for the tools used in the course.

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**General Standard 7: Learner Support: The course facilitates learner access to institutional support services essential to learner success.**

**Overview Statement:** It is important to ensure online learners know they have access to and are encouraged to use the services that support learners at the institution. In the Learner Support Standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and student services support.

**STANDARD 7.1 - (3 Points) Essential****7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.****Points Possible:** 3**Points Awarded:** 3**Result:** MET (Yes: 3, No: 0)

STANDARD 7.1

**Reviewer Recommendations****Evidence**

This standard seeks evidence that students are given the information needed in order to find assistance when necessary. You have given instructions for assistance for tech support for your university, and listed it clearly in the syllabus.

---

**Suggestions For Improvement**

I have no recommendations since you have provided this information for students in your syllabus.

**Reviewer Recommendations**

STANDARD 7.1

**Evidence**

The instructor has provided information about how to obtain technical support for different course components.

---

**Suggestions For Improvement**

None required.

**Reviewer Recommendations**

STANDARD 7.1

**Evidence**

Specific Review Standard 7.1 is met. The MBA 8150 - Business Analytics syllabus specifically addresses and links to technical support available to student-learners and the University of Iowa's Information Technology Help Desk.

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**Suggestions For Improvement**

None, as the MBA 8150 - Business Analytics course student-learners are provided instructions and a link to obtain technical support services.

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**STANDARD 7.2 - (3 Points) Essential****7.2 Course instructions articulate or link to the institution's accessibility policies and services.****Points Possible:** 3**Points Awarded:** 3**Result:** MET (Yes: 2, No: 1)

STANDARD 7.2

**Reviewer Recommendations****Evidence**

This standard seeks to see that students have a link or information on how to access the university accommodations and disability services department. This link should give students access to the policies as well. This course contains an internal link to the Moodle site, but does not contain a link to the university website. This requirement is found to be not met.

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**Suggestions For Improvement**

Please link directly to the university policy page for accommodations and disability services. Students needs to be put directly into contact with the information they require. You do have an internet address included in the internal link, however, it is not a hyperlink. For accessibility reasons, do not use the long URLs for internet sites. Link with appropriate descriptors so that JAWS readers can properly read them. Screen readers will read out the entire URL, character by character, and this takes for ever and is not helpful for student with low vision.

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**Reviewer Recommendations**

STANDARD 7.2

**Evidence**

This is clearly mentioned in the course syllabus under "University policies".

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**Suggestions For Improvement**

None required.

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**Reviewer Recommendations**

STANDARD 7.2

**Evidence**

Specific Review Standard 7.2 is met, as instructions and or a link to the University of Iowa's accessibility policies and services is located under University Policies.

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**Suggestions For Improvement**

None, as a link to the University of Iowa's accessibility policies and services and student disability services is provided.

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**STANDARD 7.3 - (3 Points) Essential****7.3 Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.****Points Possible:** 3**Points Awarded:** 3**Result:** MET (Yes: 3, No: 0)

STANDARD 7.3

**Reviewer Recommendations****Evidence**

This standard seeks evidence that the instructor has linked to university services for academic support services and resource to assist learners who require the extra assistance. This is academically focused, not focused on technical support. I cannot locate any evidence of this information being available within the course at this time. Please direct me appropriately if I am simply missing it.

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**Suggestions For Improvement**

Please consider adding links to access library resources, academic tutoring, writing centers, math centers, LibGuides, etc. These can be found on the school's website.

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**Reviewer Recommendations**

STANDARD 7.3

**Evidence**

There is no link to the institution's academic support services and resources.

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**Suggestions For Improvement**

The instructor can consider adding links to support services like learning center, testing center, library and writing resources.

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**Reviewer Recommendations**

STANDARD 7.3

**Evidence**

Specific Review Standard 7.3 is met. Instructions and or a link to the University of Iowa's academic support services and resources that can help student-learners succeed in the MBA 8150 - Business Analytics is located in the syllabus under **Need Technical Support**.

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**Suggestions For Improvement**

It would be helpful to the MBA 8150 - Business Analytics course student-learner if the instructions and the link to the University of Iowa's academic services and resources were labeled to indicate that both academic and technical support that can help the student-learner succeed is provided. For example, the following changes in "**Bold**" are suggested:

Need **Academic and or Technical Support**? Any questions about the course materials and Moodle should be directed to the professor. The professor's [FAQ webpage](#) might sometimes help. Questions about The University of Iowa specific items, such as your UIowa email, UIowa computers, etc., should be directed to [LIS\\_its-helpdesk@uiowa.edu](mailto:its-helpdesk@uiowa.edu), 319-384-HELP (4357). General university **academic support and resources** are found on the university's [Helping Students Find their Way](#) web page.

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**STANDARD 7.4 - (1 Point)****7.4 Course instructions articulate or link to the institution's student services and resources that can help learners succeed.****Points Possible:** 1**Points Awarded:** 1**Result:** MET (Yes: 2, No: 1)

STANDARD 7.4

**Reviewer Recommendations****Evidence**

This standard seeks evidence of support services and resources include advising, registration, financial aid, veterans' services, student or campus life, counseling, career services, online workshops, and student organizations. I cannot locate any evidence of any of these support services or resources being linked from the syllabus or the course.

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**Suggestions For Improvement**

Please consider adding links to the following resources that students will need throughout the term: support services, advising, registration, financial aid, veterans' services, student or campus life, counseling, career services, online workshops, and student organizations. These can be in a link in your course, or from your syllabus.

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**Reviewer Recommendations**

STANDARD 7.4

**Evidence**

The instructor has included links to the institution's student services and resources under "University policies".

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**Suggestions For Improvement**

None required.

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**Reviewer Recommendations**

STANDARD 7.4

**Evidence**

Specific Review Standard 7.4 is met, as a link to the University of Iowa's student services and resources is provided in the MBA 8150 - Business Analytics course.

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**Suggestions For Improvement**

It would be helpful to the MBA 8150 - Business Analytics course student-learner if instructions and or a link to the University of Iowa's student services and resources that can help the student-learner succeed were highlighted in, either in the syllabus or administrative items section of the course under the heading Student Services and Resources.

**General Standard 8: Accessibility and Usability: The course design reflects a commitment to accessibility and usability for all learners.**

**Overview Statement:** The course design utilizes the principles of Universal Design for Learning (UDL) and reflects a commitment to accessibility, ensuring all learners can access all course content and activities, and to usability, ensuring all learners can easily navigate and interact with course components.

**Disclaimer:** Meeting QM Specific Review Standards regarding accessibility does not guarantee or imply that the specific accessibility regulations of any country are met.

**STANDARD 8.1 - (3 Points) Essential**

**8.1 Course navigation facilitates ease of use.**

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET (Yes: 2, No: 1)

STANDARD 8.1

**Reviewer Recommendations**

**Evidence**

This standard seeks evidence that the course is built and developed in such a way that students are able to easily find and access the main components of the course, and locate the information they need in order to be successful in the course.

This course is developed in an organized way, using a natural hierarchy to facilitate the students' ease of use. There is one navigation issue that needs to be resolved, and that is the inability to return to the course home page by use of a link or breadcrumbs. This is particularly true when so much of the information is in the syllabus and not in the course, accessible by navigation links. In any specific page of the course, the student cannot return to the course home page - not the MOODLE home page, but the course home page. This is difficult for all students, but for students using screen readers or having vision issues, it is almost impossible to navigate the page. This is an easy fix in Moodle.

**Suggestions For Improvement**

While the course as it is, meet standards, for future revisions, please consider:

1. Add the breadcrumb feature in Moodle for easier navigation or add links in the navigation to the home page, the syllabus, and to each module.
2. Add the student support services to the actual course, so that students do not have to open the syllabus and search. They can simply choose the appropriate navigation link for Student Support Services, and have those areas readily available. I am referring to any health, academic, and/or technical support services your school offers.

STANDARD 8.1

**Reviewer Recommendations**

**Evidence**

The course is quite well-organized and hence easy to navigate and use.

**Suggestions For Improvement**

The instructor can consider adding some of the important links like policies, student support services, accessibility information, technical support, etc. to the course website on top of including them in the course syllabus. Also, links to navigate back to the course homepage from any other page should be added (say, on the left pane) to facilitate easier navigation on the part of students. This should be a feature of Moodle that can be enabled easily.

STANDARD 8.1

**Reviewer Recommendations**

**Evidence**

Specific Review Standard 8.1 is met. The MBA 8150 - Business Analytics course provides consistent layout and design throughout the course, making content, instructional materials, tools, and media easy to locate from anywhere in the course.

The course is designed so that elements are used repetitively, increasing predictability and intuitiveness for the student-learner.

Course pages have links, files, and icons that are labeled with easy-to-understand, self-describing, and meaningful names and the links within the course, are working properly and no broken links were noted.

Of particular note is that the hierarchy of material in each of the modules is clearly indicated through heading styles and identical design.

**Suggestions For Improvement**

Although the MBA 8150 - Business Analytics course design enables learners to easily locate where they are within the course and to easily return to the master list of the Professor's courses home page from any location via the Home, rjMoodle, Contact...bar at the top of each page.

However, it would be most helpful to the student-learners if the Home, rjMoodle, Contact...bar at the top of each page included a button that takes the student-learner back to the Business Analytics - MBA8150-Summer19-Online-Quality\_Matters home page: <https://www.rjrz.com/moodle/course/view.php?id=31463>

**STANDARD 8.2 - (3 Points) Essential**

**8.2 The course design facilitates readability.**

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET (Yes: 3, No: 0)

STANDARD 8.2

**Reviewer Recommendations**

**Evidence**

This standard looks for the face of the course to enhance the student experience. This standard is MET. There is open space, easily read font/typography used, a clear organization and readability. Well done.

