



SPOTLIGHT ON DOCUMENTING CREDIT ASSESSMENT

Hello!

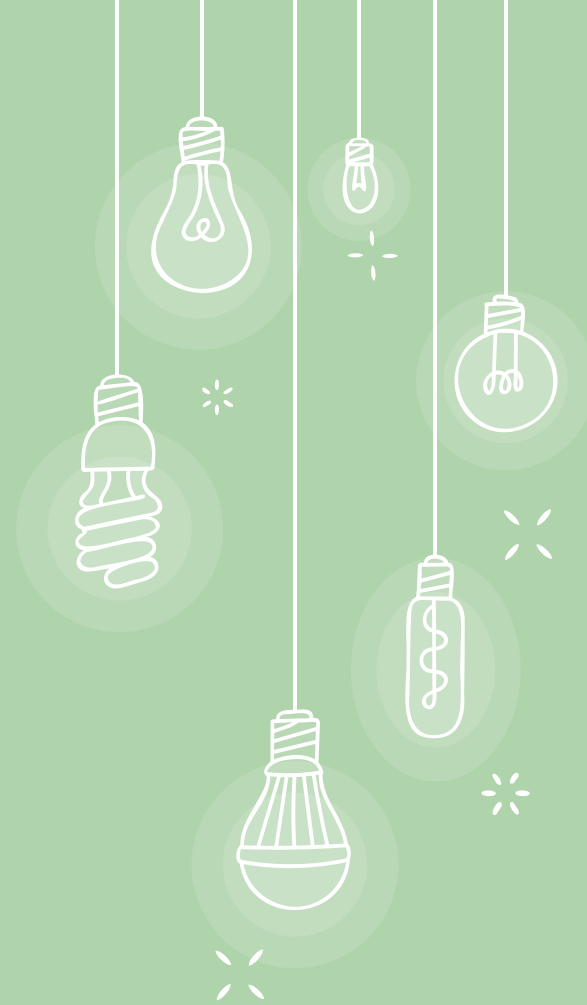
Caulyne Barron, EdD

President and CAO,

Dunlap-Stone University

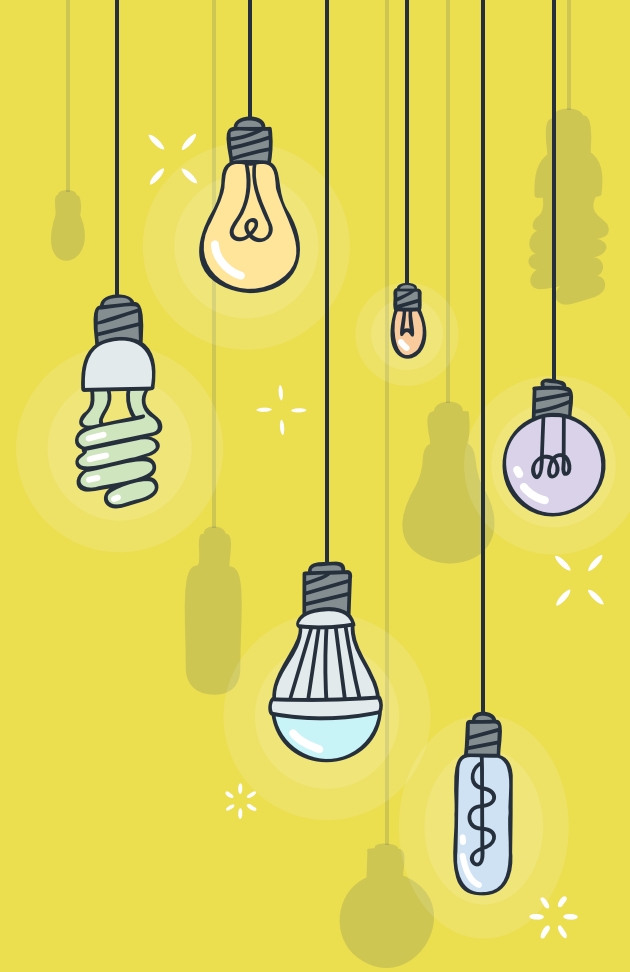
cbarron@dunlap-stone.edu

Evaluator and Former
Commissioner



“ The institution **documents policies and procedures** used to define the chosen academic unit of measurement.”

- DEAC Standard III.F.



1

Building a document

Credit Hour Assessment Policy and
Processes



* Building Your Policy Outline

- You have a clock/credit hour policy and a process to apply it.

This might be a separate policy or a part of your curriculum development and review manual. But it is a **real and complete document** with **policies and processes** that you have **implemented**.



* Choose Your Units of Measure

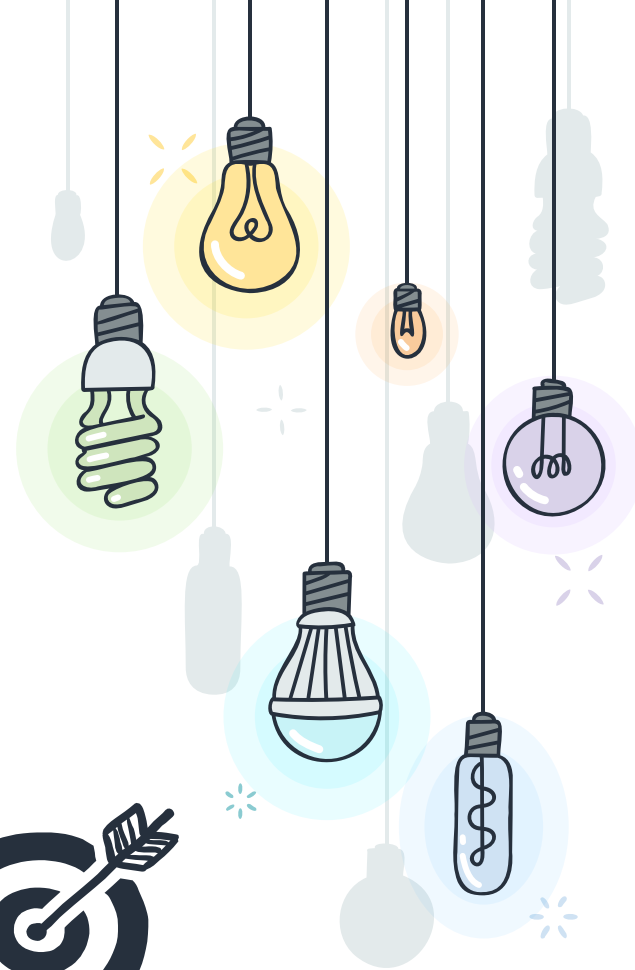
Clock Hour

One instructional hour is defined as 50 minutes of instruction in a 60-minute period.



Credit Hour

The assignment of credit hours must conform to commonly accepted practices in higher education. A credit hour is defined as an amount of work represented by intended learning outcomes and verified through evidence of student achievement in academic activities.



* Choose Your Units of Measure

Semester Credit Hour

One credit/semester hour is 15 hours of academic engagement and 30 hours of preparation, a total of 45 hours in a semester.

Quarter Credit Hour

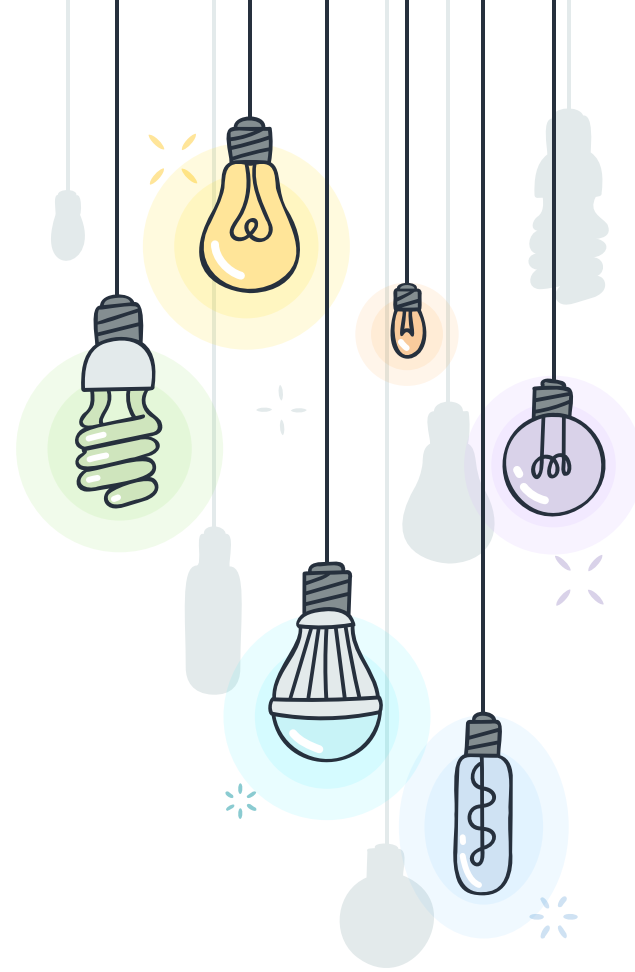
One quarter hour credit is 10 hours of academic engagement and 20 hours of preparation, or 30 hours in a quarter.

