The Many Avenues to Quality Assurance in Online Education

Drexel University - Mike Scheuermann
LaSalle University - Regina Hierholzer
Bucks County Community College – Georglyn Davidson
Montgomery County Community College – Doreen Fisher
St. Joseph's University – Stephen Gary

eLearning 2.0 Conference
March 25, 2010

Quality Matters™ ~ Drexel University

Mike Scheuermann, PhD
Associate Vice President –
Instructional Technology Support
Drexel University

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Online Learning Council (OLC)

- Provost's charge

- February 27, 2009 – Initial meeting

- Formed four sub-committees

  – *Retention*

  – *Scaling*

  – *Quality*

  – *Student Services*

OLC – Sub-Committees

- Regular meetings – across 2009

- Develop recommendations for the Provost

- *Quality* sub-committee

  - One key activity

    - Examined online course rubrics

Blackboard, Inc. ECP Rubric	Quality Matters™	Sloan	EDUCAUSE	Chickering & Gamson	Mike S.
"Sections" of the ECP Rubric	"The Quality Matters Rubric"	"The Five Quality Pillars"	"ROI: Rubric for Online Instruction" Cal State - Chico	"Seven Principles for Good Practice in Undergraduate Education"	- OFFF- Online Faculty Facilitation Framework
1. Course Design	1. Course Overview and Introduction	1. Learning Effectiveness	1. Learner Support & Resource	1. Encourages contact between students and faculty	1. Syllabus Foundation
2. Interaction & Collaboration	2. Learning Objectives	2. Cost Effectiveness and Institutional Commitment	2. Online Organization & Design	2. Develops reciprocity and cooperation among students	2. Building Learning Community
3. Assessment	3. Assessment and Measurement	3. Access	3. Instructional Design & Delivery	3. Encourages active learning	3. Student Support Elements
4. Learner Support	4. Resources and Materials	4. Faculty Satisfaction	4. Assessment & Evaluation of Student Learning	4. Gives prompt feedback	4. Communication Strategies
	5. Learner Engagement	5. Student Satisfaction	5. Innovative Teaching with Technology	5. Emphasizes time on task	5. Content Dissemination
	6. Course Technology		6. Faculty Use of Student Feedback	6. Communicates high expectations	6. Student Discovery and Contribution to the Course
	7. Learner Support			7. Respects diverse talents and ways of learning	7. Engagement
	8. Accessibility				8. Assessments and Assignments
					9. Review
					10. Lessons Learned
8-19-09					

Sub-Committee Reports

1. Draft - to the Provost
   – 10 recommendations
   – Discussed in person on 12-17-09
2. Preliminary approval granted
   – Scheduled a visit from Quality Matters™
3. Developed the Final Report
   – Submitted to the Provost on 3-12-10

2. QM Presentation to OLC

- Deb Adair, PhD
  - Director – Quality Matters™
  - January 12, 2010
- Provost's office – preliminary approval
  - Completed the *Intent to Subscribe* for QM
- Anticipated DU-QM alliance
  - *Full Option* level ($3000)
    - 3+ online programs
  - Supplemental Subscription Package ($2000)
    - 1 Free Seat in Master Reviewer Training
    - 1 Free Seat in Train-the-Trainer
    - 2 QM-Managed Course Reviews

The *Quality Matters™* Rubric

1. Course Overview and Introduction
2. Course Learning Objectives
3. Assessment and Measurement
4. Resources and Materials
5. Learner Engagement
6. Course Technology
7. Learner Support
8. Accessibility

Drexel's *Quality Matters™* Rubric

1. Course Overview and Introduction
2. Course Learning Objectives
3. Assessment and Measurement
4. Resources and Materials
5. Learner Engagement
6. Course Technology
7. Learner Support
8. Accessibility
9. **Faculty Satisfaction**
10. **Student Satisfaction**
11. **Faculty Use of Student Feedback**

3. Developed the Final Report

2. **"Create guidelines for the design and development of all online courses offered by Drexel University using a university-wide set of quality standards and best practices based on the Quality Matters™ (QM) Rubric (modified to meet Drexel's unique needs and goals), effective Fall Term, 2010.** Guidelines will provide flexibility for rubrics to be applied appropriately to course content and objectives. Part of our subscription for their services will include peer review of 2 of our courses which we will take advantage of. Based on the results of those reviews, we will determine if we want others reviewed as benchmarks. We will engage them to train internal reviewers during the spring/summer terms 2010 and will work with them to train faculty on using the rubrics and outcomes measurement effectively in course development for implementation Fall 2010.

