Renewed Quality in Distance Education through Collaborative Evaluation

Presented by:

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Session Outcomes

During or at the conclusion of this session, participants will:

- Identify strategies for conducting a collaborative evaluation of distance education.

- Examine the value of collaborative quality assurance in advance of an accreditation review.

- Align various accreditation standards with Quality Matters.

A History of Samford's Online Offerings and Growth 2014-2015 to 2015-2016

217% increase in Professional Studies enrollments

146% increase in Graduate enrollments
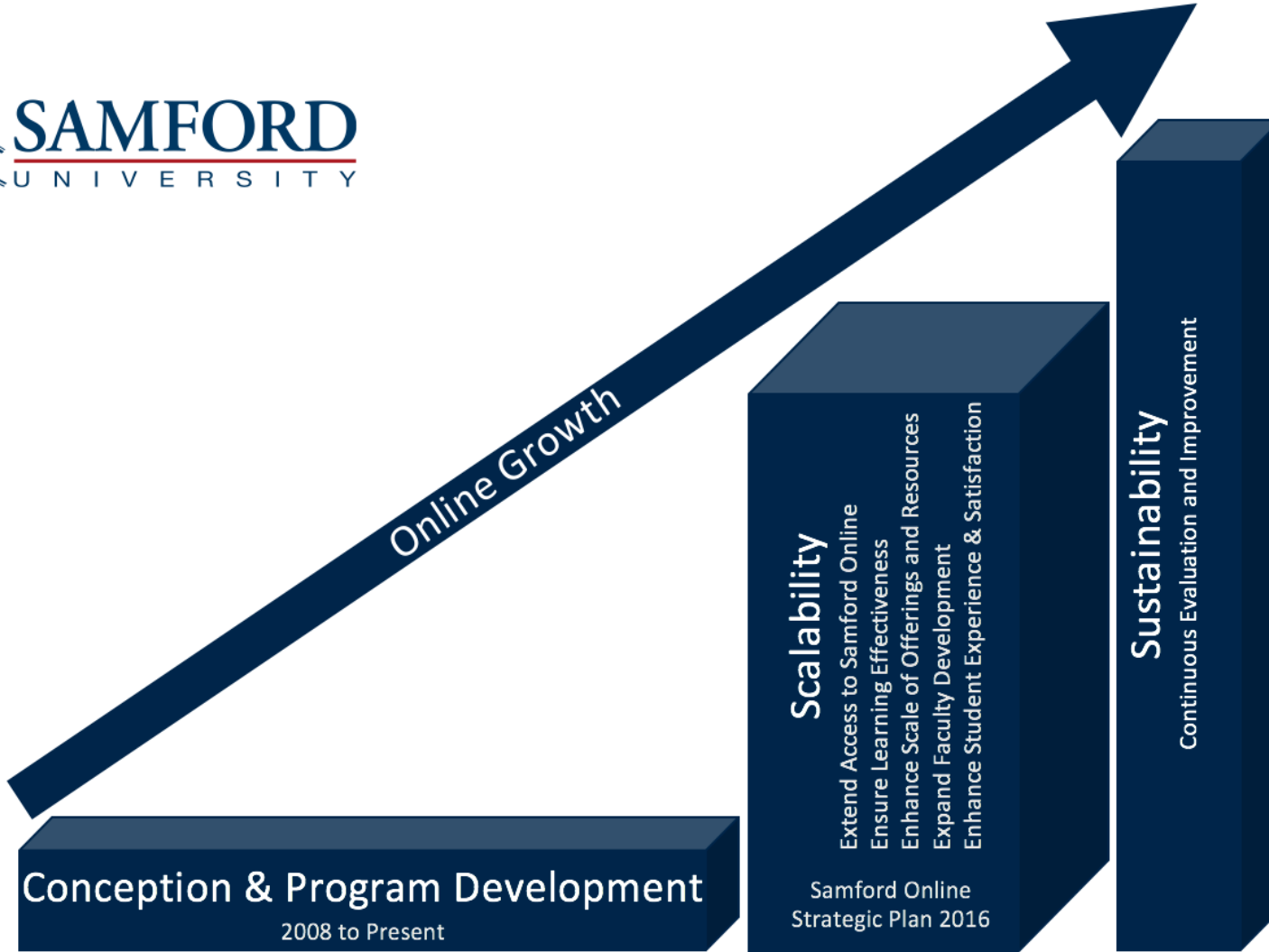
- In response to growth and infrastructure needs, the Online Task Force was created

