Home Grown Course Review

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K–State Rubric for Quality E–Learning

• Began in 2008 – team of faculty, administrators and staff
• Self–help guide for faculty
• Quality elements in design, development and delivery of online courses
Development Process

• Many tools available for course review (SUNY OSCQR, Quality Matters, Chico QOLT, OLC QCTIP)

• Culture at K–State

• Lack of funding
Rubric content

• Section 1A – Course Welcome
  – Welcome Message
  – Instructor Presence
Rubric content

• Section 1B – Course Information
  – Syllabus
  – Policies
  – Technical knowledge
Rubric content

• Section 1C – Policies & Requirements
  – ADA
  – Intellectual Property
  – Respect for learner copyright
  – Authentication of learner identities
  – FERPA
  – Assessment of online teaching
Rubric content

• Section 2 – Course Contents
  – Organization
  – Content-rich learning materials
  – Multiple formats
  – Support for student research
  – Learn from professionals in the field
Rubric content

• Section 3 – Strategic Technology Usage
  – Use of Tools
  – Support for online security
Rubric content

• Section 4 – Communication and Collaboration
  – Community building opportunities
  – Relevant collaborative work
  – “Regular and substantive” interactions
Rubric content

• Section 5A – Customized Learner Support
  – Support for learners
  – Enrichment of learner opportunities
Rubric content

• Section 5B – Connection to Campus Resources
  – K-State Global Campus Student Services
  – On campus student services
Rubric content

• Section 6 – Assessments and Evaluations
  – Alignment of assessment
  – Variety of assessment
  – Encouragement of learner activity
  – Learner self-assessment
  – Defined grading scale
K–State Rubric for Quality E–Learning

• Questions? Comments?

• This is open source material, we would appreciate indication that you adapted it from K–State.
Distance Learning Proposals

• Development of online courses and programs (credit or non-credit), new conferences, research projects related to online teaching and learning, and major upgrades to current online courses to meet quality standards.

• FY 2009 – 2018
• $350,000 annually
Distance Learning Proposals

Highest priority will be given to proposals that:

• Build new programs
• Enable students to complete degrees within a planned sequence of time
• Develop interdisciplinary programs
• Revitalize existing programs in order to offer more specialized training
• Expand existing programs
Distance Learning Proposals

Original reporting requirements:

• Completion of K–State Faculty Modules for Distance Education
• Opportunity for 5 hours of ID time
• Mid–year and Final progress reports
• Courses offered a minimum of once a year for the next 3 years
• Principle Investigator(s) and college share rights to the resources developed
K-State Faculty Modules

5 Modules
- Getting Started
- Copyright and Fair Use
- Accessibility
- Honor and Integrity
- Assessment
Review Beginning

2015 – Revised requirements

• 50% funding released once modules complete
• K–State Rubric for Quality E–Learning made available at the beginning as a guide
• Course review must begin by May 1
Review Process

• Invited to the course as a “Course Designer” (up to 65 courses)

• Use the K–State Rubric for Quality E–Learning
  – course organization
  – elements of quality online instruction
Review Process

Focus areas:

• Syllabus
• Course organization
• Accessibility
• Community building opportunities

I am not a content expert
Review Process

Challenges:

• Communication
• Timing
• Accessibility
• Confidence

Overall it is going well!
Volunteer Reviews

Several departments are requesting reviews now

- Dean or department head initiates
- Not required, so only making suggestions

A step in the right direction!
Improvements

- Full-time dedication to this process
- Communication
  - Repeat review deadline
  - Repeat review requirement
- List main review focus
- Encourage review completion early
- More accessibility support
Success!

- Always *something* to talk about
- Relationship building
- Assurance of quality
- Highlight common training issues
Feedback

• I appreciated your thorough, helpful, encouraging, and useful comments. I have made many of the changes already and will continue to get to all of them.
• Thank you very much for providing this feedback, it is helpful and I look forward to making changes to the course to improve the learning experience for the students.
• Thanks so much for your feedback. It is really a pleasure to discuss my classes with you. Your insights are welcome.
Next Steps

• Develop review process for older courses
• Create review cycle (every 3–5 years)
• Marketing opportunity once an entire program is reviewed
• Training opportunities
Questions / Discussion

• What are you doing to ensure course quality?
• Do you feel it is successful?
• What are the highlights?
• What needs to be improved?
Resources

• SUNY OSCQR:

• Quality Matters:
  https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf
Resources

• Chico QOLT:  
  https://institute.onlinelearningconsortium.org/pluginfile.php/127692/mod_tab/content/926/ChicoRubric.pdf

• OLC QCTIP:  
  https://onlinelearningconsortium.org/consult/olc-quality-scorecard-suite/