Building Quality into Your Online Program

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Accelerate + Velocity Conference November 13, 2020

Online learning utopia We have a course rubric

How would you describe your institution when it comes to online?

Grown organically, needs a refresh

Consistency, uniform standards and practices

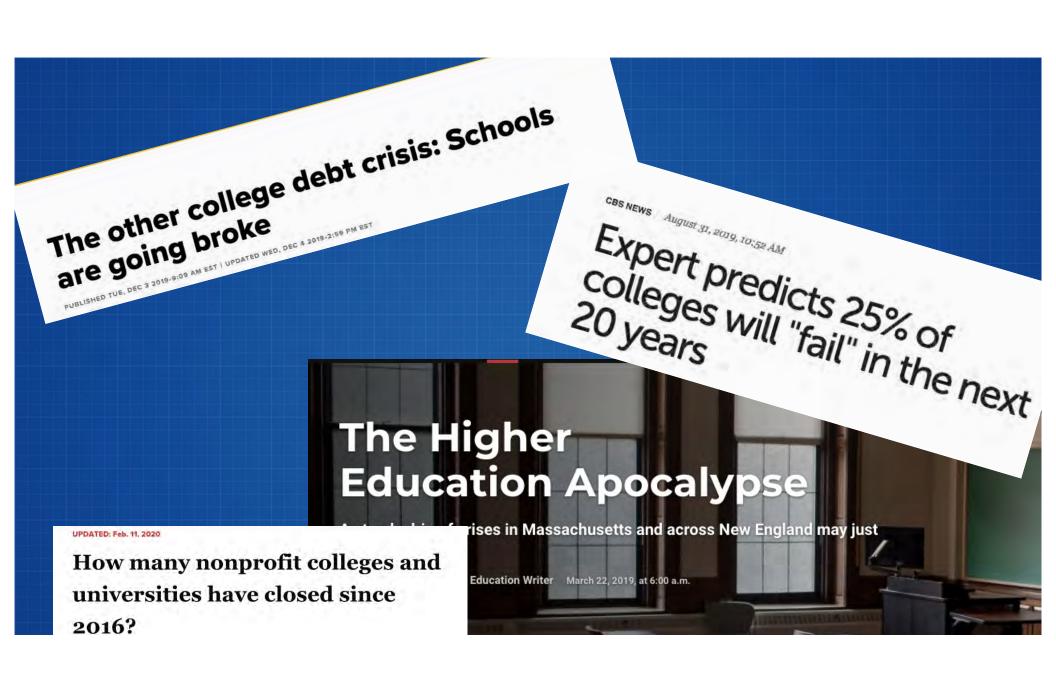
Pretty good, could be better

Why Bother?

Because we are not much different from the automotive industry....

The US and Western Europe faced economic impact because of Japan's competitive focus to produce high-quality goods at lower cost.

Total Quality Management





What is Quality?







Quality
Higher
Education

What is Quality Online Education?



In 2019, Southern New Hampshire University (SNHU) had 132,000 online students enrolled.

Source: Insider Higher Ed, October 2019

95% online student satisfaction survey for San Bernardino Valley College

Source: San Bernardino Valley College

We're now ranked in the top 1% of online schools and universities for affordability, accessibility, and academic quality.



Source: Liberty Website







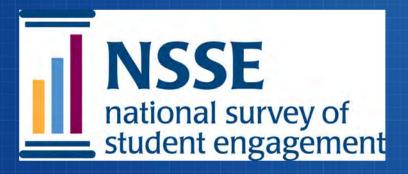














No Consensus

Quality Scorecard

- Delphi research study (2010)
 - 6 rounds and 6 months of consensus finding
 - 43 experts in online education administration
 - 86% had 9 or more years of experience
- Large and Small Public Colleges/Universities
- Large and Small Private Colleges/Universities
- Community Colleges
- Large For Profit University
- 2014 version: Added/replaced indicators, clarified language, added consistency

2010 varcion Many indicators modified sategory changes

OLC Quality Scorecard



OLC Quality Scorecard Suite

Quality Scorecard for the Administration of Online Programs

0 = Deficient	1 = Developing	2 = Accomplished	3 = Exemplary
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Institutional/Administration Support (24 POINTS)

- The institution's mission, value and strategic plan are inclusive of online learning and the structure for delivering online education supports the institution's mission, values and strategic plan.^
- The institution has clearly defined and communicated the strategic value of online learning to all stakeholders (students, faculty, staff, community, etc.).^
- The institution has a governance structure to enable clear, effective and comprehensive decision making related to online education.
 - The institution has a process to enable systematic and continuous improvement related to the administration of online education.

Quality Categories

- 1. Institutional/Administration Support
- 2. Technology Support
- 3. Course Development and Instructional Design
- 4. Teaching and Learning
- 5. Faculty Support
- 6. Student Support
- 7. Evaluation and Assessment

Guidelines for Scoring

70 Indicators...a perfect score = 210 points

90-100% (189—210 points) = Exemplary

80-89% (168—188 points) = Acceptable

70-79% (147—167 points) = Marginal

60-69% (126—146 points) = Inadequate

< 59% (< 125 points) = Unacceptable

Guidelines for Scoring

0 points = Deficient

1 point = Developing

2 points = Accomplished

3 points = Exemplary

Institutional Support

8 Indicators

Institutional Support

Mission, program, and strategic plan alignment

A process for strategic planning and resource allocation for the online program, including human and financial resources.

