ONLINE QUALITY REPORT

THE WORKGROUP ON QUALITY

2015

SUBMITTED TO:

TASK FORCE FOR STRATEGIC PLANNING FOR ONLINE EDUCATION

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ONLINE QUALITY REPORT

BACKGROUND

Current Resources in Florida

In the past ten years, Florida has actively engaged the entire University and College system in distance education. As a result, several initiatives are in place at the state level addressing quality or can be leveraged to improve quality across the university system. These initiatives include Florida Virtual Campus and Florida Complete Plus. The In addition, the Florida State Legislature has funded or is considering grants to be awarded to enhance quality of online courses and programs which will impact the State University system. Each of those initiatives are described below.

Florida Virtual Campus.

Established in 2012 by Florida law, the Florida Virtual Campus (FLVC) is to provide statewide distance learning student support and library services. The FLVC activities are guided by two different member councils: the Members Council on Library Services (MCLS) and the Members Council on Distance Learning and Student Services (MCDLSS). Since its inception, FLVC has created and implemented the online distance learning courses and degree programs catalog for all post-secondary state institutions in Florida and an online student advising system. In 2014, FLVC was reorganized to be administered by University of West Florida and divided into two new organizations, one for the library automation services and one for distance learning/student support services.

Members Council on Distance Learning and Student Services.

Through FLVC Professional Development Committee, the council members are provided ongoing professional development to promote quality and sharing of best practices across the state. Members Council has guided the FLVC in the establishment of a repository called the Orange Grove to share best instructional practices, best advising practices for students, and sharing of other resources. The Members Council has also made recommendations in purchases regarding technology programs and tools through state contract at reduced cost to the member institutions.

Members Council on Library Services.

This Member Council supports quality across the post-secondary institutions by providing recommendations and a forum for discussion regarding the technical aspects of digital collection building, digitization and/or digital productions, digital curation and digital service in support of scholarship. This group also develops guidelines for sharing statewide resources, principles to facilitate the integration of resource sharing, and recommend services to enhance resource sharing. They propose, review and evaluate the training in support of quality and effectiveness of technical operations and catalog functionalities in a cooperative statewide academic setting.

Faculty Development for Online Education Grant.

To support quality course development the Board of Governors approved a proposal based upon recommendations from the Online Task Force report for professional development training in instructional design. The Faculty Development for Online Education proposal was awarded to University of Central Florida as the lead institution. The target audience for the workshop would have been institutional faculty training leaders and administrators. The workshop would have used the train-the-trainer model to promote the use of best instructional and development processes in courses across the state. This proposal was funded in the last legislative session.

Shared Initiatives Office.

The Board of Governors has demonstrated a willingness to work with Florida universities in purchasing equipment, software, and services to support the universities. Each university is represented by individuals from purchasing (primarily) or financial departments. This group meets weekly to strategize how to leverage the purchasing power as a statewide system to better spend state dollars in support of the universities. The Director of Shared Initiatives coordinates the activities of this group. This group is interested in new ideas where purchasing could promote quality across the system.

UF Online.

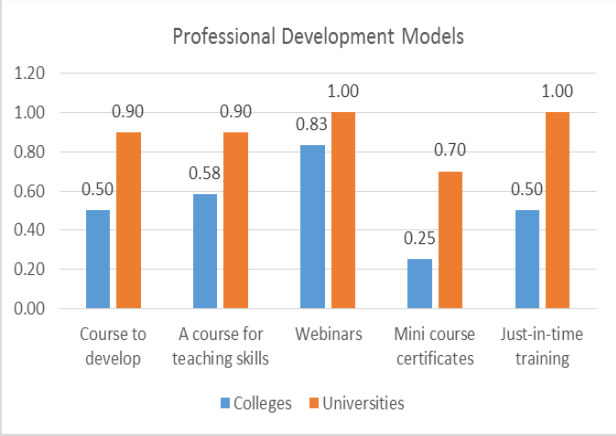
As part of the state-sponsored UF Online initiative, a goal to conduct research and development of future and current trends in distance education, was created. The purpose of this portion of the initiative was to determine opportunities and challenges resulting from the emerging innovations of educational technology in creating new value as a foundation for new educational models. Within this framework is the possibility for development of a committee, with representation from each University, to have discussions and share current research, identify current research needs in distance learning, and identify collaborative projects for the group.

