

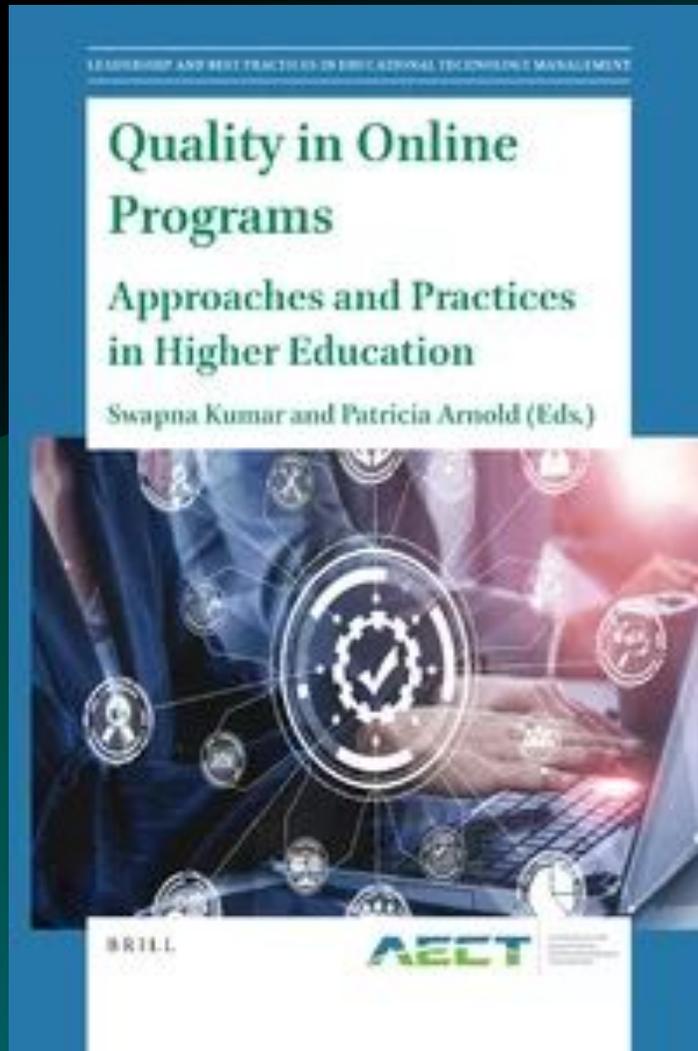


Quality in Online Programs: Approaches to Quality Assurance

THE OHIO STATE UNIVERSITY

KENT STATE UNIVERSITY

UNIVERSITY OF FINDLAY



- Part 1: Innovative Approaches to Quality Assurance in Online Programs
 - Chapter 3: Supporting Quality and Innovation in Online Graduate Health-Sciences Programs: Evidence-Based Practices and Lessons Learned
 - Chapter 4: The Business of Online Quality: Design Approaches and Change Management Considerations for Online MBA Programs
 - Chapter 6: Building a High-Quality Ed.D. Program on a Foundation of Research-Based Best Practices for Online Course Design



Learning Objectives

- Identify quality assurance practices for online degree programs.
- Discuss collaborative practices for program design
- Explain how research-based practices and the QM rubric support quality assurance

Chapter 3: Supporting Quality and Innovation in Online Graduate Health-Sciences Programs: Evidence-Based Practices and Lessons Learned

THE OHIO STATE UNIVERSITY

- STEVEN T. NAGEL
- JENNIFER L. PLAHOVINSAK
- MARY L. RABER-JOHNSON

Introductions

Steven Nagel, MS, MLT, CPACC
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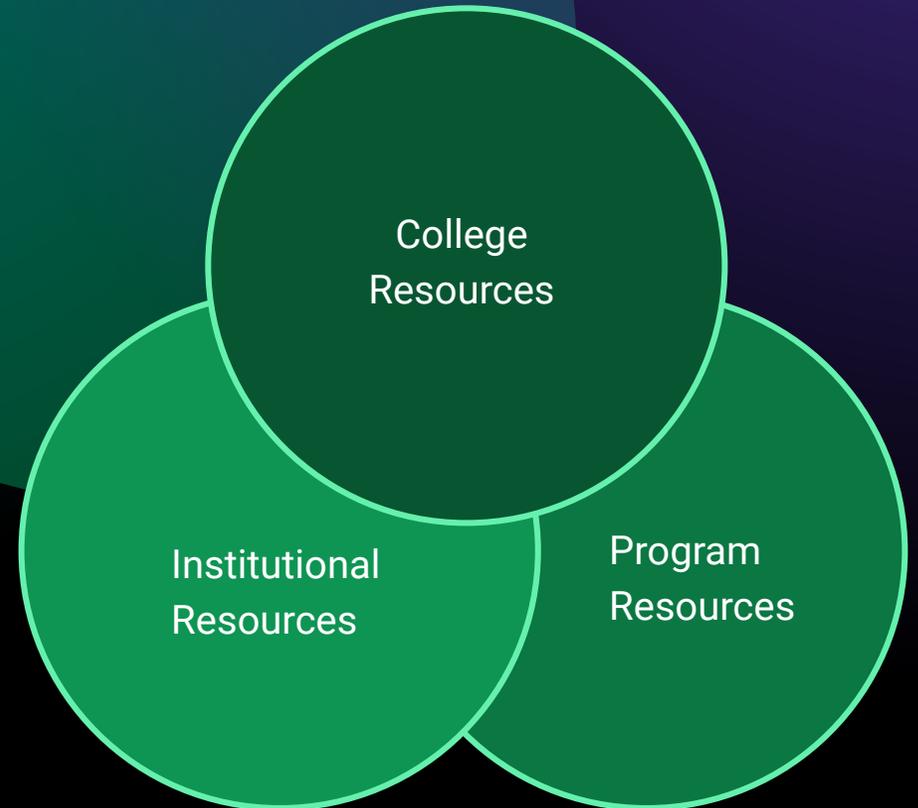
Jen Plahovinsak, MS, MCR, DABT
Director of MS in Translational Pharmacology
Assistant Professor - Clinical
The Ohio State University College of Pharmacy



