



Scaling Up: Navigating Pitfalls When Ambitions Outpace Infrastructure in Growing Certified Courses

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Objectives

- Recognize building blocks for scaling up
- Recognize differences between internal and external (official) QM reviews
- Discuss mechanism(s) for how instructional designers support faculty advancement to official QM certification



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Pitfalls

- Respectful of hard work
- Not criticisms
- Be reflective
 - Gain lessons learned
 - Improve faculty experience
 - Improve personnel experience providing faculty support



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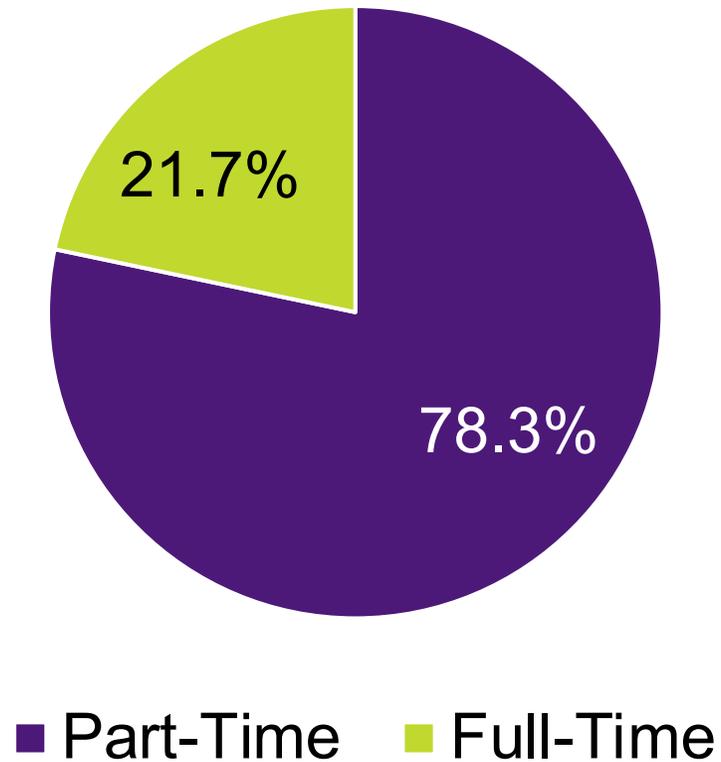
Austin Community College

- More than 70,000 students
- District campus
 - 11 Campuses
- Certificate, associates, and bachelors
 - 10 areas of study
 - 100 programs of study

