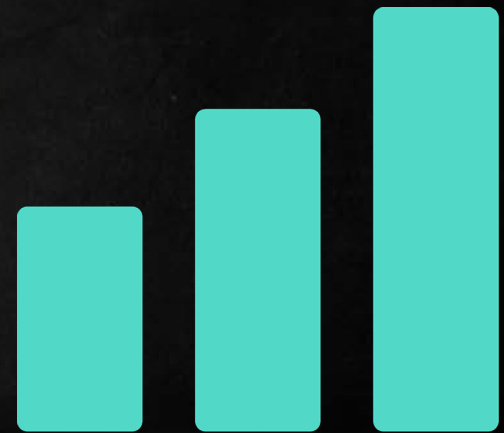# SETTING THE BAR:

A Quality Approach to Online Learning

POLK STATE COLLEGE

CARLEIGH OKWALI
Instructional Designer

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Instructional Designer

OVERVIEW & OBJECTIVES

Identify components that aid in the development of a quality rubric.

Determine strategies for the planning and development of a quality rubric that includes stakeholders.

Plan methods for applying a quality rubric at their institution.

ABOUT POLK STATE

LOCATIONS

LAKELAND

WINTER HAVEN

CPS

AE/AW

ATC

JDA

ENROLLMENT

UNDUPLICATED HEADCOUNT

12,865

INSTRUCTORS

760

PART-TIME STUDENTS

71%

FULL-TIME STUDENTS

29%

OUR STARTING POINT

2020

Support

- 2 Full-Time Technologists and 1 Director
- 760 Faculty (Including Adjuncts)
- 13,000 Students
- Online Teaching Certification (Some Exposure to QM)

Teaching and Learning Innovation Centers

- 2 Part-Time Lab Assistants
- 2 Campus Locations
    - Recording Studio / Instructional Video Services
    - Technology Check-out and Support
    - eLearning and Multimedia Activities

Distance Learning Committee

- Governance for DL
- Selection of 3rd-Party Tools
- Strategic Planning
- Quality Matters Certification

DISTANCE LEARNING ENROLLMENT DATA

Exclusively Online Enrollments

12,500		
10,000		
7,500		
5,000		
2,500		
0		
201 8	201 9	202 0

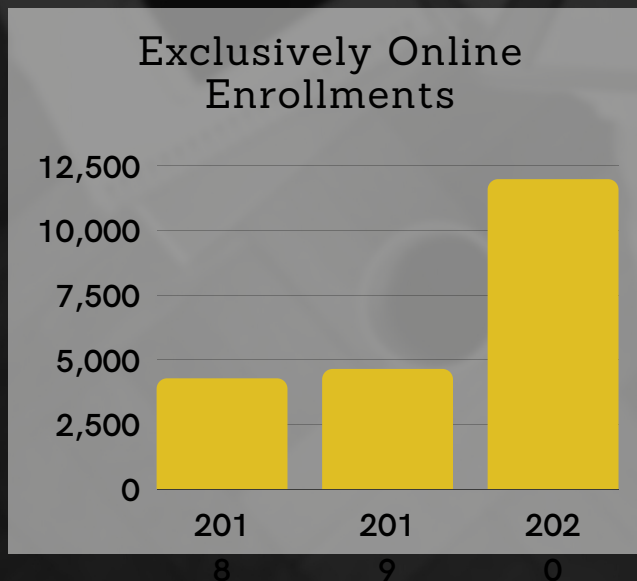**2018-2019**
100% ONLINE: 27.78%

2019-2020
100% ONLINE: 31.14%

COVID 19
March 2020

2020-2021
100% ONLINE: 86.36%

CURRENT REPORTING DATA

FALL 2021 - 2022 (IPEDS)

Exclusively Distance Learning - 4,692 [52%]
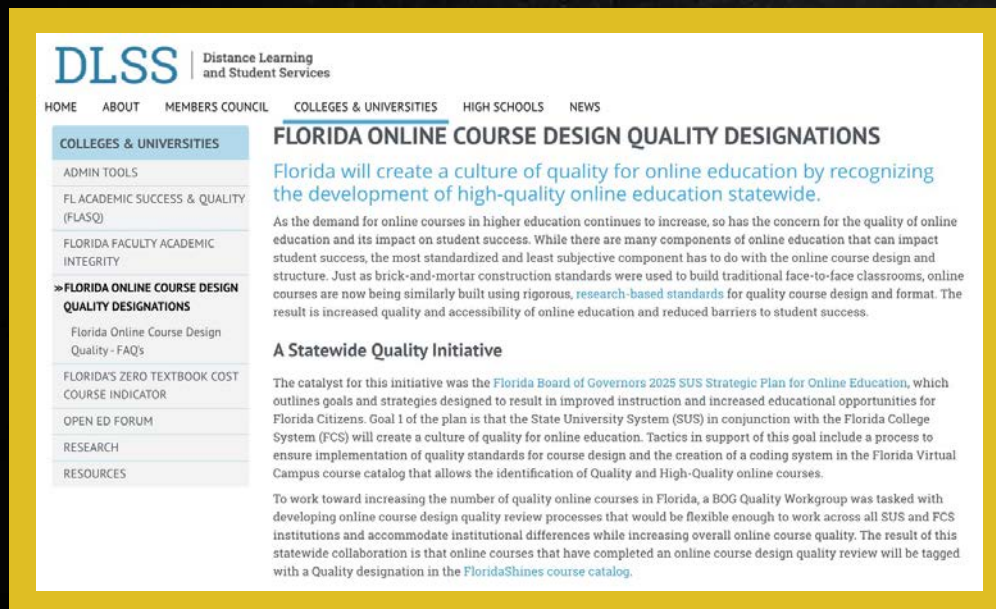Enrolled in at least one DL Course - 2,495
No online enrollments - 1,857

