Cultivating a Sustainable Quality Assurance Program

**Quality Matters
Regional Conference
Towson University
March 23, 2018
The Community College of Baltimore County**

60 YEARS BRILLIANT

CCBC

Presenters

Sarah Barnhardt, Associate Professor, ESOL and Online Learning Coordinator

Steve Kabrhel, Assistant Dean, Online Learning

Dionne Thorne, Director, Instructional Design and Online Learning

Who are we?

The Community College of Baltimore County

Enrollment Total student count: 63,079

- Credit enrollment: 30,387
  - Full-time: 3,126 (5%)
  - Part-time: 27,261 (43%)
- Non-credit enrollment: 32,692

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Student Characteristics

Male: 42%   Female: 58%

Student Age Under 20: 9%
20-39: 54%
40-59: 22%
60 & Over: 14%

Student Outcomes/Completion Statistics

Student Completion: 13,579

Degrees : 2,174

Certifications 1,759

Transfers: 6,572

External licensures/certifications (resulting from CCBC training): 3,074

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Additional Data

Baltimore County Residents: 68%
Receive some form of Financial Aid: 49%
Pell Grant Recipients: 38%
Minority Students: 50%
Need Remediation: 65%
Enter Directly from High School: 13%
Transfer to four-year Universities: 48%
Enter into workforce: 78%
Graduates stay & live in the Baltimore Region: 95%

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CCBC Faculty and Staff

Full-Time Employees: 1,395

- Executive: 5

- Administrative: 138

- Professional: 233

- Faculty: 462

- Classified Staff: 557

- Adjunct Faculty/Part-Time Staff: 3,887

Who are you?

Community College

Four Year

Four Year Private

Other

CCBC Online – The Numbers

- Online Sections offered
  - FY 2009 – 737
  - FY 2018 – 1173 = 59%
- Online FTE
  - FY 2009 – 1310.81 (10.2% total)
  - FY 2018 – 2241.53 (19.4% total) = 90%

CCBC Online – The Numbers Continued – Spring 2018

- # of Sections Online/Blended
  – 569 = 6.36%

- # of Enrollments for all sections
  – 10,165 = 29.9% total (duplicated headcount)

- # of Full-time & Adjunct faculty
  – 250 (unduplicated)

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Online Courses – Your Numbers

Fewer than 25

More than 50

More than 100

Too many to count

Our story-CCBC Online

Online courses grassroots, faculty driven

Prior to 2008 faculty created their own distance learning course.

Source: pixabay.com

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Your Story

What is the driving force of online learning at your institution?

Faculty/Grassroots

Administration

Combination

There is no driving force

Source: pixabay.com

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2008 - Distance Learning Task Force

2009 - Instructional Technology Department Creation

Source:

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Our story-CCBC Online

Online Learning Initiatives

2010

- Course Format Definitions
- Course Assessment Policy
- Online Faculty Workload
- Online Office Hours

Source: pixabay.com

Our story-CCBC Online

2011

- Intellectual Property Rights
- Online Class Observation

2012

- CCBC Syllabus Template/Menu

Our story-CCBC Online

2017

- Early Online and Blended Course Opening
- Netiquette in Online and Blended Courses
- Hiring of Executive and Asst. Deans of Online Learning
- Creation of Department of Online Learning

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Your story

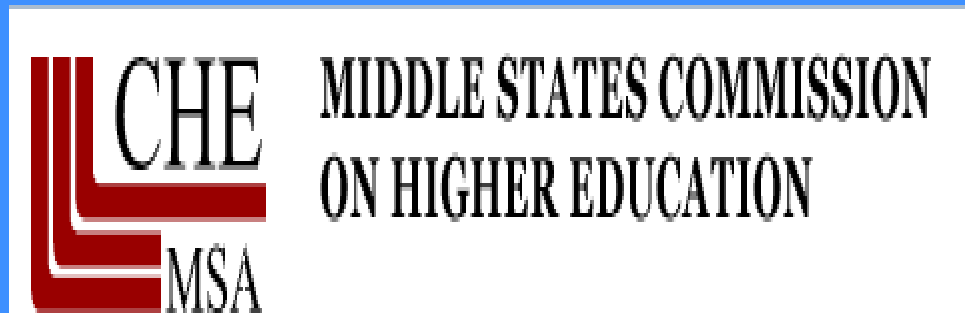Online Learning Committees and/or Initiatives