Semester and quarter hours are equivalent to the commonly accepted and traditionally defined units of academic measurement. **Academic degree or academic credit-bearing distance education courses are measured by the learning outcomes normally achieved through student work.**



* Building Your Policy Outline

- Written Policy and Process
- **You state whether you use credit or clock hours and define what they represent.**





Dunlap-Stone University

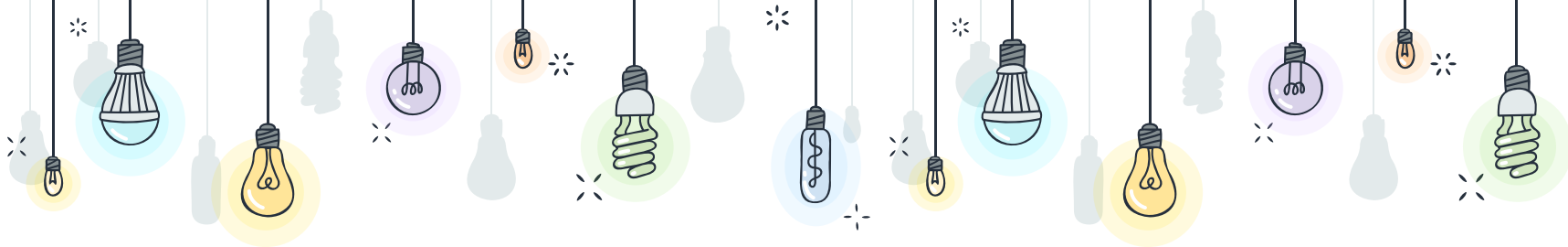
Credit Hour Policy

2022

A credit hour typically represents 15 hours of academic engagement and 30 hours of preparation. In accordance with DEAC and ACE credit recommendations, the following categories have been identified:

Academic Engagement includes (but is not limited to): submitting work, reading lectures, viewing multimedia presentations, taking an exam, taking part in online discussions, initiating contact with faculty members.

Preparation includes (but is not limited to): homework, reading and study time, completing assignments and projects.



How can you write about it in the SER?

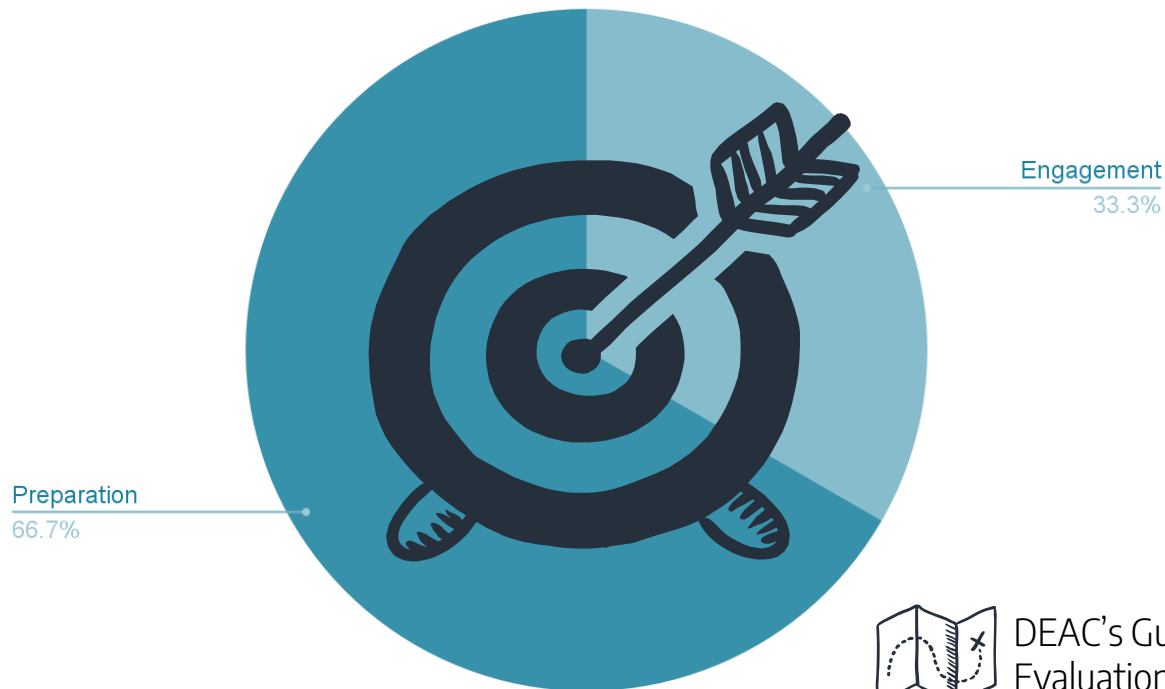
1. **Describe the institution's policy for determining and assigning academic units of measurement. [EXHIBIT 10: Clock/Credit Hour Policy]**

While the **Curriculum Development Manual** provides greater detail, in general, each semester credit hour is based upon the best practice of representing 15 hours of engagement and 30 hours of preparation, a Carnegie credit hour. Therefore, the 3-semester credit hour courses each represent 45 hours of engagement and 90 hours of preparation, 1.5 credit hour courses represent 22.5 hours of engagement and 45 hours of preparation, and 4-credit hour courses each represent 60 hours of engagement and 120 hours of preparation. See also **Exhibit 10a: Credit Hour Policy** and the **policy on the website:** (<https://www.dunlap-stone.edu/policies/credit-hour-policy/>)

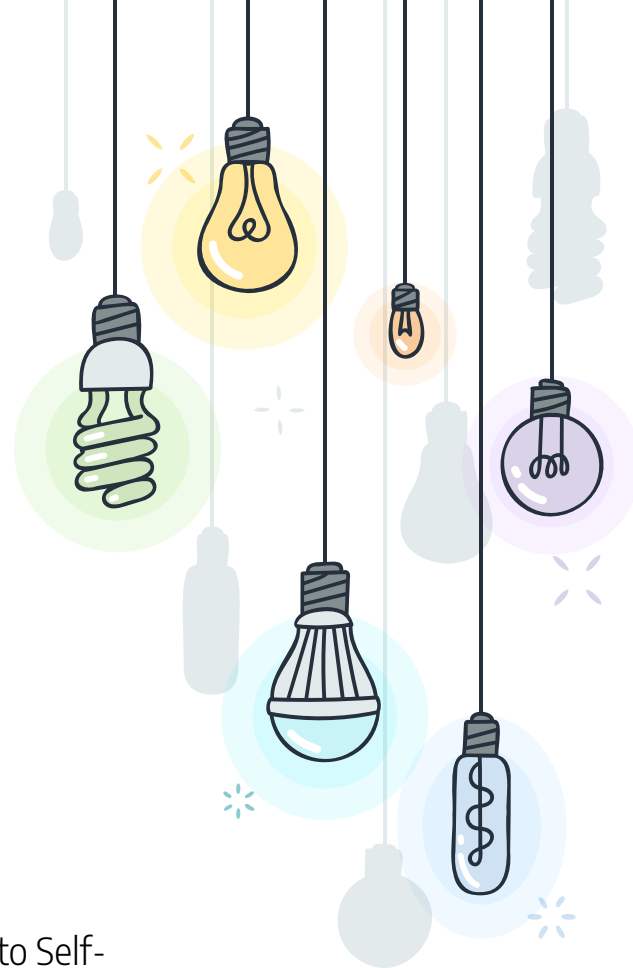
Table of Academic Work Hours Expectations

| | 1.5 Credit Hours | 3 Credit Hours | 4 Credit Hours |
|---------------------------------|------------------|----------------|----------------|
| Total Academic Engagement Hours | 22.5 hours | 45 hours | 60 hours |
| Total Preparation Hours | 45 hours | 90 hours | 120 hours |
| TOTAL HOURS | 67.5 hours | 135 hours | 180 hours |

* Engagement and Preparation

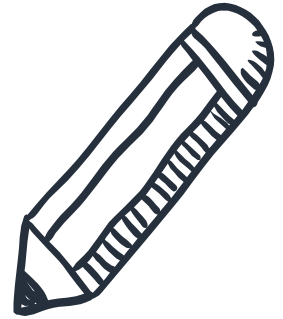
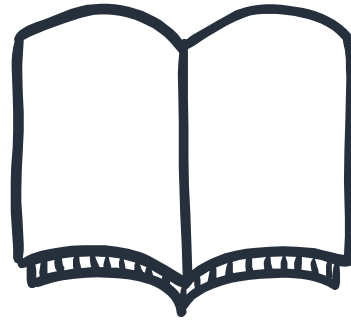
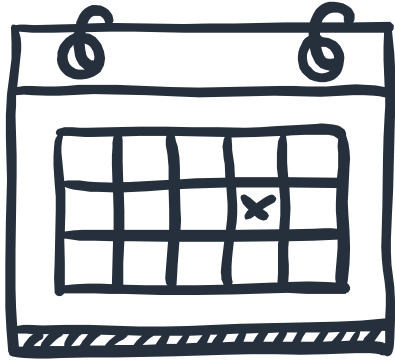


DEAC's Guide to Self-Evaluation has detailed guidance.