**Suggestions For Improvement**

There is one item that stands out to me in every module - the objectives. In every course, it is helpful to have them easily read in a bulleted list, but particularly in a business/math, etc. class, students are linear thinkers and like to see the information clearly listed. It is very difficult to read the large block of text that is not a narrative, not a list, just a large block of text. Please change this for your students :).

STANDARD 8.2

**Reviewer Recommendations**

**Evidence**

The course is designed nicely so as to facilitate readability.

**Suggestions For Improvement**

None required.

STANDARD 8.2

**Reviewer Recommendations**

**Evidence**

Specific Review Standard 8.2 is met, as the MBA 8150 - Business Analytics course design maximizes usability by facilitating readability and minimizing distractions for the student-learner.

MBA 8150 - Business Analytics course is clearly organized and presented so that learners can easily read and interpret the course assignments and assessments. Review of the 11 Resource & Assignments Webpages, using Microsoft Office Readability Statistics and Editor reflects that the webpages are written at the 8th to 9th-grade level with readability ease of 45 to 55 and no editing and/or proofreading errors were noted.

The layout of the MBA 8150 - Business Analytics course reflects content that is formatted to serve specific instructional purposes with similar content grouped together under identical headings in each of the webpages.

Additionally, white space is used around content to help increase the student-learner's comprehension of the resources and assignments. The webpages have heading and body styles that are consistent throughout the course, and various font style and size are used to maximize on-screen readability. Additionally, color coding is used to highlight specific instructions and objectives of the individual webpage.

**Suggestions For Improvement**

It would be helpful to the MBA 8150 - Business Analytics course student-learners if the content of the weekly "Objectives" section of the course was not composed of a large block of text but were listed in bullet format and possibly numbered.

**STANDARD 8.3 - (3 Points) Essential**

**8.3 The course provides accessible text and images in files, documents, LMS pages, and web pages to meet the needs of diverse learners.**

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET (Yes: 2, No: 1)

STANDARD 8.3

**Reviewer Recommendations**

**Evidence**

This standard seeks evidence that the course is developed in such a way that individual accommodations are not necessary. From images to tables to fonts and alt-tags, the course can be built to enable success for all students with visible and invisible disabilities.

I have spot-checked in this course, and have not gone through the course with a fine-tuned comb. In my spot checks, I found multiple areas that would be difficult for a disabled student to work through or parse. Please see the recommendations for more information.

**Suggestions For Improvement**

For revisions to this course, please consider the following suggestions:

1. Adding alt-tags to all your images and graphs.
2. Your primary course materials, your powerpoint PDFs, are images and difficult to parse. Further more, they are small, and are formatted for students to be able to take notes on the 2-slides-per-page layout, however the documents are PDFs, which most students will not be able to electronically take notes on. It is difficult to do so easily. When the slides are enlarged enough to read the images, they are a large portion of my laptop screen, and then I am unable to take notes, etc.
3. The many charts in Excel need alternative texts, just as any other image. Simply select the item for the error. This opens sizing handles on the item that has the error. Right-click on the outlined item, select "Format" for the item type. Select Laout & Properties icon, and then expand "Alt Text". Enter a title and description for the item.

Again, I simply spot-checked, however there is a consistent need for alt-text and alt-tags.

**Reviewer Recommendations****Evidence**

The text and images provided in the course mostly meet accessibility standards to accommodate diverse learners.

**Suggestions For Improvement**

The instructor can consider checking all the pdf documents used in the course to make sure that alt-tags are used and all images have alternative texts to facilitate learning for diverse students.

**Reviewer Recommendations****Evidence**

Specific Review Standard 8.3 is met. The MBA 8150 - Business Analytics course provides the student-learner with equivalent textual representations for images, i.e., lecture PowerPoint files and closed-captioning so that all learners have access to equivalent information.

**Suggestions For Improvement**

None, as the MBA 8150 - Business Analytics student-learner is provided access to course materials that meet the needs of diverse student-learners.

**STANDARD 8.4 - (2 Points)****8.4 The course provides alternative means of access to multimedia content in formats that meet the needs of diverse learners.****Points Possible:** 2**Points Awarded:** 2**Result:** MET (Yes: 3, No: 0)**Reviewer Recommendations****Evidence**

This standard seeks to see that there are transcripts or closed captioning of multimedia content located within the course. You have offered this easily and well, and ALL students will appreciate your hard work and effort toward this accomplishment. Your captions seem to be quite accurate, given very minor errors in punctuation or grammar. When I previewed the course, I had trouble with some of the video captioning, but I could not locate them when I spot-checked later. Please be sure to check all video links for captioning.

**Suggestions For Improvement**

None required.

**Reviewer Recommendations****Evidence**

Captions are provided for all videos used for the course. However, some of the captioned videos are not working. For example, for Week 1, the links for Ch02 and Ch03 lecture videos, Ch03 Excel, etc. are not working. There may be others in the other weeks, so they need to be checked carefully by the instructor.

**Suggestions For Improvement**

The instructor will need to ensure that the links to all the captioned videos are working properly.

**Reviewer Recommendations****Evidence**

Specific Review Standard 8.4 is met, as the MBA 8150 - Business Analytics course provides the student-learner with equivalent textual representations of multimedia content, which is accurate and meets the needs for access by diverse student-learners, to include searchable PDF files and closed-captioning.

**Suggestions For Improvement**

The MBA 8150 - Business Analytics course provides alternative means of access to multimedia content for diverse student-learners, i.e., closed-captioning and searchable PDFs.

It would be most helpful to the MBA 8150 - Business Analytics course student-learners if the links to the various alternative means of access to multimedia content were checked for broken links. It might be helpful to consider using the following robot plugin to check broken links in Moodle: <https://www.inspulse.com/2016/check-awesome-plugin-check-broken-links-moodle-site/>. Note that this link sends you to the Moodle site for documentation and installation: [https://moodle.org/plugins/tool\\_crandie](https://moodle.org/plugins/tool_crandie). The plugin is open source and free and recognized by Moodle.

**STANDARD 8.5 - (2 Points)****8.5 Course multimedia facilitate ease of use.****Points Possible:** 2**Points Awarded:** 2**Result:** MET (Yes: 2, No: 1)**Reviewer Recommendations****Evidence**

This standard seeks evidence that the course multimedia is easy to view, operate, and interpret. With this in mind, you have many lengthy videos that are not searchable or structured in such a way that students can access a particular section. It is difficult to go back and find specific areas. In addition, at my university, it took an hour to get many of the videos to load, and it took similar times on my iPhone X. QM recommends that any videos over 15 minutes or so, are broken up into smaller videos to enable ease of use for students, and I recommend this here as well. As a student, I would be very frustrated, even if I did not say anything to you about it.

**Suggestions For Improvement**

Please break up your videos so that they load more quickly, and so that students can find what they need more easily. If you cannot break them up, then at least create chapter markers with clear labels so that student can access the sections they need when they go back to the video.

**Reviewer Recommendations****Evidence**

All the multimedia (videos) used in the course facilitate ease of use to support student learning.

**Suggestions For Improvement**

A few of the lecture videos are too long (> 25 minutes) which the instructor can consider breaking up into small segments.

**Reviewer Recommendations****Evidence**

Specific Review Standard 8.5 is met. The multimedia, i.e., video lectures provided in the MBA 8150 - Business Analytics course facilitates ease of use by the student-learner.

Specifically, the audio quality for the lecture videos is clear, the video window can be resized, and the resolution is sufficient for comprehension. Additionally, movement through lecture presentations can be controlled by the student-learner and the video lectures streamed smoothly without frequent interruptions from as tested from remote mini wifi location.

**Suggestions For Improvement**

It would be helpful to the MBA 8150 - Business Analytics student-learners if the longer lecture videos (videos longer than 15 to 20 minutes, i.e. CH02: Lecture, 23 minutes, CH02 Excel: Creating Graphs, 27 minutes, ) were broken into shorter segments.

However, it should be noted that the MBA 8150 - Business Analytics student-learners are provided with information about the length of each video in the Resources & Assignments Webpage before each video.

**STANDARD 8.6 - (2 Points)****8.6 Vendor accessibility statements are provided for all technologies required in the course.****Points Possible:** 2**Points Awarded:** 2**Result:** MET (Yes: 3, No: 0)**Reviewer Recommendations****Evidence**

This course seeks evidence that all technologies have accessibility statements readily available to students who require more information and/or assistance.

This course now has most of this information, and this standard is generally met. There is one vendor technology statement missing, that is used for the majority of the course. Unless I have overlooked it, what streaming server is used, and where is the vendor accessibility statement for it?

**Suggestions For Improvement**

Please add the streaming vendor accessibility statement to this course.

**Reviewer Recommendations****Evidence**

The instructor has provided the necessary information about the accessibility of the LMS, Moodle.

**Suggestions For Improvement**

Links to the accessibility statements for Microsoft Excel and media players (for the videos) can be included.

**Reviewer Recommendations****Evidence**

Specific Review Standard 8.6 is met, as vendor accessibility statements for the various technologies used in the MBA 8150 - Business Analytics have been provided in the syllabus, under Accessibility.

**Suggestions For Improvement**

None, as the vendor accessibility statements are provided in the MBA 8510 - Business Analytics syllabus.

**Additional Review Comments:****Reviewer**

This course has an excellent basis for a valuable and enjoyable experience for students. The instructor's hard work is evident at every turn, and there is no doubt about his passion for his students and his desire to develop an excellent course. Kudos, Sir!

I believe that your main struggles lie in instructor-driven regular and substantive interaction, student engagement and interaction, and the lack of student demonstration of skills.