Complete Florida Plus.

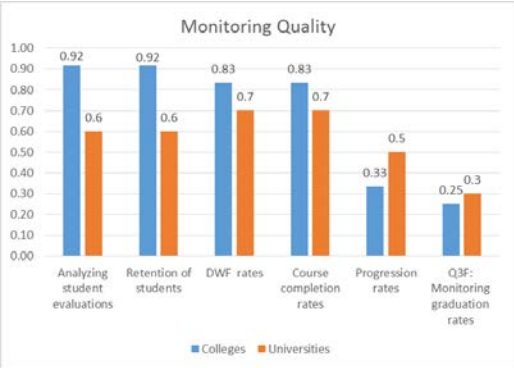
The purpose of this statewide initiative is the facilitate the degree completion of high-quality degree programs by adult learners, who have begun but not finish a post-secondary education, to meet the needs of a high-wage, high-skilled workforce needs within the state. The program provides a single point of access to information and links to innovative, high-quality distance learning courses, student and library services, and electronic resources to guide these group of students toward degree completion.

Individual Universities.

Across Florida, post-secondary institutions are committed to quality in the delivery of distance education courses through professional development programs that are customized to their respective missions and tied to the institutions existing resources. A survey of the 21 post-secondary institution, with representatives serving on the MCDLSS for FLVC, provided information about quality in distance education at those institutions. The complete survey is available in Appendix A.

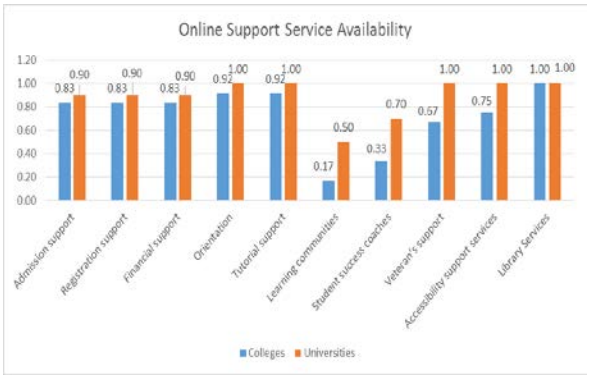


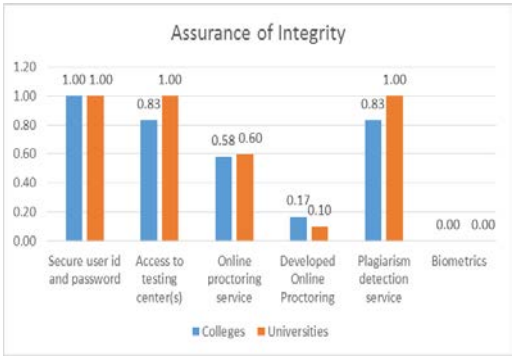
Each of the institutions promotes professional development for the faculty teaching online. Figure 1 demonstrates this commitment with the percentages of the different forms of professional development that are used across the state. The choices available to faculty include a course about design and development of good courses, webinars on various topics, just-in-time training modules, and mini-courses for certificates. Training is also provided by instructional designers as they develop courses with the faculty members during one-on-one consultations.



The post-secondary institutions also monitor the quality of in the delivery of the online courses. Differences were noted in how the colleges monitored quality as compared to universities. Among the approaches used by post-secondary institutions were student evaluations; drop, withdrawal, and failure rates; course completion rates; progression rates; retention rates; and graduation rates. Figure 2 shows the percentages each of the strategies used by the post-secondary institutions across the state. In the individual responses, the universities noted that quality is monitored at the department level rather than at the institution level. This leads to a major difference between the two type so institutions in the state. Universities monitor at the course level; whereas, colleges monitor at the instructor level.

The commitment to quality in distance education is also evident in the number of student support services offered by the different institutions. The variety of services for distance learners indicates an awareness at these institutions of the importance in offering a complete educational experience to the online students. Figure 3 portrays the breadth and depth of those services at each institution. Written responses to this question provided evidence that the institutions are continually evaluating the effectiveness of those services and developing new services for their online students. One institution noted that they were in the process of developing additional services and another institution launching a one-stop call center with after-hours access.