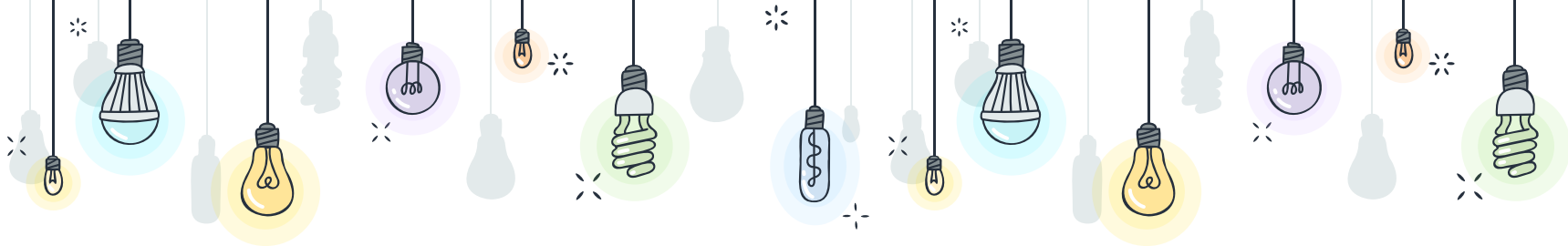




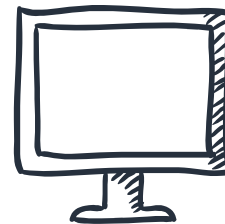
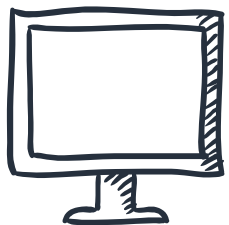
Remember old-school classes? T/Th with Dr. Clark Humanities 201.



Time was measured by where you were.

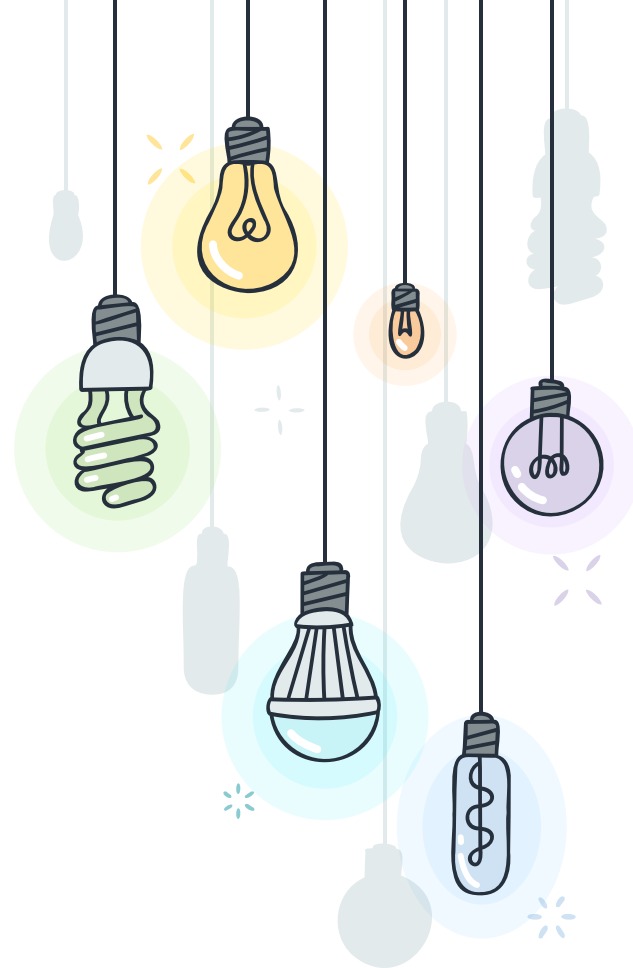


But what if you are asynchronous?



* Activity Menu

| | | | |
|---|-------------------------------|---|---|
| Engaging with Class Lectures (Interactive Slides, Listening, Watching, Etc.) | Reading Textbooks or Articles | Participating in Online Discussions | Studying for an Exam |
| Researching | Taking an Exam | Writing a Paper | Initiating Contact with a Faculty Member |
| Externship/ Internship | Completing Case Study | Computer Assisted Modules or Multimedia | Completing a Problem Set/ Homework |
| Reviewing the Syllabus | Conducting Lab Work | Planning and Allocating Time | Attending an Institution-Assigned Study Group |



* What activities are what?

Engagement

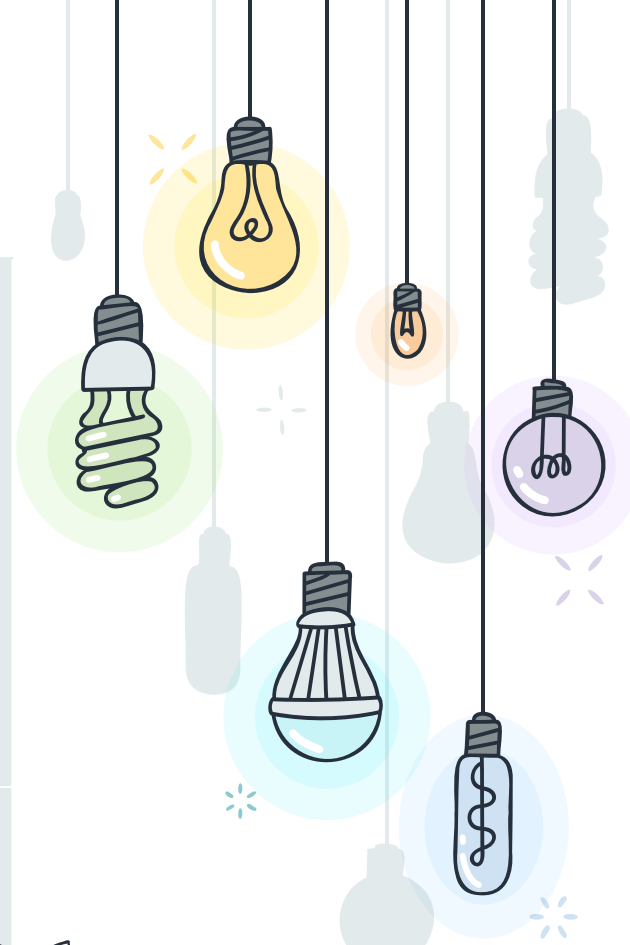
Academic engagement may include, but is not limited to, submitting an academic assignment, listening to class lectures or webinars (synchronous or asynchronous), taking an exam, completing an interactive tutorial or computer-assisted instruction, attending a study group that is assigned by the institution, contributing to an academic online discussion, initiating contact with a faculty member to ask a question about the academic subject studied in the course, conducting laboratory work, and completing an externship or internship.

Preparation

Preparation is typically homework, such as reading and study time, and completing assignments and projects.

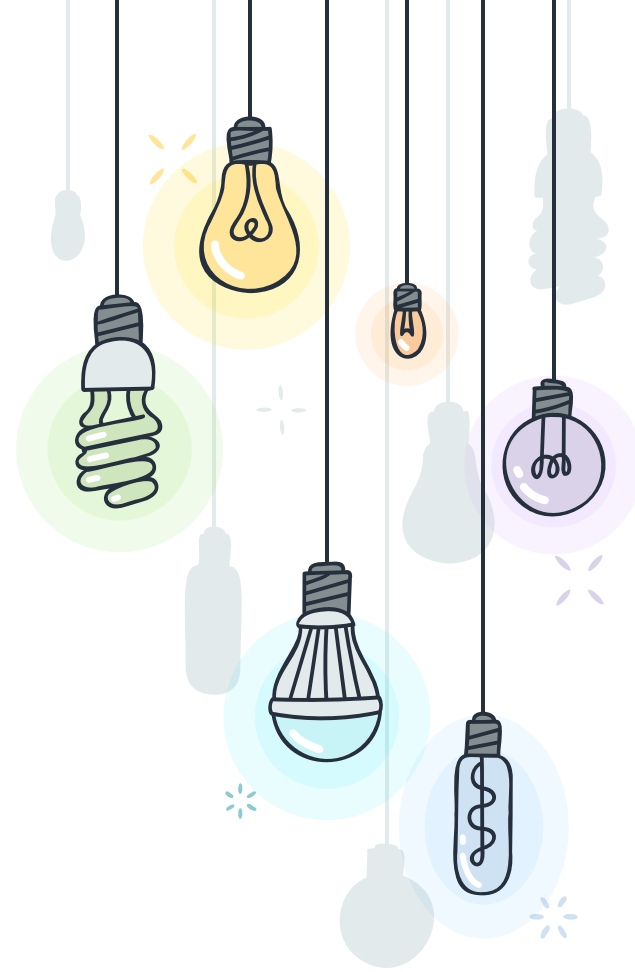


DEAC's Guide to Self Evaluation has detailed guidance.



