Cultivating a Sustainable Quality Assurance Program

Quality Matters
Connect Conference 2017

The Community College of Baltimore County
Panelists

Sarah Barnhardt, Associate Professor, ESOL and Online Learning Coordinator

Steve Kabrhel, Assistant Dean, Online Learning

Dionne Thorne, Director, Instructional Design and Online Learning
Who are we?

The Community College of Baltimore County

Enrollment Total student count: 63,079

- Credit enrollment: 30,387
  - Full-time: 3,126 (5%)
  - Part-time: 27,261 (43%)
- Non-credit enrollment: 32,692
Student Characteristics

Male: 42%   Female: 58%

Student Age
Under 20: 9%
20-39: 54%
40-59: 22%
60 & Over: 14%
Student Outcomes/Completion Statistics

Student Completion: 13,579
Degrees: 2,174
Certifications: 1,759
Transfers: 6,572
External licensures/certifications (resulting from CCBC training): 3,074
Additional Data

Baltimore County Residents: 68%
Receive some form of Financial Aid: 49%
Pell Grant Recipients: 38%
Minority Students: 50%
Need Remediation: 65%
Enter Directly from High School: 13%
Transfer to four-year Universities: 48%
Enter into workforce: 78%
Graduates stay & live in the Baltimore Region: 95%
CCBC Faculty and Staff

Full-Time Employees: 1,395
  – Executive: 5
  – Administrative: 138
  – Professional: 233
  – Faculty: 462
  – Classified Staff: 557

• Adjunct Faculty/Part-Time Staff: 3,887
CCBC Online – The Numbers

Online Enrollments
9% of total enrollments

2007 Spring - 2646
2015 Spring - 4800

2007 Fall - 2624
2015 Fall - 4277
CCBC Online – The Numbers Continued – Spring 2016

# of Sections Online/Blended – 535
# of Enrollments for all sections – 9716 (duplicated headcount)
# of Full-time & Adjunct faculty – 250 (unduplicated)
Our Story

Let’s begin at the beginning

Source: pixabay.com
Our story-CCBC Online

Online courses grassroots, faculty driven

Prior to 2008 faculty created their own distance learning course.

Source: pixabay.com
CCBC Online

2008 Distance Learning Task Force
2009 Distance Learning Advisory Panel
2009 Instructional Technology Department

Source: pixabay.com
Our story-CCBC Online

Online Learning Initiatives

2010

• Course Format Definitions
• Course Assessment Policy
• Online Faculty Workload
• Online Office Hours

Source: pixabay.com
Our story-CCBC Online

2011
• Intellectual Property Rights
• Online Class Observation

2012
• CCBC Syllabus Template/Menu

2017
• Online and Blended Course Opening
• Netiquette in Online and Blended Courses
Our story-CCBC Online

2012

Middle States Report

Source: http://www.msche.org/
Our story-CCBC Online

2012

Middle States Report

Address the gap in outcomes in online and blended learning classes
Concerns

- Lack of consistency
- Accreditation concerns
- Accountability
- Institutional/Master Courses
- Resources

Source: pixabay.com
Concerns

- Student Success
- Retention Rates
- Quality Assurance

Source: CCBC
Needs

A sustainable solution for reviewing courses – Resources (Financial and People)
Quality Assurance
Faculty Training
Accountability
Solution
Middle of the Story

CCBC Internal Review Initiative

- Internal vs External Reviews
- Recruiting faculty
- Faculty buy-in
- Self-review
- QM training
- Peer Review Teams
- Three-year review plan
Our story-CCBC Online

CCBC Internal Review Initiative

School of Business, Education, Justice and Law

School of Technology, Art and Design

School of Liberal Arts

School of Mathematics and Science

Source: ccbcmd.edu
Our story-CCBC Online

CCBC Internal Review Initiative

Review teams will consist of:

• Subject Matter Expert-APPQMR
• Instructional Designer-APPQMR and CPR
• Peer Reviewer-APPQMR and CPR
## Our story-CCBC Online