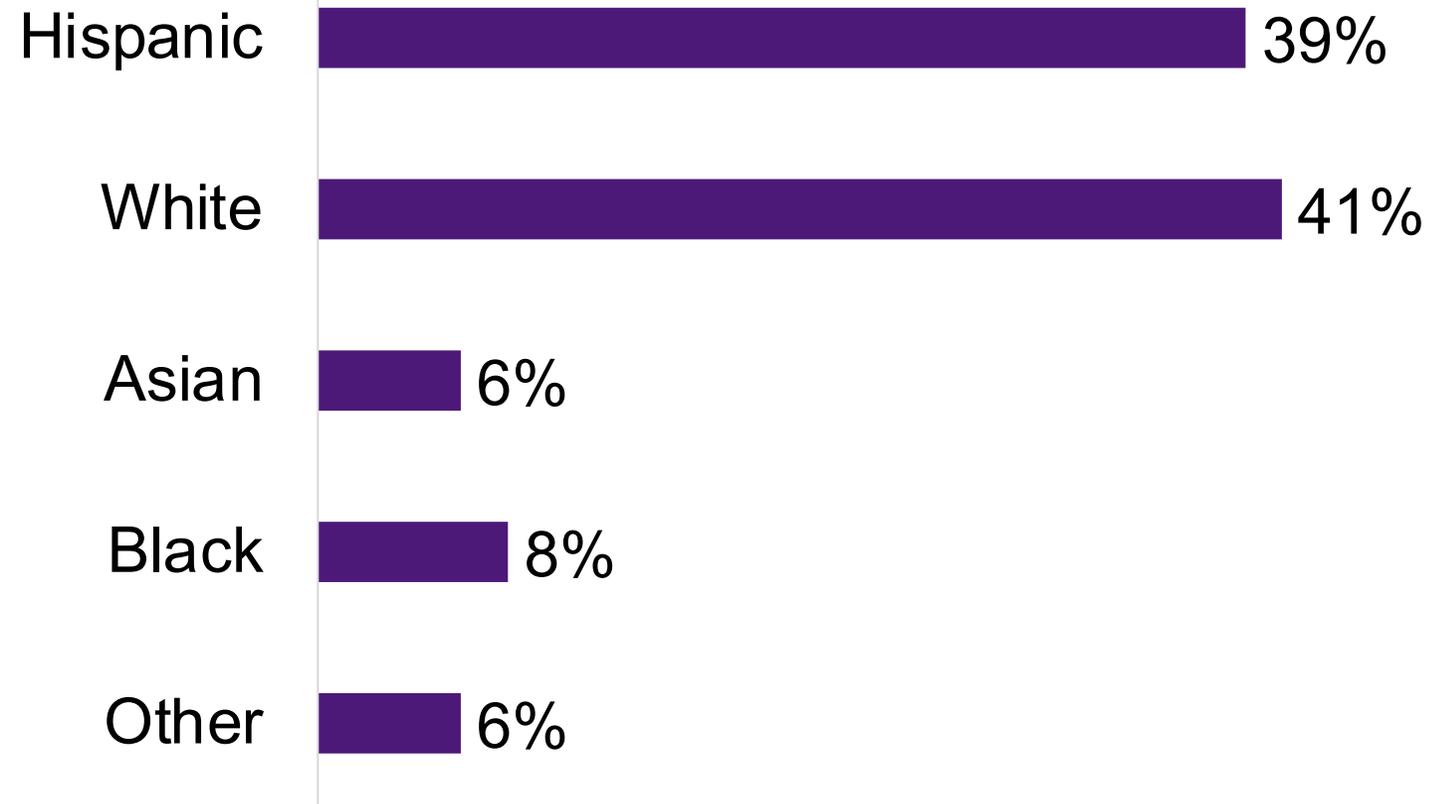


Who Are Our Students?

