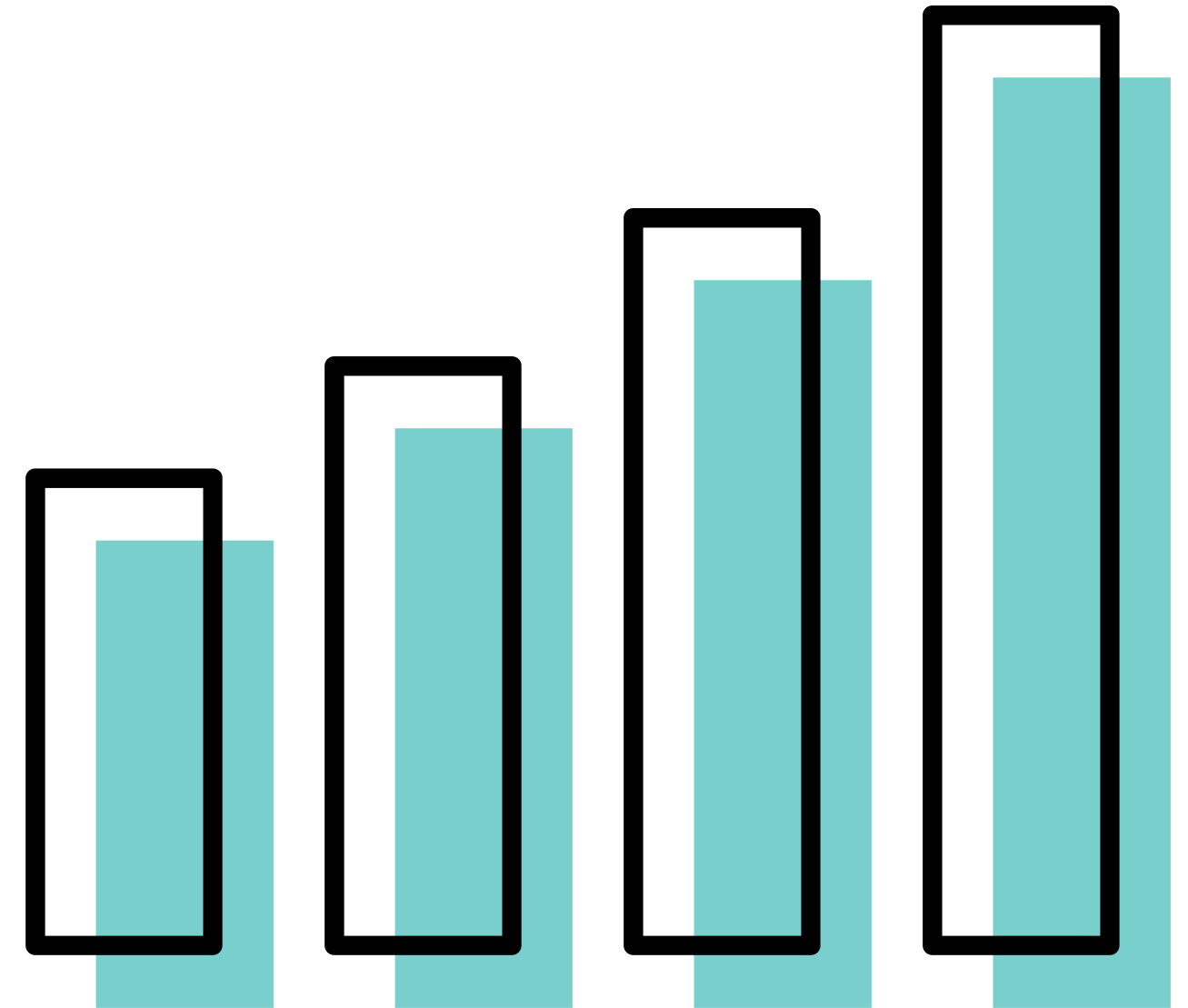


SETTING THE BAR:

