Objectives
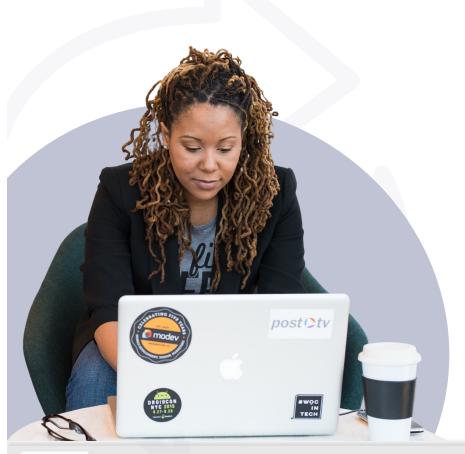
1. Review national data prompting increased attention to online learning quality assurance.

2. Align QM's Continuum of Excellence for Quality Assurance to institutional implementation efforts.

3. Investigate actionable strategies to align online learning operations with institutional goals.

CHLOE 8

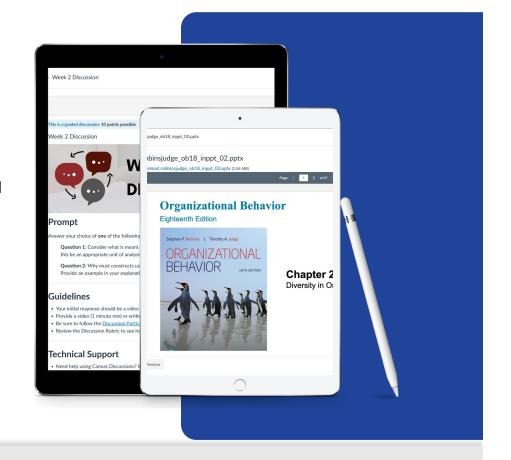## Enrollment Continues to Favor Online Learning

Out of 292 Chief Online Officers surveyed, 47.2% indicated either growth or strong growth among traditional undergraduates in fully-online programs. Additionally, 50.3% of the COOs surveyed indicated comparable growth among graduate students in fully-online programs.

Traditional Undergraduates
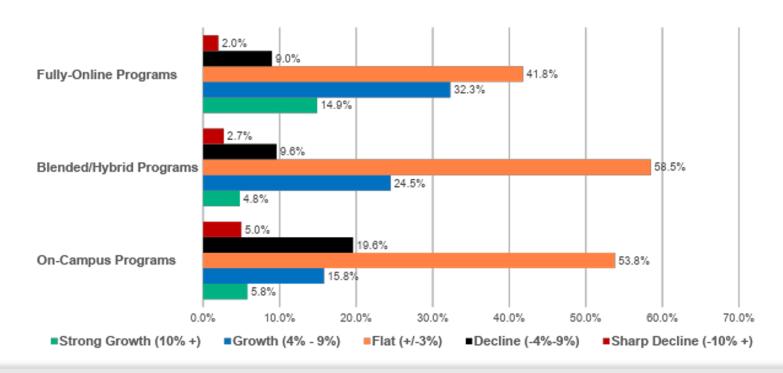**47.2%**

Graduate Students
50.3%

Week 2 Discussion

This is a graded discussion: 10 points possible

Week 2 Discussion

Prompt

Answer your choice of **one** of the following

Question 1: Consider what is meant this be an appropriate unit of analysis

Question 2: Why must constructs us Provide an example in your explanati

Guidelines

- Your initial response should be a video
- Provide a video (1 minute min) or writte
- Be sure to follow the Discussion Partic
- Review the Discussion Rubric to see ho

Technical Support

- Need help using Canvas Discussions? I

Previous

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Page 1 of 27

Organizational Behavior
Eighteenth Edition

Stephen P. Robbins | Timothy A. Judge

ORGANIZATIONAL BEHAVIOR
18TH EDITION

Chapter 2
Diversity in Or

Schools Report 2021-2022 Enrollment Shifts
Traditional Age Undergraduates, Less than 25 Years (Sample = 292)

Fully-Online Programs
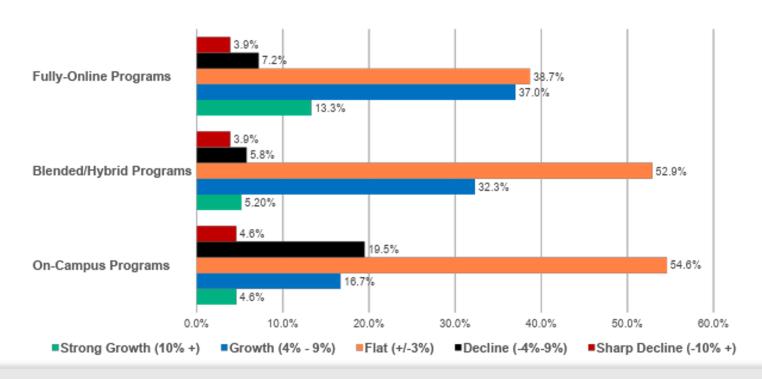- 2.0%
- 9.0%
- 41.8%
- 32.3%
- 14.9%