ACC Students

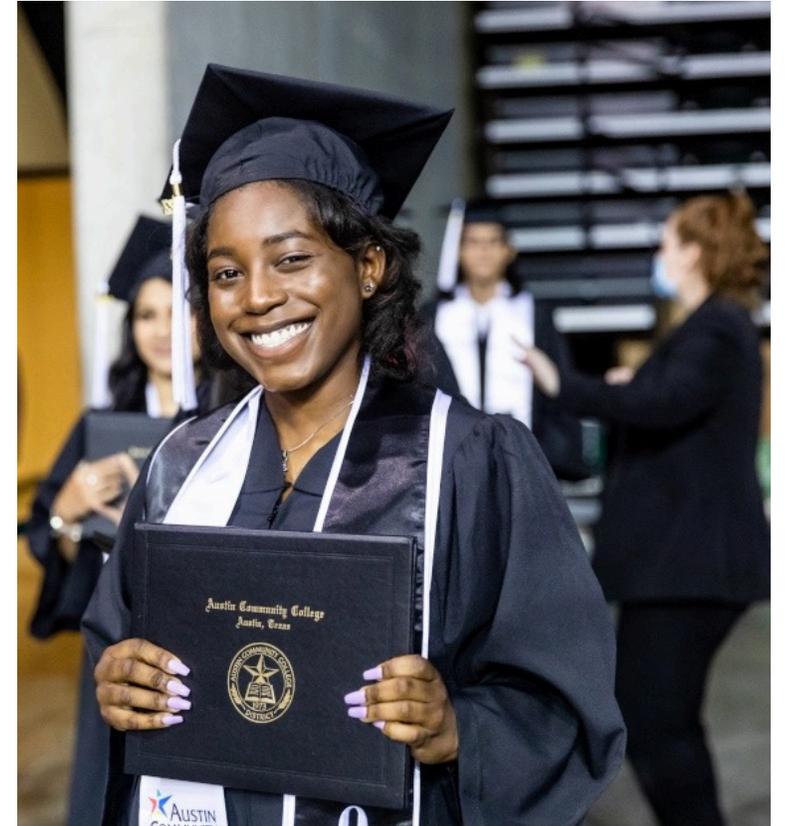


Ethnicity



Title V, Department of Education Grant

- Aims
 - Improve academic support in online high-risk courses
 - Provide intensive advising to struggling online students
- Goals
 - Increase Hispanic online student success



ACC Title V Grant Personnel & Resources

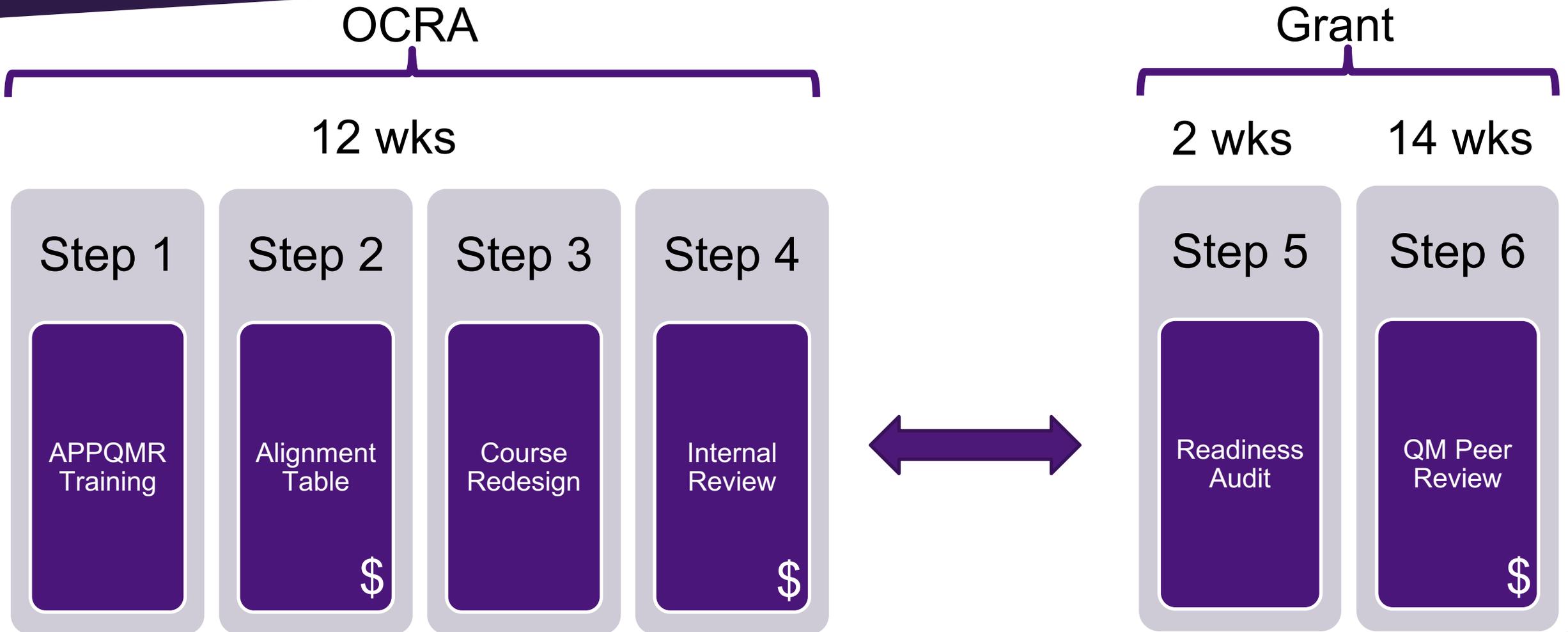
Curriculum Redesign	Embedded Tutors	Distance Education Advisors
<ul style="list-style-type: none">• 2 Instructional Designers• \$500 faculty stipends• \$650-1400 QM peer review fees per course• QM Workbooks for Faculty	<ul style="list-style-type: none">• 3 Full-time embedded tutors• Online Tutoring Platform (Upswing)	<ul style="list-style-type: none">• 2 Distance Education Advisors