* Building Your Policy Outline

- Written Policy and Process
- Define a Clock/Credit Hour
- **You clearly define what is engagement, what is preparation (related to your educational philosophies), and describe how you estimate each.**



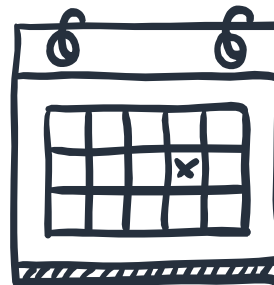


Calculation Example



3 credit hours

45 hours engagement
and 90 hours
preparation



6 weeks long

$45/6 = 7.5$ hours per
week of engagement
 $90/6 = 15$ hours per
week of preparation

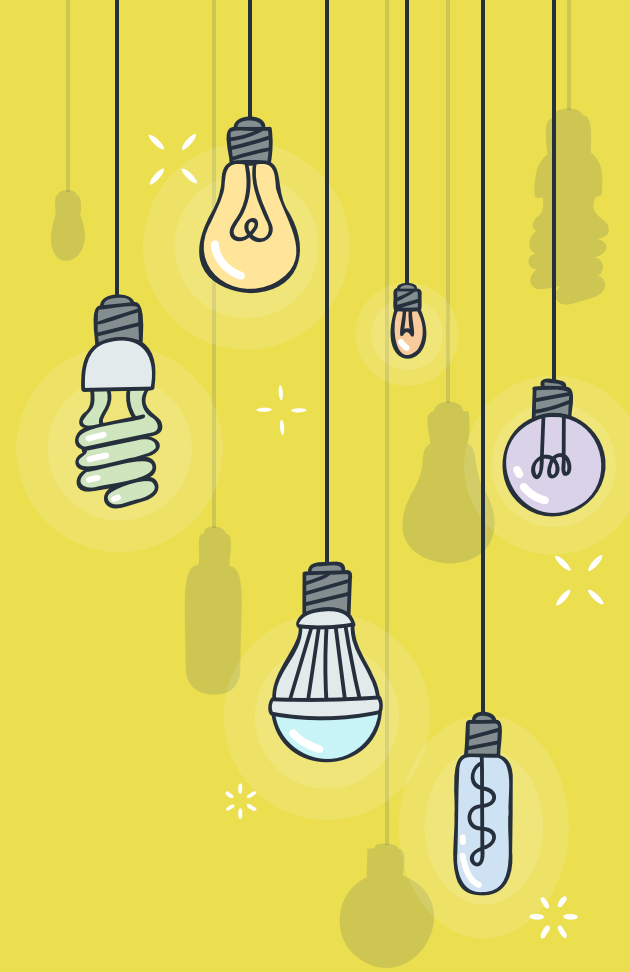
“ The institution demonstrates that **each course** and **program** requires the **appropriate amount of work** needed for students to achieve the **level of competency** defined by institutionally **established course/program outcomes**.

- DEAC Standard III.F.4.



“ Curricula and instructional materials are **sufficiently comprehensive** for students to **achieve the stated program outcomes...** reflect sound **principles of learning** and are grounded in **distance education instructional design principles**.

- DEAC Standard III.D.



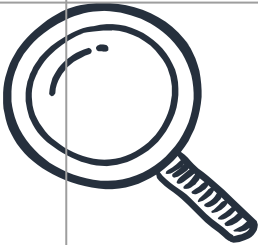


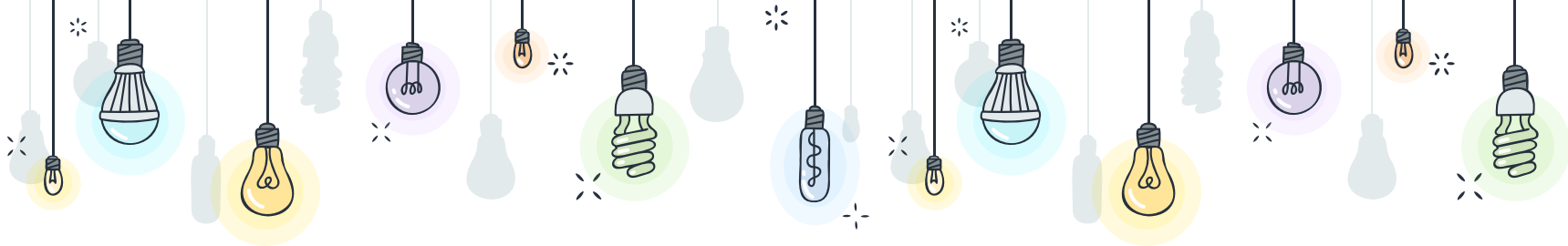
Based on the **learning outcomes**, what **activities** do developers (or reviewers) need to include (that are appropriate for the level of the program) to ensure **students meet the stated outcomes**?





Based on the **learning outcomes**, what **activities** do developers (or reviewers) need to include (that are appropriate for the level of the program) to ensure **students meet the stated outcomes?**

| Weekly Outcomes | Engagement | Preparation | Total |
|---|--|---|---|
| <p>Compile and review appropriate source materials</p> <p>Differentiate between types of documents in business research</p> | <p>Engage in Lecture Activity (.5)</p> <p>5 DQs (2.5 hours) 4 participation (4.5)</p> <p>Faculty Feedback (.5)</p> | <p>Assigned Reading (50 pages) (5)</p> <p>Resource Identification and Annotated Bibliography (5)</p> <p>Background Draft (3)</p> <p>Research and Planning (2)</p> |  |



DEAC's Guide to Self-Evaluation has detailed guidance.

Typical DSU Course Activities

| Type of Activity | Type of Engagement | General Guideline |
|-------------------------------------|---------------------|---|
| Reviewing Syllabus, Weekly Document | Preparation | Assign 0.5 to 1 hour per week for planning and document review. |
| Reading Lecture | Academic Engagement | Depending on the length and complexity of the lecture, assign 5-10 minutes per page of lecture. |
| Viewing Multimedia Presentations | Academic Engagement | Assign based on the actual length of viewing the materials. |
| Classroom Participation | Academic Engagement | Assign as 5 hours per week. |

2

Estimating Time on Task

Credit Hour Assessment Policy and Processes



“ The institution must provide **concrete evidence** that it has provided adequate guidance **during the development of a course/program** to substantiate the credit hours assigned. The institution should **cite other research or studies** done in order to **document its definitions or formulas** for verifying student work.

- DEAC Guide to Self Evaluation





Tools for Estimating

Workload Estimator 2.0

(which includes citations on their methods)

Champlain Estimating Instructional Time and Homework

SUNY Time on Task Estimator

Reading Speed Charts

Original Workload Estimator with Citations

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[Resources](#) / [Syllabus Tools](#) / Workload Estimator 2.0

Workload Estimator 2.0

Enhanced Course Workload Estimator

Research & Design: [Betsy Barre](#) | [Allen Brown](#) | [Justin Esarey](#)
[Click Here for Estimation Details](#)

| COURSE INFO | WRITING ASSIGNMENTS | DISCUSSION POSTS | OTHER ASSIGNMENTS |
|---|---|--|---|
| <div>Class Duration (Weeks): <input type="text" value="15"/></div> <div>READING ASSIGNMENTS</div> | <div>Pages Per Semester: <input type="text" value="0"/></div> <div>Page Density: <input type="text" value="250 Words"/></div> | <div>Posts per Week: <input type="text" value="0"/></div> <div>Format: <input type="text" value="Text"/></div> | <div># Per Semester: <input type="text" value="0"/></div> <div>Hours Per Assignment: <input type="text" value="0"/> <input type="text" value="60"/></div> |

* Factors to Consider

- Level of the Program (non-degree? doctoral?)
- Level of the Course (introductory?)
- Difficulty of the reading (highly technical? purpose?)
- Writing expectations (drafting or research?)

