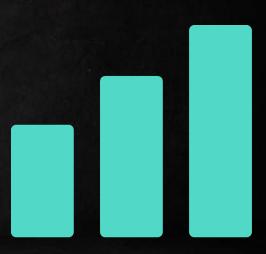
# SETTING THE BAR:

A Quality Approach to Online Learning







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## 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



### ENROLLMENT

**UNDUPLICATED HEADCOUNT** 

12,865

**INSTRUCTORS** 

760

**PART-TIME STUDENTS** 

71%

**FULL-TIME STUDENTS** 

29%



### OUR STARTING POINT

2020



#### Support

- o 2 Full-Time Technologists and 1 Director
- 760 Faculty (Including Adjuncts)
- o 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

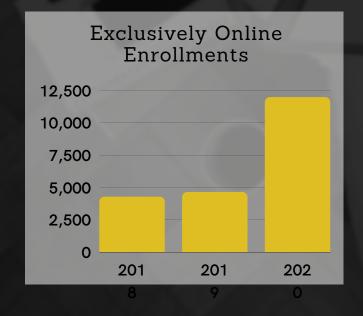
- Governance for DL
- Selection of 3rd-Party Tools
- Strategic Planning
- Quality Matters Certification



### DISTANCE LEARNING ENROLLMENT DATA

2018-2019

100% ONLINE: 27.78%



2019-2020

100% ONLINE: 31.14% 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

of students enrolled in at least one distance learning course.



### STATE OF FLORIDA INITIATIVE

#### Established in 2020



ABOUT MEMBERS COUNCIL COLLEGES & UNIVERSITIES HIGH SCHOOLS NEWS

Distance Learning

#### **COLLEGES & UNIVERSITIES**

#### ADMIN TOOLS

FL ACADEMIC SUCCESS & QUALITY (FLASQ)

FLORIDA FACULTY ACADEMIC INTEGRITY

#### »FLORIDA ONLINE COURSE DESIGN *QUALITY DESIGNATIONS*

Florida Online Course Design Quality - FAQ's

FLORIDA'S ZERO TEXTBOOK COST COURSE INDICATOR

OPEN ED FORUM

RESEARCH RESOURCES

#### FLORIDA ONLINE COURSE DESIGN QUALITY DESIGNATIONS

#### Florida will create a culture of quality for online education by recognizing the development of high-quality online education statewide.

As the demand for online courses in higher education continues to increase, so has the concern for the quality of online education and its impact on student success. While there are many components of online education that can impact student success, the most standardized and least subjective component has to do with the online course design and structure. Just as brick-and-mortar construction standards were used to build traditional face-to-face classrooms, online courses are now being similarly built using rigorous, research-based standards for quality course design and format. The result is increased quality and accessibility of online education and reduced barriers to student success.

#### A Statewide Quality Initiative

The catalyst for this initiative was the Florida Board of Governors 2025 SUS Strategic Plan for Online Education, which outlines goals and strategies designed to result in improved instruction and increased educational opportunities for Florida Citizens. Goal 1 of the plan is that the State University System (SUS) in conjunction with the Florida College System (FCS) will create a culture of quality for online education. Tactics in support of this goal include a process to ensure implementation of quality standards for course design and the creation of a coding system in the Florida Virtual Campus course catalog that allows the identification of Quality and High-Quality online courses

To work toward increasing the number of quality online courses in Florida, a BOG Quality Workgroup was tasked with developing online course design quality review processes that would be flexible enough to work across all SUS and FCS institutions and accommodate institutional differences while increasing overall online course quality. The result of this statewide collaboration is that online courses that have completed an online course design quality review will be tagged with a Quality designation in the FloridaShines course catalog

### 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)
- o Guidelines for Teaching Online (GFTO)
- Procedure 1001 [Communicating Course Information]



#### STANDARDS

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



#### FACULTY BUY-IN

- Distance Learning Committee
- Faculty Senate Approval

#### HIGH QUALITY PROCESS

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



## QUALITY ONLINE COURSE RUBRIC

#### Organization and Content

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

#### Learning Assurance

- 8 Standards
- Major Elements
  - MeasurableObjectives
  - 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
- o 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 autopopulate 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

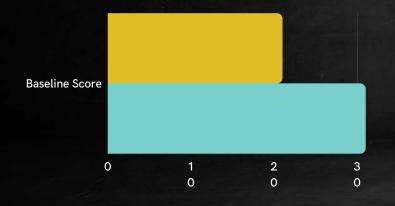
### Quality Scores

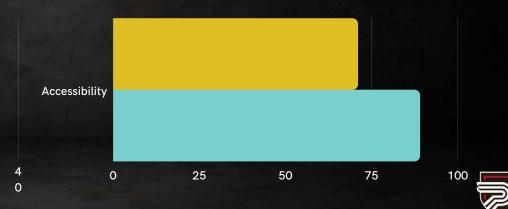
- Course Quality Scores Increased by 34%
  - Baseline Score 20 points\*
  - Final Score 31 points\*

\*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.

- o 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.

- o 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