OLC ~ Next Steps

- Provost:
  - Responds to Final Report
    - prioritizes action plans
    - charges the sub-committees
- Sub-Committees:
  - Reconvene – discuss Provost's priorities
  - Develop working groups
    - e.g., launch QM engagement

Questions?

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"Best Practices" in Online Instruction

Regina M. Hierholzer
Administrative Support Coordinator

Introduction

- Proprietary Tool
  - Plan, develop and maintain an online course

- "Best Practices" Checklist
  - Promote a Quality Environment
  - Based on 5 years of course development experience
  - Lessons learned / QM training
  - Review of approaches taken by peer institutions

Committee Composition

- La Salle University Online Working Group (LUO)
  - College of Professional and Continuing Studies

- Members
  - Dean
  - Assistant Dean
  - Assistant Director
  - Executive Director of Academic Computing
  - 3 Department Directors
  - 1 Faculty Member
  - Instructional Designers
  - myself

- Good Mix!

Subcommittees

- Within the Working Group

  - Student Preparedness
  - Faculty Preparedness
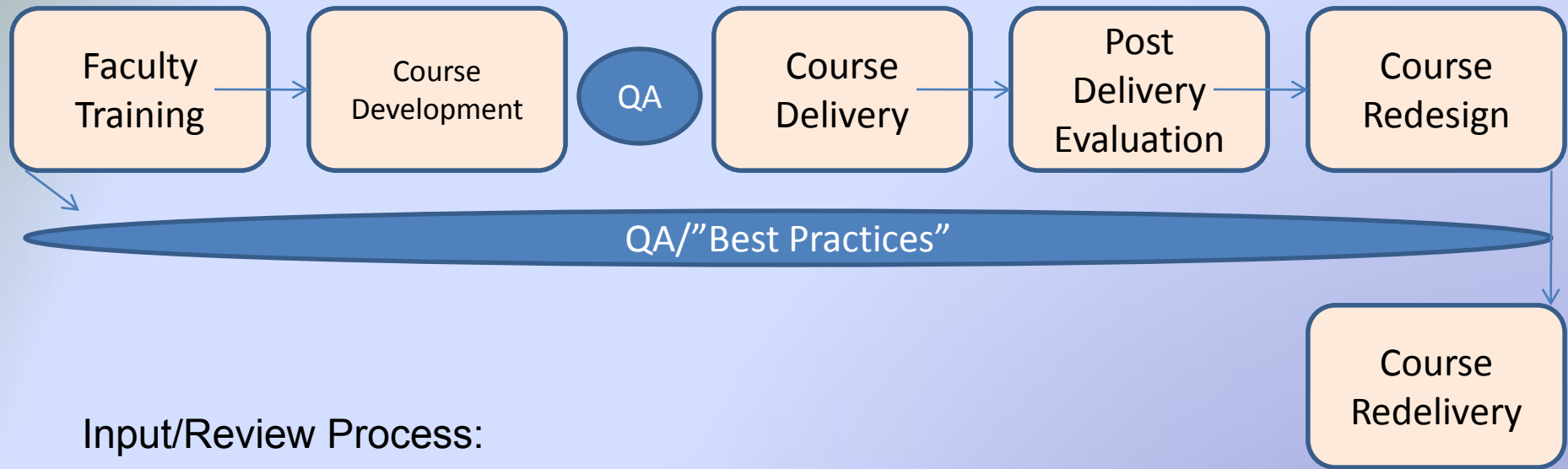 - Quality Assurance
  - Faculty Workshop

Our 1st Approach to Quality Assurance

- Assuring quality of our online and blended courses
  - Structured Training & Templates (Top-Down Approach)