Multiple choice exams test only student identification of answers, but does not demonstrate student ability to develop the spreadsheets and apply the skills to real life scenarios. This course, while demonstrating high grades and high student satisfaction, needs beefed up in terms of deliverables from students demonstrating the actual objectives that you list as course objectives and module objectives, not simply identifying correct answers after repeatedly taking the quizzes until they achieve the score desired. I could not access Exam 1 to see the questions, so I assume they are the same presentation.

With this said, you have a great start, and the changes, should you wish to make them, will be highly beneficial to your students.

**Reviewer**

Follow-up (SRS 6.4): The instructor has added the accessibility statements upon request from the review team chair. He can consider adding the link specifically meant for Microsoft office (and not the entire Microsoft suite) so as to facilitate easy access for students. I have marked this standard as "Met" now.

Follow-up (SRS 6.2): I appreciate the instructor's long explanation about this SRS in response to the review team chair; however, I still stand by my earlier comment about this. Again, some form of direct interaction that is provided by discussion forums or blogging activities helps develop a sense of community in an online class.

Follow-up (SRS 7.3): The instructor has added this upon request from the review chair, however, he can consider putting it under a separate section/heading as it is different from "Technical support" (where it now resides). It should be under something like "student support services" or "academic support services" that will make it easier for students to locate. I have marked this standard as "Met" now.

Follow-up (SRS 8.4): The instructor has checked this upon request from the review team chair and clarified that all links have been fixed. I have not personally checked them again. I have marked this standard as "Met" now.

Follow-up (SRS 8.6): The instructor has added this upon request from the review chair. As with SRS 6.4, the link can be made specific for Microsoft Excel or Office as it may be difficult to find the relevant one from the entire Microsoft website.

This course is a well-designed analytics course, and with the suggestions made by the review team can be further improved to benefit student learners. I appreciate the time taken by the instructor for his timely and detailed explanations and clarifications for the concerns raised during the review process. All the best!

**Reviewer**

The MBA 8150 - Business Analytics course is exceptionally well designed and actively engages the student-learner in the process of understanding and applying business analytics to the decision making process. Student-learners are lead through a varied of sequenced assignments and assessments that test their ability to apply analytics using tools available via the open market. Use of the Moodle Learning Management System and Microsoft Office with the TreePlan plugin provide the student learning to practice the application of business analytics in a real-world environment. I would recommend this course to any graduate student that needs to understand the practical application of analytics to the business management and operations process. This instruction materials used in the MBA 8150 - Business Analytics prepare the student-learner to make sound business decisions.

**TOTAL POINTS AWARDED: 79****FINAL RESULT: DID NOT MEET STANDARDS****Amendments****STANDARD 2.1**

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET

**Course Representative Notes:**

I like the suggestion to remove the second group of objectives. Quite honestly, these were passed down to me when I was first asked to teach this course, and they always puzzled me, too. I can now see that they are doing more harm than good and that by removing them, the objectives are much clearer and cleaner. I removed the second group. Thanks much for pointing this out.

A reviewer mentioned that one item in the top list is not measurable. At first, I didn't see which one. I discovered that I had found multiple Bloom's Taxonomy active verb lists on the Internet, and [this one that I had used](#) did not match [this one on the Quality Matters website](#), (e.g., analyze, collect, apply). I reviewed my objectives using the QM Bloom's Taxonomy list and made appropriate changes.

I accepted one reviewer's suggestion to number the list of objectives instead of using bullets. These objective numbers are then used in each weekly module objectives, shown [at the top of each topic in Moodle](#), [at the top of each Resources and Assignments web page](#), and again [at the bottom of each Course Calendar topic](#). I provided a [note about this referencing in the syllabus](#) to align course objectives to module objectives.

One reviewer, in this 2.1 standard, suggested using an **align matrix**, "to reflect how the program, course, and weekly unit objective link to and align with the instructional materials, assignments and assessments, technologies, and tools." I have done this, and I describe it in my response to 2.4, where it seems more appropriately discussed.

I believe that my objectives are now correct and that my changes have adequately addressed all the reviewer's concerns and suggestions.

**Chair Notes:**

Excellent course improvements and modification to the course syllabus. The student learners taking the MBA 8150 - Business Analytics course will appreciate the modification made to the course.

**STANDARD 2.2**

2.2 The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET

**Course Representative Notes:**

Similar to my problem with some course-level objectives, I was using a different Bloom's Taxonomy active verb list. I revised my module-level objectives using only the QM Bloom's taxonomy list, which should satisfy some reviewer's comments about my chosen verbs.

I have also separated objectives that contain compound action words. At the top of every Resources webpage, I have italicized the Bloom's action verbs to make it clearer which course objectives are addressed in each module. The last module (WK10) combines elements of CO2, CO3, and CO4 to the primary objectives CO7 and CO8.

A course alignment matrix was suggested, which I will explain and include in 2.4 below.

I believe that these changes should satisfy the reviewer's concerns.

**Chair Notes:**

Excellent, modification to the module/unit-level learning objective, the modification to the learning objectives will be appreciated by the student learner as the modifications eliminate the confusion of dual actions for a single unit-level learning objective.

**STANDARD 2.4**

2.4 The relationship between learning objectives or competencies and learning activities is clearly stated.

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET

**Course Representative Notes:**

I have taken the "simple suggestion" and am providing this [course alignment table](#).

I believe that this comprehensive alignment matrix, and with the improvements that I have made in Standard 2.1 and Standard 2.2, satisfies the reviewer's concerns.

I do want to mention that my selected textbook from McGraw-Hill, which is in its 17th edition and a flagship textbook, applies Bloom's Taxonomy. Each chapter has clearly stated learning objectives. These chapter objectives track with my module-level (weekly) objectives. Furthermore, the publisher identifies the **Topic**, **Learning Objective**, **Bloom's active verb**, and **AACSB category** (AACSB is the College of Business accreditation organization) for every self-assessment question that I use. This becomes a very strong path from objectives to activities.

Below are examples of textbook Chapter Objectives and Question Bank tagging for two chapters.

[Chapter 3 Textbook Objectives](#), [Chapter 3 Question Bank Documentation](#).

[Chapter 6 Textbook Objectives](#), [Chapter 6 Question Bank Documentation](#).

**Chair Notes:**

The course alignment table created for the MBA 8150 - Business Analytics course provides a model course alignment table. The MBA 8150 - Business Analytics course alignment table created by Dr. Jerz is comprehensive, detailed, and aligns the course for the student learner and exceeds the QM 85 percent standard for alignment.

**STANDARD 3.4**

3.4 The assessments used are sequenced, varied, and suited to the level of the course.

**Points Possible:** 2

**Points Awarded:** 2

**Result:** MET



## Course Representative Notes:

I believe that some of my course assessments, their variety, and their appropriateness to this course were not apparent in the initial review. After I constructed my response to Standard 5.2 and let my team chair review it, he said he wished that they had this information earlier. I will repeat some information from my response (in italics,) and I will provide a few more comments.

(Relative to sequenced and suited to the level of the course:)

*Our Business Analytics department's "Common Required Course Topics" document shows which topics must be present in the courses and Optional Course Topics. Some faculty only cover the "Required Topics" because they believe that there is not enough "time" to include any more. I have chosen to cover more topics for the following reasons: 1) I want to be able to tell the complete "Business Analytics" story, 2) I am confident that with the careful design of resources and instruction, student will be able to master these topics, and 3) that by creatively providing instruction outside of class meeting times, that I can have students devote more time to my course without realizing it (and without complaining.) The key to my course success is centered on my instructional videos.*

*This course is taught by ten different faculty, each trying to achieve the general course objectives. My course contains a rigorous sequencing of activities, a lot of variety in the topics and Excel models that students use, and the knowledge is very appropriate to the level of the course. My course design is not one that attempts to simply get students through a topic that is traditionally very difficult (i.e., business statistics), but rather to make them "masters" at being able to do, and apply business calculations.*

To add to this, this is a master's level course and contains topics, mostly centered around "business statistics," that many students should have had exposure to in their undergraduate studies. However, because of either the difficulty of doing statistical calculations, or the length of time between the student's undergraduate and graduate-level students, they have forgotten what they should have learned. Some students come to this course fearing another course in statistics. So, the purpose of this course, at the master's level, is not simply to do an undergraduate course again and hope for the best, it is to give these students a deep understanding of why data analysis and statistics are needed and the power to perform intricate logic and calculations with modern tools. This course will make students be better decision-makers.

(Relative to variety:)

*Of course, each topic is naturally different from each other. However, the course doesn't contain merely a dozen different topics. The topics are integrated into a cohesive treatment of the course's theme, business analytics. Additionally, my Excel models are designed to not only solve problems but to illustrate different creative ways of using Excel. Each new Excel model contains additional new features. Students anticipate what each new Excel model add. Since Excel is a major theme within this course, my use of it provides variety. There are 10 modules in this course. Module 1 is distinctly different from the others because it includes a significant "graphing" exercise (a non-calculating exercise), yet also includes one calculating exercise involving basic statistics. Intentionally, I designed this first module as demanding. It covers four chapters and has the most self-assessments for any one week. It serves as a review of what students should have had in their undergraduate education. I also want to set the tone that "This is not going to be an easy online course." Module 2 is different because it uses the TreePlan add-in to build decision trees. Module 10 is different because it shows how to use Excel for optimization and simulation, using a completely different approach to problem-solving and modeling with Excel. The remaining modules contain distinctly different yet integrated topics. Between the topic variety, Excel variety, variety in my videos, and the way I pace this course, I have never had any student comment, "This is a boring course!"*

Sometimes, looking at an assessment method does not reflect what students are learning. As an analogy, consider someone who has taken a course to learn to play the violin. Yep, hours of learning and practice to become a master. Someone looking at how this student was assessed might say, "It looks like the only assessment happening in this course is the student moving a bow across a string!" Similarly, one might look at my course and say, "It looks like the only assessment happening in this course are multiple-choice questions." I hope that my analogy makes some sense and that one sees more than just a bow moving across a string, and more than just a multiple-choice question.