Why Faculty Buy-in and Quality Assurance are Important for Community Colleges





J. CODY MOYER
District Director, Learning Technology and Leadership Development



CARLEIGH OKWALI
Instructional Designer



KATIE RAGSDALE
Instructional Designer



ABOUT POLK STATE



LOCATIONS

2
CAMPUSES

3
CHARTER HIGH SCHOOLS

4
CENTERS



ABOUT POLK STATE

ENROLLMENT

UNDUPLICATED HEADCOUNT

12,865

INSTRUCTORS

760

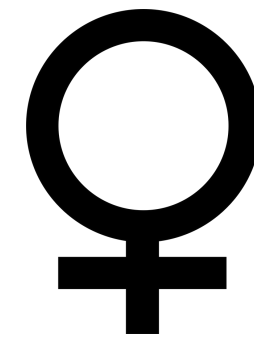
PART-TIME STUDENTS

71%

FULL-TIME STUDENTS

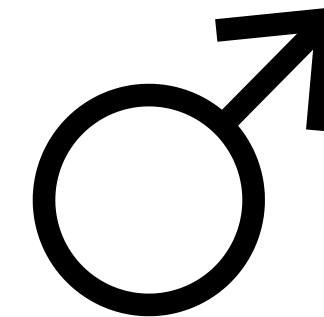
29%

DEMOGRAPHICS



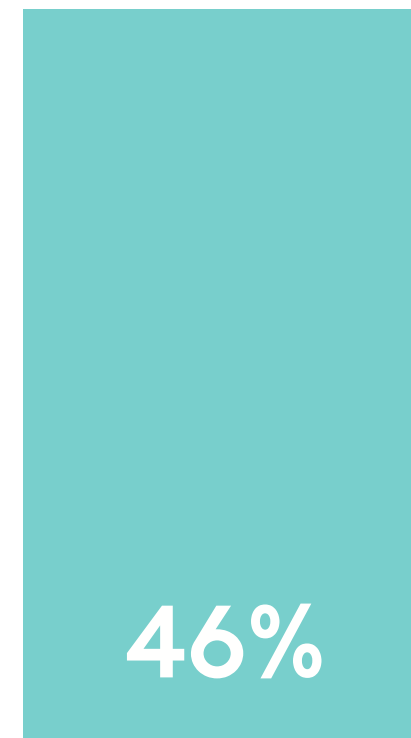
FEMALE

63.7%



MALE

35.5%



WHITE



HISPANIC



BLACK



OTHER



OVERVIEW & OBJECTIVES

Identify strategies for implementing quality assurance to empower change.

Identify practical administrative processes to implement a shift toward quality online course design.

Build buy-in and efficacy with faculty initiatives in order to promote adoption.



Kahoot!



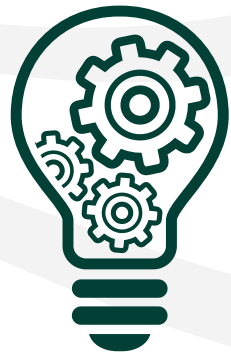
OUR STARTING POINT

2020



Support

- 2 Full-Time Technologists and 1 Director
- 760 Faculty (Including Adjuncts)
- 13,000 Students
- Online Teaching Certification (Some Exposure to QM)



Teaching and Learning Innovation Centers

- 2 Part-Time Lab Assistants
- 2 Campus Locations
 - Recording Studio / Instructional Video Services
 - Technology Check-out and Support
 - eLearning and Multimedia Activities



Distance Learning Committee

- Governance for DL
- Selection of 3rd-Party Tools
- Quality Matters Certification (Optional, Elective Process, Tied to Course Development)



