CREATING A SUSTAINABLE MODEL TO ASSESS ONLINE PROGRAM QUALITY IN A PROFESSIONAL GRADUATE PROGRAM

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THE HIGHER EDUCATION LANDSCAPE

• Economy
  • New job opportunities
  • Intellectual skills → key
• Students
  • Different demographic
  • Lifelong learning
• Competition
  • Diverse education options
  • Value
IDENTIFYING THE PROBLEMS

- Student feedback
- Course logistics & policies
- Content organization
- Assumptions
- Data collection practices
- Evidence
- Data Collection
  - Student evaluations & data
  - Scalable process
THE PROBLEM
What kind of intervention and oversight of a course auditing process would ensure better student outcomes?

• Solution Brainstorming
  • How do we systematically evaluate online course QUALITY for the program?
  • How do we instantiate the PROCESS into organizational workflow?
  • How do we build a participatory CULTURE for ongoing improvement?
QUALITY

• Multiple meanings
• Student success
  • Graduation rates
  • Attainment levels
• Project goals
  • Be proactive
  • Design for positive student outcomes
PROCESS

- Audit Tool Development
- General online standards
  - QM, OLC, Open SUNY Course Quality Review Rubric, Authentic Learning @ UMN/Christiane Reilly
- Quality questions
  - What categories could reveal possible pain points to resolve in our online courses?
  - What constitutes as evidence for the program and its stakeholders?
EVALUATION CATEGORIES
VERSION 1.0

- Six categories
  - Course syllabus
  - Learning objectives
  - Assessment & measures
  - Course design & content
  - Course overview & introduction
  - Course technology
- Sub-categories
## EVALUATION CRITERIA VERSION 1.0

### Course Syllabus
- Prerequisite knowledge in the discipline and/or any required competencies are clearly stated (QM, UM)
- The course grading policy is clearly stated and indicates the value of each graded activity (QM, UM)
- Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided (QM, UM)
- Minimum technology requirements are clearly stated and instructions for use provided (QM, UM)
- Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade postings, etc.) (QM, UM)

**Course Syllabus Feedback:**

### Learning Objectives
- Course learning outcomes are stated in the syllabus and/or in the Course Overview & Introduction (OLC)
- The course-level objectives describe outcomes that are measurable (OLC, QM, UCF, UM)
- All learning outcomes are stated clearly and written from the student’s perspective (OLC, QM, UCF, UM)
- There are clear links between learning objectives and outcomes with activities and assessments (OLC, QM, UCF, UM)

**Learning Objectives Feedback:**

[https://go.rutgers.edu/Is0exh2a](https://go.rutgers.edu/Is0exh2a)
INFORMATION COLLECTION

- Pilot study
- Spring 2019 data
- Eight courses
- Rubric test
PILOT STUDY RESULTS

- Rubric and auditing process
- Areas of improvement
- Missing key elements
- Instructor training opportunities
CURRENT INSIGHTS

- Validated concerns
- Provided evidence
  - Problems
  - Areas for instructor support
IMPLEMENTATION FACTORS

- Distinction between pedagogy, content, and course architecture
- Set and communicate quality expectations
- Faculty response and approval
- Evaluate standards
Online Course Audit Version 2.0
Expand audit process
Establish review cycle
Share results with faculty
  - Curriculum committee
  - Connect course quality to student success
  - Course quality expectations
QUESTIONS?
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