Finally, all post-secondary institutions supporting distance learning are assuring that quality of the delivery of the courses by protecting the integrity of the courses. Every institution uses a secured user identification and password. This is an easy strategy to implement as it is built into the learning management systems. Every university that responded to the survey also used testing centers and a plagiarism detection service. Sixty percent of universities also used an online proctoring service. A few institutions are exploring how to offer their own online proctoring service. No institution is using a biometrics solution to ensure academic integrity. For complete results see figure 4.

What is Quality?

Quality is often associated with social process of learning of which face-to-face is believed to be the best way to utilize the social dynamics of learning. John Dewey (1897) described this process in the following way. “Education is a social process. Education is growth. Education is not a preparation for life; education is life itself.” Because distance options were perceived to not to include the social dynamics of learning, the quality of the distance courses was thought to inadequate. Low completion rates in distance learning courses compound the perception of poor quality.

Issues have surrounded quality in distance education since its inception in the 1800s with the delivery of paper-based instruction through the pony express. The very first attempts at distance education were isolating experiences. The paper-based delivery provided delayed interactions with time-lapses between the deliveries of a coursework and feedback. The delay in feedback often made instructor’s observations non-relevant. Later with radio and television, the

delivery created passive rather than active learning with the learner listening or watch the instructor. This was again followed by slow student feedback.

In a seminal mega analysis of distance quality in 2005, the Zhao research team identified interaction as the key to effective distance education and "instructor involvement is a significant distinguishing quality of effective distance programs" (p. 1863). The advancement of the Internet was the key to increasing the popularity of distance learning and the quality. With the World Wide Web, student-to-student, student-to-instructor, and instructor-to-student interaction became faster and more effective. The instructor and student were able to bypass the mail delivery system to communicate with each other in a timely manner. Through both the email and discussion boards, students were also able to quickly reach out and communicate with each other. Mobile devices are enhancing this communication by increasing the availability social connect beyond the hardwired lines to cellular towers. With the improved technology, instructors are better able to incorporate the social dynamics of learning into the distance learning courses.

Definitions of Quality by Accrediting Agencies.

Quality can be difficult to define. The reason for the difficulty is the complexity that surrounds the issue. Quality can be defined as the number of students that are completing courses, comparisons to face-to-face instruction, the number of support services, or accuracy of the content within the course. Various organizations are also recognized as curating best practices, distributing those best practices, and developing guidelines for evaluating those practice based upon their viewpoint of quality. With accreditation of high importance to post-secondary institutions, an evaluation of the different accreditation agencies definitions combined with the organizations that promote quality in distance education was completed. Below is a chart which identifies benchmarks of quality by the accreditation agencies and is followed by short explanation of how each agency defines as quality. For a complete description of the quality measure refer to Appendix B.

Crosswalk of Quality Measures by Accrediting Agencies

	CHEA	SACSCOC	CCNE	AACSB	ABET	ABA	CAEP
University Benchmarks							
Mission and Governance	X		X	X			
Technology Infrastructure	X			X			
Institution/State Reputation		X					
Academic Services	X	X	X	X	X		
Student Services		X	X	X			
Program Level							
Evaluation & Assessment	X	X	X	X	X		X
Faculty Credentials				X	X		X
Course Level							
Faculty Training/Support	X	X					
Instructional Quality	X	X	X	X	X	X	X

- CHEA: Council for Higher Education Accreditation
- SACSCOC: Southern Association of Colleges and Schools Commission on Colleges
- CCNE: Commission on Collegiate Nursing Education
- AACSB: Association to Advance Collegiate Schools of Business
- ABET: Accreditation Board for Engineering and Technology
- QM: Quality Matters
- ABA: American Bar Association
- CAEP: Council for the accreditation of Educator Preparation

Tools to Measure Quality in Higher Education

National Survey of Student Engagement Benchmarks.

This tool compares the performance of an institution against peer organizations from randomly selected students across all delivery methods. The tool assesses the level of academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environment. Since this tool measures the overall student population and their perceptions of the quality of the education they are attaining, distance learning is simple a portion of the overall score. Although it is important in understanding the overall contribution of distance education to the performance of an institution, the tool is too broad to determine specific impact (National Survey of Student Engagement [NSSE], 2005).