### CCBC Internal Review Timeline

<table>
<thead>
<tr>
<th>Responsibilities</th>
<th>Time Line</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-Peer Review</strong></td>
<td></td>
</tr>
<tr>
<td>Step 1: <strong>Faculty</strong> provides <strong>Process Acknowledgement</strong></td>
<td>9-15-2017</td>
</tr>
<tr>
<td>Step 2: <strong>Faculty</strong> provides <strong>Course Shell Information</strong>: Blackboard Login Name</td>
<td>9-15-2017</td>
</tr>
<tr>
<td>Step 3: <strong>Faculty</strong> completes <strong>Self-Review</strong> – 6 weeks</td>
<td>9-18-2017 to 10-27-2017</td>
</tr>
</tbody>
</table>
| Step 4: **Faculty** participates in an **Information Session**, if needed – **OPTIONAL**  
  *(Faculty may meet with School DE Coordinator or CCBC Online Learning Quality Assurance Coordinator)* | 10-20-2017 to 10-27-2017    |
| Step 5: **Faculty** submits **CCBC Custom Course Worksheet** – 2 weeks           | 10-30-2017 to 11-10-2017    |
Our story-CCBC Online

CCBC Internal Review Initiative Timeline

<table>
<thead>
<tr>
<th>Peer Review</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Peer Review Team</strong> participates in an <strong>Information Session</strong> – <strong>OPTIONAL</strong></td>
</tr>
<tr>
<td>(Reviewer may meet with <strong>School DE Coordinator</strong> or <strong>CCBC Online Learning Quality Assurance Coordinator</strong>)</td>
</tr>
<tr>
<td><strong>Step 6: Faculty</strong> communicates with <strong>Peer Review Team</strong> as needed – <strong>3 days</strong></td>
</tr>
<tr>
<td><em>(If there are no issues to resolve, <strong>Peer Review</strong> can start as early as <strong>11-20-2017</strong>)</em></td>
</tr>
<tr>
<td><strong>Step 7: Peer Review Team</strong> reviews course – <strong>11 weeks</strong></td>
</tr>
<tr>
<td><strong>11-13-2017</strong> to <strong>11-17-2017</strong></td>
</tr>
<tr>
<td><strong>11-20-2017</strong> to <strong>11-22-2017</strong></td>
</tr>
<tr>
<td><strong>11-27-2017</strong> to <strong>2-9-2018</strong></td>
</tr>
</tbody>
</table>
## Our story-CCBC Online

### Post Peer Review

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
<th>Completion Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td><strong>Faculty</strong> submits <strong>Review Outcome Response Form</strong></td>
<td>By 2-12-2018</td>
</tr>
<tr>
<td>9</td>
<td><strong>Faculty</strong> revises <strong>Course</strong> (if needed) - <strong>6 weeks</strong></td>
<td>2-12-2018 to 3-23-2018</td>
</tr>
<tr>
<td>10</td>
<td><strong>Faculty</strong>, <strong>Team Chair</strong> and <strong>Online Quality Assurance Coordinator</strong> participate in <strong>Follow-Up Review</strong> (if needed) - <strong>4 weeks</strong></td>
<td>3-26-2018 to 4-27-2018</td>
</tr>
<tr>
<td>11</td>
<td><strong>Faculty</strong>, <strong>Team Chair</strong> and <strong>Online Quality Assurance Coordinator</strong> participate in <strong>Final Review</strong> (if needed) – <strong>4 weeks</strong></td>
<td>4-30-2018 to 5-25-2018</td>
</tr>
<tr>
<td>12</td>
<td><strong>Faculty</strong> prints <strong>Certificate</strong> and completes <strong>Evaluation</strong></td>
<td>By 5-31-2018</td>
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Our story-CCBC Online

CCBC Internal Review Initiative

- Fall 2015 QM Internal Review Initiative
Our story-CCBC Online

CCBC Internal Review Initiative

• Fall 2016, Fall 2017 and beyond
CCBC Quality Matters

QM Trained Faculty
May 2015-September 2017
105 APPQMR (F2F)
19 APPQMR (Online)
Certified Peer Reviewers - 68
CCBC Internal Review

- Fall 2015
  32 courses
- Fall 2016
  21 courses
- Fall 2017
  31 courses
QM External Reviews

- 4 - FY12/13
- 7 – FY13/14
- 7 – FY14/15
- 6 – FY15/16
- 7 – FY16/17
- 1 – FY17/18
Challenges and Solutions

- Faculty Buy-in
- Intellectual Property Rights
- Academic Freedom
Challenges and Solutions

Gaining support of people in supervisory roles
Challenges and Solutions

- Shared Governance
- College Senate
- The Administration
Challenges and Solutions

• Student Input
The story continues
Questions

• Thank you