- Our training:
  - Blend of face2face and online training
    - Technical training in Blackboard
    - Converting content using templates
    - Assessment instruction for an online environment
    - Web 2.0 for use in education
  - 2 week online course
    - Familiarity with asynchronous and synchronous collaboration
  - Issue
    - Lack of flexibility
    - Being pigeon-holed into what we wanted them to do

- Point: Faculty said they didn't have the flexibility to develop their courses in a way that they felt comfortable teaching their courses

Our 2ⁿᵈ Approach to Quality Assurance

- Bottom-up approach
  - Moving all training online
  - Using our "Best Practices" as a checklist

- "Best Practices" tool
  - 5 years of course development experience with our faculty
  - Lessons learned from taking the QM training
  - Review of approaches taken by peer institutions

- "More" online training
  - Self-paced technical training
  - Extended faculty collaboration course
  - 1-on-1 meetings
  - On-demand response for instructional design

La Salle University Online Course Quality Assurance Flowchart

Faculty Training → Course Development → QA → Course Delivery → Post Delivery Evaluation → Course Redesign

QA/"Best Practices"

Course Redelivery

Input/Review Process:

LUO Working Group	Council Of Deans	Curriculum & Standards Committee	Chairs/ Program Directors	Provost

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(Online Teacher Certification)