Blended/Hybrid Programs
- 2.7%
- 9.6%
- 58.5%
- 24.5%
- 4.8%

On-Campus Programs
- 5.0%
- 19.6%
- 53.8%
- 15.8%
- 5.8%

Legend: ■ Strong Growth (10% +) ■ Growth (4% - 9%) ■ Flat (+/-3%) ■ Decline (-4%-9%) ■ Sharp Decline (-10% +)

Schools Report 2021-2022 Enrollment Shifts

Graduate Students (Sample = 292)

Fully-Online Programs
- Sharp Decline (-10% +): 3.9%
- Decline (-4%-9%): 7.2%
- Flat (+/-3%): 38.7%
- Growth (4% - 9%): 37.0%
- Strong Growth (10% +): 13.3%

Blended/Hybrid Programs
- Sharp Decline (-10% +): 3.9%
- Decline (-4%-9%): 5.8%
- Flat (+/-3%): 52.9%
- Growth (4% - 9%): 32.3%
- Strong Growth (10% +): 5.20%

On-Campus Programs
- Sharp Decline (-10% +): 4.6%
- Decline (-4%-9%): 19.5%
- Flat (+/-3%): 54.6%
- Growth (4% - 9%): 16.7%
- Strong Growth (10% +): 4.6%

Legend:
- ■ Strong Growth (10% +)
- ■ Growth (4% - 9%)
- ■ Flat (+/-3%)
- ■ Decline (-4%-9%)
- ■ Sharp Decline (-10% +)

Institutional New Course Development Priorities

1st Priority | **2nd Priority** | **3rd Priority** | *n=276*

	1st Priority	2nd Priority	3rd Priority
Fully online equivalents of existing F2F courses	41%	24%	11%
New fully-online courses with no F2F equivalent	15%	21%	15%
HyFlex versions of existing F2F and/or fully online courses	13%	21%	23%
Additional classroom-based (F2F) courses	11%	7%	14%
Hybrid equivalents of existing F2F courses	5%	23%	20%
New hybrid courses with no F2F equivalent	2%	2%	9%

■ 1st Priority

Continuum of Excellence for QA (CEQA)

AD-HOC
Identification, dissemination, episodic/variable use of standards

Control

Standards & Training

QUALITY EVALUATION
System in place to review against standards

Compliance

Review policies and protocols

CONTINUOUS IMPROVEMENT
Going beyond quality thresholds to change practice

Improvement

Data for quality improvement

BENCHMARK
Demonstrating ROI: Meeting internal goals and external expectations

Accountability

Evidence quality to stakeholders

INSTITUTIONAL CHANGE
Sustaining Quality Culture

Transformation

Change Mgmt: resources, incentives, structure

Adair, D., & Shattuck, K. (2019). Ensuring quality while creating and innovating. In K. E. Linder (Ed.), *The business of innovating online: Practical tips and advice from industry leaders* (pp. 97-112). Sterling, VA: Stylus.

Foster Compliance

Draft a plan that supports meeting federal regulations and accrediting standards.

Support with Data
Ensure your implementation plan supports your institution in providing data related to compliance with federal agencies, accrediting bodies, and other accountability partners.

Review applicable expectations

Identify opportunities for improvement
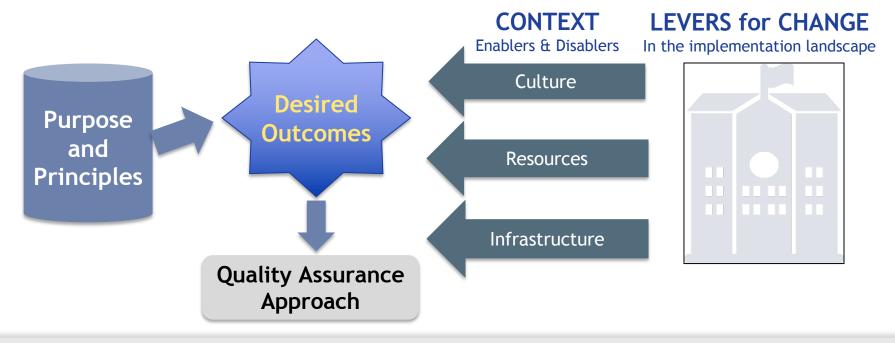
Seek inspiration from peer institutions

Lean into your networks of support

Key Components
for Promoting Online Quality Assurance

Alignment
Connect to your existing goals

Planning
Create a detailed strategy for success

Engagement
Involve key participants

Evaluation
Measure your progress and make improvements, as needed

Tap Your Champions
Gather a core group of exemplar faculty.

