


The Quality Scorecard: Taking a look at the strength of online learning

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What's required for high
quality online learning?

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...classes

Design
principles

Technology

Student
services

...classes

Marketing

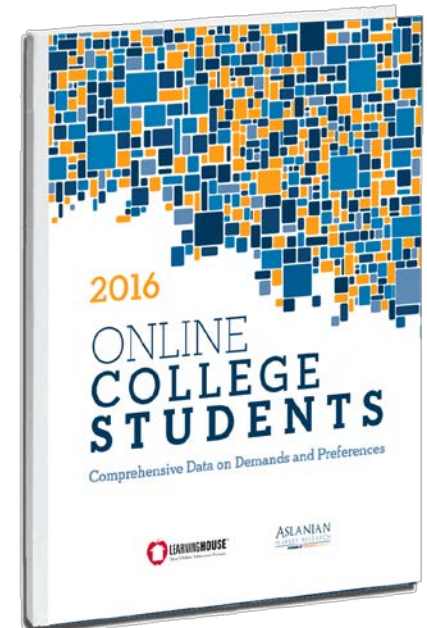
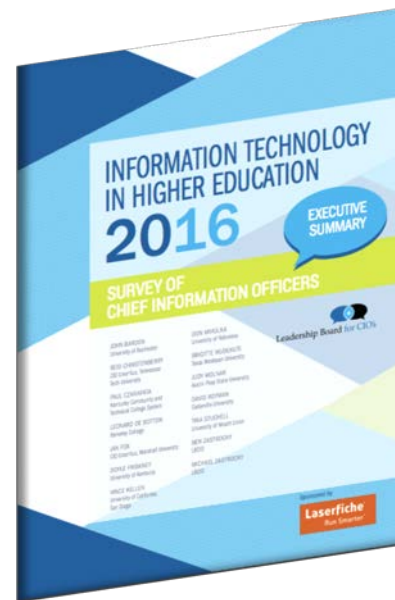
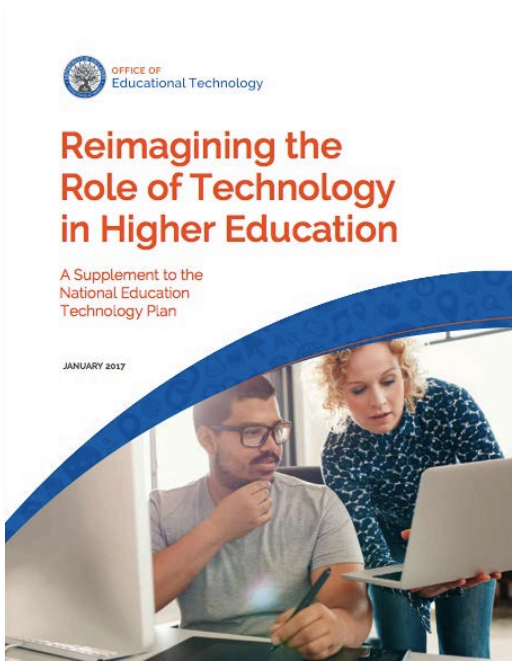
Faculty
training