Strategic plan regular review and update

Institutional Support

Evidence that the online program is the institutional role and mission

Planning documents and board minutes for the scope of online offerings

Published organizational structure that delineates responsibility for the administration of policies

Resource allocation and budgets

Technology Support

7 Indicators

Technology Support

Assessments of the technology plan that evaluate not just whether instructional technologies have been put in place but also how effectively those technologies have helped achieve the program's key learning outcomes.

An educational and other equipment acquisition and replacement process and plan, including provision for current and future technology, as appropriate to the educational programs and support services, and evidence of implementation

Evaluations of technology for course delivery, support and administration

Course Development & Instructional Design

18 Indicators

Two Sub Categories - Program/System, Course Specific

Course Development & Instructional Design

The faculty have a designated role in the design and implementation of online courses.

The institution ensures the rigor of the offerings and the quality of instruction.

The course objectives demonstrate the best uses of online learning in the discipline.

Consistent navigation logical and consistent

Course Development & Instructional Design

Curricula delivered online is benchmarked against or is the same as the curricula in the traditional setting.

Course design and delivery supports student-student and faculty-student interaction.

Curriculum design and the LMS enable active faculty contribution to the learning environment.

Teaching and Learning

4 Indicators

Teaching and Learning Evidence

Policies for feedback and response

Instructor presence (training for and active engagement)

Training for providing constructive feedback

Satisfaction surveys or other measures to gauge effectiveness of interaction, feedback

Directed to online library support materials

Teaching and Learning Evidence

Library usage statistics

Channels for accessing library professionals

Evidence of faculty development training and resource sharing for enhancing presence

Checklist of methods and strategies for presence

OLC QUALITY SCORECARD SUITE



Quality Course Teaching & Instructional Practice

0 = Emerging

1 = Accomplished

2 = Exemplary

COURSE DESIGN (26 POINTS)

SCORE

Consistent course design is used.
Clear structure and course organization is provided with opportunities for students to share in the responsibility for their learning.
Course design is cohesive and aligns the course objectives, assessments, and activities.
Course is designed so that student workload is reasonable and evenly distributed.
Content has logical progression and facilitates student interaction/understanding.

Categories (97 Indicators)

- 1. Course Design (13 indicators)
- 2. Accessibility, ADA Compliance, and Universal Design (2 indicators)
- 3. Course Learning Outcomes (11 indicators)
- 4. Course Content (9 indicators)
- 5. Assignments (7 indicators)

- 6. Instructor Role (15 indicators)
- 7. Class Discussion and Engagement (8 indicators)
- 8. Building Community (12 indicators)
- 9. Communication (15 indicators)
- 10. Continuous Course Improvement(5 indicators)

Faculty Support

9 Indicators

Faculty Support

Provide timely technical, course development support and personnel

Deploy and document online faculty orientation, training or certification process

Provide a comprehensive faculty handbook focusing on policies & procedures (e.g., Fair Use, plagiarism, etc.)

Provide regular and robust professional development for both course development and ongoing online teaching

Track participation in faculty development

Online Faculty Professional Development Framework



Student Support

15 Indicators

Student Support

Deploy pre-admission tools

- Technical skills readiness
- Clearly defined hardware and software requirements
- Test drive an online course

Engage an online orientation for students

Facilitate a full array of support resources (e.g., career services, financial aid, course selection assistance, personal counseling)

Student Support

Maintain an effective academic advising and support system with qualified professionals

Provide appropriate opportunity for ongoing student input regarding decisions that affect them

Facilitate opportunities to address student complaints

Engage collaborative learning opportunities

Student Support

Engagement of online student forums, clubs, or organizations
Attendance records

Use of social media tools and usage statistics

Evaluation and Assessment

9 Indicators

Evaluation and Assessment

Student Course Evaluations

- Faculty performance
- Quality of course content and effectiveness

Faculty satisfaction of support services

Student satisfaction of support services/and program outcomes

Retention and course completion

Accreditor guidelines alignment

Evaluation and Assessment

Annual planning reports and goal assessment

Strategic plans

Course outcome assessment for the same course both online and on campus

Course development rubrics/results

Take Aways – Why deploy?