Online Consortium 5 Pillars of Quality: The Scorecard

The Online Consortium uses a Scorecard based on five pillars (a) Learning Effectiveness Pillar, (b) Scale Pillar, (c) Access Pillar, (d) Faculty Satisfaction Pillar, and (e) The Student Satisfaction Pillar. The purpose of the five pillars is to assist institutions in establishing placement on a continuum for satisfaction in the five inter-related areas of learning effectiveness. Based upon these pillars, the Consortium has developed a scorecard that institutions can used to do a good SWAT analysis to identify strengthens and areas for improvement in the delivery of the distance education programs at the institutions. Areas evaluated within the Scorecard are institutional support, technology support, course development and instructional design, course structure, teaching and learning, social and student engagement, faculty support, student support, and evaluation and assessment (Online Learning Consortium, 2015). Nine of the SUS institutions belong to the Online Learning Consortium. The three that do not belong are not actively developing a large number of distance education courses possible because distance learning does not meet the mission of those universities.

Priorities Survey for Online Learnings (PSOL).

Developed through a partnership between Noel-Levitiz and Quality Matters. This measure is based upon student satisfaction on 26 items. The report identifies areas of strengths and challenges for the organization. A fee is charged based on the number of responses submitted. Data can be tracked long term and benchmarked against other institutions. This assessment tool does allow the university's organization to be measured as a whole. (Noel-Levitiz, ND)

The Quality Matters Higher Education Rubric Fifth Edition, 2014.

The rubric is used by evaluators to assess the quality of the course. Once the course passes three reviewers, the course receives Quality Matters (QM) recognition as a high-quality course. The rubric includes the following areas for evaluation of quality: (a) course overview and introduction, (b) learning objectives, (c) assessment and measurement, (d) instructional materials, (e) course activities and learner interaction, (f) course technology, (g) learner support, and (f) accessibility and usability. The rubric used by QM is a nationally recognized tool for the evaluation of course quality. The rubric informs the development process of new courses, promotes self-evaluation to revise and improve existing courses, and provides national recognition for well-developed courses (Quality Matters, 2014a).

Proposed Quality Matters Program Certification.

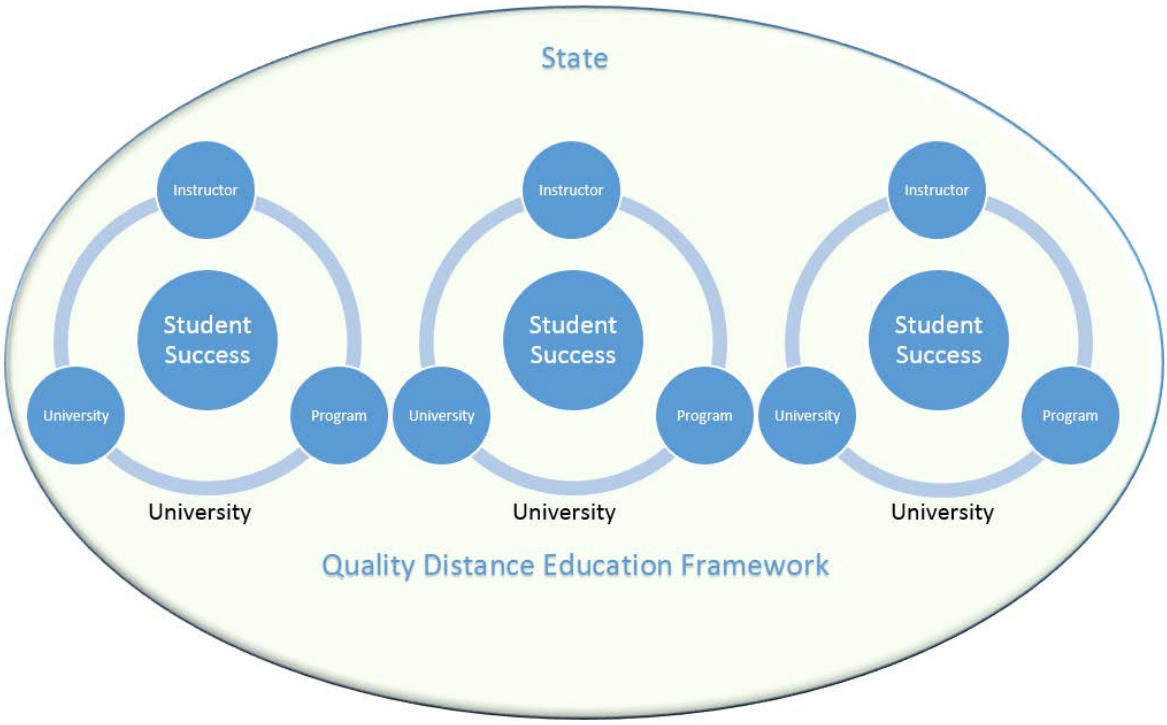
Quality Matters has been working through the issues surrounding program quality for online courses. At a recent conference, QM introduced a proposed group of certifications. The certifications would acknowledge where an institution was in the process of bringing the programs online. The purpose for developing the certificates was twofold. One to aid in the accreditation of the online programs and to market quality online programs to potential students and with other stakeholders. In Appendix C is a description of the different certificates under consideration and