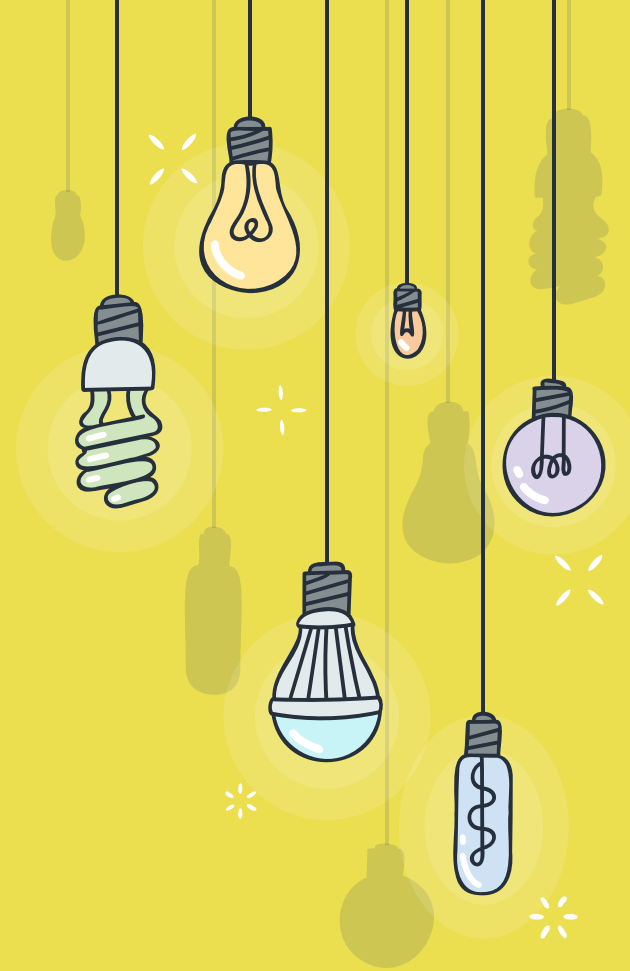
Student Population

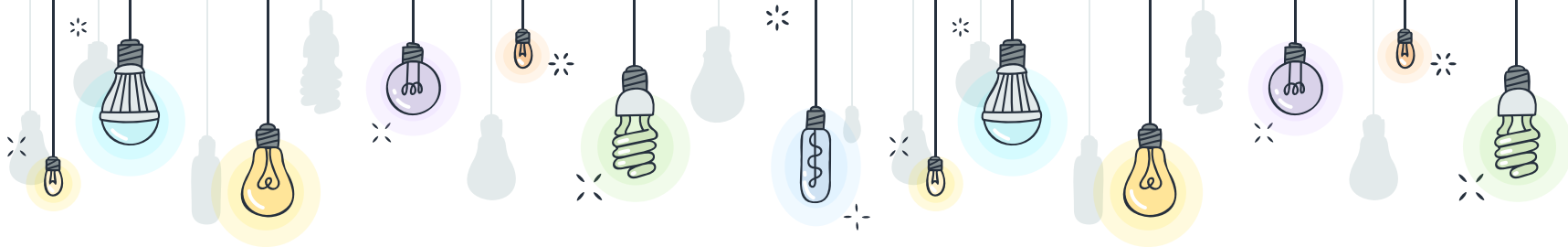
- Adult learners?
- Previous education?
- Familiarity with classroom or topic?
- Familiarity with the process or resources?



“ The institution **measures and documents** the amount of time it takes the **average student** to achieve **learning outcomes** and specifies the **academic engagement** and **preparation time**.

- DEAC Standard III.F.4.





From my last SER: “In general, DSU relies on three data sets to affirm credit hours. First, **instructional designers estimate the time on task** within each of the categories based on their knowledge and understanding of the specific course activities. This is **supplemented by external tools such as the Workload Estimator** tool and **validated by student reported information in end of course surveys.**”

Therefore, in every class, the following assumptions can be made as a starting point, based on DSU's templated learning model:

| | 3 weeks class (1.5 CH) | 6 week class (3 CH) | 6 week class (4 CH) | 8 week class (4 CH) | 9 week class (4 CH) |
|--|------------------------|---------------------|---------------------|---------------------|---------------------|
| Initial Syllabus Review (preparation) | 1 hour | 1 hour | 1 hour | 1 hour | 1 hour |
| Weekly Lecture and Assignments Document Review (1 hour per week) (preparation) | 3 hours | 6 hours | 6 hours | 8 hours | 9 hours |

| | | Required | Evaluated | Workload Estimator |
|---------------------------------------|------------------------|------------|-----------|--------------------|
| Number of Preparation Hours Required: | | 90 | 90 | 69.54 |
| Number of Engagement Hours Required: | | 45 | 45 | 73.98 |
| | | 135 | 135 | 143 |
| Requirement Met? | Yes | | | |
| Action Taken: | None | | | |
| Notes/Recommendation: | Reflects 2021 Revision | | | |
| | | Additional | | |

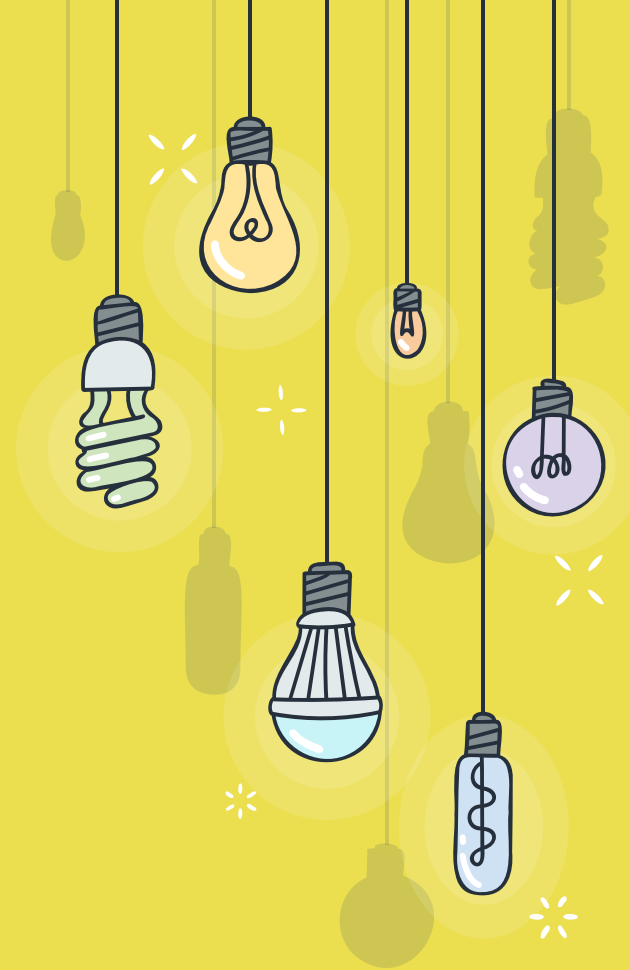
During this class, I spend about ____ per week actively engaged in the classroom. This includes answering discussion questions, engaging with peers or the instructor, taking exams. *

1. 1 to 3 hours
2. 4 to 6 hours

“

All student work is **documented** in the curricula materials and **syllabi**, including a **reasonable approximation of time required** for students to complete the assignments. Evaluation of student work is identified as a **grading criterion** and **weighted appropriately** in the determination of a final course grade.

- DEAC Standard III.F.4.





Study Suggestions and Estimated Time to Complete Work

Depending on the level of this course and the number of credit hours assigned for this course, the estimated time to complete work varies. Each credit hour assigned in this course has been designed to represent 15 hours of direct engagement with course materials and 30 hours of preparation. *This course is three credit hours in length and therefore represents 45 hours of engagement and 90 hours of preparation. In a six week course, you should spend about 7.5 hours working in the classroom and about 15 hours in preparation. You may need more or less time to complete this course.*

Preparation can be classified in a number of ways. Reading assignments are based on the number of pages you are expected to read each week and the level of complexity of those reading materials (whether they contain a large number of technical terms or difficult concepts). Written assignments are generally based upon the number of pages you are expected to produce as noted in the assignment description. Studying for exams is estimated by the number of hours you would be expected to spend reviewing materials.

Direct engagement includes reviewing websites, posting and participating in discussion forums, reading materials, listening to audio content, and taking exams.

The following page's recommendations may help you develop a plan to successfully complete this course.

MGT-335: Modern Management Principles

• 3 credit hours, 6 weeks, no prerequisites

This course examines the topic of management from the perspective of the practicing manager to assure that students understand the functions of a manager in a modern business environment. The functions appraised and related to real world events in the global economy. [View the syllabus here.](#)