Instructional Designer Grant Focus

- Redesign and QM certify online high-risk courses
 - Less than 68 % completion rates
- All faculty who teach online high-risk courses will complete APPQMR
 - [List of Online High Risk Courses](#)



Infrastructure Pre/Post Grant



Title V Grant Infrastructure Process

Part 1

Recruit, Contact, and Setup

- Faculty recruitment
- Introductory meeting
- Request Bb demo course shell

Part 2

ID Course Readiness Audit

- Export course to Bb demo for review
- Ready the course for review
- Readiness audit with faculty
- Supervisor review

Part 3

Official QM Review

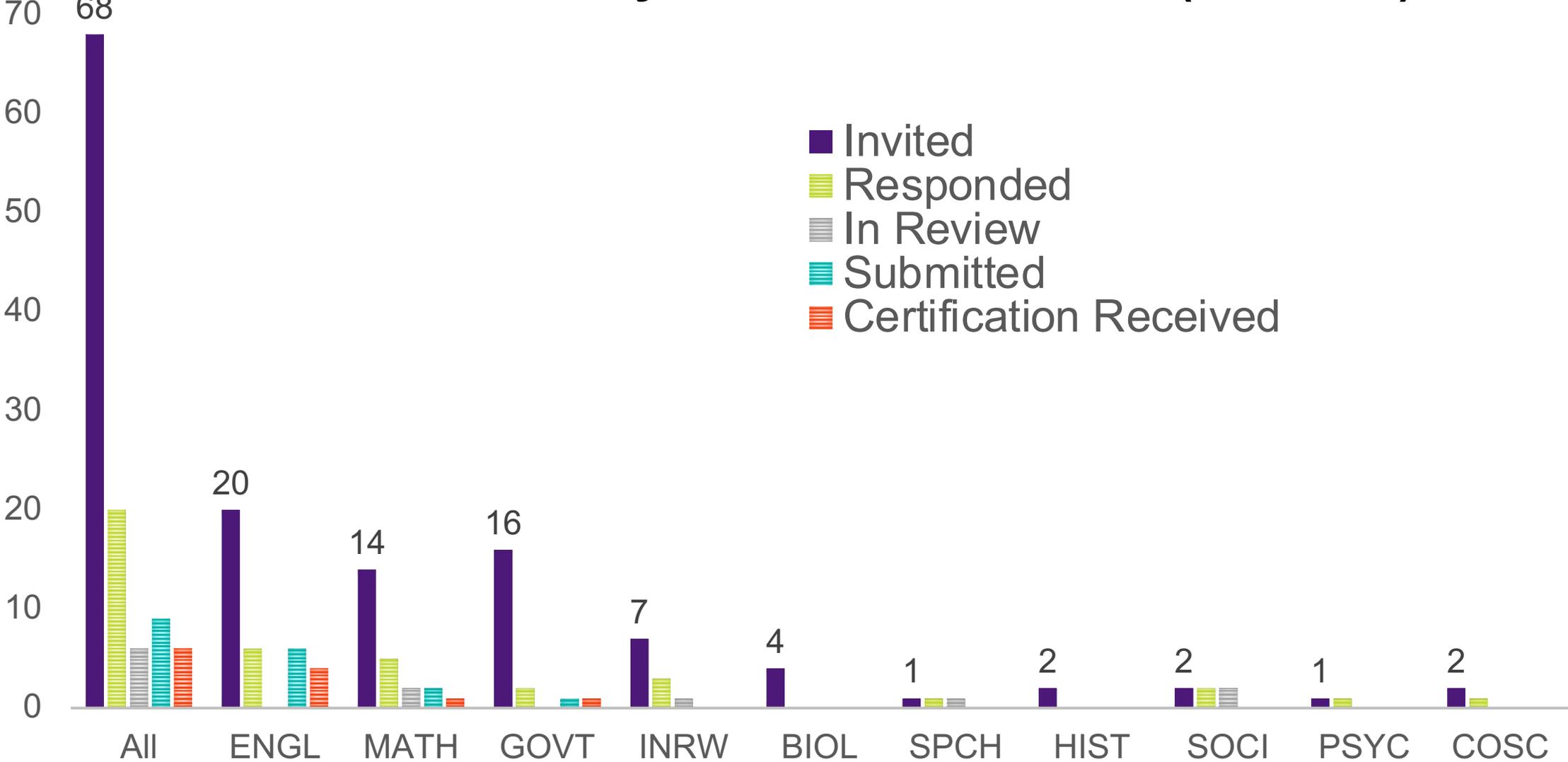
- Course worksheet
- Coordinator opens review
- Course peer review (4-7 wks)