I have tried to document above, and in my general response to Standard 5.2, that there is a lot happening in this course and that it contains appropriate and varied assessments.

Between what I have emphasized here, and the evidence that I supplied in my Standard 5.2 response, I believe that I have adequately addressed the reviewers' concerns.

## Chair Notes:

Excellent explanation of the sequencing and variety presented to the student learner in the MBA 8150 - Business Analytics course. The evidence presented and the Common Required Course Topics list reflects the variety of topics and assessments used in the MBA 8150 - Business Analytics course to achieve the course and unit-learning objectives.

## STANDARD 3.5

3.5 The course provides learners with multiple opportunities to track their learning progress with timely feedback.

Points Possible: 2

Points Awarded: 2

Result: MET

## Course Representative Notes:

The [Course Calendar](#) web page shows students what will be covered each week. Some students might use this to track their progress, but Moodle provides better tools and features than trying to use this Course Calendar web page.

In my "[Overview of Moodle](#)" video, which is required to be viewed in my Pre-Course Assignment, beginning near 18:30 minutes (here is the [video's SRT file](#).) I explain how students can track their own progress with various tools in Moodle. In this video, I begin by explaining the grade book, which I religiously accurate. I follow this with an explanation of the Moodle's Calendar and Moodle's Upcoming events, explaining that the Calendar shows when assignments are due, and Upcoming Events shows assignments due in the next 10 days. I follow this with an explanation of Moodle's checklist, a tool that shows all assignments, let's students check-off the ones that they have completed, which results in a "thermometer" progress bar. Lastly, I illustrate Moodle's "Activity Completion" checkboxes feature, which is next to every link. This is yet another way that students can track their progress by checking off assignments that they have completed. These are all methods for students to track their progress.

Relative to feedback, I took the opportunity to explain my methods of feedback in my response to the "Essential" Standard 5.3. I will duplicate the relevant paragraphs again here:

(from Standard 5.3 Response)

- In my [Overview of Moodle](#) video, I describe how I plan to grade the three activities, quizzes, uploaded assignments, and forum posts. I have the following statements (from the [captioned SRT file](#), that can be viewed with any text editor):
  - (at 13:39 minutes, for **quizzes**) "Just about every type of quiz that I provide will be immediately graded for you when you finish your attempt. This grade will immediately show in your gradebook. The only quizzes that are not graded immediately is when I have open-ended questions. This is why the student information survey was not graded immediately. When a quiz provides multiple attempts, your highest grade is what ends up in your gradebook."
  - (at 15:15 minutes, for **assignments**) "I will usually not grade any uploaded assignments until the due date has expired. Until this date, you can always resubmit your assignment. After I grade the assignment, Moodle will email you a notice, and your assignment grade will show in your gradebook."
  - (at 17:41 minutes, for **forum discussions**) "I do read every post that every student makes. When I read your post, I provide a grade for it. With this approach, you might find a little delay between you making your post and me grading it, but I do grade posts regularly."
  - (at 18:00 minutes, for **any topic questions**) "I always provide one special forum at the bottom of every topic where you can ask any general questions about that particular topic. I am always encouraging students to ask questions in this forum. This is my method of sharing my answers with everyone in the class. Anything posted in this forum is not graded."
  - (at 18:14 minutes, the **grade book**) "You will find that your grade seldom lags by more than a couple days at most. The gradebook shows you all the assignments by category, your current grade, and percent for each assignment. Each category grade is properly weighted according to the syllabus. And your current course grade is shown at the bottom. Items that you have not yet started do not get factored into your overall grade, however, assignments not completed on time become a zero." "I recommend that you visit your gradebook frequently."
  - (at 19:32 minutes, the **Calendar**) "The Moodle calendar shows you important dates and when assignments are due. I really like this calendar feature. I post every assignment and its due date in this calendar."

These statements in the Moodle Overview video, by themselves, provide the evidence for both a plan and a timeline, as 5.3 Self-Review Guidelines requires.

2) Although I provide my plans for interaction, grading, and feedback in this Moodle Overview video, some students still forget. Therefore, in the first week, once students are into the course and seeing my system unfold, I provide [this clear forum post](#) about exactly how I plan to interact and grade the three activities. This post, which is in the course's "[Any General Course Questions, Comments, or Observations](#)" discussion forum, was not seen by reviewers because QM requests a course shell, without students in it. This post, along with many others, gets added after the course begins.

One reviewer commented that they did not know when exams were graded. I added a note in the syllabus stating, "**Your exam will be posted immediately upon completion of the exam as the multiple-choice questions are self-grading.**" One reviewer believed that I met this standard but suggested that I add this note to each of the two Exam Study Guides, which I have done.

I believe that with my additional evidence, and the addition of exam-grading notes for the exams, that I have satisfied the reviewer's comments.

## Chair Notes:

The course calendar, Overview of Module video, and the How do I know if everything is submitted?, Any General Course Questions, Comments, or Observations, discussion forum make it clear to the student learner that they have multiple opportunities in the MBA 8150 - Business Analytics course to track their learning progress to include timely feedback.

## STANDARD 5.2

5.2 Learning activities provide opportunities for interaction that support active learning.

Points Possible: 3

Points Awarded: 3

Result: MET

## Course Representative Notes:

### Relevant Guidelines From 5.2 Self-Review Guidelines:

*Interactive learning activities promote active learning and engagement through three types of interaction: learner-content, learner-instructor, and learner-learner. Meaningful interactions that promote learners' development of skills are designed as activities to support the course objectives or competencies and may vary with the subject matter, purpose, and level of the course. Look for the purpose of the interactions and not just the number of opportunities for interaction.*

*Active learning involves learners engaging by "doing" something, such as discovering, processing, or applying concepts and information. Active learning entails guiding learners to increasing levels of responsibility for their own learning.*

*Activities for learner-instructor interaction might include an assignment or project submitted for instructor feedback; learner-instructor discussion in a synchronous session or an asynchronous discussion board exchange; or a frequently-asked-questions (FAQ) discussion forum moderated by the instructor.*

*Look for opportunities for learner-instructor interaction, learner-content interaction, and, if appropriate to the course, learner-learner interaction.*

*Examples of interaction opportunities that promote active learning and engagement:*

- Learners are asked to watch examples of effective persuasive speech delivery and identify components of effective delivery, and then receive feedback from the instructor on that assignment.

*Reviewers, review the types of interactions designed into the activities based on the nature of the course and not on personal preferences. Determine if opportunities for learner-instructor and learner-content interaction are present in the course. If learner-learner interaction is appropriate to the course, it is also included in the course. When reviewing opportunities for learner interaction, keep in mind that learning environments usually are broader than a single course and may include informal networks that are beyond the scope of a QM review.*

## Reviewer Comments and My Responses

One reviewer believed that my course had sufficient evidence of interaction to meet Standard 5.2; however, two reviewers did not.

The reviewers' evidence comments suggestions focused on two major themes:

- They could not see enough instructor-student interaction
- They could not see enough student-to-student interaction.

I plan to address each of these concerns below and will provide evidence that there are **enormous** amounts of instructor-to-student interaction and an **appropriate** amount of student-to-student interaction. It appears that no reviewer questioned learner-to-content issues, but as I address the other two categories, learner-to-content will become more apparent.

## Instructor-to-Student Interactions.

I already may have addressed some concerns about the instructor-to-instructor interaction when I recently provided a [Course Alignment Matrix](#) (i.e., a Course Map,) which initially I saw as "not required" when I completed the QM Worksheet, but then realized how it would dramatically help the reviewers better understand my course and help satisfy Standards 2.1, 2.2, and 2.3, which it did.

This [Course Alignment Matrix](#) details each course objective, modules objectives, Resources and Materials used, **Learning Engagement and Activities**, Course Technology, and Assessment and Measurement. At first glance, the number of topics covered may not look too surprising, but when you notice that these topics are delivered in ten weeks, one might ask, "How do you cover all these topics?" My colleagues who teach this course (10 faculty teach this same course) wrestle with topics. Our Business Analytics department's "[Common Required Course Topics](#)" document shows which topics must be present in the courses and Optional Course Topics. Some faculty only cover the "Required Topics" because they believe that there is not enough "time" to cover anymore. I have chosen to cover more topics for the following reasons: 1) I want to be able to *tell the complete "Business Analytics" story*, 2) I am confident that with the careful design of resources and instruction, student will be able to master these topics, and 3) that by creatively providing instruction *outside of class meeting times*, that I can have students devote more time to my course without realizing it (and without complaining.) The key to my course success is centered on my instructional videos.

What the Course Alignment Matrix does not clearly show, nor is it evident by anyone looking at a course shell in Moodle, or even the syllabus, is the enormous amount of interaction between my students and me, via videos. Ulowa's Instructional Design department has said that my course contains more videos than what they build into an average online course, making my course is distinctly different from most. It is not until one is looks closely at my course that they see the value of my videos. For example, it took me a while to convince my MBA Program administrators about how I design and use videos. Now that an Online MBA Program is soon to be offered, my administrators have come to appreciate my videos usage. My administrators hear how students love my videos, how students love my distribution techniques, how I make it easy for them to study "on the go," and how videos complement my Excel models and make it easy to solve problems. Students often want access to these videos after the course is over, and I encourage them to download them for future use.