Curriculum

Assessment

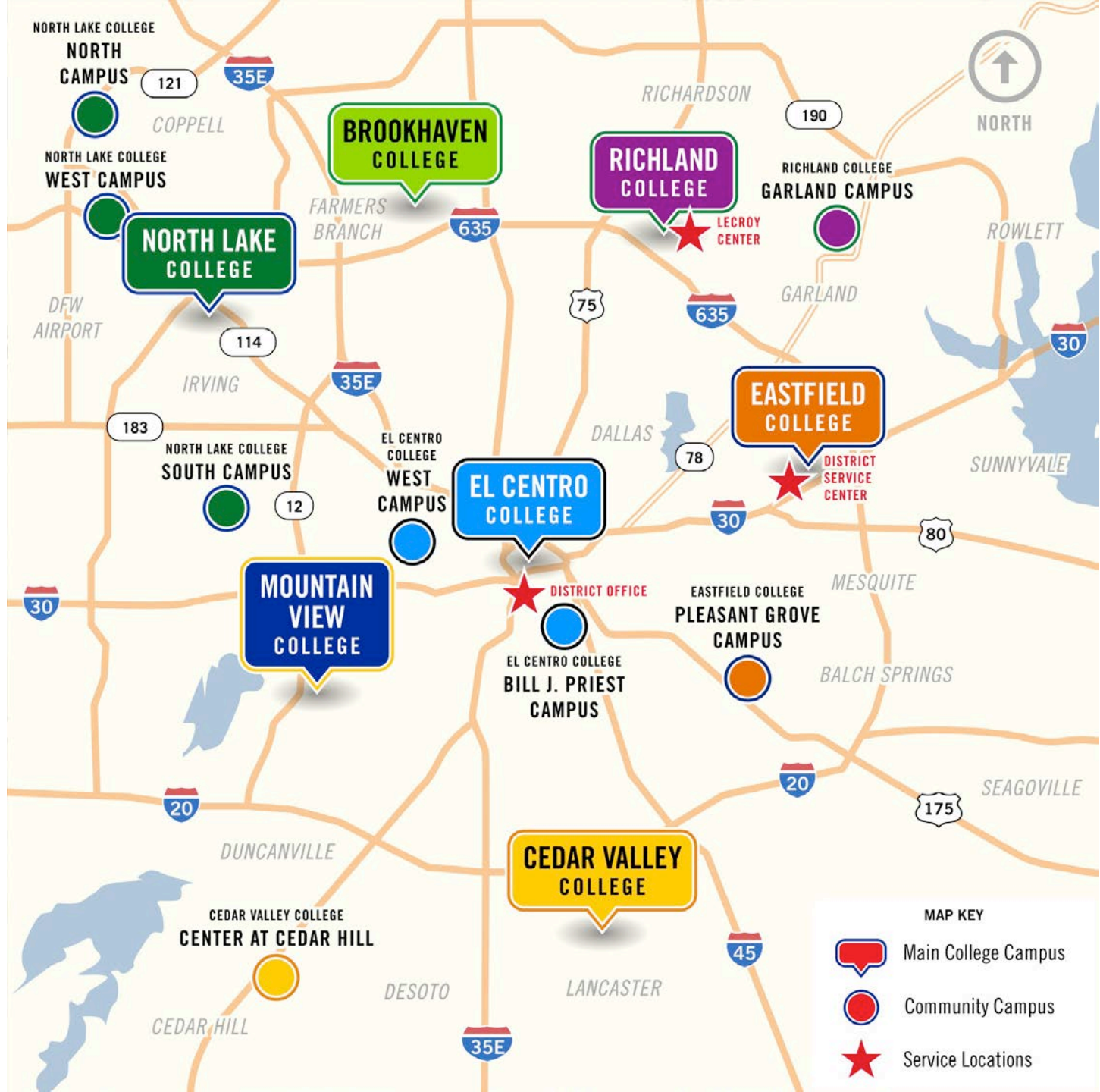
Resources that let us calibrate

6

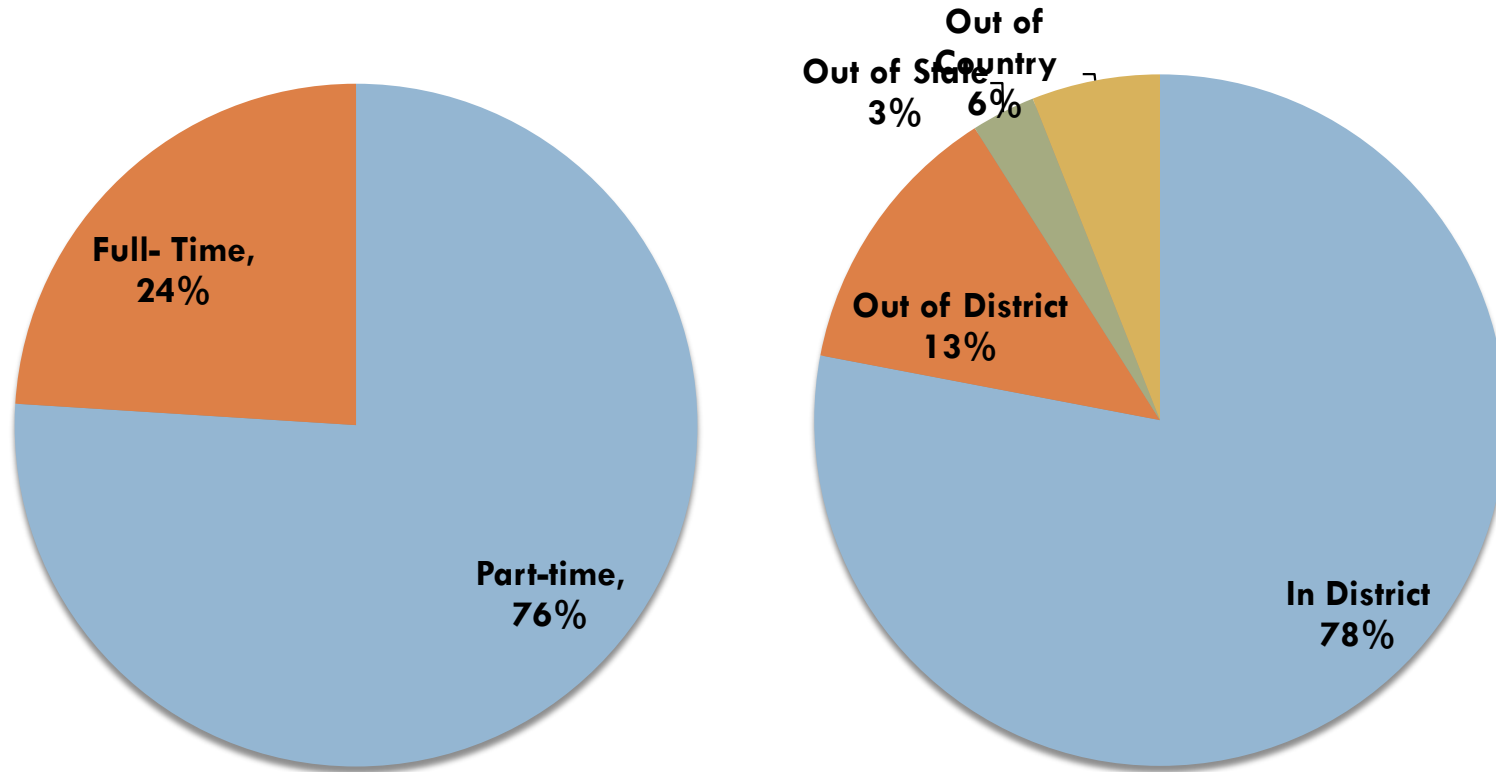


Online learning in the District

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District – Fall 2016

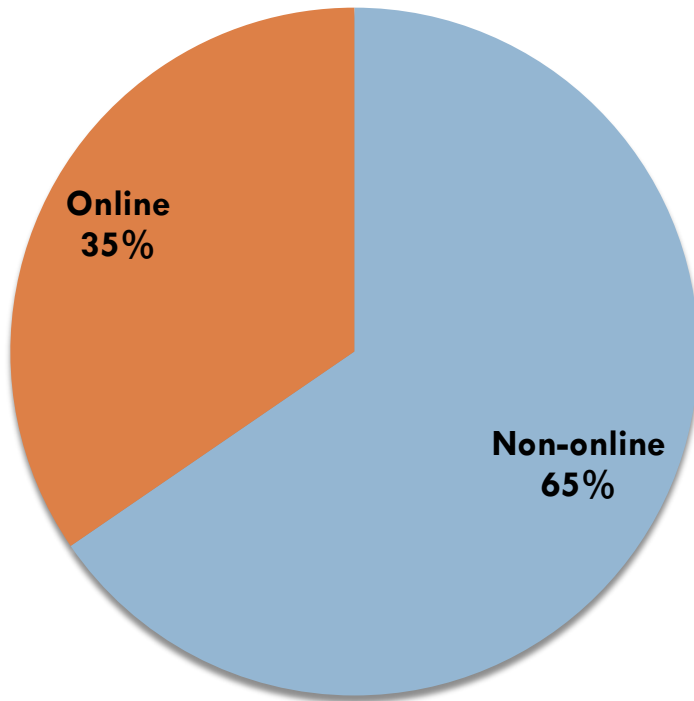


Headcount: 74,961

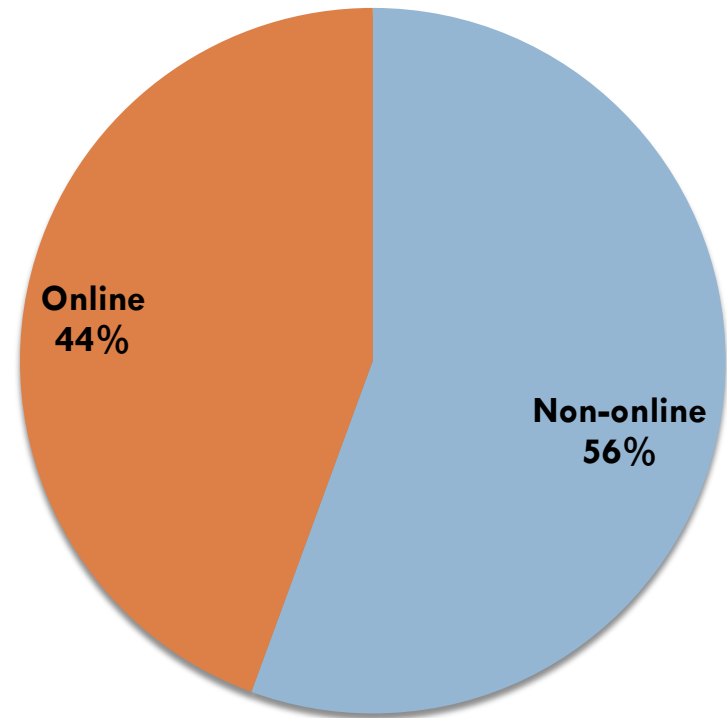


2015/16

10



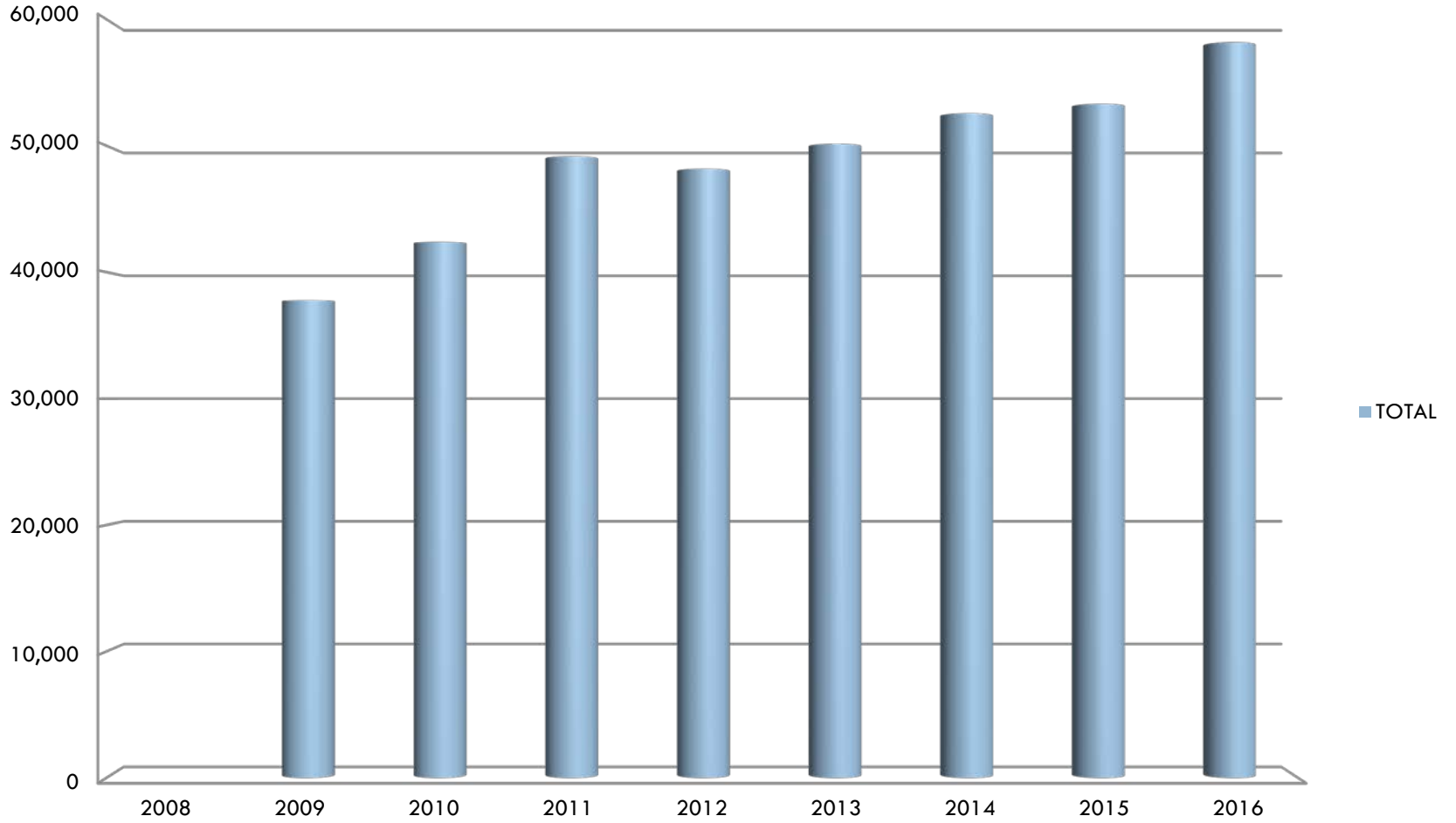
Enrollments



Headcounts



Fall INET Enrollments



Describing online learning in the District

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- “Bubbled up” “organic”
- Different approaches within and between colleges and programs
- Instructors design and deliver their online classes
- Some colleges and programs have “minimum standards”
- Differing support for online at each of the colleges (T&L Centers, Deans, Coordinators)



What students tell us

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- The Student Experience Project – 2015-16
 - 70 students followed through the Spring 2016 semester
 - Different navigation and use of online course design, layout and styling resulted in frustration and lost time



The Quality Scorecard

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Background

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- Sept 2015 - Compression Planning Session organized by Faculty Association and LeCroy