- Composition of the Task Force was critical

  - Pulled in the supporters and the **naysayers**

- Used the opportunity for assessment

  - Chose assessment tools carefully

- Used the opportunity to develop a culture of collaboration

The Assessment Tools & Methodology

- SACSCOC Standards (2nd Edition at the time)
  - Identification of all references to the SACSCOC *Policy Statement on Distance and Correspondence Education (*33 standards include in the assessment)
- The Online Learning Consortium's Quality Scorecard for the Administration of Online Programs
  - Qualtrics survey created to assess all nine areas of the Scorecard

Challenges ➡️ Recommendations Identified by Samford

11 Actions Recommended by Task Force

1. Clear vision of Samford Online
2. Central Office as a resource
3. Online policies / procedures
4. Minimum standards for accessibility
5. Comprehensive training program
6. Intellectual Property Policy for Online content

7. Educational technology evaluation
8. Additional support staffing
9. Collection of FAQs and resources
10. Exploration of spiritual formation component
11. Assessment plan

Task Force

- SACSCOC Standards / OLC Quality Scorecard

Report of the Task Force

- 11 Recommendations Submitted
- Sub-committee of Task Force Charged with Creation of Samford Online Strategic Plan

Online Strategic Plan

- Aligned with Institutional Strategic Plan
- Five Goals; Five Objectives, 11 Initiatives (based on Task Force Recommendations)
- Development of an Operational Plan / Ongoing Annual Assessment

Samford University's Quality Assurance Program

Samford Approved Online Course
This internal level of approval includes a broad application of the eight QM general standards plus Samford's credit hour policy. This review is conducted by one of Samford's QM trained Instructional Designers.

Seal of Excellence
This internal level of approval is achieved when the course meets all 23 QM Essential standards plus Samford's credit hour policy. This review is conducted by a two-person review team trained in applying the QM rubric and at least one of the two members certified as a Peer Reviewer or Master Reviewer.

QM Certified Course
This official review can occur through either an internal or external QM peer review process. This review is conducted by a three-person peer review team consisting of a Master Reviewer, an External Reviewer and a Subject Matter Expert, all of whom are certified QM Peer Reviewers.

Snapshot of Operational Plan Developed for Continued Assessment

Initiative #5	The development of a comprehensive training program for all online faculty.		
Details	**Response**	**Date**	**Budget**
Action 1	Development of a comprehensive training program for faculty teaching distance education courses.	Spring 2018	Faculty facilitator for online training course / mentorship program
Personnel Responsible	OLTF, School of Education, Center for Teaching, Learning & Scholarship, Technology & Learning Center	Ongoing. UPDATE: 76 training participants Spring 2018 training enrollments increased to a total of 307	
Criteria for Success	Development and release of faculty development schedule specific to distance education; Launch of online training course and faculty mentorship program; 6 "Lunch & Learn" sessions per academic year; Training sessions for staff supporting online faculty		$4,000 per offering [twice per year] = $8,000 6 "Lunch & Learn" sessions per

- Continual Collaboration & Assessment of Distance Education

- Samford's New Distance Education Compliance Rubric

  - Based on New SACSCOC Standards (3rd Ed. 2018); Standards with Reference to Distance Education; *Distance & Correspondence Education Policy*; *Appendix C: Guidelines for Addressing Distance Education*

  - Utilized by all Distance Education Programs

  - A Basis for Collaborative and Continued Discussion

Snapshot of SACSCOC / Quality Matters Alignment Guide Created by Samford University

SACSCOC Standards		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.

Email **SamfordOnline@Samford.edu** and put "Guide" in the subject line to receive the full Document.

- Results of Institutional Reflective Evaluation:

  Viral Collaboration

- Faculty Success Collaborative
- Innovate Course Design Institute
- Faculty Connect Institute