Let me describe my videos since many people think "videos are videos." This is not the case. None of my course videos are from external resources, such as from the publisher, Open Resources, YouTube, or [Lynda.com](#). Nor are these lecture-captures, produced by our university's video-studio, made using a "glass board" or "whiteboard" methods, methods that produce less than optimal videos. I self-produce every one of my approximately 50 instructional videos (see this [Video Summary](#).) What I have learned is that if you get the "person" out of the video, focus on the instructional message, carefully (digitally) edit videos to remove wasted pauses, wasted words, and double to quadruple compress computer video-screen captures, that you can end up with a short, very clear, concise, and content-rich video. My voice, not my picture paces instruction. The result is that my videos become much shorter than in-person lecture time, with *equal content!* I refer to my technique as "Time Warp-Ed" education. This technique focuses on making the student a more productive learner. In 2013, I presented this "Time Warp-Ed" technique at an Online Learning Consortium

conference and received a "Best-In-Track Award." I do have [this web page](#) that provides more detail about this technique, if you are interested. I have shown my video production technique to video "experts," and they very impressed. You can watch any of my course videos, but here is my [Ch02: Excel-Creating Graphs](#) video as an example. I selected this example because many people can follow it, if they choose, and even learn from it. When I developed this "Time Warp-Ed" technique nearly 15 years ago, I thought that it would catch on with other instructors. It hasn't! This is because it involves more time, and learning, than most instructors are willing to devote to video making. The rule of thumb is that it takes one hour to produce one final minute. For this course, I have around 900 minutes of final video.

Another factor that improves educational and interaction involves the length of my videos and how I distribute them. My target video length is 5-25 minutes. This length allows students to listen to these while on a coffee or lunch break. Because I make it easy for students to download my videos to their smartphones, students can listen to me while traveling, at an airport, in a car (as a passenger), on a plane (no Internet needed), or even in bed. As a side note, a student once told me that he listened to my videos, in bed, before going to sleep. His wife was often in bed with him. Eventually, his wife said, "I only want one man in my bed with me!" (Of course, her husband.) This kind of *convenient interaction* does not exist in many online courses.

Video, when done well, is the *most potent* educational media. An instructor can do things with digital video that cannot be done in real life. Students can always have the "instructor" at their side. And videos support asynchronous education, opening up a worldwide education market. Student can watch videos when their minds are ready to learn. They can easily re-watch videos for better understanding. They can easily forward or return to any point. Students have told me that they will watch my videos, especially my Excel instruction videos, three to five times.

My course, if I delivered it in the classroom without videos, would be the equivalent to a 5-hour course, about half the hours devoted to "lecture" and the other half to hands-on "computer lab" time. The labs would focus on learning my Excel models to solve business problems. Students **must** watch my Excel videos; my Excel models are not from the textbook, nor is there any user's manual for my Excel models, and my Excel models are very sophisticated. (Browse them in this one file, [Excel10](#), which is what students have at the end of the course.) I have designed these Excel models on my own, over the last twelve years. They replace the need for specialized statistical software, such as SAS, Minitab, and SPSS. They put statistical equations and problem-solving logic into a more common and friendly Excel framework. Additionally, my Excel models do not use the more common Excel technique of relying on Excel's Data Analysis ToolPak, nor the publishers' MegaStat add-in. The only way a student will succeed with my Excel models is by watching my Excel videos! Students interact with my Excel models and my videos in a somewhat "simulation" or "gaming" environment. Students try, learn, repeat, try again, learn better, repeat, learn, and finally master. This technique involves a lot of *student-to-content* activity, and also includes a good share of *student-to-instructor* at the same time.

I once had a meeting with one of our senior full professors, one recognized as an analytics expert, to show him some of my Excel models, in particular, my multiple regression model. He said, "You are going way too far. Students just need to know the concept of multiple regression and how to use the Data Analysis Toolpak." But I pointed out that the Toolpak is cumbersome to use, does not provide the full list of calculations, and cannot be extended to more sophisticated business models. He then thought a moment and said, "What you are doing is fine." The beauty of my approach is that I am using Excel as an interactive learning tool. Students can change one value and immediately see its effect on the final analysis. This strong interactivity with my Excel models is what helps students answer questions on their own, very quickly, and to explore. (Might my course be given a "time" penalty because my Excel models allow a student to solve a problem in one minute instead of the traditional five minutes?)

I have added an optional Tableau component (for the "honors" students.) This Tableau component is equivalent to another 1 hour of instruction, where students engage in yet another software product to visualize data, which supports analysis. Currently, this Tableau component is optional. I am experimenting to see if Tableau might someday become a required component. My fear, right now, is that colleagues might think that I am diluting the primary course objectives. Of course, they don't have "time" in their classes for Tableau. However, data visualization is a major theme of business analytics, so adding a stronger data visualization component to this course would be helpful. Since my instruction manipulates "time," I believe that I can squeeze it in, without students complaining, and deliver a more complete business analytics course. As a side note, when I told my MBA administrators that I was going to be adding the optional Tableau instruction, they asked, "Do you have time?" My response was "Students do not keep track of time in my course. They want to learn." My MBA administrators are eager to see my experimentation results.

The point is that I make it very convenient for students to learn from me, and because it is so convenient and in small chunks, and that the videos are high-quality, that students never complain. "This seems like a 5-hour course!" In my [video summary](#), the right-side column that shows equivalent classroom hours. I estimate 80 hours of equivalent classroom hours. Think about what it would be like if an instructor could sit next to every student and give them 80 hours of personal instruction.

***It is the power of my instruction videos and my Excel models that allows me to cover more topics, and cover them better, than what one can do in a physical classroom.*** Some students are starting to notice the power of quality online education, like this student who provided [this unsolicited feedback](#), at the end of this summer's course.

Okay, I have probably said more than enough to try to convince you how I am at every student's side with my videos and interacting with them. I will now describe how this all comes together in my course, from the student's perspective.

## Student-to-Content Interactions (Course Design Intent)

I will describe how the design intent for this course with the following example, which I believe is how an "average student" approaches this course. Some of my description below will include instructor-to-student elements.

1. I turn topics one week at a time and let students know by email that a new topic is available. I believe that education must be paced, so students do not see the entire course contents at the beginning. During our QM Pre-review Meeting, one reviewer said something like "Okay, we now see your course as students see it." I pointed out that *this is not how students see my course, not until the course is over*. A topic is turned on one week early, and I make assignments due one week after a topic is covered. This method provides students two weeks for each topic.
2. A student likely begins by reading the chapter in the textbook, watching my "concepts video," and doing the Concepts Self-Assessment in Moodle. If they don't get a perfect score on their concepts self-assessment, they probably use the textbook reading for review before reattempting the self-assessment. In this course, as shown on the [Course Alignment Matrix](#), there are 15 chapters, so 15 concepts self-assessments. From [this summer's course statistics](#), students did these concepts self-assessments an average of 3 times. Because I have a large question bank for these concepts, and because of Moodle's technique for randomly selecting questions, on the average, a student has answered (140\*3) over 400 unique concept-questions about the course topics. *Supports instructor-to-student and student-to-content activity in Standard 5.2.*
3. The student is now ready to solve problems. The student begins by watching my Excel video for this topic, to get an overview, and this step can be done almost at any time, probably from their smartphone. Then, the student finds a convenient time to study, and repeats this video, following my instruction and using my Excel model to solve the problems that I present in my video. Next, the student opens a "Problems Self-Assessment" and tries to use my Excel model to solve problems, on their own. If they are having success, even getting a perfect score, they will likely attempt this Problems Self-Assessment a few more times, just for practice, and especially since some problems require different approaches to solving a problem and different approach with my Excel models. " ***Practice makes perfect!***" and good students know this! From the [Course Alignment Matrix](#), there are 13 Problems Self-Assessments. Doing "Problems" self-assessments take more time than "Concepts" self-assessments. From [this summer's course statistics](#), students did each Problems Self-Assessment 2.2 times. *(Supports instructor-to-student and student-to-content activity in Standard 5.2)*
4. Each week, near the end of students' engagement into that week's topic, I release a Reinforcement video. (Here is the [Reinforcement video for Week6, Sampling Methods](#), as an example.) This video is designed to mirror *exactly* what I do in the physical classroom in three hours. In this video, I review some major points in that week's topics, and I solve more problems. As the title suggests, I do this to "reinforce" what students should have learned. But in these videos, I also tackle a few more-difficult problems. If you watch my example, you will notice that I pause at various points and suggest that the student try to solve this problem on their own before seeing how I solve this problem. This reinforcement video is designed to keep students engaged and active in course content and to reinforce the module objectives further. In my [Video Summary](#), you will see that I have given each of these reinforcement videos an equivalent 2.5 hours each because this is exactly what I do in the classroom. Yes, each video is not 2.5 hours long. But this is due to my Time Warp-Ed technique and validates my position that real-time instruction is slower than digital video instruction. I am confident that good students do a lot of pausing and repeating of these Reinforcement videos. *(Supports instructor-to-student and student-to-content activity in Standard 5.2.)*

This process continues for each chapter, each week, leading up to an exam. One reviewer noted that they could not see Exam1, which was true. I fixed this problem, which was due to the way that I use "groups" for this exam, and I forgot to turn this grouping off. I provide these PDF versions of [Exam1](#) and [Exam2](#) (for one student) for you to see.