- Outcome: There needs to be a unified vision and strategic direction for online instruction in the District
- Clear message – we need a way to examine where things are at now to begin the work of developing a plan for the future
- Solution: The Online Consortium's Quality Scorecard



Externally

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- In recent years SACSCOC has issued specific guidelines and expectations for distance learning = increasing level of accountability for distance learning
- The Quality Score Card increasingly being adopted (and recommended) to institutions as a framework for organizing their review of distance education



The OLC Quality Scorecard

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- 75 unique quality indicators (items) across 9 categories
- We have re-ordered the categories and organized them into 4 groupings that deal with cognate areas and activity
- Working through them in four phases across 14 months



Scorecard Phases and Categories

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Phase	Title	Categories
1	Infrastructure	<ul style="list-style-type: none">• Institutional Support• Technology Support
2	Support for faculty and students	<ul style="list-style-type: none">• Faculty Support• Student Support
3	Development and implementation of online curriculum	<ul style="list-style-type: none">• Course Development & Instructional Design• Course Structure
4	Engagement and evaluation	<ul style="list-style-type: none">• Evaluation and Assessment• Teaching and Learning• Social and Student Engagement



What colleges deliver in each phase

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1. Indicator Scores

- Score for college **AND** assessment of how the District scores overall on that indicator

2. For each category – identify UP TO five things identified as needing “an immediate fix” in the next 6 months

3. For each category – UP TO five recommendations for future (think 2020) policy/strategy/practice/activity in this area



Example of indicator

Colleges determine their scores based on the rubric for each indicator as well as 1-2 pages of detailed information for each indicator in the Quality Scorecard Manual

Indicator 1:

The institution has a governance structure to enable clear, effective, and comprehensive decision making related to 100% online education.

The institution has had no discussions about the 100% online governance structure and decision-making authority.	0 = Deficient
Governance, responsibilities, decision-making authority and organization of 100% online operations is haphazard and it is not always clear which unit is taking the lead.	1 = Developing
Governance, responsibilities, decision-making authority and organization of 100% online operations is somewhat amorphous with multiple units having specific responsibilities.	2 = Accomplished
Governance, responsibilities, decision-making authority and organization of 100% online operations is deliberate and clear; lines of authority for supporting units are delineated (e.g., in a shared services agreement).	3 = Exemplary
College Score	
District Score	



LeCroy Team

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1. Look at most common score and the average score
2. Look at comments colleges provide for each indicator
3. Determine a District score based on the scores
4. Report on what appeared to stand out as take-aways for the District



Some clarifications...

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- Not to be confused with **Quality Matters** – quality in individual **courses**
 - **Quality Scorecard** – quality at **program** level and across courses
- In the DCCCD - focus is on 100% online curriculum at each college
 - NOT a specific online program at the college and not all types of online i.e. hybrid
- Scores are based on the scores and commentary provided by each and every college



What next

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- Exercise completed in April 2016
- The indicators are mapped to SACSCOC Distance and Correspondence Education Policy Statement
- We can map Distance and Correspondence Education Policy Statement to SACS standards (thanks to the work of Renea Akin - West Kentucky Community and Technical College)
- We can begin building new operational plan

