




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

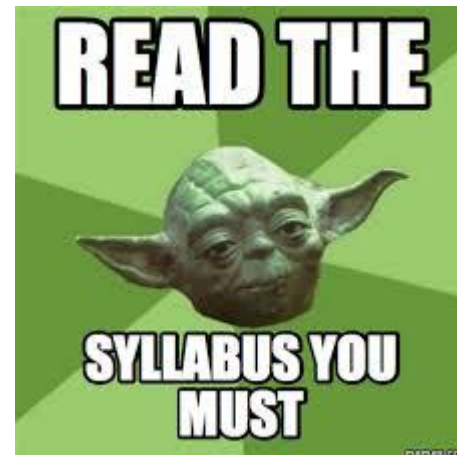
- Invited to the course as a “Course Designer” (up to 65 courses)
- Use the K-State Rubric for Quality E-Learning
 - course organization
 - elements of quality online instruction

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!

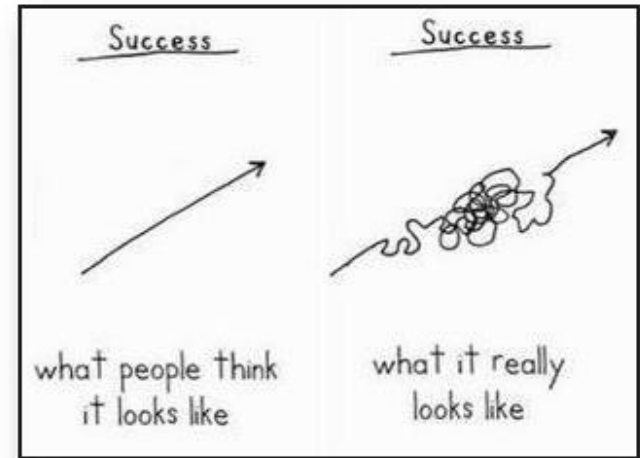


Improvements

- 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:

<https://bbsupport.sln.suny.edu/bbcswebdav/institution/OSCQR/OSCQR-Links-BKP-2016-08-09.html>

- 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/>