- If possible, pre-view their courses to determine compatibility with the initiative.

- Ideally, these are also faculty who have a voice among their peers.

- Explore options for faculty incentives:
  - Stipend
  - Course release
  - RPT recognition
  - Public recognition, etc.

Pilot with Early Adopters
Set the tone for the initiation or revitalization of your initiative by targeting experienced online instructors who are enthusiastic about online quality assurance and QM!

Identify and Engage Your Institutional Partners

Build Buy-in Among Senior Administration

Connect with institutional leaders to clarify strategic priorities and pinpoint opportunities for enhancing online learning operations.

Coordinate Efforts with Academic Units

Conduct meetings with Deans and Department Chairs to identify established targets and align services and resources to support goal achievement.

Collaborate with Student Support Units

Collaboratively develop plans for establishing or enhancing student support resources and services to meet the unique needs of online learners.

Engage Faculty in the Process

Seek faculty input and leadership throughout implementation: conducting needs assessments, coordinating with administration, updating training and design.

Set Measurable Goals

Create a plan to collect data to evaluate effectiveness.

- Consider developing your profile with the following data such as
  - Final grades
  - Grades on individual and larger assessments
  - Student evaluations of instruction
  - Anecdotal student feedback
  - Instructor feedback

- Perform a full QM review on existing online courses to determine which standards are not yet met

Ground Your Goals with Data

Consider the data you need to collect to construct a complete *Before* picture of online quality at your institution.

Ground Your Goals with Data

Consider the data you need to collect to construct a complete *Before* picture of online quality at your institution.

Set Measurable Goals

Create a plan to collect data to evaluate effectiveness.

- Create short student surveys and faculty feedback surveys and opportunities

- Collaborate with your office of institutional research for ideas related to additional student data that may be helpful

- Tie your goals into your institution's strategic plan.

The Role of Leadership
In Online Quality Assurance

In driving successful online learning, leadership plays a crucial role. A strong leader can provide guidance, inspire innovation, and ensure continuity in implementing online learning even amidst changes in leadership.
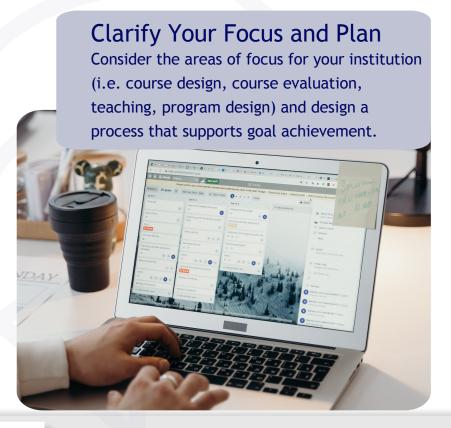
SACSCOC / Quality Matters Alignment Guide