development by QM. Although, not currently being implemented, the criteria under consideration can be helpful in determining quality (Quality Matters, 2014b).

Quality Framework

The definitions of quality as proposed by the accreditation agencies and organizations interested in promoting high-quality distance education were varied. Based upon the culmination of the descriptions a Quality Distance Learning Framework was developed. The Framework should be viewed as best practices at different levels within the organizational structure within the institution. These best practices across the three levels are interconnected and dependent upon each other in ensuring the development and implementation of distance learning courses and programs in promoting student success. One of the organizational levels is the instructor. Best practices for this level revolve around concerns of quality in the development and design of the courses and the professional development for the instructors of online courses. The second organizational level in the Framework focuses on the program level and the student outcomes of the program surrounding learning objectives, employability, and satisfaction. The organizational level at the institution contributes to quality by addressing the technology infrastructure, technology tools for design and delivery, and student support services (Refer to Table 2).

Each of these levels are important in understanding quality that goes beyond the course to an institution in which the leadership, support staff, departments, and instructors are working together to create high-quality programs. Together the three organizational levels work together to create a learning environment which promotes student success at each institution. The State's responsibility is to ensure that each institution has the necessary tools to create and implement the courses and the infrastructure to support the delivery of instruction and support services. The State can also provide opportunities for research of best practices, collaboration in the development of those best practices, and to share those best practices across the SUS to promote quality. Second, to evaluate what technology tools or infrastructure and support services are required across the system to ensure minimal standards of quality at all Universities. These recommendations are enbedded into the 2025 Goals.



Recommendations for Quality within the Framework.

Organizational Level: Instructor.

A focus at this level of quality is the instructor as the vehicle that interacts directly with the student and impacts upon the students' ability to succeed. Instructors require professional development to create well-structured courses with current and relevant content. In order to produce high-quality courses, the faculty member benefits from support in the design of the instructor with access to an instructional designer and the technology to create engaging instruction and to activities that create interaction between students and with the instructor.

Recommendations for Universities.

- Continue using Quality Matters Course Rubric and Course Certification process
- Integrate Quality Matters Course Rubric into the professional development process and evaluation of quality of courses
- Provide professional development opportunities to learn best practices for online instruction.
- Provide guidance in designing and development of online courses with instructional design support.
- Provide technology to promote the development of engaging instruction.

Recommendation for Board of Governors Online Strategic Planning for 2025

- Promote a culture of quality across the system by rewarding the development of high-quality across the state. Also, creating a culture of sharing of best practices in online teaching throughout the state.

Organizational Level: Program Evaluation.

As degree programs are emerging, accreditation agencies are interested in ensuring that the entire program meets quality standards. Measuring the student learning outcomes of the program shows that the students from the online programs are progressing at the same rates as the campus students. Exemplary programs, as defined by the proposed online program certification by QM, map the student learning outcomes into the course objectives. The department should be ensuring that the faculty are credentialed for the program area and for teaching online by encouraging attendance in training for teaching online. The department can also work towards QM certifying all of the courses offered online.

Recommendations for Universities.

- Measure student learning outcomes for both online and campus student populations
- Mapping student learning outcomes into course objectives
- Ensure that faculty meet the credential requirements of the program area
- Expect faculty to participate in professional development before teaching online and if possible be certified for online teaching
- Work towards having all courses in the online program certified by QM

Recommendation for Board of Governors Online Strategic Planning for 2025

- Strengthen online quality by encouraging research in the field of distance learning in the creating or using emerging technology and in the development of best practice strategies for online teaching and program development.