DISTANCE LEARNING ENROLLMENT DATA

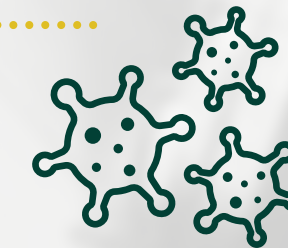
2018-2019

100% ONLINE: 27.78%

2019-2020

100% ONLINE: 31.14%

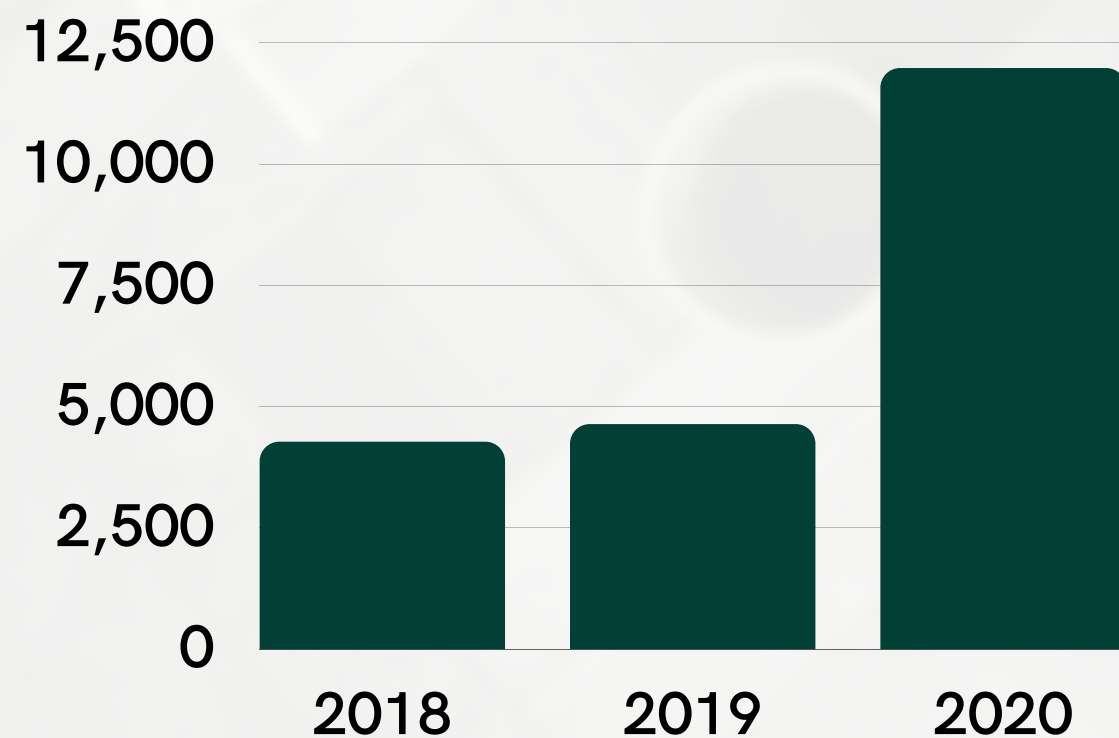
COVID 19
March 2020



2020-2021

100% ONLINE: 86.36%

Exclusively Online
Enrollments



CURRENT REPORTING DATA

FALL 2021 - 2022 (IPEDS)

Exclusively Distance Learning - 4,692 [52%]

