Cultivating a Sustainable Quality Assurance Program

Quality Matters
Regional Conference
Towson University
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The Community College of Baltimore County
Presenters

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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
Who are you?

Community College

Four Year

Four Year Private

Other
CCBC Online – The Numbers

• Online Sections offered
  – FY 2009 – 737
  – FY 2018 – 1173 = 59%

• Online FTE
  – FY 2009 – 1310.81 (10.2% total)
  – FY 2018 – 2241.53 (19.4% total) = 90%
CCBC Online – The Numbers Continued – Spring 2018

• # of Sections Online/Blended
  – 569 = 6.36%

• # of Enrollments for all sections
  – 10,165 = 29.9% total (duplicated headcount)

• # of Full-time & Adjunct faculty
  – 250 (unduplicated)
Online Courses – Your Numbers

Fewer than 25
More than 50
More than 100
Too many to count
Our story-CCBC Online

Online courses grassroots, faculty driven

Prior to 2008 faculty created their own distance learning course.

Source: pixabay.com
Your Story

What is the driving force of online learning at your institution?

- Faculty/Grassroots
- Administration
- Combination
- There is no driving force

Source: pixabay.com
CCBC Online

2008 - Distance Learning Task Force
2009 - Instructional Technology Department Creation

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
Our story-CCBC Online

2017

• Early Online and Blended Course Opening
• Netiquette in Online and Blended Courses
• Hiring of Executive and Asst. Deans of Online Learning
• Creation of Department of Online Learning
Your story

Online Learning Committees and/or Initiatives

Yes
No
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
Your Concerns

Student Success
Retention Rates
Quality Assurance
Faculty Preparation
All the above

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

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

CCBC Internal Review Initiative Timeline

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

| Step 8: Faculty submits Review Outcome Response Form | By 2-12-2018 |
| Step 9: Faculty revises Course (if needed) - 6 weeks | 2-12-2018 to 3-23-2018 |
| Step 10: Faculty, Team Chair and Online Quality Assurance Coordinator participate in Follow-Up Review (if needed) - 4 weeks | 3-26-2018 to 4-27-2018 |
| Step 11: Faculty, Team Chair and Online Quality Assurance Coordinator participate in Final Review (if needed) – 4 weeks | 4-30-2018 to 5-25-2018 |
| Step 12: Faculty prints Certificate and completes Evaluation | By 5-31-2018 |
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
Student Impact

External Reviews since 2013
32 courses
12,401
Institutional courses
Highly enrolled
Student Impact

Internal Reviews since 2016
58 courses
1183 students
Individual faculty sections
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
Your Challenges
The story continues

Student Online Learning Readiness Orientation Course and Video

Required Teaching Online Course for Faculty

Course Development Procedures
Questions

Thank you