

# Building Quality into Your Online Program

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Online  
learning  
utopia

We have a  
course  
rubric

Grown  
organically,  
needs a  
refresh

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

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





## The other college debt crisis: Schools are going broke

PUBLISHED TUE, DEC 3 2019-9:09 AM EST | UPDATED WED, DEC 4 2019-2:58 PM EST

CBS NEWS August 31, 2019, 10:52 AM

## Expert predicts 25% of colleges will "fail" in the next 20 years

# The Higher Education Apocalypse

UPDATED: Feb. 11, 2020

How many nonprofit colleges and universities have closed since 2016?

At least 10 colleges in Massachusetts and across New England may just

Education Writer March 22, 2019, at 6:00 a.m.



OH WOW!  
PARADIGM  
SHIFT!

THAVES

# 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
- 2018 version: Many indicators modified, category changes

# OLC Quality Scorecard



OLC Quality Scorecard Suite

## Quality Scorecard for the Administration of Online Programs

0 = Deficient

1 = Developing

2 = Accomplished

3 = Exemplary

### Institutional/Administration Support (24 POINTS)

1	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.^	
2	The institution has clearly defined and communicated the strategic value of online learning to all stakeholders (students, faculty, staff, community, etc.).^	
3	The institution has a governance structure to enable clear, effective and comprehensive decision making related to online education.	
4	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

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



# Categories (97 Indicators)

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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 research-based 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

[Home](#) » [Scorecards](#)

## SCORECARDS

NEED ASSISTANCE?  
[service@onlinelearning.org](mailto:service@onlinelearning.org)  
617.716.1414



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## Status

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

INSTITUTIONAL SUPPORT	<input type="text"/>	0 / 27
TECHNOLOGY SUPPORT	<input type="text"/>	0 / 21
COURSE DEVELOPMENT/INSTRUCTIONAL DESIGN	<input type="text"/>	0 / 36
COURSE STRUCTURE	<input type="text"/>	0 / 24
TEACHING AND LEARNING	<input type="text"/>	0 / 15
SOCIAL AND STUDENT ENGAGEMENT	<input type="text"/>	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 [Decisionmaking chart.pdf](#)). 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:

 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







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Dr. Matthew Winn  
Director of Online  
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## ONLINE EDUCATION



### Welcome

Academics



Online learning



Student services



Resources for faculty



Ask a question

### Contact us

608.785.8181

183 Wing Technology Center

budermann@uwlax.edu

### WELCOME

Welcome to the Online Education homepage at the University of Wisconsin-La Crosse. The primary purpose of this site is to serve as a resource for current and prospective students, as well as faculty and instructional academic staff interested in online education.

Online courses and programs continue to gain popularity with college students and faculty across the country; in response to this increased interest in online education, UWL continues to make steady progress in both quality and quantity of individual courses and degree programs offered online.

UWL has been recognized for the quality of its online education programs by the Online Learning Consortium (OLC), a professional organization that advances online education quality worldwide, earning the organization's OLC Quality Scorecard Exemplary Endorsement.

The OLC Quality Scorecard applies research-based benchmarks and standards to help institutions of higher education evaluate the quality of their online learning programs. Institutions can then use the scorecard to determine their strengths and weaknesses, and help identify and initiate planning efforts where improvements are needed.





THANK YOU

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