Enrolled in at least one DL Course - 2,495

No online enrollments - 1,857

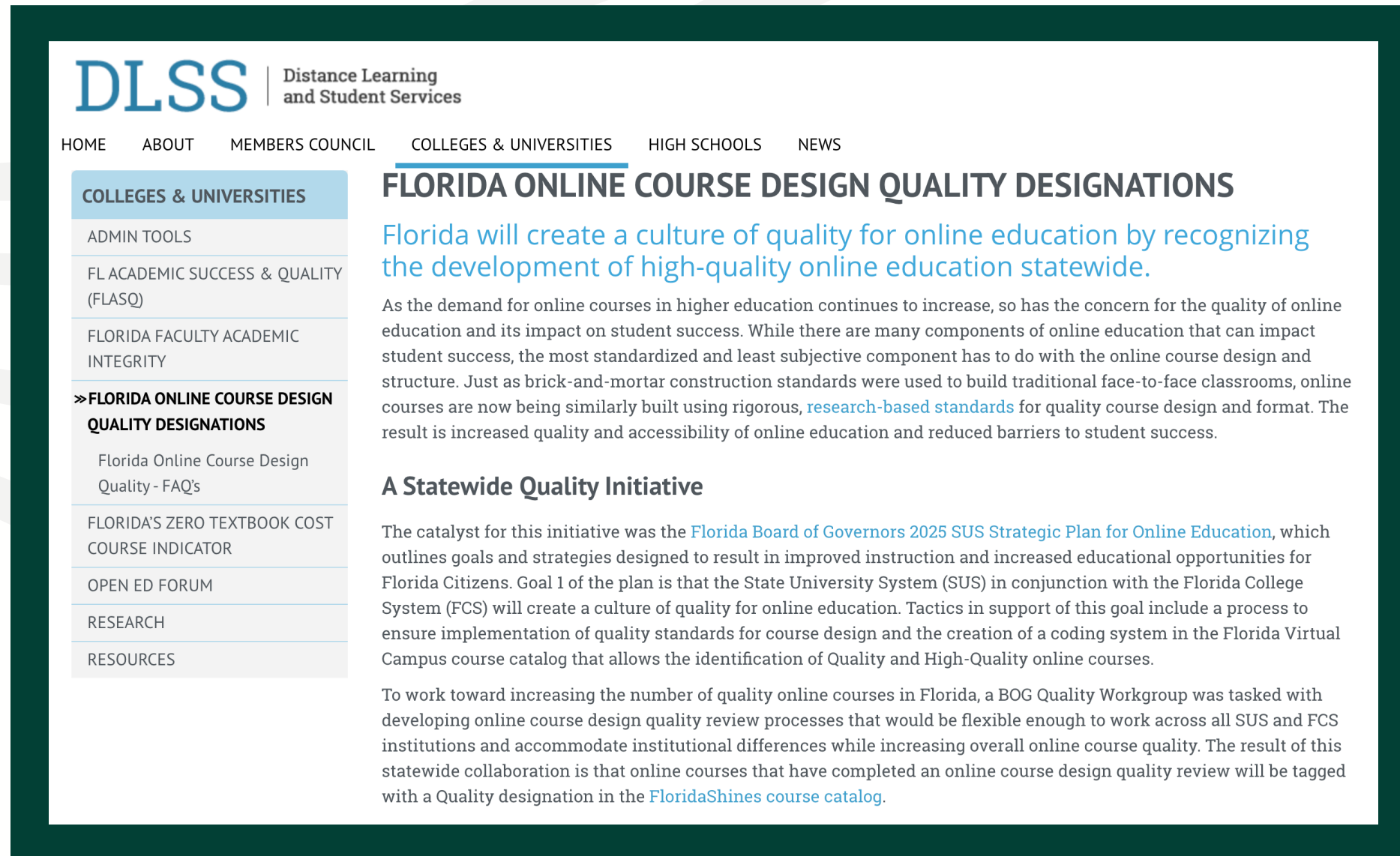
79%

of students enrolled in at least one distance learning course.



STATE OF FLORIDA INITIATIVE

Established in 2020



The screenshot shows the DLSS (Distance Learning and Student Services) website. The header includes the DLSS logo and navigation links: HOME, ABOUT, MEMBERS COUNCIL, COLLEGES & UNIVERSITIES, HIGH SCHOOLS, and NEWS. A left sidebar menu lists various categories, with 'FLORIDA ONLINE COURSE DESIGN QUALITY DESIGNATIONS' highlighted. The main content area features the title 'FLORIDA ONLINE COURSE DESIGN QUALITY DESIGNATIONS' and a blue link: 'Florida will create a culture of quality for online education by recognizing the development of high-quality online education statewide.' Below this is a paragraph explaining the initiative's purpose and a sub-section titled 'A Statewide Quality Initiative' which details the catalyst (the 2025 SUS Strategic Plan) and the goals of the quality workgroup.

DLSS | Distance Learning and Student Services

HOME ABOUT MEMBERS COUNCIL COLLEGES & UNIVERSITIES HIGH SCHOOLS NEWS

COLLEGES & UNIVERSITIES

ADMIN TOOLS

FL ACADEMIC SUCCESS & QUALITY (FLASQ)

FLORIDA FACULTY ACADEMIC INTEGRITY

» FLORIDA ONLINE COURSE DESIGN QUALITY DESIGNATIONS

Florida Online Course Design Quality - FAQs

FLORIDA'S ZERO TEXTBOOK COST COURSE INDICATOR

OPEN ED FORUM

RESEARCH

RESOURCES

FLORIDA ONLINE COURSE DESIGN QUALITY DESIGNATIONS

[Florida will create a culture of quality for online education by recognizing the development of high-quality online education statewide.](#)

As the demand for online courses in higher education continues to increase, so has the concern for the quality of online education and its impact on student success. While there are many components of online education that can impact student success, the most standardized and least subjective component has to do with the online course design and structure. Just as brick-and-mortar construction standards were used to build traditional face-to-face classrooms, online courses are now being similarly built using rigorous, [research-based standards](#) for quality course design and format. The result is increased quality and accessibility of online education and reduced barriers to student success.

A Statewide Quality Initiative

The catalyst for this initiative was the [Florida Board of Governors 2025 SUS Strategic Plan for Online Education](#), which outlines goals and strategies designed to result in improved instruction and increased educational opportunities for Florida Citizens. Goal 1 of the plan is that the State University System (SUS) in conjunction with the Florida College System (FCS) will create a culture of quality for online education. Tactics in support of this goal include a process to ensure implementation of quality standards for course design and the creation of a coding system in the Florida Virtual Campus course catalog that allows the identification of Quality and High-Quality online courses.