5. Students must take an exam. This happens twice, at mid-term and at the course end. These exams are designed as rigorous exams. They are timed, 2-hour long, can only be taken once, are randomized for each student, and only include "problems." If you look at the examples that I provide, you should notice that these are very difficult exams and would challenge many instructors. Students can only do well on these exams if they have been following my instructions, learn to use my Excel models, and take the self-assessments seriously. I stress this point to students from day one, that the self-assessments are learning tools, should be taken seriously, not simply guessing games, *or they will not have success on exams!* One reviewer commented "(students) are simply doing quizzes which they can redo until they make the grade desired." This statement could be true for self-assessments, and I have had students who believe have done this. But self-assessments are only half their course grade. Exams, which cannot be redone, are the other half. So, students could play a guessing game on self-assessment and get a perfect score for this component, but they will not do well in the course. Using the cumulative binomial analysis for exams, the probability of simply guessing at answers and getting a passing grade of 70 percent is 0.000000302. It is not until they know how to solve 69.7% of the problems that they can guess on the remaining 30.3% and pass this exam (with a "C", and a course grade of "C" puts them at risk to be expelled from the MBA Program.) *( Supports student-to-content activity in Standard 5.2)*

Before each exam, I do "lock" student self-assessment grades and then turn on the self-assessments for practice. I know that student return to the self-assessments because when I forget to turn one on, students let me know (and want their bonus point for my error.) This technique, which is harder to do in other LMSs, is easy to do in Moodle. It encourages more student activity and interaction with my videos and with course resources.

6. Students can optionally take advantage of my Tableau instruction and activities. I treat this as a standard course component, meaning that students are allowed to ask for help with Tableau.
7. I have a few optional bonus activities where students are encouraged to do a little bit more beyond the required assignments. I provide feedback and grade these, and the bonus activities can at most add 2% to a student's course grade if they get a perfect score on all bonus activities.

The first five steps that I have outlined above form the majority of student activity and interaction. I hope that this can convince anyone that my course has what I describe as "an enormous amount of student activity and interaction."

It appeared that one reviewer questioned "variety" of interaction. Of course, each topic is naturally different from each other. However, the course doesn't contain merely a dozen different topics. The topics are integrated into a cohesive treatment of the course's theme, business analytics. Additionally, my Excel models are designed to not only solve problems but to illustrate different creative ways of using Excel. Each new Excel model contains additional new features. Students anticipate what each new Excel model add. Since Excel is a major theme within this course, my use of it provides variety. There are 10 modules in this course. Module 1 is distinctly different from the others because it includes a significant "graphing" exercise (a non-calculating exercise), yet also includes one calculating exercise involving basic statistics. Intentionally, I designed this first module as demanding. It covers four chapters and has the most self-assessments for any one week. It serves as a review of what students should have had in their undergraduate education. I also want to set the tone that " ***This is not going to be an easy online course.***" Module 2 is different because it uses the TreePlan add-in to build decision trees. Module 10 is different because it shows how to use Excel for optimization and simulation, using a completely different approach to problem-solving and modeling with Excel. The remaining modules contain distinctly different yet integrated topics. Between the topic variety, Excel variety, variety in my videos, and the way I pace this course, I have never had any student comment, "This is a boring course!"

## Student-to-Student Interactions

In the QM Worksheet, I wasn't quite sure how to answer the question, "Is learner-to-learner interaction appropriate to this course?" I answered "yes" because I do use discussion forums for each topic where students can interact, and I do have a few more required discussions forums in this course. But perhaps I should have answered, "No" because a "Yes" seems to imply significant interaction. However, just as I would have had to explain myself in the QM Worksheet, I will take this opportunity to explain myself, now.

This is not a conceptualization course, an ideas course, a social interaction course, a management theory course, or a course that benefits from seeking group consensus or role-playing. Nor is it a course that is needs simulated business settings since most students are working for organizations. Students learn this topic to apply what they have learned in other MBA courses, and at work. This is a course about precision calculations, where students learn to calculate correct solutions to business problems. The words "calculate" and "compute" frequently appear in both course and module objectives. The path of learning statistics is pretty clear, students learn by solving problems, as taught by a competent instructor with well-designed methods, and with an instructor who is always there to help. Students would see it as a disservice if the instructor said, "Go to your group and see if someone can help you solve the problem." The student would reply, "I thought you are the instructor!"

The QM Guidelines for this Standard make it clear about student-to-student interaction by stating, "***Look for the purpose of the interactions and not just the number of opportunities for interaction. Look for opportunities for learner-instructor interaction, learner-content interaction, and, if appropriate to the course, learner-learner interaction.***"

When one reviewer suggested adding "discussions, blogs, and or wikis were included to provide expanded variety to the achievement." Yes, Moodle supports these activity tools and many others. However, these tools are not appropriate to the course, and they do not serve to achieve the course objectives. Yes, if added, I would just be increasing variety, but not increasing learning. I am very knowledgeable about how to use discussion forums, have used them regularly since 2002, have used them in all four major LMSs, and use them regularly in my Operations Management and my Information Systems online courses. Forum discussions are very appropriate in these courses because they contain more "concepts" without exact answers. For this Business Analytics course, I have been very thoughtful and careful about using required discussion forums.

I will add these following perspectives.

**The course (business statistics and analytics):** A form of this course exists in many MBA program. They tend to have the same common goal of improving students' statistics and quantitative abilities. They common approach to teaching this topic is primarily through problem-solving. Few instructors resort to student-to-student activities as an instructional pedagogy. The key challenge is making the course interesting and keeping students focused on problem-solving.

**Textbook Publishers:** A publisher wants to sell their textbooks, so they seek ways to help faculty teach this course with publisher-provided resources and suggestions. My textbook is in its 17th edition, and dates back to 1967! It is McGraw-Hill's flagship textbook. In it, what you find is that at the end of each chapter are many multiple-choice questions. Yes, there are some "case" questions, but they just provide more words about the scenario and end with a series of questions seeking a value. These case questions can be presented as multiple-choice questions for automatic grading and feedback. The publisher does not provide ideas for student-to-student activities because the publisher has found that this is not the best way to teach statistics.

**Our MBA Program:** Our MBA Program promotes the use of "group activities" in every MBA course. This course, however, is a fundamental core course with a goal of improving students' computation ability, so it is given an exception to group activities. Students, in subsequent courses, get plenty of group assignments. It is more important that in this course that students obtain quantitative skills.

In this course, I also have been given an exception to the MBA Grading Guidelines, which were created for classes that do not have an abundance of group assignment. I was discovered that too many instructors were giving students an "A" because group activities are difficult to objectively grade. This course has objective grading, so I am allowed to grade on an absolute scale as opposed to on a curve.

**Our Business Analytics Department:** This is a quantitative course. The department's way of assuring that students have met the course objectives is with an end-of-semester "Assurance of Learning" quiz, which contains multiple-choice problems to solve.

**Students:** Students come to this course hoping that they learn statistics, with high expectations. They want to learn from the instructor, not from other students.

So, the use of student-to-student interaction activities, for this course, is not very appropriate. Their addition would probably have low overall value. Perhaps the reviewer who was satisfied with my course activities for this Standard 5.2 was the "content expert" reviewer who saw that my activities are appropriate for this business analytics course.

## Where Student-to-Student Interactions Are Used in This Course.

Having said all of the above, I do want to explain that *this course is not void of student-to-student interaction*. Below is where it exists.

**Introduce Yourself Forum Discussion:** This required graded forum discussion provides the students the opportunity to get to know each other. It also shows students, by my interaction in this forum, that I am an active instructor who reads what they write and responds, when appropriate. It also teaches students how to use Moodle's discussion tool, so that later in the course, when they want to ask a question, they will know how to use Moodle's discussion tool. Students can view these posts in the forum, and Moodle also emails them each student's post. This assignment cannot be graded objectively, so students will get 1 point for practically anything that they say. I am not suggesting that students do not take this assignment seriously; they do. [Here are the discussions from this summer's course](#), which shows students posts and also my posts.

**Course Feedback Forum Discussion:** This required graded forum discussion. At about 1/3 of the way into the semester, I ask students for feedback. This forum is meant to stimulate ideas and suggestion, and I purposely let every student see other student's posts. Also, sometimes, I will jump in to clarify issues. This assignment cannot be graded objectively, so students will get their 2 points for practically anything that they say. [Here are the discussions from this summer's course](#).

**WK01- Submit your Excel file, and Thoughts on Graphing Data with Excel:** This assignment is required and graded. Students first complete a graphing assignment and upload their Excel file, then they provide comments about their learning. This is a good example where it is very appropriate to have student-to-student interaction (which I read and grade) about an open-ended assignment, where it is also difficult to objectively grade. [Here are the discussions from this summer's course](#).

**WK0x Any Questions, Comments, or Observations Forums:** I wish that my instructional techniques were perfect and that every student would get perfect scores, never ask questions, and master the objectives. But this is never the case. So, I include a forum at the end of every topic where students have the opportunity to post anything. It might be that they do not understand a "concept" question, a "problems," or something about the course – basically, anything. Moodle shows when there are new posts, and Moodle also emails these posts to every student.

I have found that if one student has a question, it is likely that other students have the same question. So, this technique becomes a convenient way to stimulate activity and interaction. I also post questions that students have come to me, when appropriate, to benefit everyone. The posting of questions is preferred over having students email me. On my original syllabus, I had mentioned that "email is preferred," but I intended to say the I prefer email to phone calls. ***I have improved my syllabus with a better statement that posts are preferred.***

The most common thing that happens with these posts is that I see them and provide help. This is exactly what students want: help from the professor. However, other students do jump in to give suggestions. And sometimes we go back and forth with ideas amongst several students.

The QM Reviewers, in the course shell, did not see this interaction because the course shell was not supposed to include students. So, this interaction is hard to judge. I have made [this short video showing the variety of posts that students make](#) (pause the video to read any specific post.) As you should see, there are many.

It is my belief that this is the most appropriate form of student-to-student interaction, that it supports the course objectives, and it does provide some good weekly interaction. This is why I answered "Yes" on the QM Worksheet.

## Summary

By now, I hope that you understand my course and its design. The remaining question might be, "Does this all work?" I can provide the following:

**My Student Evaluations Are Excellent:** If students didn't like this course, they would let me, and my administration know. These are adult MBA students who are paying \$2,000 for this course. [My student evaluations are very high](#), above the university's averages for online courses.

