Setting your “GPS”

Choosing an online course quality system that works for you

Karen Bellnier, Community College of Rhode Island
Brianna Bernik, Penn State University
Where are you at today?
OLC Accelerate 2019 - Setting Your GPS

When survey is active, respond at PollEv.com/karenbellnie075
Workshop: Pick a card, any card
Setting the Destination

What are your institutional goals for adopting a set of course quality standards?

Who needs to be involved and in what ways?

What resources are needed and are they available?

Indicate the priority for the following, add others as you need:

- Flexibility (adapting structure/standards to your needs)
- Usability (easy to deploy, support materials, etc.)
- Reputation (internal, external)
A guide for conversation for setting priorities & making decisions.

Created in 2018, part of ID2ID

- Educause & Penn State U collaboration
Key Differences

**QUALITY MATTERS**

Membership vs. open source certification vs. Reflection

Outside evaluators vs. internal review

Structured vs. flexible external training vs. internal support

**OPEN SUNY: OSCQR**

The Open SUNY Course Quality Review (OSCQR) rubric is a free and openly-licensed tool developed by Open SUNY based on research in best practices in online learning from the last few decades, including Quality Matters and CSU-Chico’s rubrics. It was first launched in 2014 and has been revised a few times since. They solicit feedback from users for ongoing improvement.

OSCQR is focused on feedback and continual improvement, as does not 'score' points, validate courses or programs, or otherwise have a "pass" level. Schools adopting OSCQR would need to define the reviewer role and provide appropriate support and training, which would likely be a key component of an adoption process.

Note: The Online Learning Consortium (OLC) adopted OSCQR (course design) in 2017 as part of its scorecard suite which includes OCCTP (teaching and course design), blended/hybrid courses, student support, program administration, and digital coursework. OLC institutional members can access an interactive version of all the scorecards and obtain a consulting review of the institution from external reviewers with the potential for an endorsement.

**RESOURCES**

Like Quality Matters, the OSCQR addresses course design, not teaching practices. The OSCQR has a heavy focus on accessibility and student engagement/contribution, and only a single yet strong statement around objectives. Developers may need a different approach to support that, such as a course development process or outcomes assessment strategy that complements or precedes this.

The OSCQR rubric includes extensive support for the standards with explanations and examples.

The key tool is a Google-based scoring sheet that has tabs for instructional design, peer, and self-labor, culminating in an action plan for the course. OSCQR provide a copy of the scoring sheet to institutions to work from and will also provide, on request, a dashboard where institutions can track their progress.

The rubric can be used as part of a course development process and evaluation after it has been taught a few times.

Within SUNY, there is an established review process that is shared on its site. Institutions will need to determine how best to implement them. There is no training for reviewers, though there are a few resources and ideas on the site to help.

**EASE OF ADOPTION**

The OSCQR and related resources are freely available. Adoption via OLC may have additional costs for their additional services and products. The flexible nature of the tool and rubric allows for institutions to create unique systems, change or add rubric items, deploy in whole or in part, and determine the process for review, revision, and recognition. This flexibility is powerful and would require broad support and development efforts from the institution. OSCQR adoption would be most successful with strong institutional design guidance and the time and staff required could be more significant. With the increased exposure of OSCQR through OLC and through recognition by WSCC, a growing number of non-SUNY institutions are adopting it and sharing their approach. This may become a vibrant community and source of support in time.
### Example:

<table>
<thead>
<tr>
<th>Situation</th>
<th>Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>No existing standards&lt;br&gt;Goal to establish shared language</td>
<td>OSCQR</td>
</tr>
<tr>
<td>Establish a variety of champions</td>
<td>Course Quality Review Working Group w/ chairs, faculty, ID, &amp; IT</td>
</tr>
<tr>
<td>Create achievable, positive process</td>
<td>Tiered reviews &amp; phased deployment Fundamentals, Areas of Focus</td>
</tr>
<tr>
<td>Create an understanding of the impact of reflection and evaluation</td>
<td>Pilot with feedback</td>
</tr>
<tr>
<td>Roll out – Support &amp; Communication</td>
<td>Faculty training, website&lt;br&gt;Present to departments w/ pilot faculty</td>
</tr>
<tr>
<td>Shared successes</td>
<td>Collect examples of standards in practice in searchable, shareable space</td>
</tr>
</tbody>
</table>
Let’s Chat

- Right conversation?
- Right questions?
- Additional Information?
- Suggestions?
- Ideas?
What questions do you have? Share feedback on the tool.
You can vote on the ideas submitted.
Thank you!

Credits
• Photo by Denise Jans on Unsplash
• Photo by Jaroslaw Kwoczala on Unsplash
• Photo by Morvanic Lee on Unsplash
Evaluate Sessions and Win!

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) $25 gift cards** will be awarded
Must submit evals using the OLC Conferences mobile app or website