To work toward increasing the number of quality online courses in Florida, a BOG Quality Workgroup was tasked with developing online course design quality review processes that would be flexible enough to work across all SUS and FCS institutions and accommodate institutional differences while increasing overall online course quality. The result of this statewide collaboration is that online courses that have completed an online course design quality review will be tagged with a Quality designation in the [FloridaShines course catalog](#).

Quality Designation

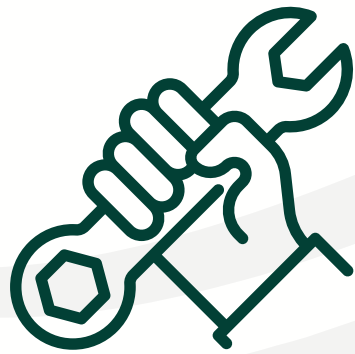
- Reviewed by 2 QM Trained Reviewers
- Institution's Quality Course Design Rubric
- Meets 23 QM Essential Standards
- Accessibility is Provisioned

High Quality Designation

- Reviewed by 3 QM Trained Reviewers
- Meets 23 QM Essential Standards
- Receive 85% QM Score Overall
- Accessibility Provisioned within QM Standards



OUR STANDARDS FOR QUALITY



ASSESSMENT MEASURES

- QM Review Process [Elective]
- Student Perception of Instruction (SPI)
- Faculty Online Observation Form (FOOF)
- Guidelines for Teaching Online (GFTO)
- Procedure 1001 [Communicating Course Information]



STANDARDS

- State Requirements for Quality Designation
- Quality Matters 23 Essential Standards



FACULTY BUY-IN

- Distance Learning Committee
- Faculty Senate Approval



QUALITY ONLINE COURSE RUBRIC

Organization and Content

- 4 Standards
- Major Elements
 - Course Schedule
 - Office Hours
 - Organization/Structure
 - Accessibility

Learning Assurance

- 8 Standards
- Major Elements
 - Measurable Objectives
 - Alignment
 - Interactivity

Faculty/Student Interaction

- 4 Standards
- Major Elements
 - Clear Communication
 - Clear Expectations
 - Course Instructions
 - Support Services



LET'S MAP IT ACTIVITY

1. SPLIT INTO 4 GROUPS
2. EACH GROUP WILL BE ASSIGNED A SET OF RUBRIC STANDARDS
3. EACH GROUP MUST MAP THE RUBRIC STANDARDS TO THE CORRESPONDING QM ESSENTIAL STANDARD
4. YOU HAVE 10 MINUTES
5. EACH GROUP WILL JUSTIFY THEIR CHOICES



MAP OF STANDARD ALIGNMENT

1. Organization and Content	
Standard	Elucidation
1.1 Course schedule or outline provided within course information or syllabus. [QM Standard 1.2, SPI.1, FOOF.12, GTO A.1, GTO A.3]	QM Standard: 1.2 Learners are introduced to the purpose and structure of the course.
	SPI: 1 Class began on scheduled start date and course schedule was provided
	FOOF: 12 The course has appropriate instructions, evaluative criteria, and due dates for activities or assignments.
	GTO: A.1. "Course Outline/Schedule" A.3. "Navigation" overview of online components of the course

1. Organization and Content			
Quality Course Standard	Pts.	Clarification	Evidence
1.1 Course schedule or outline provided within course information or syllabus. (SPI.1, FOOF.12) [QM Standard 1.2, SPI.1, FOOF.12, GTO A.1, GTO A.3]	1	Suggested Examples: <i>a. Add due dates for assignments which will auto-populate the course schedule in the Syllabus tool, use of this tool would be necessary for this option.</i> <i>b. Name modules with time frames for completion or include information in a module overview.</i> <i>c. Include a course schedule document outlining semester and required activities.</i> <i>*Goal: Information is provided to help learners understand the purpose of the course and how the learning process is structured and carried out.</i>	Provide evidence why your course meets, does not meet, or needs revision here. a. Insert evidence here... b. c.



Kahoot!