**My MBA Program Love This Course:** My course is distinctly different from the online "standard" MBA course. Some would probably like me to convert. However, the MBA Program recognizes my course as being one of the best, so they have "grandfathered" me in. My course is recognized for its high student interaction, much more than average. And my high student ratings are also recognized. At one point, my MBA Administrator met with me and asked, "What are you doing to get these high review scores?"

**Student Exit Comments Are Supportive:** Here are some from this semester's course, with some students addressing videos and activities in this course and emphasizing some of the many points that I have made above. (Note: some of these address the student's lack of desire for webinars.)

[Student01](#), [Student02](#), [Student03](#), [Student04](#), [Student05](#), [Student06](#), [Student07](#), [Student08](#), [Student09](#), [Student10](#), [Student11](#), [Student12](#), [Student13](#), [Student14](#), [Student15](#), [Student16](#), [Student17](#), [Student18](#)

**Assurance of Learning Results:** Perhaps this is the most important and convincing form of evidence. I had mentioned that around ten different faculty teach this course. My department, Business Analytics, has this [Assurance of Learning](#) (AOL) tool that is used to make sure that all courses are achieving the course objectives. Students are encouraged to take this (optional) quiz. The last time that the results were compiled, students in my course had outperformed all other courses! Why do I think this is happening? My answer is rather simple; my videos, my Excel models, my assignments, my responsiveness to student questions, and that I have packed 5-hours of instruction into this 3-hour course. As [this student noted](#), the quality of online courses is starting to exceed in-class courses.

My course is not a traditional online course. Almost everything that I do does not align with university standard (normal) practices. For students to be successful in this course, students must be **active and engaged, doing meaningful assignments**; they must carefully watch and follow my instruction in my videos, they must practice their self-assessments, and they must ask questions when they do not understand.

A lot of work has gone into the design of this online course. Improving its design is part of my continuous improvement philosophy, so I am not trying to imply that this course's design is "frozen" and that I will not ever make changes. This is far from the case; I am always making improvements, and open to new ideas. I am always thinking about ways to increase the course quality, and help students learn.

I hope that my response has provided enough evidence that this course meets the "student activity" goals of Standard 5.2 and satisfies the two reviewers who had concerns.

## Chair Notes:

Superb explanation of how the MBA 8150 - Business Analytics course provides student-to-student, student-to-content, and student-to-instructor interaction. As noted by Dr. Jerz, the MBA 8150 - Business Analytics course is "not the traditional online course." The use of technology and the tools available in Moodle required that the student learner be actively engaged in the course and the course content and the instructor.

## STANDARD 5.3

5.3 The instructor's plan for interacting with learners during the course is clearly stated.

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET

## Course Representative Notes:

### Relevant Guidelines From 5.3 Self-Review Guidelines:

*"A clear plan for instructor-learner interaction, including when learners can expect the instructor's responses to discussion posts and feedback on assignments, helps ensure substantive interaction between instructors and learners during the course.*

*Frequent feedback from the instructor increases learners' sense of engagement in a course. Clear information is provided about when learners will receive instructor responses to emails and discussion postings, feedback on assignments, and grades.*

*For example, instructors might state that they will reply to emails within 24 hours, and feedback for assignments will be posted within a week after the due date. This information typically appears in the course syllabus or in a "Start Here" folder.*

*Additional examples that might be included in the instructor's plan for interaction:*

1. A statement that learners will receive regular (weekly, daily) announcements that include reminders and information pertinent to the course
2. Clear information on any additional feedback or guidance that will be provided by the instructor for auto-graded items

*Reviewers may find this information in the syllabus or associated with particular assignments. The purpose of the review is not to evaluate the instructor's plan but rather to ensure the instructor has provided a plan."*

## Reviewer Comments and My Responses

**Reviewer #3 was satisfied.** This reviewer had no concerns, saying, "None, as the professor's plan for interacting with student-learners, is clearly stated in the syllabus."

I suspect that this reviewer saw several items in my syllabus, including my statement that I will send students a Welcome email before the class begins; my statement about my less than two day response to emails; that students get weekly emails from me describing what I have turned on for the week; that late work is not accepted, that students have one-week to question their grade.

Or perhaps this reviewer understood that the LMS system immediately provides scores, meaning feedback, to self-assessments.

Or maybe this reviewer heard me state my intentions for interacting with students in my Course Introduction video (described in detail, below.)

Or perhaps it was clear to this reviewer that I am highly interactive with students from my approximately 50 videos that I use for student interaction.

Whatever it was, **I had satisfied this Reviewer's expectations.**

**Reviewer #2 was not satisfied.** This second reviewer commented 1) "The instructor has provided a plan for response time to emails in the syllabus but not for assignments" and 2) "The instructor can add a timeline for providing feedback and posting grades for the participation and attendance activities in the course."

This reviewer is correct that in my syllabus, I did not provide my plans or a timeline for my responses for assignments and feedback. However, I do provide this information in at least four other places before the course begins. The Self-Review guidelines does say "typically in the syllabus" but this implies that this information can occur elsewhere. Three other places where I do provide information are all part of my [Pre-Course assignments](#), and the fourth place is in my Welcome email.

1) In my [Overview of Moodle](#) video, I describe how I plan to grade the three activities, quizzes, uploaded assignments, and forum posts. I have the following statements (from the [captioned SRT file](#), that can be viewed with any text editor):

- (at 13:39 minutes, for **quizzes**) "Just about every type of quiz that I provide will be immediately graded for you when you finish your attempt. This grade will immediately show in your gradebook. The only quizzes that are not graded immediately is when I have open-ended questions. This is why the student information survey was not graded immediately. When a quiz provides multiple attempts, your highest grade is what ends up in your gradebook."
- (at 15:15 minutes, for **assignments**) "I will usually not grade any uploaded assignments until the due date has expired. Until this date, you can always resubmit your assignment. After I grade the assignment, Moodle will email you a notice, and your assignment grade will show in your gradebook."
- (at 17:41 minutes, for **forum discussions**) "I do read every post that every student makes. When I read your post, I provide a grade for it. With this approach, you might find a little delay between you making your post and me grading it, but I do grade posts regularly."
- (at 18:00 minutes, for **any topic questions**) "I always provide one special forum at the bottom of every topic where you can ask any general questions about that particular topic. I am always encouraging students to ask questions in this forum. This is my method of sharing my answers with everyone in the class. Anything posted in this forum is not graded."
- (at 18:14 minutes, **the grade book**) "You will find that your grade seldom lags by more than a couple days at most. The gradebook shows you all the assignments by category, your current grade, and percent for each assignment. Each category grade is properly weighted according to the syllabus. And your current course grade is shown at the bottom. Items that you have not yet started do not get factored into your overall grade, however, assignments not completed on time become a zero." "I recommend that you visit your gradebook frequently."
- (at 19:32 minutes, the **Calendar**) "The Moodle calendar shows you important dates and when assignments are due. I really like this calendar feature. I post every assignment and its due date in this calendar."

These statements in the Moodle Overview video, by themselves, provide the evidence for both a plan and a timeline, as 5.3 Self-Review Guidelines requires.

2) Although I provide my plans for interaction, grading, and feedback in this Moodle Overview video, some students still forget. Therefore, in the first week, once students are into the course and seeing my system unfold, I provide [this clear forum post](#) about exactly how I plan to interact and grade the three activities. This post, which is in the course's "[Any General Course Questions, Comments, or Observations](#)" discussion forum, was not seen by reviewers because QM requests a course shell, without students in it. This post, along with many others, gets added after the course begins.

This post provides the evidence for both a plan and a timeline, as 5.3 Self-Review Guidelines requires. This is in addition to what the Moodle Overview video provides.

3) In my [Welcome Email](#), I have the following paragraphs:

"I plan to make each week's materials available about one week before class, typically on about Tuesdays, so Week 1 resources will be available soon. Assignments will be due one week after we cover a topic, typically on Tuesday evenings. With this method, you will have nearly two weeks to do every assignment."

"For this course, you will be seeing that I provide you with my own lecture videos that cover every topic when I release a topic. I encourage you to watch the videos and review the textbook readings each week, and typically before attempting assignments. The week following a topic, I will provide you a "Reinforcement" video where I spend some time on more difficult and interesting problems and use Microsoft Excel to do calculations more efficiently. This "Reinforcement" mirrors what I do for "in-class" sections. In my "Course Introduction" video I share more information about the course structure. Incidentally, my lecture videos are often less than 25 minutes in length, and they are designed to be compatible with most mobile devices. Students seem to enjoy these videos and find them helpful, which is why I continue providing them."

This Welcome email is another way that I communicate some of my plans for interaction and timelines.