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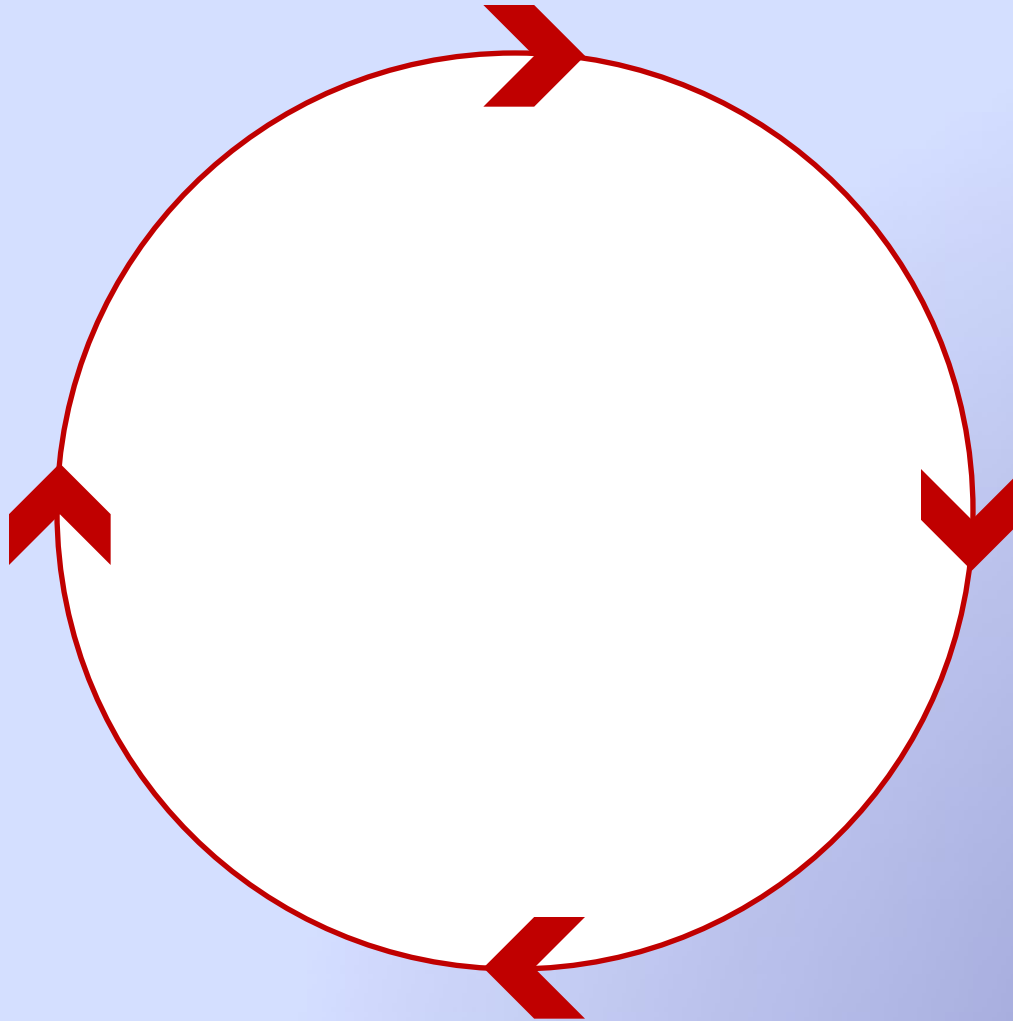
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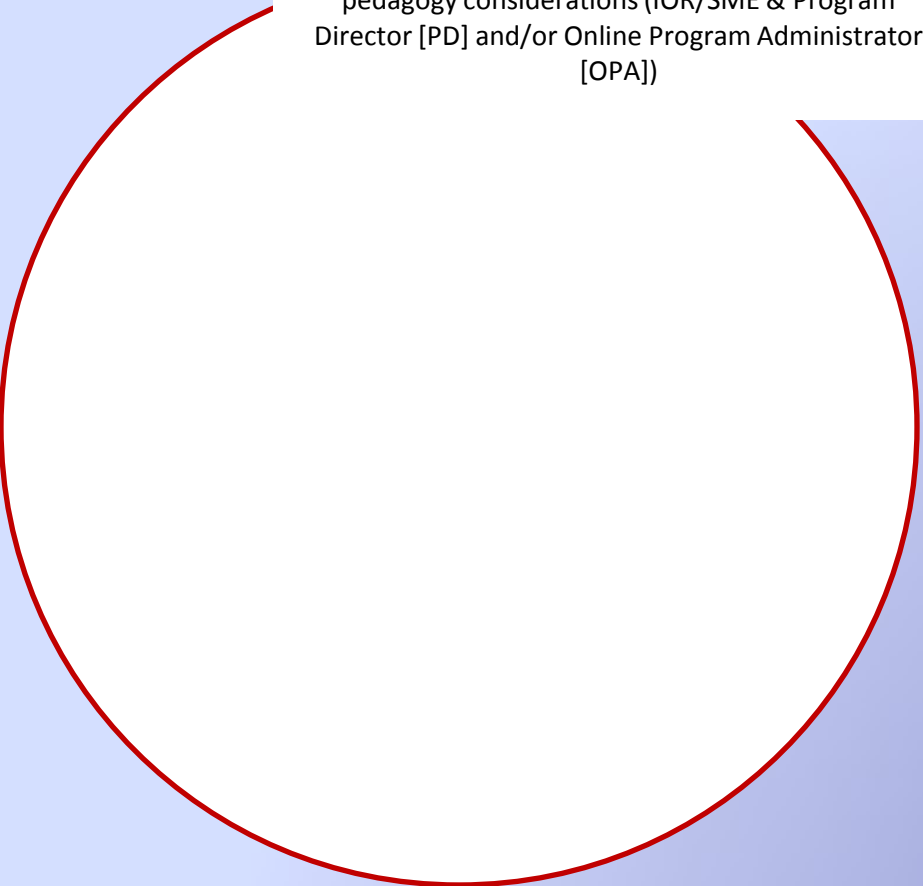