Part 4

QM Certification

- Met, QM Certification
- Not met, amend (14 wks or two rounds)

Grant Faculty Recruitment Status (11/04/21)



Part 1 - Faculty Recruitment

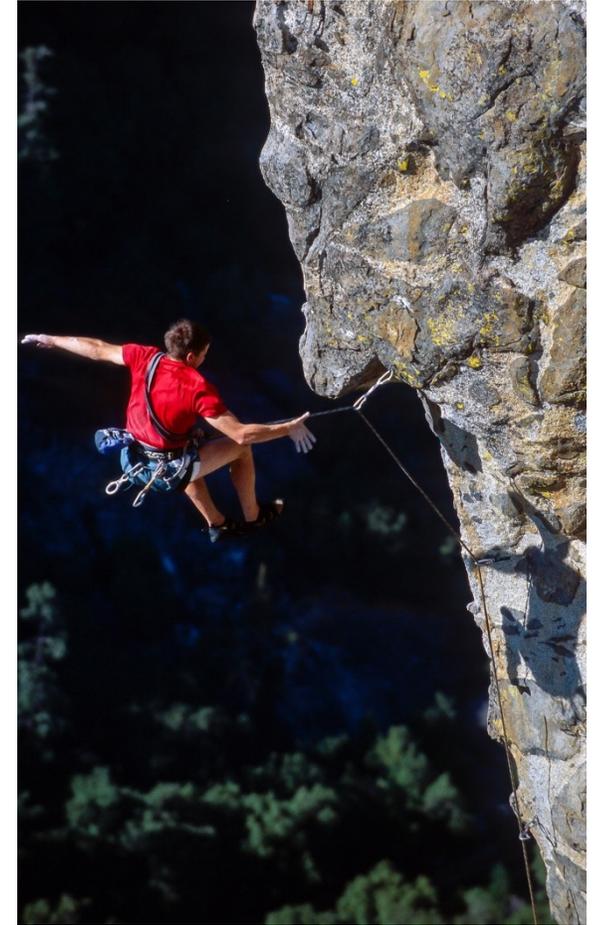
33 ACC faculty met criteria

- Online Course Redesign Academy (OCRA)
- Teach online high-risk courses
 - English Composition I and II
 - College Algebra
 - Contemporary Mathematics
 - Elementary Statistics
- 100% online and asynchronous



Pitfall #1 Competing Processes

- Online Course Redesign Academy (OCRA)
 - Internal review conducted by an Instructional Designer
 - Faculty perception course is QM certified
- 3-year Course Reviews
 - Internal review conducted by faculty peer reviewers
 - Faculty could opt for official QM review
- Title V Grant Course Reviews
 - External review conducted by DigiTex or Quality Matters



Christopher Deinet (2022) Unsplash.

