Moving Beyond Compliance
A COLLABORATIVE AND CONTEXT-SPECIFIC FRAMEWORK FOR INTERNAL QM REVIEWS
QUALITY IN ONLINE COURSES

“quality as a descriptive term in higher education is notoriously hard to define”

MEYER (2002)
EXPERIENCE
internal review of online courses

FINDINGS
findings and lessons learned

TRANSFERABILITY
a context-specific framework
ONLINE LEARNING

Johns Hopkins Carey Business School

INSTITUTIONAL CONTEXT
Who are we and where are we from

ONLINE PROGRAMS AND PARTNERSHIPS
History and academic partnerships

GROWTH OF ONLINE LEARNING
Trajectory of growth and accreditation
QUALITY ASSURANCE

How do we define quality?

How do we integrate quality assurance in online course development?
OUR STUDY

INTERNAL QM REVIEW

Evaluate the quality of our online courses using a research-based rubric
INTERNAL QM REVIEW METHODOLOGY

Establish clear goals and objectives
Focus on bigger outcomes
Establish a team with expertise
Establish timelines, processes, roles
Debrief during key milestones
Keep notes during the process
Look for common themes across courses
Identify areas for improvement
Focus on the institutional context
Move beyond compliance
<table>
<thead>
<tr>
<th>Subject</th>
<th>Points</th>
<th>Result</th>
<th>Standards Not Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Communication</td>
<td>88</td>
<td>N/M</td>
<td>Essential (3 pt)</td>
</tr>
<tr>
<td>Statistical Analysis</td>
<td>89</td>
<td>N/M</td>
<td>2.4 The relationship between learning objectives or competencies and course activities is clearly stated.</td>
</tr>
<tr>
<td>Marketing Management</td>
<td>90</td>
<td>N/M</td>
<td>4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.</td>
</tr>
<tr>
<td>Investments</td>
<td>90</td>
<td>N/M</td>
<td>8.2 Information is provided about the accessibility of all technologies required in the course.</td>
</tr>
<tr>
<td>Business Leadership and Human Values</td>
<td>93</td>
<td>N/M</td>
<td>Very Important (2 pt)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4.3 All instructional materials used in the course are appropriately cited.</td>
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<tr>
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<td>Important (1 pt)</td>
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<td>1.7 Minimum technical skills expected of the learner are clearly stated.</td>
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<td>6.5 Links are provided to privacy policies for all external tools required in the course.</td>
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</tbody>
</table>
FINDINGS

TECHNICAL AND TECHNOLOGY ISSUES

INSTRUCTIONAL DESIGN ISSUES

INSTITUTIONAL ISSUES
LESSONS LEARNED

Importance of internal QM reviews
Institutional collaboration
QA beyond technical compliance
Context-specific considerations
Quality Matters Underlying Principles

- Collaborative
- Continuous
- Centered
- Collegial

Context-Specific
QUALITY+

Collaborative and Context-Specific Framework for Internal QM Reviews
a framework that situates quality beyond mere compliance by prompting consideration of context-specific factors that can significantly influence online course quality