STRATEGIES FOR BUY-IN

STATE-LEVEL RECOGNITION

- State Quality Initiatives
- Strategic Plans

ADMINISTRATIVE SUPPORT

- Open Communication
- Positive Relationships with Faculty Leaders

EXISTING EVALUATIVE MEASURES

- Quality Matters
- Procedures
- Online Teaching Guidelines

FACULTY INPUT

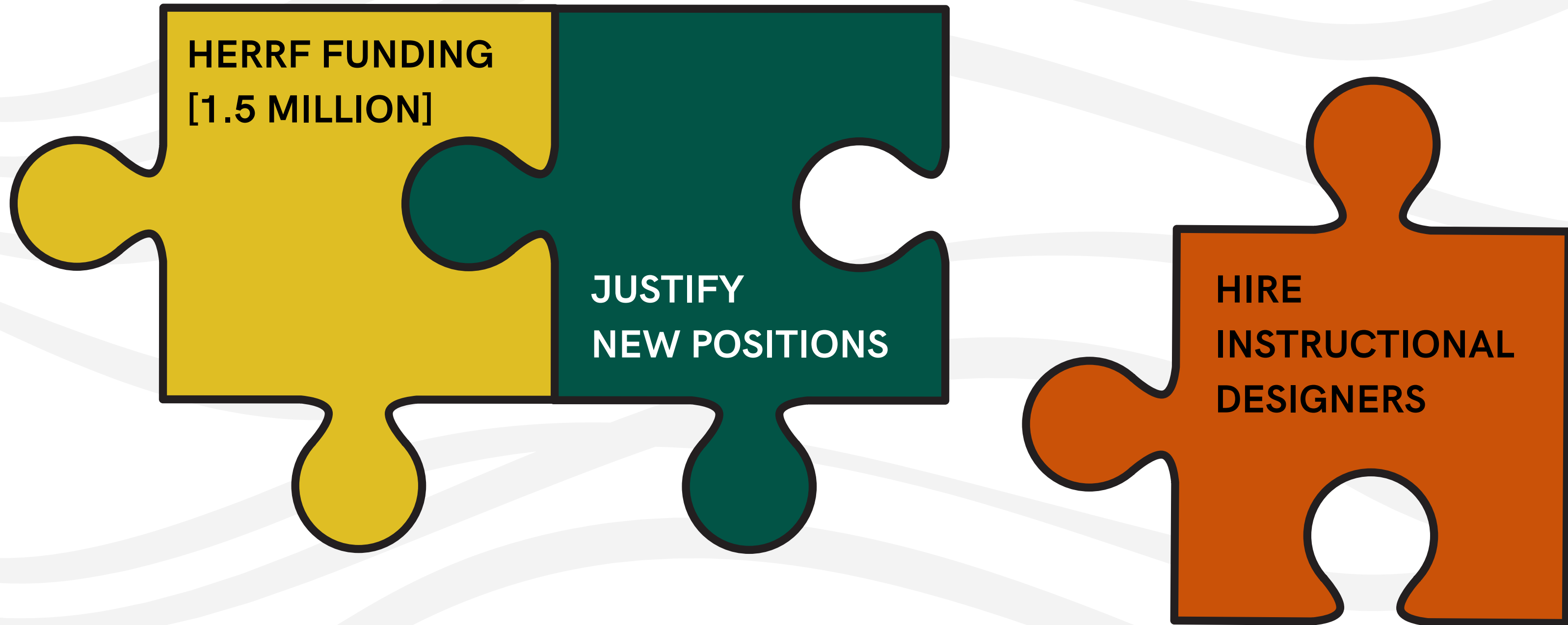
- Voices Heard
- Committees
- Workgroups
- Surveys