Context/Design of the Online Program

Ohio State's College of Pharmacy offers three programs:

1. Master of Science in Translational Pharmacology (in partnership with College of Medicine)
2. Master of Science with specialization in Health-System Pharmacy Administration & Leadership
3. Master of Clinical Research (in partnership with College of Nursing)



Lessons Learned and Recommendations

1. Key stakeholder collaboration and program staffing
2. Initial quality assurance procedures
3. Policies and processes to support faculty for iterative course reviews
4. Educational technology needs

In our chapter, we go into depth around some successes from our quality assurance processes including:

- customized learning through branching activities;
- experiential video series;
- learning journals;
- asynchronous virtual poster symposium

Chapter 4: The Business of Online Quality: Design Approaches and Change Management Considerations for Online MBA Programs

KENT STATE UNIVERSITY

- AMY M. GRINCEWICZ
- CATHY DUBOIS

Introductions

Amy M. Grincewicz, PhD
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Online Masters of Business Administration



Lessons Learned and Recommendations

Focusing on collaboration
and open, inclusive
communication

Creating a Culture of
Quality

The Crucial Support Role of
Online Administrators

Chapter 6: Building a High-Quality Ed.D. Program on a Foundation of Research-Based Best Practices for Online Course Design

UNIVERSITY OF FINDLAY

- JOHN C. GILLHAM
- NICOLE V. WILLIAMS

Introductions

John C. Gillham, Ed.D. – Associate Professor in the College of Education, Quality Matters Peer Reviewer, more than 5 course reviews, Internal Quality Matters Course Review Manager

Nicole V. Williams, Ph.D. - Associate Professor in the College of Education, Quality Matters Peer Reviewer and Master Reviewer, more than 35+ course reviews throughout the United States, Quality Matters Coordinator, Course Review Manager, F2F APPQMR Facilitator, Online APPQMR Facilitator, F2F IYOC Facilitator, Teaching Online Certificate Facilitator

Context/Design of the Online Program

- University of Findlay: 11 Master's degrees, and 5 doctoral degrees.
- The Doctor of Education Program
 - Entirely Online
 - Asynchronous
 - 60 credits: core courses (24 credits), research and dissertation courses (21 credits), and electives (15 credits)
 - Embedded Dissertation
 - Students are mostly teachers, principals, and superintendents
 - Can be completed in as little as three years, seven years maximum.
 - 13 courses submitted for external QM Review

Quality Assurance Implementation

Due to these recent advances in the higher education landscape, the program created an initiative to assure quality in their growing E-Learning programs and courses. More specifically, the program desired to improve the quality of online instruction and to assure a high-quality online experience for the program's students. The objectives of this initiative were to:

1. **Train faculty and staff** on the utilization of internationally recognized **research-based best practices** and processes for quality in the **design of online courses**
2. **Provide internal resources and guidance** to faculty in the implementation of internationally recognized research-based best practices for quality in the design of online courses
3. **Achieve external course review certification** for all courses in the Doctor of Education program

Approaches, Instruments, or Methods

- Instructor taught the course a minimum of two semesters and
- Instructor successfully complete the Applying the Quality Matter Rubric (APPQMR) Workshop

The University of Findlay
Quality Matters Internal Review
2018 Rubric

Course Name: EDUC XXX|
Course Representative (CR): XXXXXXXXX
Peer Reviewer (PR): John C. Gillham

		Points	CR	PR
General Standard 1: Course Overview and Introduction	1.1 Instructions make clear how to get started and where to find various course components.	3	3	3
	1.2 Learners are introduced to the purpose and structure of the course.	3	3	3
	1.3 Communication expectations for online discussions, email, and other forms of interaction are clearly stated.	2	2	0
	1.4 Course and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided.	2	2	2
	1.5 Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided.	2	2	2
	1.6 Computer skills and digital information literacy skills expected of the learner are clearly stated.	1	1	1
	1.7 Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated.	1	1	1
	1.8 The self-introduction by the instructor is professional and is available online.	1	1	1
	1.9 Learners are asked to introduce themselves to the class.	1	0	0

Comments. Standard 1.3 you've got expectations for email communication but not other forms of communication. You should also include the university's Online Civility Statement.

Lessons Learned

- All three objectives were achieved
- Preparation of courses for review and the achievement of Quality Matters course certification took more time and effort than anyone anticipated
- Remaining student-centered and providing students with a high-quality online experience kept faculty motivated
- The Ohio QM Consortium bartering system made the initiative feasible and the initiative was successfully completed with no out-of-pocket expenditures

Best Practices and Recommendations

- Recommend the use of Quality Matters as a valid means to assure a high-quality online experience based on research-based best practices.
- Commitment to the achievement of Quality Matters certification for courses throughout a program should be a comprehensive team effort with everyone committed to a common goal to improve the online student experience
- Institutions who wish to replicate this initiative should allow sufficient time to train faculty and for faculty to invest in a significant redesign of their courses to meet Quality Matters standards

QR Code





Questions