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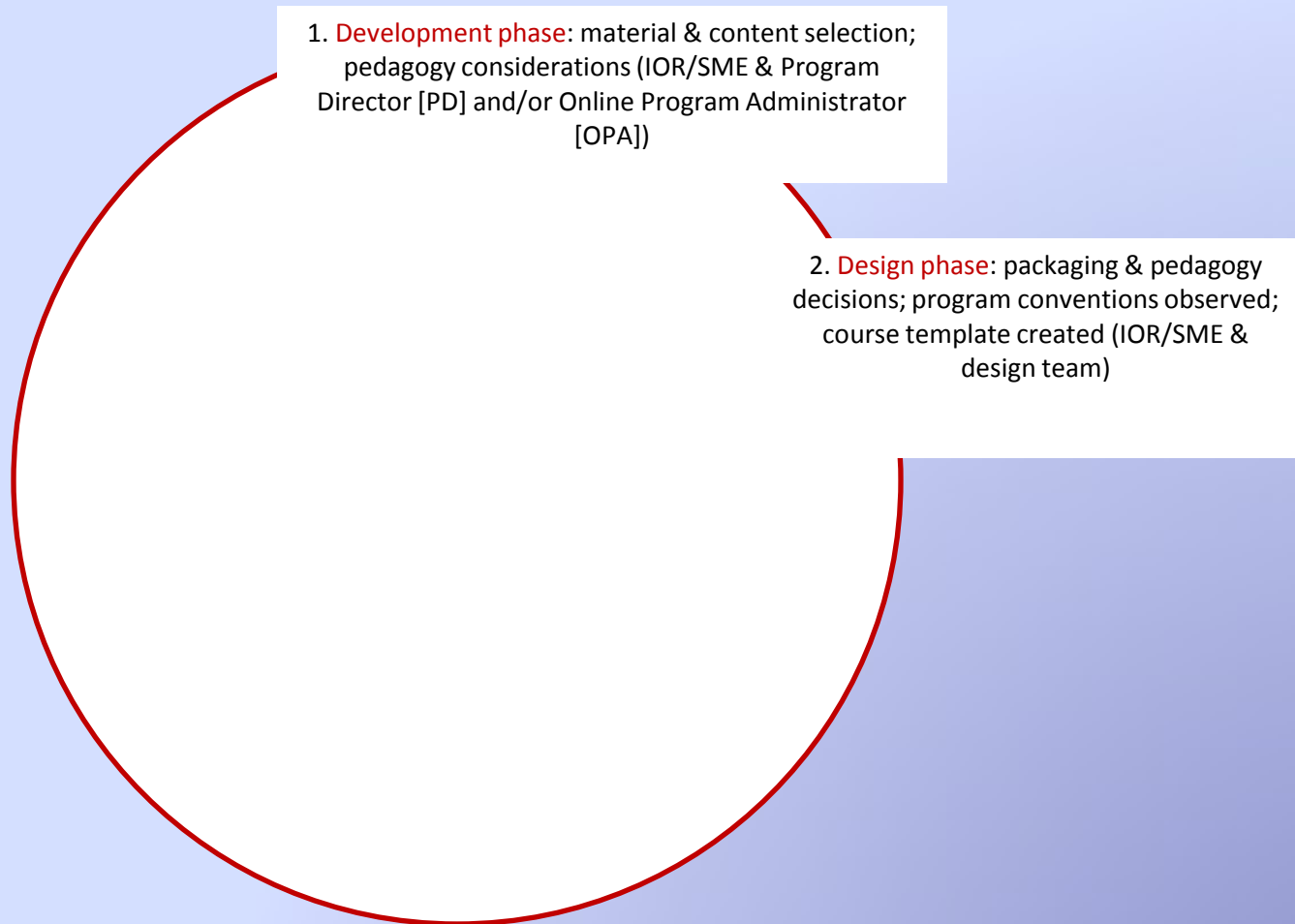
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Quality Control Cycle