**It's in the syllabus. And the catalog.
And the website. And the LMS.**

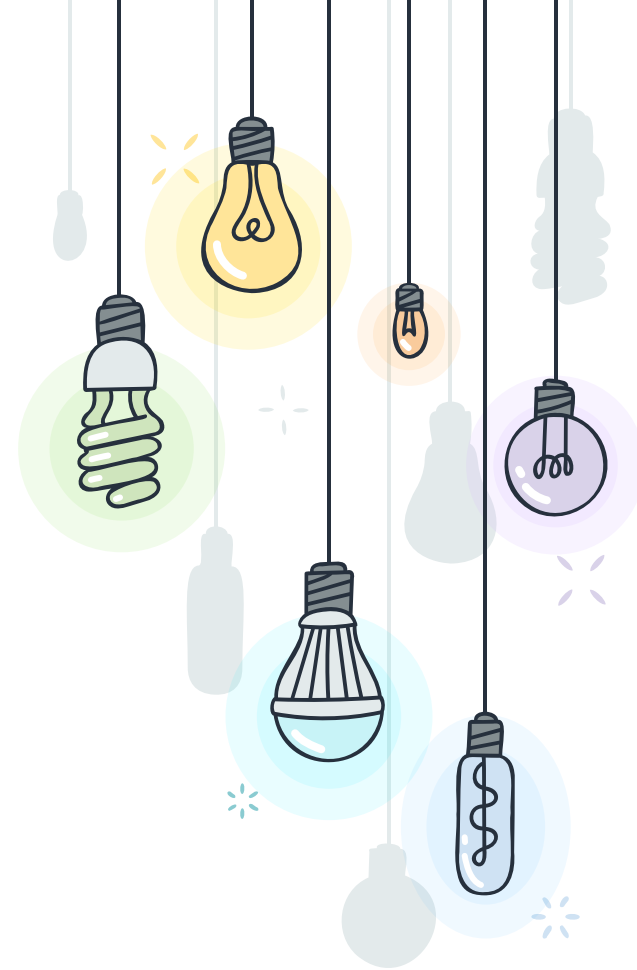
Student Success Strategies

| | |
|--------|---|
| Week 1 | Review the syllabus thoroughly and make sure you understand the course expectations and how to navigate the classroom. Accessing Moodle, familiarizing yourself with the layout of the classroom, accessing materials and printing them if you choose, and posting a brief introduction and biographical information in the classroom are tasks you should complete prior to or on the first day of class. Review your peers' posts and any from your instructor. If you feel uncomfortable navigating, please contact DSU and schedule a time to have a staff member walk you through the classroom. These tasks should take about an hour. |
| Weekly | Review your Lecture and Assignments document and plan your activities for the week. Carefully note assignments and their due dates and expectations for the week. Note any questions you may have for your instructor. Confirm that you have all of the assigned readings and can access any supplemental materials noted. You may wish to review your personal and professional obligations each week and designate what times you can schedule to complete the week's coursework. This step should take about one hour each week. |
| Weekly | Reading the lecture, textbook, and supplemental materials. Depending on the length of the lectures within the weekly assignment document, reading, reviewing and understanding the lecture for the week may take half an hour to an hour. Generally, the lecture highlights areas within your other assigned readings that are most critical. Many classes may also require you to read textbooks, watch video presentations, review websites, legal documents, or other supplemental materials. The average student spends about an hour reading 30 pages of a |

| | |
|--|--------------------|
| Read lecture and assigned readings Participation (5 points) Discussion Questions (4 points) Annotated Bibliography (12 points) | 19 points possible |
| Read lecture and assigned readings Participation (5 points) Discussion Questions (4 points) Annotated Bibliography 2 (5 points) Background information (10 points) | 24 points possible |
| Read lecture and assigned readings Participation (5 points) Discussion Questions (4 points) Written paper (15 points) | 24 points possible |
| Read lecture and assigned readings Participation (5 points) Discussion Questions (4 points) Written Paper (15 points) | 24 points possible |
| Read lecture and assigned readings Participation (5 points) Discussion Questions (4 points) | 9 points possible |
| Read lecture and assigned readings Participation (5 points) Discussion Questions (4 points) | 9 points possible |
| Read lecture and assigned readings Participation (5 points) Discussion Questions (4 points) Thesis (50 points) | 59 points possible |

* Building Your Policy Outline

- Written Policy and Process
- Define a Credit Hour, Engagement and Preparation
- Define Estimates with Citations
- **What training do you need? What process do you use? Who does this? When? Is it a part of your revision/review cycle?**



3

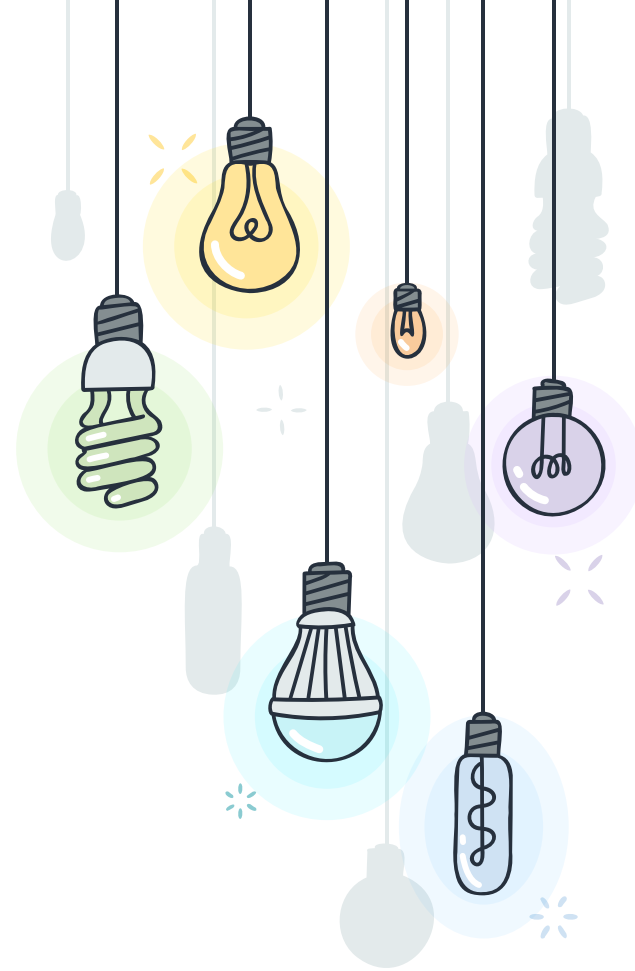
Document Your Process

Credit Hour Assessment Policy and
Processes



* Building Your Policy Outline

- Written Policy and Process
- Define a Credit Hour, Engagement and Preparation
- Define Estimates with Citations
- Define Timeline, Process, Personnel, and Training
- **Standardize your documentation process with a form or other tool.**



Course Review

- Syllabus
- Notes on Changes
- Overview
- Outcomes

| A | B | C | D | E | F | G |
|--|--|---------------|---------------------------|------------------------|-----------------|-----------------------|
| Dunlap-Stone Univeristy | | | | | | |
| Course | TRD-550 MSc Regulatory Trade Compliance Thesis | | | | | |
| Date of Review | 3/9/2023 | Review | Workload Estimator | Student Average | Required | |
| Reviewer | Caulyne Barron | 64 | Pending | Within range | 60 | Engagement |
| Credit Hours | 4 | 120.5 | Pending | Within range | 120 | Preparation |
| Length of Course | 8 weeks | 184.5 | Pending | Within range | 180 | Total |
| Link to Syllabus | TRD-550 | 23.0625 | Pending | Within range | 22.5 | Weekly Average |
| Notes About Review | | | | | | |
| Reviewed discussion questions. Updated information about the comps and graduation processes. | | | | | | |
| Course Learning Outcomes | | | | | | |
| Apply knowledge gained throughout the program in developing a practical, scholarly business solution to a regulatory- trade-compliance problem | | | | | | |
| Develop integrative skills and processes to solve regulatory trade compliance problems impacting the total enterprise | | | | | | |



Course Review

- Assignment time on task estimates (internal and external)

| Course Assignment Matrix from Syllabus | | | | |
|--|--|---|------------|-------------|
| Week of Course | Learning Outcomes | Activities | Engagement | Preparation |
| 1 | Discuss the elements of a problem Construct a problem of practice | Review Syllabus and Expectations | | 1 |
| | | Lecture | 0.5 | |
| | | Reading (60 pages) | | 6 |
| | | Research Statement (3-5 pages) | | 6 |
| | | Discussion Questions | 7 | |
| | | Submitting assignment | 0.5 | |
| | | Research and Planning | | 2 |
| 2 | Identify appropriate sources Develop a research plan | Lecture | 0.5 | |
| | | Reading (50 pages) | | 5 |
| | | Resource Identification and Research Plan | | 5 |



Course Review

- Validation through Surveys
- Flag for Changes
- Implementation Evidence

During this class, I spend about ____ per week actively engaged in the classroom. This * includes answering discussion questions, engaging with peers or the instructor, taking exams.

