New Dog, Old Tricks:
Bridging Old and New QA Practices for Large-Scale Digital Learning
Presenters

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Objectives

• Define quality as it relates to online courses.
• Examine how course design processes help ensure quality online courses.
• Identify ways to implement strategic collaboration in quality assurance processes.
• Clarify what quality review practices look like using examples from our actual development processes.
• Develop a model for quality course/eLearning design that can be implemented at your institution.
Bellevue University: At a Glance

- Bellevue, NE
- Private, non-profit, regionally accredited
- 80+ degrees
- 9000+ students
- 1600+ Master courses
- 650-700 term-coded courses run per term
Our focus on consistency ensures our work is well-considered, well-designed, well-built, and well-reviewed.

- Instructional Designers = 11
- Production Team = 7
- Operations Team = 8
- Analytics Team = 1
A Focus on Consistency

What does it mean that our work is well-considered?

What does it mean that our work is well-designed?

What does it mean that our work is well-reviewed?
We're Curious…

What does Quality look like at your institution?

Let's take a poll and consider the following:

• Do you have a set of standards for online course quality?
• How were these standards created?
• How do you evaluate/review these standards in courses?
Quality Assurance: Starting Points
What is Online Quality?

- Course Design
- Overview
- Layout/Accessibility
- Student Support
- Alignment
- Interactions
History of Quality

- Faculty as Designers
- Dean Standards
  - Standards for IDs
  - Standards for faculty
- National Standards as framework
- University Standards & Build Template
  - One process for all courses
  - IDs primarily build courses
- Style-Guide & Editing
- Accessibility
- Template enhancements
Growth in Quality Reviews

Steady growth over the past 2 years.

Percent Growth

- Fall 50%
- Winter 260%
- Spring 170%
- Summer 138%
Growth in Development

Number of Courses

Growth in Development

Number of Programs/Projects

Course Development Process

ACADEMIC DESIGN

COURSE DEVELOPMENT

2 Months

- Content Development
- Submit Syllabus Part 1 to CRC
- Content Deadline
- Copy Edit Review
- Finalize Course Content
- Load Content to LMS

COURSE REVIEW

COURSE FINALIZATION
Course Development Process

ACADEMIC DESIGN

COURSE DEVELOPMENT

COURSE REVIEW

1 Months

- Conduct QA Review
- Conduct Mock Student Review
- Conduct Faculty Peer Review
- Conduct Program Director Review
- Conduct Dean Review/Approval
- Implement Revisions

COURSE FINALIZATION
Integrating QA Standards into Build Template

Overview / Getting Started
Layout / Accessibility
Student Support & Resources
High quality courses = Improved student success
Tools to Support Quality

- OLC Scorecard/QM
- Ally/Universal Design for Learning (UDL)
- Style Guide
- Editing/grammar review
Creating a Dynamic QA Process

Be prepared to face challenges and hit barriers.

• Be consistent, but flexible.
• Consider the project timeline.
• Get buy-in from leadership.
• Employ all your resources.
Reflection

What could the future of Quality look like at your institution?

What might be your first steps towards establishing or bettering your process?

Who/what are your best resources?
Questions?

Let's talk...

Submit your questions to our Zoom chat and we'd be happy to answer them.

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