Engage entire campus community

Facilitate cross-departmental communication

Identify opportunities for continuous improvement efforts

Validate quality using a researchbased tool

Support accreditation activities

Focus on quality

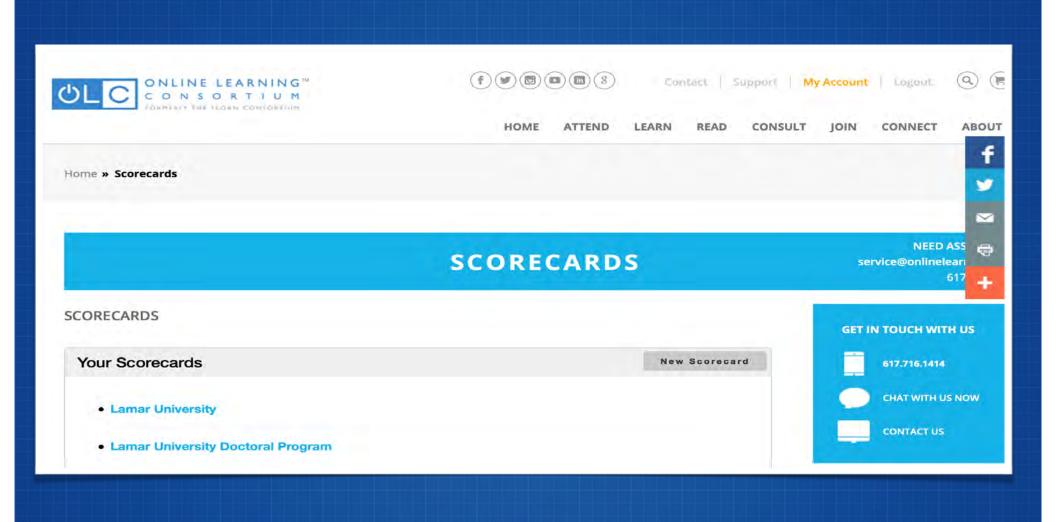
Differentiate your online program from others in the market

OLC Interactive Scorecard Tool

On the OLC website
Free for institutional members
Add justification notes
Upload artifacts for support

- Organizational chart
- Faculty training materials
- Student survey results

Prepare for formal review



Status

Manage Coauthors Submit Scorecard for Evaluation Printable Summary

Status

To answer questions, pick a section and click on a question label.

NSTITUTIONAL SUPPORT	0 / 27
TECHNOLOGY SUPPORT	0 / 21
COURSE DEVELOPMENT/INSTRUCTIONAL DESIGN	0 / 36
COURSE STRUCTURE	0 / 24
TEACHING AND LEARNING	0 / 15
SOCIAL AND STUDENT ENGAGEMENT	0/3

INSTITUTIONAL SUPPORT

Question 1 of 9

THE INSTITUTION HAS A GOVERNANCE STRUCTURE TO ENABLE CLEAR, EFFECTIVE, AND COMPREHENSIVE DECISION MAKING RELATED TO ONLINE EDUCATION.

0 - Deficient

1 - Developing

2 - Accomplished

3 - Exemplary

Summary:

No decision that affects University Online programs is made within a vacuum. There is a clear path for decision-making depending upon whom the decision will impact. This path begins with the Director of Online Education to the Academic Dean to the Provost to the President (Support Documentation: Institutional Support 1 <u>Decisionmaking chart.pdf</u>). The Online department is an academic support service that clearly resides under the authority of the academic leadership of the university supporting faculty and students to help with student support.

Attached organizational structure (Support Documentation: Institutional Support 1 Organizational Chart.pdf) demonstrates institutional governance.

Upload supporting documentation:

Browse... No file selected.

Uploading...

Mark answer as: *

Editable by author and coauthors

SCORECARDS > LAMAR UNIVERSITY DOCTORAL PROGRAM

Status

Manage Coauthors Submit Scorecard for Evaluation

Printable Summary

Status

To answer questions, pick a section and click on a question label.

INSTITUTIONAL SUPPORT

3 / 27

The institution has a governance structure to enable clear, effective, and comprehensive decision making related to online education.

Incomplete

3

The institution has policy and guidelines that confirm a student who registers in an online course or program is the same student who participates in and completes the course or program and receives academic credit. This is done by verifying the identity of a student by using methods such as (a) a secure login and passcode, (b) proctored examinations, or (c) other technologies and practices that are effective in verifying student identity.

Incomplete

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OLC Endorsement Process







Dr. Matthew Winn Director of Online Education

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GETTING STARTED

WHY UAB

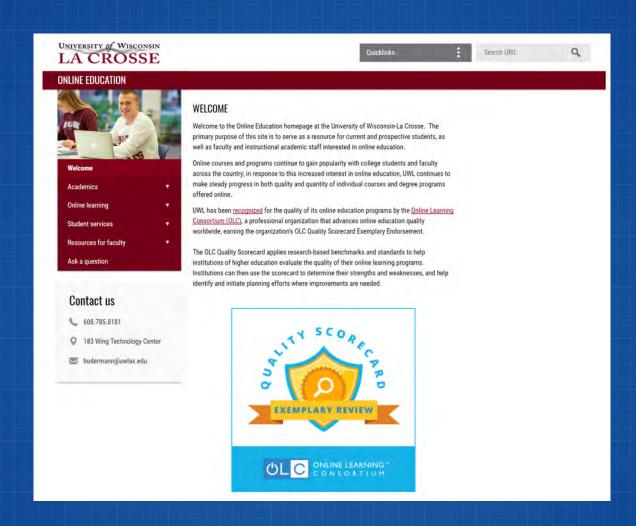
SEARCH FOR CLASSES











THANK YOU

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