development of online courses

Quality Control in the Cycle of Online Course Creation

1. Development phase: material & content selection; pedagogy considerations (IOR/SME & Program Director [PD] and/or Online Program Administrator [OPA])

Saint Joseph's University

Quality Control in the Cycle of Online Course Creation

1. Development phase: material & content selection; pedagogy considerations (IOR/SME & Program Director [PD] and/or Online Program Administrator [OPA])

2. Design phase: packaging & pedagogy decisions; program conventions observed; course template created (IOR/SME & design team)
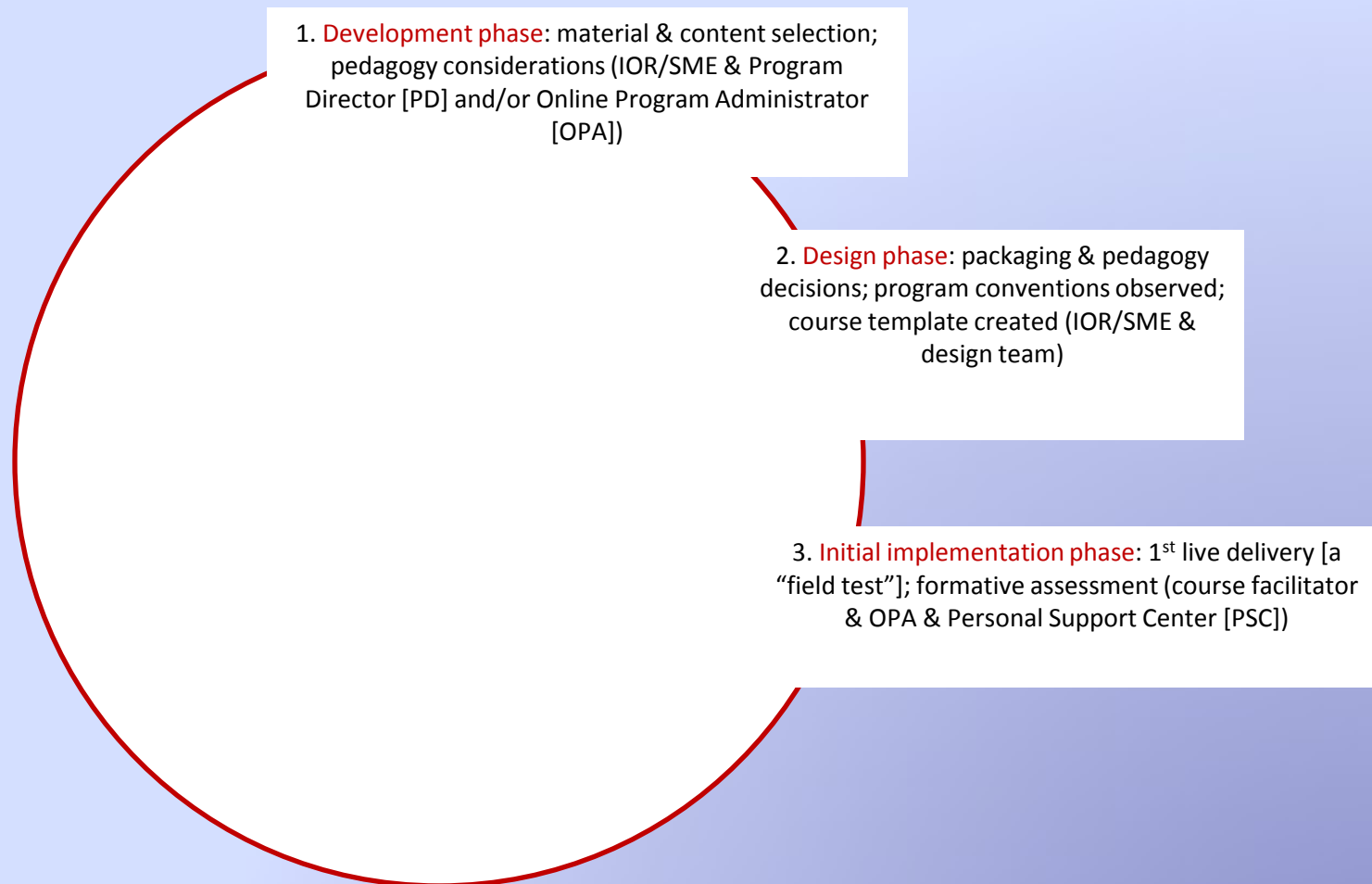
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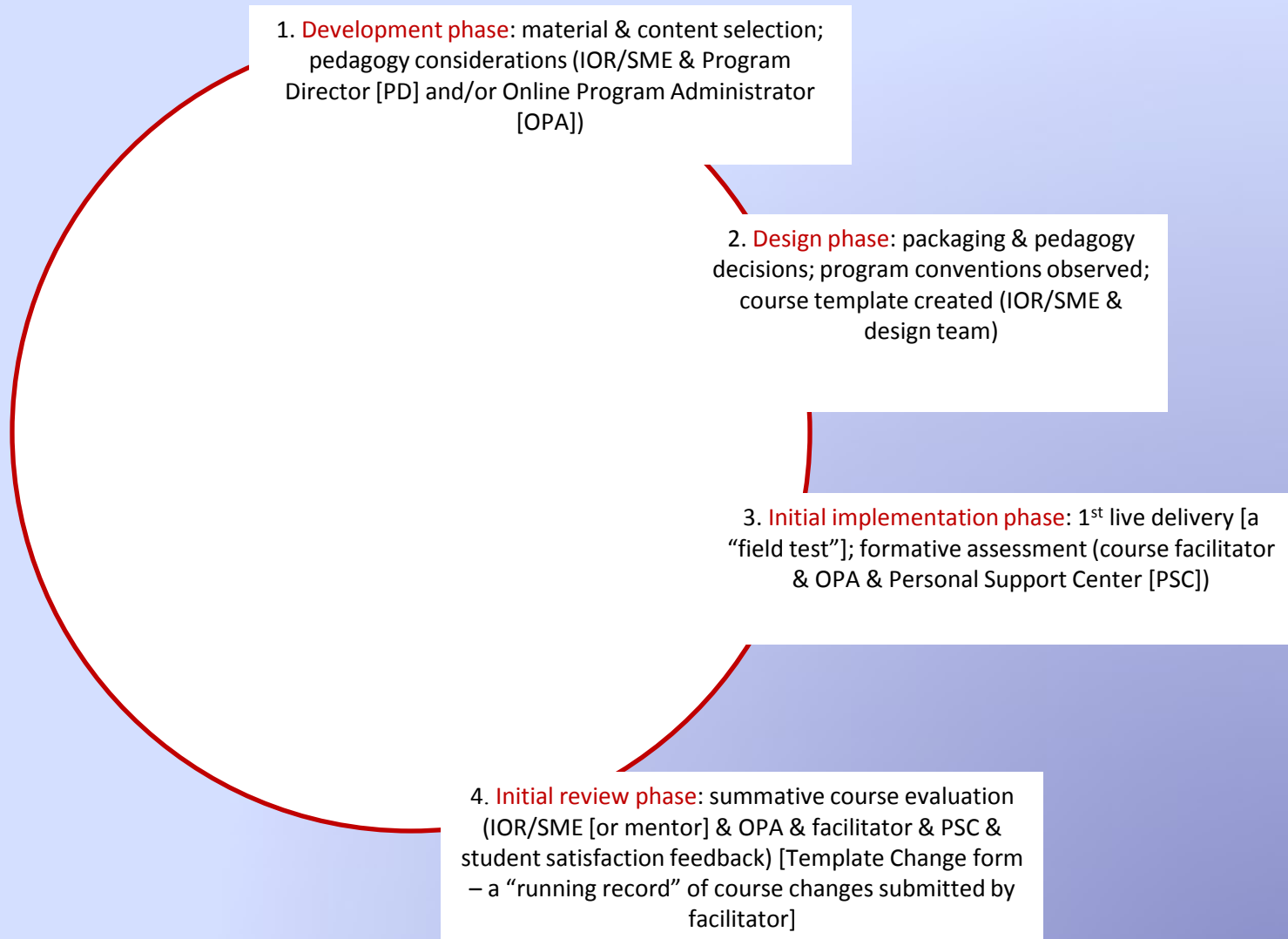
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7. Confirmative evaluation phase: decisions regarding course effectiveness and curriculum reevaluation (SME & PD & facilitator & student feedback)

Quality Control in the Cycle of Online Course Creation

1. Development phase: material & content selection; pedagogy considerations (IOR/SME & Program Director [PD] and/or Online Program Administrator [OPA])

8. Redevelopment/redesign phase: continue with or replace existing course template [similar to Phases 1 & 2] (IOR/SME & PD and/or OPA & design team

2. Design phase: packaging & pedagogy decisions; program conventions observed; course template created (IOR/SME & design team)

7. Confirmative evaluation phase: decisions regarding course effectiveness and curriculum reevaluation (SME & PD & facilitator & student feedback)

3. Initial implementation phase: 1st live delivery [a "field test"]; formative assessment (course facilitator & OPA & Personal Support Center [PSC])

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