79%
of students enrolled in at least one distance learning course.

STATE OF FLORIDA INITIATIVE

Established in 2020

Quality Designation

- Reviewed by 2 QM Trained Reviewers
- Meets 23 QM Essential Standards
- Institution's Quality Course Design Rubric
- Accessibility is Provisioned

High Quality Designation

- Reviewed by 3 QM Trained Reviewers
- Meets 23 QM Essential Standards
- Receive 85% QM Score Overall
- Accessibility Provisioned within QM Standards

WHAT'S OUR WHY

DEPARTMENT
Establish a college-level bar of quality from which to build upward

VISION
"POLK STATE COLLEGE WILL BE THE FIRST CHOICE FOR HIGHER EDUCATION IN POLK COUNTY."

STATEWIDE INITIATIVE
"FLORIDA WILL CREATE A CULTURE OF QUALITY FOR ONLINE EDUCATION…"

OUR STANDARDS FOR QUALITY

ASSESSMENT MEASURES

- QM Review Process [Elective]
- Student Perception of Instruction (SPI)
- Faculty Online Observation Form (FOOF)
- Guidelines for Teaching Online (GFTO)
- Procedure 1001 [Communicating Course Information]

STANDARDS

- State Requirements for Quality Designation
- Quality Matters 23 Essential Standards

HIGH QUALITY PROCESS

- QM REVIEW PROCESS - EXTERNAL TO ORGANIZATION
- Optional and ELECTIVE
- Tied to Course Development
- Limited Funding

FACULTY BUY-IN

- Distance Learning Committee
- Faculty Senate Approval

QUALITY ONLINE COURSE RUBRIC

Organization and Content
- 4 Standards
- Major Elements
  - Course Schedule
  - Office Hours
  - Organization/Structure
  - Accessibility

Learning Assurance
- 8 Standards
- Major Elements
  - Measurable Objectives
  - Alignment
  - Interactivity

Faculty/Student Interaction
- 4 Standards
- Major Elements
  - Clear Communication
  - Clear Expectations
  - Course Instructions
  - Support Services

QUALITY ONLINE COURSE RUBRIC

1. Organization and Content

Standard	Elucidation
1.1 | Course schedule or outline provided within course information or syllabus. *[QM Standard 1.2, SPI.1, FOOF.12, GTO A.1, GTO A.3]*	**QM Standard:** 1.2 | Learners are introduced to the purpose and structure of the course. **SPI:** 1 | Class began on scheduled start date and course schedule was provided **FOOF:** 12 | The course has appropriate instructions, evaluative criteria, and due dates for activities or assignments. **GTO:** A.1. | "Course Outline/Schedule" A.3. | "Navigation" overview of online components of the course

APPLICATION

BASELINE DATA
- Fall 2021 Online Course Offerings
  - Introductory Scores Based on the Quality Online Course (QOC) Rubric
- Existing QM-Certified Courses

QUALITY DESIGNATION PROCESS
- Quality Online Course Design Seminar
  - Self-assessment
- Additional Review Process

QUALITY ONLINE COURSE DESIGN SEMINAR

OVERVIEW

- ASYNCHRONOUS Online Seminar
  - 8-Week in Fall / Spring
  - 6-Week in Summer
- Key Components
  - Faculty Self-Review
  - Community of Practice
  - One on One ID Meetings
- Recognition
  - Badging
  - LinkedIn
  - FL Shines

OUTLINE

- WEEKS 1-3
  - Introduction to Instructional Design
    - Learning Theories
    - ID Models
    - Interactivity and Engagement Strategies
- Weeks 4-7
  - Self-Assessment
  - Regular & Substantive Interaction
  - Writing Measurable Objectives
  - Confirming Course Alignment
  - Creating a Course Introduction
- Week 8
  - Final Course Review
  - Implementation of Course

SELF-ASSESSMENT

1. Organization and Content

Quality Course Standard	Pts.	Clarification	Evidence
1.1 | Course schedule or outline provided within course information or syllabus. (SPI.1, FOOF.12) [QM Standard 1.2, SPI.1, FOOF.12, GTO A.1, GTO A.3]	1	*Suggested Examples:* *a. Add due dates for assignments which will auto-populate the course schedule in the Syllabus tool, use of this tool would be necessary for this option.* *b. Name modules with time frames for completion or include information in a module overview.* *c. Include a course schedule document outlining semester and required activities.* **Goal: Information is provided to help learners understand the purpose of the course and how the learning process is structured and carried out.*	Provide evidence why your course meets, does not meet, or needs revision here. a. Insert evidence here… b. c.