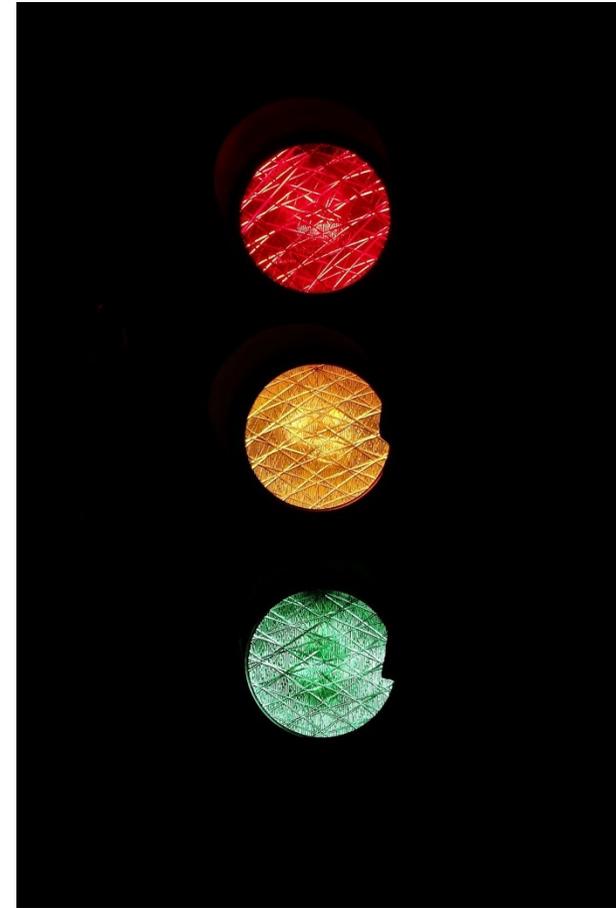
Think, Pair, Audience Share

- What infrastructure do you have at your institution for QM reviews?
- What pitfalls impede timely scale up of QM certified courses?
 - Think (1 minutes)
 - Pair (3 minutes)
 - Audience Share (3 examples)



Pitfall #2 Aligning Ambitions & Reality

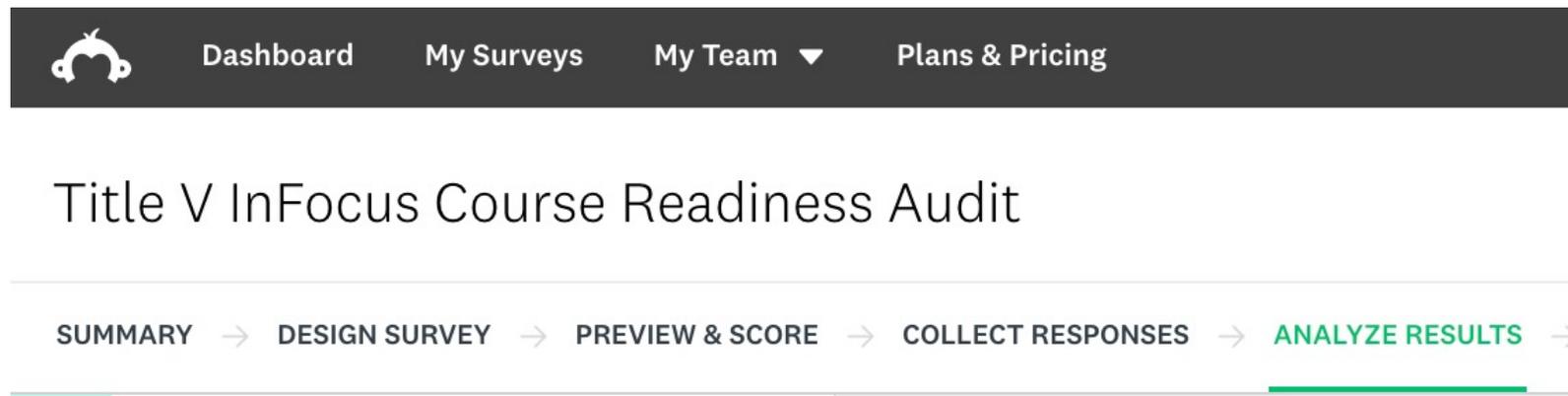
- **Ambition**
 - First three years of Grant
 - Certify 39 courses each year
- **Actual**
 - Year 1
 - Certified 9 courses
 - Year 2
 - Certified 9 courses