Yes
No

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Our story-CCBC Online

2012

Middle States Report

Source: http://www.msche.org/

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Our story-CCBC Online

2012

Middle States Report

Address the gap in outcomes in online and blended learning classes

Concerns

- Lack of consistency
- Accreditation concerns
- Accountability
- Institutional/Master Courses
- Resources

Concerns

- Student Success
- Retention Rates
- Quality Assurance

Source: CCBC

Your Concerns

Source: CCBC

Student Success

Retention Rates

Quality Assurance
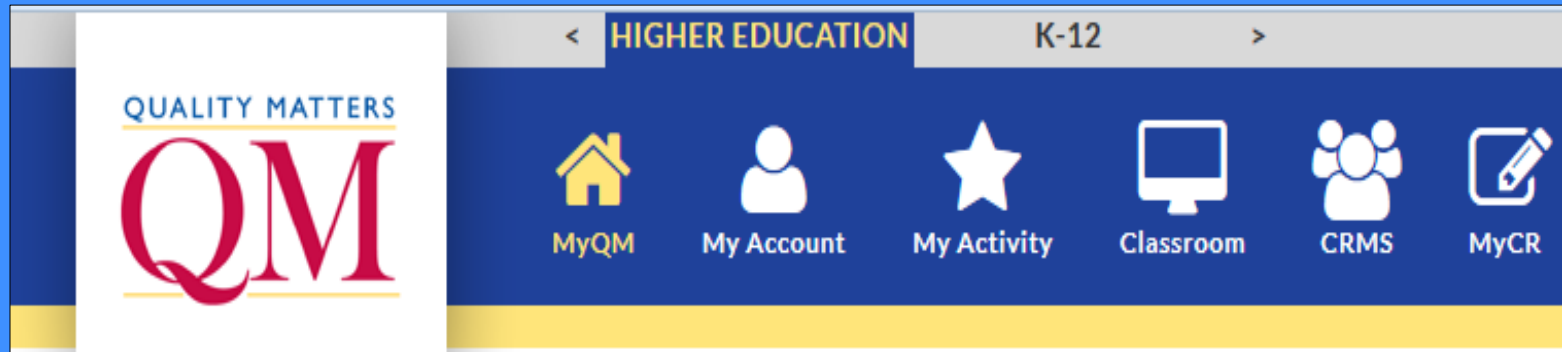
Faculty Preparation

All the above

Needs

A sustainable solution
for reviewing courses –
Resources (Financial
and People)
Quality Assurance
Faculty Training
Accountability

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Solution

Middle of the Story

CCBC Internal Review Initiative

- Internal vs External Reviews
- Recruiting faculty
- Faculty buy-in
- Self-review
- QM training
- Peer Review Teams
- Three-year review plan

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Our story-CCBC Online
CCBC Internal Review Initiative

School of Business, Education, Justice and Law

School of Technology, Art and Design

School of Health Professions

School of Liberal Arts

School of Mathematics and Science

Source: ccbcmd.edu

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Our story-CCBC Online

CCBC Internal Review Initiative

Review teams will consist of:

- Subject Matter Expert-APPQMR
- Instructional Designer-APPQMR and CPR
- Peer Reviewer-APPQMR and CPR

Our story-CCBC Online

CCBC Internal Review Timeline

Responsibilities	Time Line
Pre-Peer Review	
Step 1: **Faculty** provides **Process Acknowledgement**	9-15-2017
Step 2: **Faculty** provides **Course Shell Information:** *Blackboard Login Name*	9-15-2017
Step 3: **Faculty** completes **Self-Review – 6 weeks**	9-18-2017 to 10-27-2017
Step 4: **Faculty** participates in an **Information Session**, if needed – **OPTIONAL** *(Faculty may meet with School DE Coordinator or CCBC Online Learning Quality Assurance Coordinator)*	10-20-2017 to 10-27-2017
Step 5: **Faculty** submits **CCBC Custom Course Worksheet – 2 weeks**	10-30-2017 to 11-10-2017

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CCBC Internal Review Initiative Timeline