SACSCOC Standards with Reference to Distance Education	Quality Matters Standards
Student Achievement (8.1, 8.2a, 8.2b, 8.2c)	An institution is not required to report separate student achievement data by location of instruction or by mode of instruction. However, it **should be clear from narratives** how these sites and **modes are incorporated into broader institutional statistics and into outcomes assessment measures. Institutions with** multiple sites **or with a broad array of distance learning programs** may find it helpful to **consider location or mode of delivery as a key variable in developing ways to use assessment results for program improvement**. It should be noted that an **institution does have an obligation to establish comparability of instruction across** locations and **modes.**	**2.1**- The course learning objectives describe outcomes that are measurable. **2.2**- The module-level learning objectives describe outcomes that are measurable and consistent with course-level objectives. **2.3**- Learning objectives are clearly stated, written from the learner's perspective and prominently located in the course. **2.4**- The relationship between learning objectives and learning activities is clearly stated. **2.5**- Learning objectives are suited to the level of the course. **3.1**- Assessments measure the achievement of the learning objectives. **4.1**- Instructional materials contribute to the achievement of objectives. **5.1**- Learning Activities promote the achievement of learning objectives. **6.1**- Tools used in the course support the learning objectives. **General Standard 7**- Course facilitates learner access to institutional support services essential to learner success.
Educational Policies, Procedures, and Practices (10.1, 10.2, 10.5, 10.8)	If branch campuses [or distance education programs] have academic policies or practices that vary from campus to campus [or across modalities], this should be explained in Standard 10.1. Narratives in Standard 10.2 should make clear how key **public information is conveyed to students** across sites and **across modes of delivery.** *Annotation:* Standard 10.5 should demonstrate that all advertising, recruiting, and admissions information adequately and accurately represents distance education programs. If the evaluation and awarding of academic credit is varied by mode of delivery, this should be explained in Standard 10.8.	**1.3**- Communication expectations for online discussions, email, and other forms of interaction are clearly stated. **1.4**- Course and institutional policies with which the learner is expected to comply are clearly stated in the course, or a link to current policies is provided. **3.2**- Course grading policy is stated clearly at the beginning of the course **General Standard 5**- Learning activities facilitate and support learner interaction and engagement. **7.2**- Course instructions articulate or link to the institution's accessibility policies and services. **7.4**- Course instructions articulate or link to the institution's student services and resources that can help learners succeed.
Academic Governance (10.4)	If an institution has extended sites and/or distance/correspondence education programs, Standard 10.4 should **clarify the responsibilities of the faculty for the content, quality, and effectiveness of curricula, including those offered** at off-campus sites and **via distance or correspondence education**.	QM-based Quality Assurance Program

Clarify Your Focus and Plan

Consider the areas of focus for your institution (i.e. course design, course evaluation, teaching, program design) and design a process that supports goal achievement.

Define Your Process

Map out a well organized course review process that can be scaled and managed.

- How many staff members are available to support this work? How can you expand?

- Can you create, deliver, or purchase faculty professional development?

- Create a Project Plan, complete with individual, assigned tasks.

- Will you have a different process for new online courses vs. existing online courses?

- How will you conduct the reviews and what tools will be needed?

Guidance from the Research
Questions to Consider from CHLOE 8

Does your institution provide incentives for faculty to develop and/or teach online?

Does your institution require faculty training for online teaching? If yes, how is it provided?

Are faculty at your institution "approved" to teach online? If so, how is that determined?

How Will You Meet Your Goal?

Consider the various supports that will assist your team in meeting the established goals.

Identify Supports

Consider additional support, resources, and education.

Consider creating and/or curating faculty supports, such as an LMS template or an online syllabus template.

Will some courses be duplicated for different faculty to teach?

Consider developing and/or selecting web, video, or text-based training materials.

Create and/or purchase faculty development relevant to online design, teaching, and/or course reviews.

Analyze and Apply Feedback

As a key component of the process to support continuous improvement, be sure to plan for the application reviewer feedback.

Plan for Progress

Plan how you will handle feedback and revisions.

Consider planning an additional review after changes are made to the course (i.e. pre-course delivery review).

What will post-development support include for your faculty members?

Are there faculty resources available to help them put the feedback to use in their course?

Consider the administrative tasks involved in "signing off" on the course and verifying standards are met.
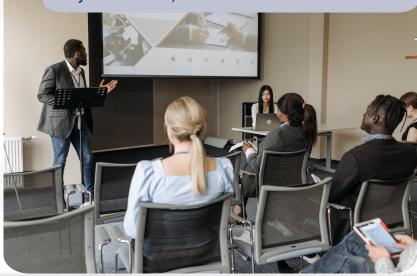
Report Your *Wins*

Plan for How You Will Tell Your Story and Make Process Improvements, As Needed

- Collect faculty feedback on:
  - Benefits
  - Satisfaction
  - Helpfulness
  - Knowledge transfer

- Use the faculty experience of the pilot group to interest other faculty to engage with online quality assurance.

Share Internally and Externally

Be sure to tell your story to colleagues within and outside your institution. Communicate your commitment to quality online learning to your learners, as well!

Share Internally and Externally
Be sure to tell your story to colleagues within and outside your institution. Communicate your commitment to quality online learning to your learners, as well!

Report Your *Wins*

Plan for How You Will Tell Your Story and Make Process Improvements, As Needed

- Collect student feedback from course evaluations and student evaluations of instruction.

- Highlight student benefits which are especially helpful and persuasive to faculty.

- Emphasize improved student satisfaction, course completion, student performance, and other student outcomes.

