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Do you have a quality assurance system at your institution?
Living in the Wild, Wild West: How to Maintain Online Course Quality with Limited Cash and Criteria

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Kennesaw State University, Kennesaw, Georgia
Background: Overall Changes at KSU

Prior to 2018
• E-Tuition fee
• Distance Learning Center
• Cash incentives for online course development
• Cash incentives for teaching online
• Quality Matters review system university-wide and mandatory

Now
• Undergraduate e-tuition fee gone
• Limited distance learning services
• Limited incentives for online course development
• No certification for teaching online
• No financial incentives for teaching online
• Quality determined at college or department level
• Department chairs must ensure quality
KSU Survey Background

- 138 participants
- 9 of 11 colleges responded
- 18 questions
Number of Years Teaching Online
What do students value (according to students)?

Literature review

- Appropriate assessments
- Good interpersonal skills
- Functional elearning platforms*
- Quick response time to emails and grading**
- Use of social media to generate a sense of well being
- Mobile friendly
- Asynchronous interactive course materials* (videos, PowerPoints from the instructor)
What do faculty value (according to faculty)?

Our research

• A clear course schedule
• Functional elearning platforms
• A well-designed course syllabus
• Accessibility support
• Tools such as SoftChalk and Kaltura
What do students value (according to faculty)?

Our research

• A clear course schedule
• Clear “start here” information
• Clear grading information
• Quick response time to emails and grading*
• Well-designed course syllabus
Bagwell College of Education

Past
• Create Your Own Online Course Workshop
• $3,000 to develop a course to QM standards
• Use of templates and “master” courses
• Instructional designer as assistant and reviewer

Current
• Online course development policy
  • Review by self, Instructional Designer, and/or Distance Learning Coordinator based on QM standards
  • Some money for course development tied to PD
• Continued use of templates and “master” courses
• Creation of smaller, shorter workshops or online modules on specific subjects
University College

Past
• Course creation - paid overload
• Summer projects for courses - paid overload
• One stop shop
• Workshops

Current
• Course creation part of service and/or reassigned time
• Projects - possible professional development funding provided
• One stop shop
• Workshops
  • ½ day to full day with meals and materials
College of Humanities and Social Sciences

Past
• Online Coordinators--$5,000 stipend to attend monthly meetings and help with faculty development workshops
• Build a Web Course Workshop--$3,000 to develop a course to QM standards

Current
• No requirements for online course development or teaching
• Liaisons—service credit for attending meetings
• Build a Web Course Workshop offered, but not required
• Home grown rubric
Coles College of Business

**Past**
- Use of templates and “master” courses
- Instructional designer as assistant and reviewer
- $2000 for developing QM certified course

**Current**
- Continued use of templates and “master” courses
- QM Review with three reviewers
- Still require instructor certification
Breakout Conversations!
Questions for Discussion

1. How could an institution ensure quality in online courses in the absence of a centralized quality assurance system?
2. What are challenges and strategies in supporting faculty and students with limited institutional resources?
3. What are the pros and cons of centralized or decentralized standards and processes?
1. How could an institution ensure quality in online courses in the absence of a centralized quality assurance system?

2. What are challenges and strategies in supporting faculty and students with limited institutional resources?

3. What are the pros and cons of centralized or decentralized standards and processes?
What one idea did you hear today that you want to explore further for yourself/your institution?

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