While we are waiting . . .

Introduce yourself to the folks around you and ask them this question:

“What process does your institution follow to help ensure quality in blended/online education?”
Raising the Bar:

AN INSTITUTION’S JOURNEY TO SUSTAINABLE QUALITY IN ONLINE EDUCATION
What’s in it for you . . . .
1. Identify methods to promote growth and acceptance of QM as a benchmark for online education in an institution

2. List mechanisms by which sustainability for quality online education may be achieved

3. Develop a strategy for investigating the launching, sustaining or rejuvenating of QM at your own institution.
Let’s start at the beginning . . .
“That’s a very good place to start . . .”
Interest began . . .
A three-pronged approach . . .

- For Learners
  - Reduce barriers
  - Increase learning, retention and satisfaction

- For Institutions
  - Increase QM-trained faculty and QM-certified courses
  - Increase access to coordinated Professional Development

- For the Minnesota State System Office
  - Develop an implementation plan that demonstrates statewide commitment to high quality online education resulting in national recognition
Perfect timing!

Photo by Jon Tyson on Unsplash
Our evolution occurred in stages . . .
Stage 1: Initial Steps

- eLearning Team formed
  - Support Quality Matters needs
  - Support LE needs (D2L)
  - QMC appointed

- May 2013 – First 2 courses QM-certified
"In the Q"
Stage 2: The “Honeymoon”

- Increase number of institution Peer Reviewers

- 11 course reviews put forward by 8 faculty were completed in a 12 month period, May 2013 – May 2014
Stage 3: The “Bloom is OFF the Rose”

- Course reviews steady
- Participation in QM workshops/courses decreasing
- We were sad! 😞
Stage 4: “There’s Hope”
What can we do to move our online presence to the next level?
Stage 5: Resurgence

- Effective Online Teaching
- Orientation to Online Learning
- Faculty Toolkit for Course-specific Orientation
Stage 6: Eureka!

https://thepubscout.blogspot.com/2016/03/the-secret-pub-on-w-33rd.html
1. Criteria for a successful online program

- Workgroup formed
- elearning Team, Technology Committee
- Collect information – online initiatives at other institutions
1. Result = HTC Online Initiative
2. A NEW Strategic Plan

Quality Education
2. Began addressing the Quality “Pie”
2. But wait . . . There’s more!

- Orientation to Online Learning
- Learner Readiness
- Course Design
- Course Delivery
- Course Content
- Pedagogy/Andragogy
- Institutional Infrastructure
- LE (D2L)
- Faculty Readiness
- Academic Support
- Learner Support
- Online Library, Online Tutoring, Virtual Conferencing
- Enrollment Services, Student Services
- IT organization
- Prof. Dev. Opportunities
- Master Course Template and Prof. Dev. Opportunities
What is it?

- The focus of the plan is to provide training and to support faculty in the design of high quality online courses.

- Training and support will emphasize the fundamentals of course design, advanced course design concepts, academic technology needs and everything in between!
HTC Online Criteria are based on . . .

- Universal Design for Learning
- Quality Matters
- Online Teaching Skill Set
- Nationally Recognized Best Practices

Photo credit: Iconfinder.com
HTC Online – A New Vision

1. Consistent quality and consistent learner experience
2. Ongoing collaboration among faculty to share best practices
3. Ongoing peer review of courses
4. Application of leading edge tools and methodology
5. Broad reach to learners beyond current markets
## HTC Online – A Value Proposition

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<tr>
<td><strong>Learners</strong></td>
<td>• Consistent quality and experience in online courses</td>
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<td>• Online access to HTC support resources</td>
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<td>• Support preparing for online classes</td>
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<td></td>
<td>• Improved success</td>
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<tr>
<td><strong>Faculty</strong></td>
<td>• Professional development to improve online skills</td>
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<td>• Added support for bringing new courses online</td>
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<td></td>
<td>• Access to “leading edge” online education techniques</td>
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<td>• All while maintaining control of content and teaching</td>
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<tr>
<td><strong>Institution</strong></td>
<td>• Improved student success rates</td>
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<td>• Increased enrollment in current markets</td>
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<td>• Access to new markets outside the Twin Cties</td>
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<td>• Accreditation</td>
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[Photo by Jimi Filipovski on Unsplash](https://unsplash.com/photo-by/JimiFilipovski)
Our current online “footprint”