Peer Review	
Peer Review Team participates in an **Information Session – OPTIONAL** *(Reviewer may meet with **School DE Coordinator** or **CCBC Online Learning Quality Assurance Coordinator**)*	11-13-2017 to 11-17-17
Step 6: **Faculty** communicates with **Peer Review Team** as needed – **3 days** *(If there are no issues to resolve, **Peer Review** can start as early as **11-20-2017**)*	11-20-2017 to 11-22-2017
Step 7: **Peer Review Team** reviews course – **11 weeks**	11-27-2017 to 2-9-2018

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| Post Peer Review	
Step 8: **Faculty** submits **Review Outcome Response Form**	By 2-12-2018
Step 9: **Faculty** revises **Course** (if needed) - **6 weeks**	2-12-2018 to 3-23-2018
Step 10: **Faculty, Team Chair** and **Online Quality Assurance Coordinator** participate in **Follow-Up Review** (if needed) - **4 weeks**	3-26-2018 to 4-27-2018
Step 11: **Faculty, Team Chair** and **Online Quality Assurance Coordinator** participate in **Final Review** (if needed) – **4 weeks**	4-30-2018 to 5-25-2018
Step 12: **Faculty** prints **Certificate** and completes **Evaluation**	By 5-31-2018

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CCBC Internal Review Initiative

- Fall 2015 QM Internal Review Initiative
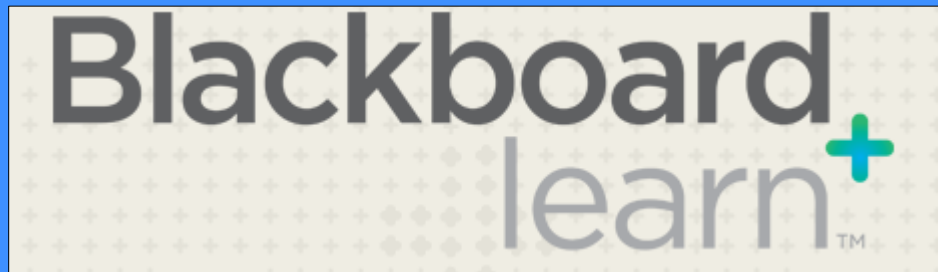
Our story-CCBC Online

CCBC Internal Review Initiative

- Fall 2016, Fall 2017 and beyond

Welcome **Dionne!**

MyCR

⊞ **My Custom Reviews**
⊞ **System Guide**
⊞ **QMC Management**
⊞ **QMC Reports**
⊞ **MyCR Setup**

SIGN OUT

Welcome to MyCR - My Custom Reviews

My Custom Reviews (MyCR) allows you to review courses using a customized rubric. In MyCR, you can create a custom course worksheet and rubric to process, track and participate in a custom course review. MyCR guides you through the process while providing updates in the Review Actions Section.

- Start a Review Application
- Start a Self-Review
- Work on your Custom Worksheet
- Work on your Reviewer Worksheet

There are eight steps to completing a custom review:

1. Complete the Review Application
2. Complete the Custom Worksheet
3. Approve the Custom Worksheet
4. Assign the Review Team
5. Mark Reviewer Selection Complete
6. Complete the Reviewer Worksheet(s)
7. View Draft of Final Report
8. Submit Final Report

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CCBC Quality Matters

QM Trained Faculty

May 2015-September 2017

   105 APPQMR (F2F)

   19 APPQMR (Online)

Certified Peer Reviewers - 68

CCBC Internal Review

- Fall 2015
  - 32 courses
- Fall 2016
  - 21 courses
- Fall 2017
  - 31 courses

QM External Reviews

- 4 - FY12/13
- 7 – FY13/14
- 7 – FY14/15
- 6 – FY15/16
- 7 – FY16/17
- 1 – FY17/18

Student Impact

External Reviews since 2013

32 courses

12,401

Institutional courses

Highly enrolled

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Student Impact

Internal Reviews since 2016

58 courses

1183 students

Individual faculty sections

Challenges and Solutions

- Faculty Buy-in

- Intellectual Property Rights

- Academic Freedom

Challenges and Solutions

Gaining support of people in supervisory roles

Challenges and Solutions

- Shared Governance
- College Senate
- The Administration

Challenges and Solutions

- Student Input

Your Challenges

The story continues

Student Online Learning Readiness Orientation Course and Video

Required Teaching Online Course for Faculty

Course Development Procedures

Questions

Thank you