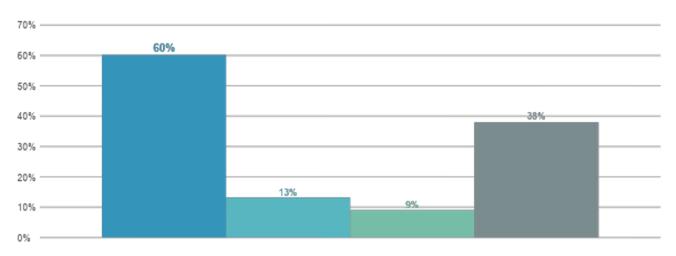- Be sure to compare post-data to your *Before* profile to capture improvements.

Which of the following online quality assurance efforts do you communicate, and to whom?

(Quality assurance benchmarks achieved by online courses and programs)

Bar chart showing:
- We practice quality assurance in the particular area: 60%
- We communicate our QA accomplishments to current students: 13%
- We use these QA accomplishments to recruit new students: 9%
- We do not practice QA in the particular area: 38%

Legend:
- We practice quality assurance in the particular area
- We communicate our QA accomplishments to current students
- We use these QA accomplishments to recruit new students
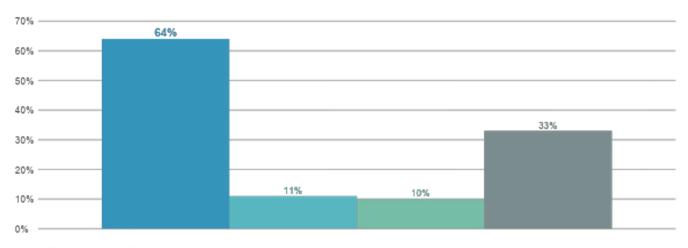- We do not practice QA in the particular area

Which of the following online quality assurance efforts do you communicate, and to whom?

(Quality online teaching)

Bar chart showing:
- 64% — We practice quality assurance in the particular area
- 11% — We communicate our QA accomplishments to current students
- 10% — We use these QA accomplishments to recruit new students
- 33% — We do not practice QA in the particular area

■ We practice quality assurance in the particular area
■ We communicate our QA accomplishments to current students
■ We use these QA accomplishments to recruit new students
■ We do not practice QA in the particular area
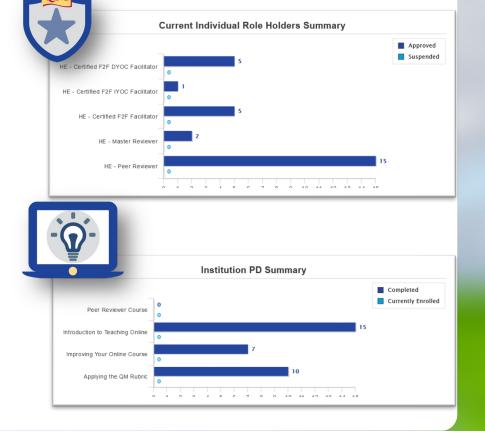
Document Your Engagement
Track and Report QM Activity with the QM Data Dashboard

Course Reviews: Track and share detailed information on QM, Subscriber-managed, QM Recertification, Subscriber-managed Recertification, and Internal Reviews

Roles: Retrieve graphical and detailed information highlighting role holders, current status, and role expiration dates.

Professional Development: Capture current enrollments and completions of QM PD by your colleagues.

Share Your QM Achievements

QM Press Release Templates and Ideas

Announcing your QM membership

Announcing QM-Certified courses resulting from meeting Standards in an official review

Announcing that someone from your organization will present at a QM Conference

Announcing that a program from your organization has earned QM Certification

New! QM Consulting Services

Customized Support for Your QA Implementation!

Faculty & Student Success

Faculty and Student Success services are for institutions looking to elevate course quality for both design and delivery. The professional development focus is on supporting faculty with good design and teaching. The consulting focus is on broader institutional implementation, aligning quality assurance goals with institutional strategy, and with a focus on student success and faculty support.

Quality Assurance

Quality Assurance services are designed for institutions interested in creating and scaling course reviews for quality assurance. The professional development focus is on design and review expertise. The consulting focus is on creating a strong internal process for course design and review.

Online Programs

Online programs services are customized to online program goals for the institution. The professional development includes the newest revision of the program review preparatory workshop, plus design and teaching workshops to be done by the program faculty. The consulting focus is on developing and delivering quality online programs.

Helping you deliver on your online promise
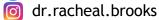
qualitymatters.org

Let's Continue the Conversation!

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Quality Matters (QM) is the global organization leading quality assurance in online and innovative digital teaching and learning environments. It provides a scalable quality assurance system for online and blended learning used within and across organizations. When you see QM Certification Marks on courses or programs, it means they have met QM Course Design Standards or QM Program Review Criteria in a rigorous review process.

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