Courses
118 Online Courses
34 Courses Quality Matters Certified

Faculty
53 Quality Matters Trained Faculty

Students
Supporting Over 700 Online Students

Spring 2018
Our current online “footprint”
Our current online “footprint”

Number of Students enrolled in online courses, FY 2012-2016

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Number of Students</th>
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<tbody>
<tr>
<td>12</td>
<td>440</td>
</tr>
<tr>
<td>13</td>
<td>455</td>
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<tr>
<td>14</td>
<td>525</td>
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<td>15</td>
<td>556</td>
</tr>
<tr>
<td>16</td>
<td>634</td>
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</tbody>
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We know we have the opportunity to build on this foundation to improve student success rates and grow enrollment.
Quality Course Design
• Quality Matters Rubric
• Inclusive Design
• Accessibility
• Standardized Template for online course design

Faculty Professional Development
• Effective Online Teaching
• APPQMR workshop
• PRC Course

Infrastructure
• Student Readiness
• Online Access to HTC Learner Resources & Services
• LMS Support
Plan of Action – Spring 18

- Identify pilot faculty to launch course in HTC Online for Fall 18 semester
  - 5 faculty, all members of eLearning team or Tech Cmte
  - Used the Master Template for Online Course Design
  - Offered feedback and suggestions for revisions
Plan of action – Fall 18

- Invitation to become part of HTC Online Spring 19 cohort sent to 21 faculty
- 19 faculty responded positively to invitation

September 2018

- Organizational Meeting – Identify HTC Online courses
- Committed faculty enrolled in Master Template for Online Course Design D2L shell
- Mentors assigned
- Faculty begin work
Plan of action – Fall 18

- October and November 2018
  - Cohort meeting – updates, progress etc.

- Goal – Identified course meets Master Template Standards and is ready to launch for Spring 19 semester
Plan of action – Spring 19

- Identified courses launched under HTC Online banner
- QM certified courses up for renewal are recertified
- Faculty engage in one Professional Development opportunity as per HTC Online criteria
Plan of Action – Spring 19

- Identify additional faculty for Fall 19 cohort

- Launch “Effective Online Teaching” course – Spring 19 cohort as “guinea pigs”

- Revise EOT course based on faculty feedback
In the “works”

- Data Steering team for the Online Initiative
- Investigations into remote proctoring services
- “Orientation to Online Learning” workshop pilot
- Development of EOT course for HTC faculty
Current Support system

- We have a BUDGET!
- HTC Online Coordinator (is QMC too)
- Academic Support Specialist and D2L CSA
- D2L Trainer
- CIO, Provost, President
Major challenges

https://pragmaticarchitect.files.wordpress.com/2015/11/herding-cats.jpg
Major challenges

Consistency is the building block of trust

https://theotherbottomline.files.wordpress.com/2014/07/consistency.jpg
Major challenges
Recap – Promote awareness and acceptance of QM

- eLearning Team
- PD opportunities through QM organization and MOQI
- “In the Q” Newsletter
- Networking with faculty
Recap – Sustainability of QA

- Senior admin buy-in and support
- Capturing budget funds – online tuition differential?
- Designated personnel
- Intentional PD plan
Recap – Strategy for launching, sustaining or rejuvenating QM

Your institutional strategies depend on your current state of affairs . . .
My message for you . . .

DON'T GIVE UP.
GREAT THINGS TAKE TIME.
Resources

► Syllabus template
► Course Schedule template
► Module Overview template