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Part 2 Course Readiness Audit

- Developed SurveyMonkey audit tool
 - Identify trends for ID and faculty training
 - Grant accountability and reporting
 - Pre/Post changes in internal versus external reviews
- Not a replacement for the CRMS



Pitfall #3 Gaps in Communication

- Readily available data (pre-post QM Peer)
 - Training gaps
 - Template improvements
 - Compilation of resources
- Course readiness audit tool exclusive to grant personnel
- Benefit from data analysis of reviews to share lessons learned across teams

Part 3 & 4 QM Peer Review and Certification

- QM Coordinator Training
 - Essential training for team
 - Assigning peer review team
 - Track QM peer review team progress
 - Access to QM review reports and data



Pitfall #4 QM Coordinator Access

- Instructional designers leading QM course certification initiatives should serve as QM Coordinator
 - ACC QM coordinators
 - Managing APPQMR Training
- QM Coordinator essential for increasing communication and efficient management of reviews in scaling up certifications

Pre-Post QM Certifications

- Transforming and improving Distance Education infrastructure at ACC
- Resources for scaling up certifications
- Course readiness audit versus official reviews



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3.3 Descriptive Grading Criteria (Essential)

Course Readiness Audit

- Faculty consistently receive “not met”
- Not descriptive enough or missing

Official QM Review

- Many courses not meeting standard for official review
- Required minor amendments
 - Ease of access placement for Students



4.3 Academic Integrity & Citations (Very Important)

Course Readiness Audit

- Citations
 - Images, quotes and publisher resources require citations
 - Links to YouTube videos
 - Instructor videos require citations
- Support critical



Official QM Review

- Many courses not meeting this standard
- Created one document with all the course citations
 - Location of content with citation

6.4 Privacy (Important) & 7.1 Technical Support (Essential)

Course Readiness Audit

- Outdated template
- External website for privacy statements
- Technical support links external to template

Official QM Review



8.3 Content Accessibility (Essential)

Course Readiness Audit

- Document remediation key
- ID/Faculty support required
- Publisher Content
- STEM Courses

Official QM Review



Pitfall #5 Infastructure Gaps & Accessibility

- Limited ACC infrastructure
- Elementary Statistics Course
 - 70 + documents requiring remediation
- Central Access
 - \$2000



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8.4 Multimedia Access (Very Important)

Course Readiness Audit

- Video Captions
 - VidGrid
 - YouTube
- Chunking Videos
- ID/Faculty Support Required

Official QM Review



Pitfall #6 Appropriate Support

- Recognize level of expertise required for quality captions
 - Student worker/temporary/hourly worker not always the answer
- Recognize time and effort
 - This can't be expectation of faculty or instructional designer
 - Specialized formulas, equations and lingo
- Infrastructure for video development and delivery

8.6 Vendor Accessibility Statements (Very Important)

Course Readiness Audit

- Updated QM template
 - Third-party technology integrations
- Website in development
- ID training

Official QM Review

- Some courses missed standard in QM reviews



Pitfall #7 Collaboration Across Teams

- Sharing of training gaps and development of training
 - Distance & Alternative Education
 - Teaching & Learning Center
 - QM Fellowship Institute (Research component)

- Faculty ownership



Y1 and Y2 External Evaluation

- Year 1
 - Faculty ownership
 - Faculty workload
- Year 2
 - Faculty misperception
 - Instructional Designer support best part of Quality Matters



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Summation

- Gaps in infrastructure should inform ambitious goals
 - Captioning
 - Remediation of documents
 - Expanded flexibility in course delivery
 - [100 % online asynchronous, Hybrid, HyFlex, Online Synchronous](#)
 - Limited peer reviewers
- Sensitivity to faculty workload

Questions & Answers

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- Please fill out evaluations



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