1. 1 to 3 hours
2. 4 to 6 hours

4

Show Continuous Improvement

Credit Hour Assessment Policy and Processes





Demonstrate Implementation and Auditing

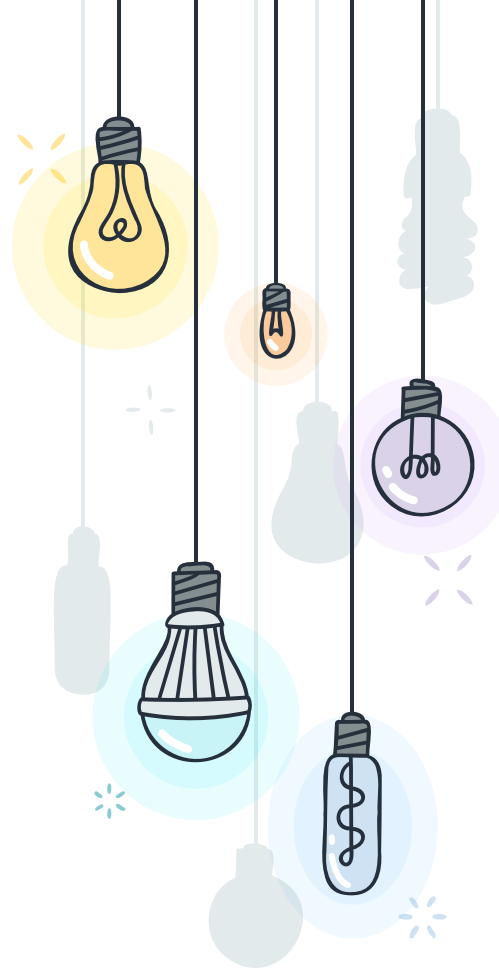
Course Revision Schedule

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| | A | B | C | D | E | F | G |
|----|--|----------------------|----------------------|----------|-------------------------|------------------------|----------------------------------|
| 1 | Course | Next Revision | Last Revision | D | Type of Revision | Review Document | Credit Hour Concerns? |
| 2 | BUS -102 Introduction to Business | Spring 2024 | Spring 202 | | Full revision, text | BUS-102... | No |
| 3 | BUS-111 Customer Service Basics | Summer 2024 | Fall 2022 | | Refresh | Course ... | No |
| 4 | BUS-113 Topics in Contemporary Business | Summer 2024 | Spring 2023 | | Refresh | Course ... | No |
| 5 | BUS-118 Intro to Business Writing | Summer 2023 | Spring 2020 | | Updated texts | BUS 118... | Review |
| 6 | BUS-204 Entrepreneurship and Innovation | Fall 2022 | Fall 2019 | | Refresh | BUS 204... | Updated |
| 7 | BUS-303 International Business Ethics | Summer 2025 | Summer 2022 | | Full revision, text | BUS 303... | Updated |
| 8 | BUS-401 Global Culture | Summer 2024 | Summer 2022 | | Textbook update | BUS 401... | No |
| 9 | BUS-403 Global Marketing | Spring 2023 | Spring 2020 | | New text needed | Forthcoming | Review |
| 10 | BUS-404 Researching the Global Village | Fall 2023 | Fall 2021 | | Refresh | BUS-40... | No survey data for 2022 - Review |
| 11 | BUS-405 Global Business Plan | Summer 2024 | Summer 2022 | | Full revision | BUS 405... | No |
| 12 | BUS-422 Global Project Leadership Excellence | Spring 2023 | Fall 2020 | | Assigned to Brian | Forthcoming | No survey data for 2022 - Review |
| 13 | BUS-440 Legal Environment of Business | Spring 2025 | Winter 2023 | | Full revision new | Course ... | |

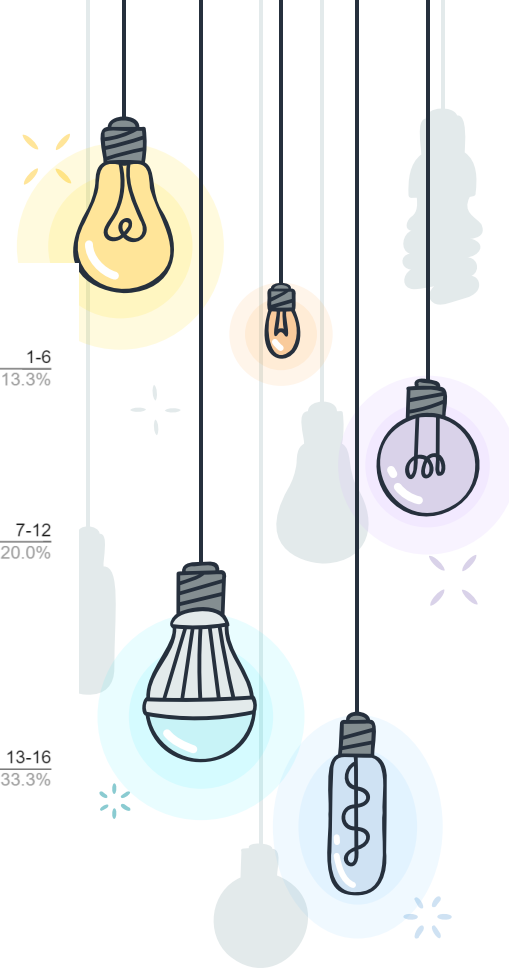
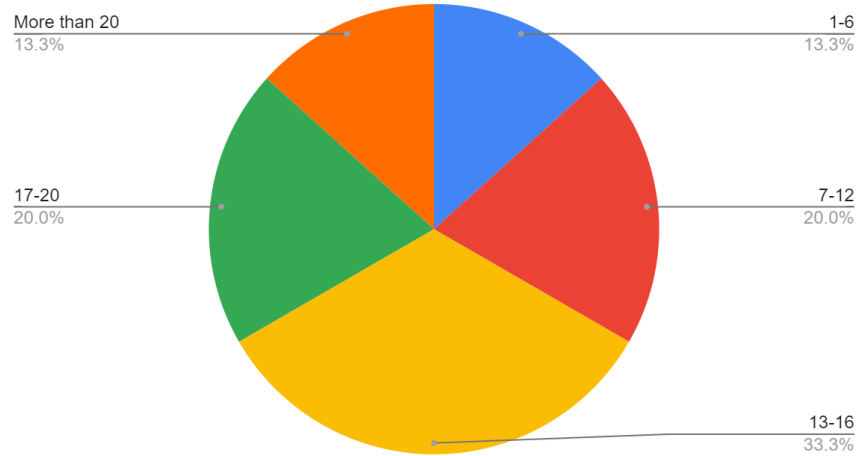


* Examples

Appears to Validate

This course should have an average of 15 hours per week in preparation.

TRD-505 Preparation

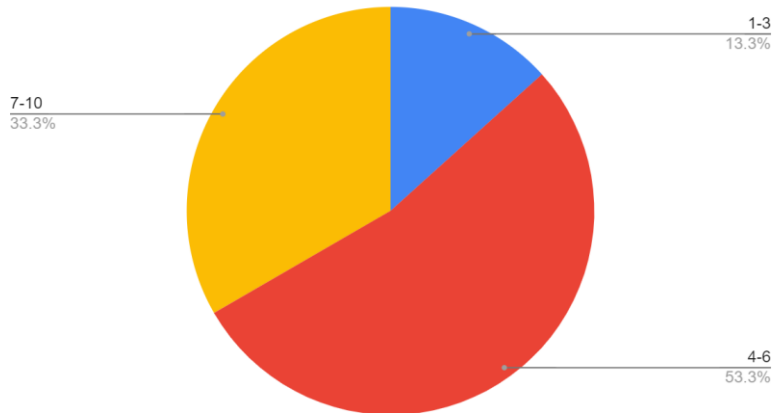


* Examples

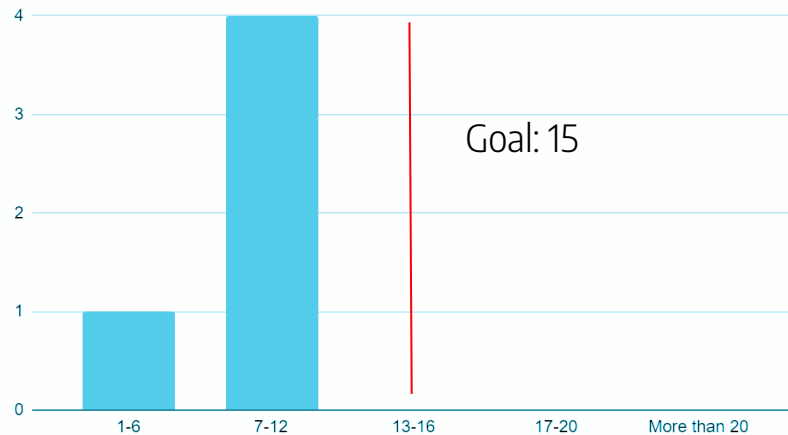
Needs Review

This course should have an average of 7.5 hours per week in engagement. Consider in the review the small nature of the class. More students would be more engaging in our model.