CONFIRMATION REPORT

1. Organization and Content

Quality Course Standard	Feedback	Changes Made/Future Goals
1.1 | Course schedule or outline provided within course information or syllabus. (SPI.1, FOOF.12) *QM Standard: 1.2*	*You will insert the feedback provided to you by the reviewer here…*	1. Outline changes made in your course based on the feedback provided. 2. Identify a future goal you have for your course pertaining to this standard (partnering with the Learning Technology dept, utilizing the TLIC, attending professional learning offerings, etc.).

PROGRESS

Participant Data
- 65 Faculty Completed
- 82 Courses Designated Q
- 37 Courses Designated HQ

In Progress
- 7 Courses

Impact
- 108 Course Sections
- 2170 Student Enrollment
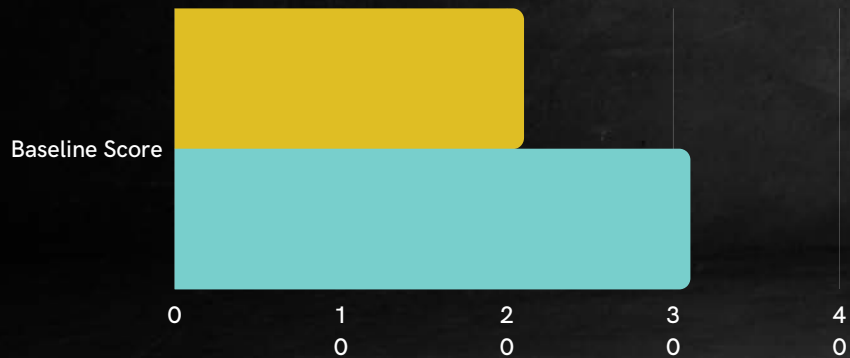- Student Survey
  - 152 Responses

GROWTH

Quality Scores
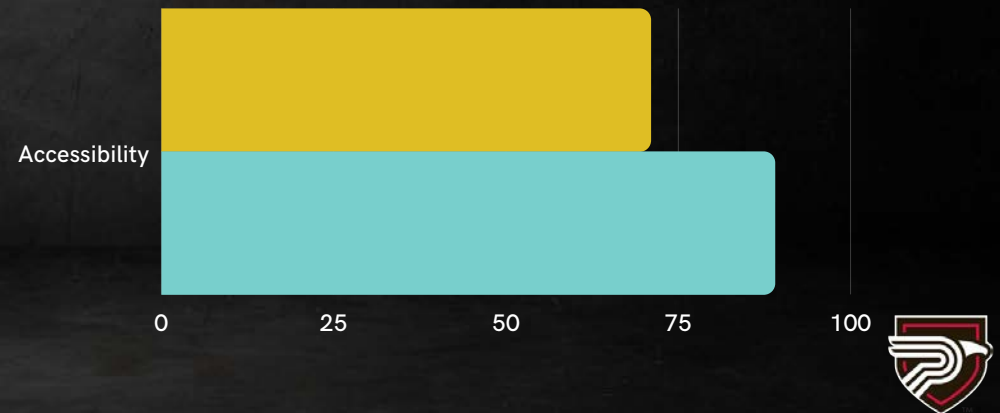
- Course Quality Scores Increased by 34%
  - Baseline Score - 20 points*
  - Final Score - 31 points*

*Each Standard Must Meet at 85% or Higher

Accessibility Score

- ALLY Accessibility Scores Increased 18%
  - Highest Growth of 36%

FEEDBACK

"Through the process, I have become more aware and accepting that everything else is just as important and critical as the content for online students."
- Professor of Science

"This course is easy to navigate. I really liked being able to find everything I needed."
-Student

"I felt like [the IDs] were looking for my potential -- not perfection."
- Professor of Humanities

"Finally coming to realize that the [IDs] will not only help you come up with great ideas but that they will work to bring those ideas to life. I have a newfound passion for teaching."
- Professor of English

"The home page was helpful for me to know exactly what I need to do to begin. I wish other courses were like this."
-Student

TAKING IT HOME

Identify components that aid in the development of a quality rubric.
- Capitalize on State Initiatives Where Possible
- Utilize Existing Evaluative Measures to Reduce Barriers

Determine strategies for the planning and development of a quality rubric that includes stakeholders.
- Build Positive Relationships with Key Faculty Leaders and Administrators
- Utilize Faculty Voices in the Process

Plan methods for applying a quality rubric at their institution.
- Incorporate Quality Initiatives into your Institutional Strategic Plan
- Provide Practical Application
- Recruit Faculty that will Promote Your Process

QUESTIONS?

THANK YOU!

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View the Demo Course