STUDENT SUCCESS

- Institutional Mission
- Strategic Planning



PUTTING THE PUZZLE TOGETHER

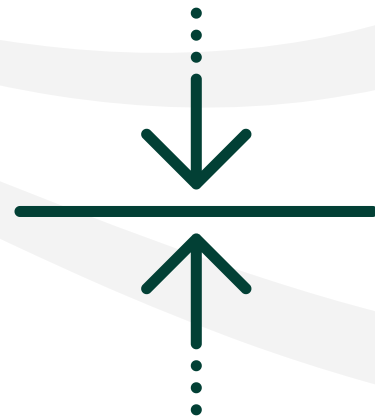


FRAMING OUR STANDARD



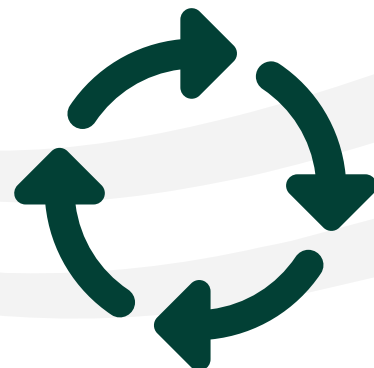
STANDARDS FOR QUALITY | RUBRIC

- Implementation of Rubric - Key Components
 - Faculty Self-Review
 - Community of Practice
 - One on One ID Meetings
- Establish a College-level Bar of Quality From Which to Build Upward



BASELINE DATA

- Fall 2021 Online Course Offerings
 - Introductory Scores Based on the Quality Online Course (QOC) Rubric
- Existing QM-Certified Courses



QUALITY DESIGNATION PROCESS

- Development of Quality Online Course Design Seminar
 - Learning Theory
 - ID Models
 - Interactivity and Engagement Strategies
- Recognition
 - Badging, LinkedIn, FL Shines



OUR PROGRESS



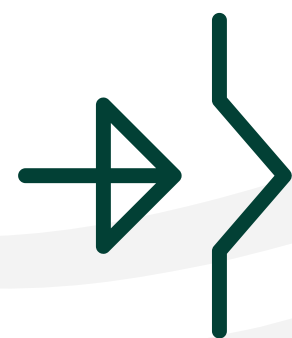
Participants

- 44 Faculty Completed
- 55 Courses Designated Q
 - 37 Courses Designated HQ
- 27 Additional Reviews in progress



In Progress

- 27 Faculty
- 29 Courses



Impact

- 108 Course Sections
- 2170 Students Enrolled



GROWTH

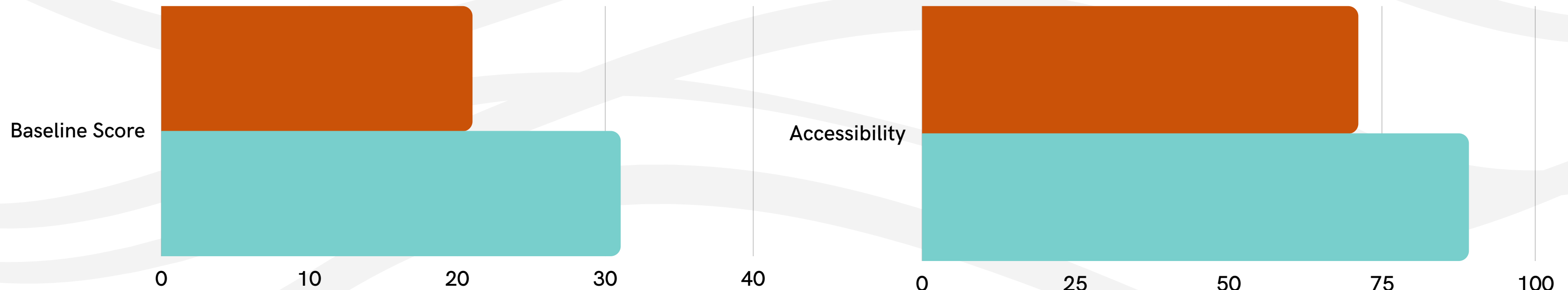
Quality Scores

- Course Quality Scores Increased by 34%
 - Baseline Score - 20 points*
 - Final Score - 31 points*

*Minimum 27 Required to Pass Out of 32 Possible

Accessibility Score

- ALLY Accessibility Scores Increased 18%
 - Highest Growth of 36%



TAKING IT HOME

Identify strategies for implementing quality assurance to empower change.

- Capitalize on State Initiatives Where Possible
- Utilize Existing Evaluative Measures to Reduce Barriers
- Tie it to Student Success

Identify practical administrative processes to implement a shift toward quality online course design.

- Identify State-wide or Institution-wide Strategies that Promote Quality
- Build Positive Relationships with Key Faculty Leaders and Administrators
- Provide Practical Application

Build buy-in and efficacy with faculty initiatives in order to promote adoption.

- Build in Opportunities for Recognition
- Provide Meaningful Compensation
- Utilize Faculty Voices in the Process
- Garner Support from Administration
- Recruit Faculty that Will Promote Your Process



THANK YOU!

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