Best Practices Form

Instructions: *Submit this form as a separate attachment with your completed Program Review.* Programs often do something particularly well; usually they have learned through assessment—sometimes trial and error—what solves a problem or makes their programs work so well. These are often called ***Best Practices*** and can help others. Please share the practices your program has found to be effective. The contact information lets others know whom to contact for more information. This part of Program Review is linked to the Student Success Strategic Goal: "Become an exemplary model of student success by developing and implementing best practices." For examples of Best Practices visit the [Program Review Committee's website](#).

Program/Department: BMIT – BSAD   Name of Chair/Director/Manager: Phil Whitney

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Best Practice(s):

Moodle quizzes

Over the years, students in my classes have been quizzed over the chapter reading before I started covering material, in an effort to encourage them to read their books before class. These quizzes are worth 15% of the course grade.

Many students just took their chances with the multiple-choice questions and the average grade was about 70%. These quizzes should have been incredibly easy; the questions were very basic and could easily be mastered by memorizing the glossary definitions. My Moodle site had links to the publisher's self-quiz site, but they were rarely used.

Starting last spring, I posted my own quizzes in Moodle and made them 10% of the course grade. The Moodle quizzes forced the student to open the book. Time is unlimited and there are two chances. Multiple-choice questions make up less than 1/3 of the questions; most of the questions are fill-in with some prompts.

To encourage students to read the problems we will be covering, the Moodle quizzes include questions about the names of the companies in the problems, as well as some transactions in the problems. When mathematical computations will be necessary in a particular chapter, I include practice exercises, such as converting decimals to percentages.

I still give the reading quizzes in class, and the reading quiz questions are _not_ duplicates of the Moodle questions. Scores on the reading quizzes have

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gone up to about an 80% average. Although it would be hard to measure, I have noticed a noticeable decrease in the number of students who appear to be completely lost during class.

The participation on the Moodle quizzes was rarely less than 100%; I open the quizzes immediately after class on Thursdays and closed them right before class on Tuesdays.

At the end of the spring semester, I posted an anonymous questionnaire about the Moodle quizzes. I asked how much time was spent on these quizzes. Answers ranged from 1 minute to 50 minutes per week; the average response was 17 minutes, and the mode response was 30 minutes.

I asked for suggestions for improvement, and this comment was my favorite.

"I dont have any question, actually i dont really my books, but when you started doing a quizes, i really need to read my book now. Its a good way to make a student read the material." (sic)