4) In my [Course Introduction](#) video, I provide a lot of information about my plans for interaction. You can watch this video (regular or captioned) in its entirety, but below are specific statements that I can highlight (from this [captioned SRT file](#), that can be viewed with any text editor):

- (at 3:20 minutes) "I will be pacing the course weekly just like the in-class version."
- (at 3:40 minutes) I describe how I interact with emails and phone.
- (at 7:05 minutes) "It is important that you check the websites frequently for announcements, assignments, et cetera. Please let me know if you have any trouble accessing the systems."
- (at 7:20 minutes) "I plan to turn on each week's materials about a week prior to the evening when a topic will be discussed. Within this material, I will include my lecture videos."
- (at 8:04 minutes) "A typical class will consist of activities such as reviewing lecture concepts and problem-solving techniques, professor-led exercises in Excel, and discussions of relevant current events."
- (at 8:15 minutes) "I consider class time as a time to reinforce concepts from the videos and a time to explore a few topics a little deeper. In the online version of the course, **I will provide this reinforcement electronically each week.**"
- (at 8:58 minutes) "I think that you will see that I'm a very dedicated professor and care about your learning and success in this course."
- (at 9:05 minutes) I describe how my videos will be used for interaction throughout the course.
- (at 15:01 minutes) "I encourage you to begin assignments early. Also, I try my hardest to help everyone who seeks my help prior to the due dates, but the probability of getting my help goes down dramatically as the due date approaches. Meaning, if you ask me a question two hours before an assignment is due, I may not be able to respond. **I welcome your emails or posted questions and usually address questions in less than two days.**"
- (at 18:09 minutes) "During the semester, I will post all scores on Moodle for you to view. After you get your homework or exam grade, you have one week to complain about your score."
- (at 19:26 minutes) "Let me take a moment to tell you some of my ideas about how I teach business analytics..."
- (at 20:16 minutes) "I hope to focus our attention on how to recognize different data scenarios, how to analyze them, and how to make good business decisions."
- (at 21:33 minutes) "Most quizzes in Moodle will be automatically graded. This one (*the student survey*), however, contains open-ended questions so I must grade each question before you see your grade in Moodle."
- (at 21:58 minutes) "Let me remind you that this is not a correspondence course. You do have access to me, your professor. If you have a question about the course or a specific topic, it is always best to post your question in the I Need Help With forum at the end of every topic in Moodle. You will see me answer your question pretty quickly. I like to use this method the most because it gives other students in the course a chance to see the kinds of questions that other students have. If you have a student that you feel is more personal in nature, then just pop me off an email. I typically respond to email questions in less than a day... "If you think we do need to talk, you can always give me a call on my phone number. Remember that my phone is voicemail only. Leave me a message and suggest some times that would be good for me to call you back. If necessary, we can also Skype or Zoom each other..." "My role is to help you understand course materials and make sure that you have success."

**Reviewer #1 was not satisfied.** Reviewer #1 mentioned similar concerns to the second and third reviewers, concerns that I believe I have addressed above. However, this reviewer expressed some concerns about instructor driven interaction, which seemed more specific to "activity" versus Standard 5.2's "plan." I believe that I have addressed this reviewer's concern in my response to Standard 5.2.

From the evidence provided from the Moodle Overview video, the follow-up post in "General Discussion" during the first week of class about my plan for feedback and timing, from what I convey in my Welcome email, and my comments in my Course Introduction video, I believe that this is sufficient evidence to satisfy Standard 5.2. Perhaps in many online courses, there are not as many multimedia resources used before a course begins, so the syllabus becomes the focal point. But the QM guidelines do allow this information to be in other places. It is always challenging to decide what to put where, but I am satisfied with where I communicate course activity plans and timing.

However, there is always room for continuous improvement, and I like the reviewer's suggestions for **syllabus improvement**. I have improved my [syllabus](#) as follows:

- I have improved the section titled Communications, Posts, and Email, in the Course Policy section of the syllabus, to improve my statement about general communication, posting preference, and email.
- I have adjusted the section Timing for Assignments by adding "and usually in less than two days."

- I have modified the Self-Assessments section to improve my plan for interaction and feedback and emphasizing the importance of self-assessments to solving business problems.
- I added a section starting with “**Uploaded Assignments**” stating “*There will be some topics where you will be expected to upload a file. I plan to grade these assignments and provide feedback within two days after their due dates.*” [Here is my administrative Excel grading file](#), as an example, showing how I have provided feedback to the “**WK01 (Ch02) Submit your Excel M&M data and graph (file)**” for this summer’s course (student names hidden.)

**Standard 5.3 Summary**

From the evidence that I have provided and **improvements** to my syllabus, I believe that I have adequately addressed all reviewers’ concerns and suggestions about Standard 5.3.

**Chair Notes:**

The evidence provided and the improvements, Dr. Jerz made to the MBA 8150 - Business Analytics syllabus, met and exceed the QM standards and annotations for the instructor’s plan for interacting with learners during the course be clearly stated. The Welcome email, the Overview of Module video, syllabus and How do I know if everything is submitted? discussion forum, clearly state the instructor’s plan for interacting with the student learners during the course.

**STANDARD 5.4**

5.4 The requirements for learner interaction are clearly stated.

**Points Possible:** 2

**Points Awarded:** 2

**Result:** MET

**Course Representative Notes:**

A reviewer stated, “I cannot find any clear participation policy or expectations” and another “The syllabus ... information about timeliness and other guidelines for interactions are missing.”

In my course, the syllabus is only one of the numerous resources that I use to introduce my students to the course, all part of their “[Pre-course Assignment](#).” The significant other resources are my videos, which are required for students to watch. In this case, it is in my [Course Introduction Video](#), that I elaborate on learner expectations and interaction. You can view the entire video, but the main words (from the [captioned SBT file](#), a text file) that I use are as follows:

**Starting at 13:41 minutes in the Course Introduction video:**

*“Your grade will be determined by how well you do in these different course categories. Participation is worth 5%. Self-assessment’s worth 45%. And two exams worth 50%.*

*Every week, you must complete self-assessments to see you well you understand the assigned readings. These self-assessments are in Moodle and they must be completed by the due date, no exceptions. The due dates associated with all assignments are shown in Moodle’s calendar and in Moodle’s upcoming events. If you do not like your grade, you can redo your self-assessments unlimited times, and your highest grade is what counts. Since you can redo your homework, I encourage you to begin early and complete at least one attempt so that you hopefully will not end up with a zero. Since I allow you to repeat these self-assessments, I do not have Moodle give you the answers. You will have to discover answers on your own. If you do want to do some problems where you do know the answer, consider doing the odd number problems from the textbook. The answers to odd number problems are provided to you by the author in the back of the book. I encourage you to redo homework for practice, even if you already have a perfect score. It is extremely important that you understand how to solve the homework problems and not simply guess at answers until you get a good grade. Otherwise, you will not do well on the exams. I encourage you to use Excel to do all of the problems. I typically turn on assignments about a week early and give you one week after the week the topic is covered as shown on the assignments webpage to complete the assignments. With this approach, just about every assignment except exams is available to you for two weeks. I encourage you to begin assignments early. Also, I try my hardest to help everyone who seeks my help prior to the due dates, but the probability of getting my help goes down dramatically as the due date approaches. Meaning, if you ask me a question two hours before an assignment is due, I may not be able to respond. I welcome your emails or posted questions and usually address questions in less than two days.*

*There will be two exams equally weighted and delivered electronically. Each exam will cover only the materials that we have covered in each half of the semester. These exams will be timed, but you will have a period of 24 hours and can decide when to begin. Exams must be taken individually and there will be severe consequences for those who do not follow this rule. Exams are open book, open notes, and you are encouraged to use Excel.*

*During the semester, I will post all scores on Moodle for you to view. After you get your homework or exam grade, you have one week to complain about your score. Beyond this period, I will not entertain any complaints.*

*Students seeking classroom and/or exam accommodations should first register with the Student Disability Services. It is my sincere hope that no student in this class submits work which is not his or her own. However, it seems prudent to clarify in advance the policy on cheating. If I determine that any assignment was not done solely by the student, the student will have a zero for the assignment and may receive an F for the course. All incidents of cheating will be reported to the Associate Dean for the School of Management. In addition to the academic sanction, the student may be provided a programmatic sanction that could include disciplinary probation or expulsion.*

*This gives you a chance to see how to upload files or assignments into Moodle. The student information survey is an example of a quiz. Most quizzes in Moodle will be automatically graded. This one, however, contains open-ended questions so I must grade each question before you see your grade in Moodle.*

*If you have a question about the course or a specific topic, it is always best to post your question in the I Need Help With forum at the end of every topic in Moodle. You will see me answer your question pretty quickly. I like to use this method the most because it gives other students in the course a chance to see the kinds of questions that other students have. If you have a student that you feel is more personal in nature, then just pop me off an email. I typically respond to email questions in less than a day.*

*If you think we do need to talk, you can always give me a call on my phone number. Remember that my phone is voicemail only. Leave me a message and suggest some times that would be good for me to call you back. If necessary, we can also Skype or Zoom each other.*

*Let me end by giving you some of the elements for success. Make sure to read the materials and do your assignments. This should prepare you to do well on exams. You must also make sure to ask for my help whenever you need it. Don’t miss due dates. Your grade is highly dependent upon how much effort you put into this course.*

*I think that you are really going to enjoy this course. My role is to help you understand course materials and make sure that you have success. If you ever have any questions or need my help, please let me know.”*

These points about learner interaction are very important, and as you can see, extensive. I prefer to communicate this in my Course Introduction video because it would take too much space to put all of this into the syllabus, and sometimes some things are better said by the instructor.

I think that this should be adequate evidence to satisfy this 5.4 Standard.

**Chair Notes:**

Excellent, the Pre-course Assignment and Course Introduction Video clearly state the requirements for student learner interaction in the MBA 8150 - Business Analytics course and provide the student learner with details on how to obtain help if needed in the I Need Help With discussion forum.

**Additional Course Representative Comments:** I had a few problems with consistent formatting of my responses using this QM editor, so I hope that everything looks good from your side. Please let me know if anything is strangely formatted and I will redo my reply.

**Additional Chair Comments:** Dr. Jerz was in continual contact with the QM Chair during the course review and amendment phase of the review of his MBA 8150 - Business Analytics course. The modifications and amendments, and explanations provided will be most appreciated by the student learner. The numerous lecture videos and technology used in this course provide a model for online learning and active engagement of the student learner in the achievement of the course and unit learning objectives.

**TOTAL POINTS AWARDED (Initial Review): 79**  
**TOTAL POINTS AWARDED (Upon Amendment): 100**  
**FINAL RESULT (Upon Amendment): MET STANDARDS**