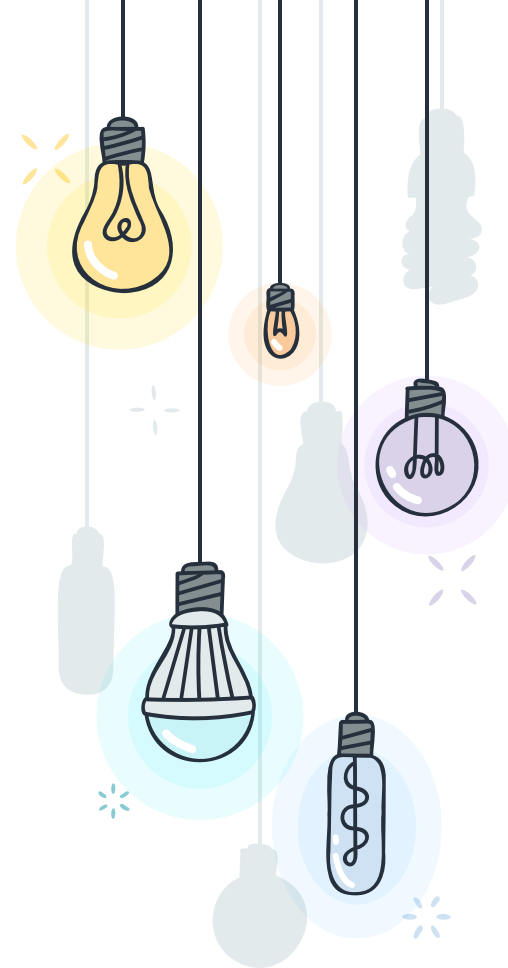
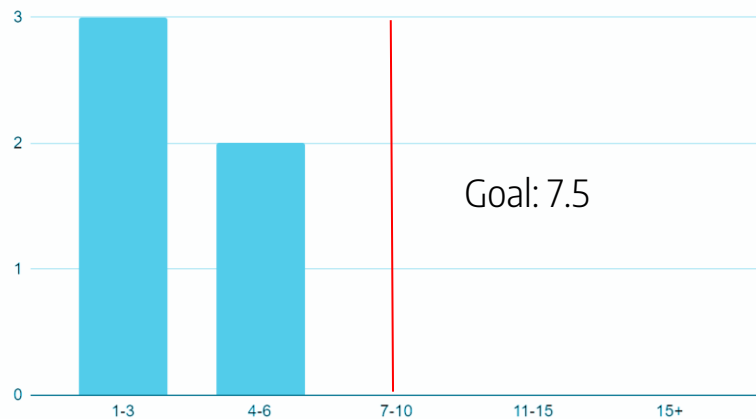
TRD-505 Engagement



MGT-335 Preparation Student Survey Results

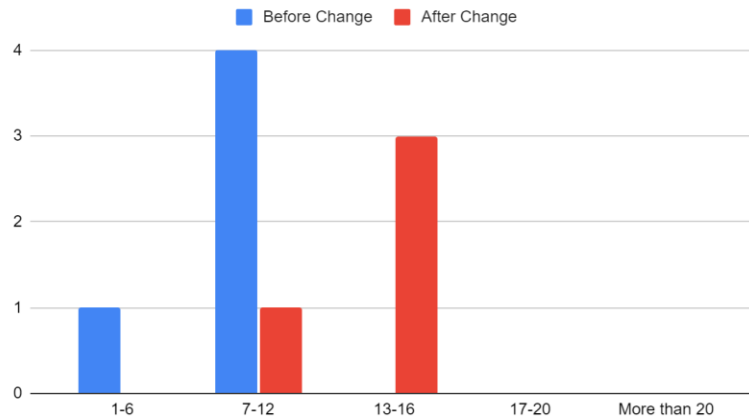


MGT-335 Engagement Survey Results

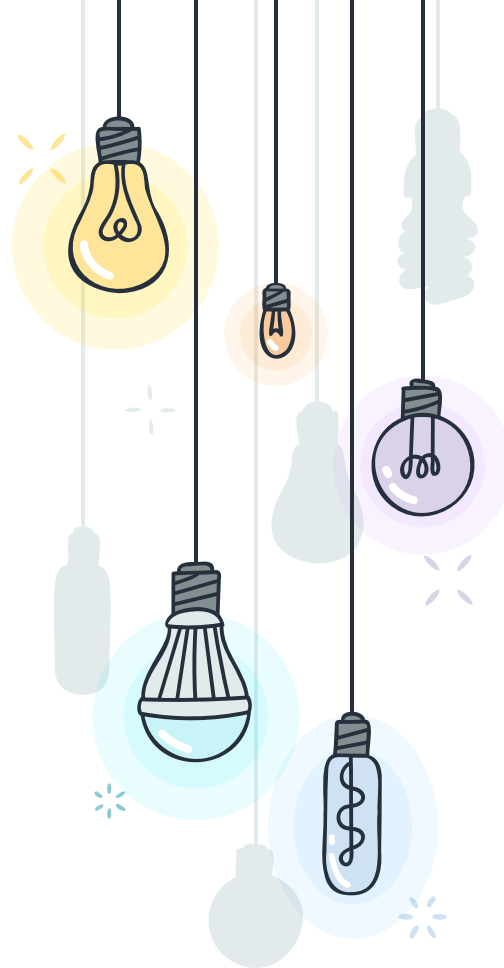
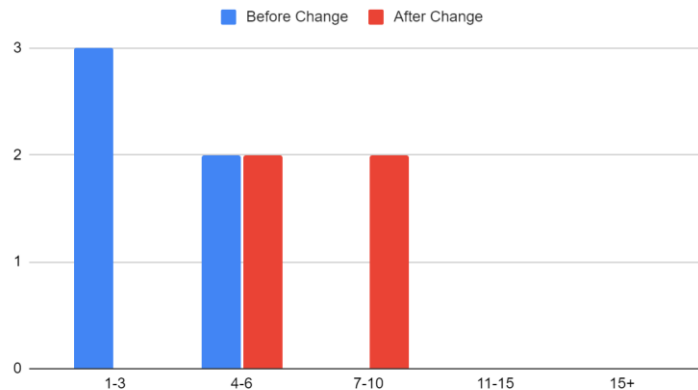


Examples

Preparation Before and After Revision

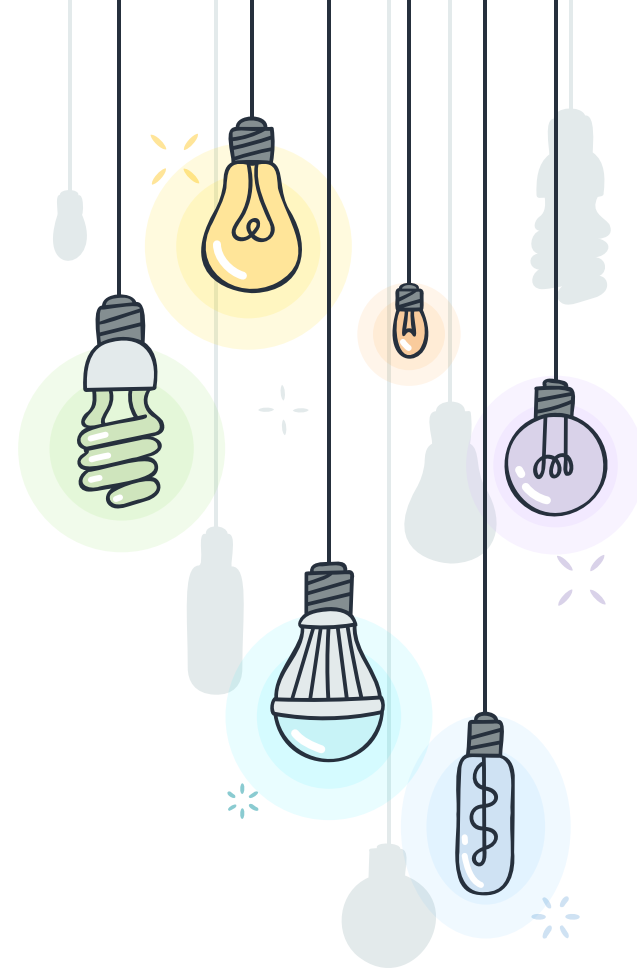


Engagement Before and After Revision



* Written Policy Highlights

- Define a Credit Hour, Engagement and Preparation
- Define Estimates with Citations
- Define Timeline, Process, Personnel, and Training
- Forms, Tools, Resources
- **Documentation of Implementation:
Schedules, Steps, Data Collection,
Links to Program Review**



5

Evaluation of Compliance

Credit Hour Assessment Policy and
Processes



Important Resources



SEEKING ACCREDITATION

SUBSTA

Applying for Accreditation

Eligibility

State Authorization

Accreditation Handbook

Applications and Reports >



GUIDELINES FOR COMPLETING THE SER TEMPLATE



Self Evaluation Resource Document



EXHIBIT 10: CLOCK/CREDIT HOUR POLICY

Evaluation Documents





 VOLUNTEERS PUBLIC NOTICES

 Apply to Volunteer

Evaluator Documents >

Volunteer Training

Code Of Conduct and Disclosure Forms

| Questions | Yes | No | N/A |
|---|---|--------------------------|--------------------------|
| Did the institution provide its policy for determining and assigning academic units of measurement? |  | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the institution's process for measuring and documenting the amount of time it takes the average student to achieve the learning outcomes (as a means of assigning academic units of measurement) adequate, based on accepted best practices? |  | <input type="checkbox"/> | <input type="checkbox"/> |
| Does the institution follow adequate processes for verifying and documenting that all academic units of measurement are assigned based on the level of educational offering? |  | <input type="checkbox"/> | <input type="checkbox"/> |
| Are all assigned academic units of measurement appropriate, based on the level of educational offering? |  | <input type="checkbox"/> | <input type="checkbox"/> |
| Standard III.F. – Meets, Partially Meets, Does Not Meet, or Not Applicable | Choose a finding. | | |



Do

Provide Examples and Evidence

Have written policy documents

Regularly perform credit
assessments for EVERY COURSE

Don't

Assume your evaluator
understands your method

Only state it in the SER

Only do it for the
programs/courses under review

Questions?

You can find me at:

- + cbarron@dunlap-stone.edu
- + DEAC Staff