Organizational Level: University

The accreditation agencies are looking for a commitment by the institution to online learning as demonstrated in the mission and governance documents. This commitment is then seen in the technology infrastructure that supports the distance learning. Across the institution, the student support services are available for the online students to access through extended hours and alternative methods of communication with the students. In centralized organized institutions, a robust professional development program is available for faculty to participate in. The institution is also responsible for monitoring the success of the students to ensure they are employable and satisfied with their instructional experience.

Recommendations for Universities.

- Review mission statements and governance documents to include providing access for online students
- Review the infrastructure to ensure that students can easily access their instruction
- Review the student support services on campus to ensure that the online students have access to those services
- Provide professional development for faculty to ensure they are properly trained to teach online.
- Monitor the success of students to ensure employability and satisfaction with their instructional experiences.

Recommendation for Board of Governors Online Strategic Planning for 2025

- Evaluate the infrastructure requirements to determine what can be standardized to support institutions that may not have the resources to support access. At the same, providing professional development for the technology used to support that infrastructure.
- Take the opportunity to explore the sharing of services across the system. Some institutions have more resources than others. By sharing resources, the institutions with more developed support services can share how they built those services and bring the other institutions up to a standard level across the system. This would enrich the state to have a standard across the state.

2025 Goals

GOAL: Create a culture of quality for online programs

- **Objective**: Create an statewide, award system for exceptional online courses
    - **Strategy**: To create a system level of awards for online courses based upon an expanded rubric of QM. The first level would be a President's Award given at the University. Second level would be state level award given by a state evaluation quality committee. The third level would be a Chancellor's Quality award which would represent the best of the best throughout the state.
    - **Strategy**: To create a coding system in the FLVC courses system that allows the coding of QM certified, President awarded, Florida's Quality award, and Chancellor's Quality awarded courses.
- **Objective**: Expand support for professional development
    - **Strategy**: Create a statewide professional development network for instructional designers that allows the group to bring in national known speakers, allow time to discuss the processes they use to create courses, and best online instructional practices
    - **Strategy**: Create regional online technology showcases for faculty teaching online to share their creative online instructional strategies and uses of various technology to support learning.
    - **Strategy**: Enhance the present professional development offered by the FLVC to bring in national known innovators and leaders in online and provide a statewide peer-reviewed publishing opportunity to encourage research by instructional designers and faculty.

GOAL: Strengthen the quality of online programs

- **Objective**: To conduct and share research about online education to improve the quality of distance learning

- **Strategy:** Create a statewide distance learning research consortium with representative members from the Florida institutions interested in sharing and presenting research, determine research needs in distance education, and identify collaborative research projects. One university would serve as lead for this initiative. Possible topics for research: big data, best instructional practices, and effective student service models.
- **Strategy**: The statewide distance learning research consortium would also develop a process in which to share the best practices that are occurring across the different institutions.
- **Strategy**: The statewide distance learning research consortium could facilitate continual discussion about quality, the definition of quality, and best practices (course development, course delivery, support services, and innovative approaches).

- **Objective**: Ensure that the infrastructure needed to support the development and delivery of online courses is available.
  - **Strategy**: Develop a structure which brings together leaders across the state, with one university serving as a lead for statewide infrastructure initiatives. This group will explore strategies for standardizing the infrastructure and tools as much as it is possible across the system, provide training in the use of infrastructure system and tools across the system, and develop recommendations for tools to monitor the authenticity and the academic integrity of the students within the courses. The group should continually explore emerging technology to evaluate the effectiveness for delivery and recommendations for adoption as best practice.
  - **Strategy**: Develop a management structure within the BOG to evaluate and implement recommendations
- **Objective:** To ensure support services are available for online students that promote student success.
  - **Strategy:** Develop a structure which brings together leaders across the state, with one university serving as a lead, to identify the types of support services offered at the different state universities. The committee would develop opportunities to share resources to provide student support services for online learners and provide a repository for sharing best practices for promoting student success in online environments.
  - **Strategy**: Develop a management structure within the BOG to evaluate and implement recommendations

2025 PERFORMANCE INDICATORS

Creating a Create a Culture of Quality for Online Programs

Performance Indicator	Outcome Target
1. Creation and use of a set of SUS standards to critic high quality courses for inclusion in the SUS "Chancellor Awards" recognition process.	• Tiered critiquing system that encourages complete SUS participation and submission of online coursework. • 8 Chancellor Awards presented annually at the State level.
2. Recognition of high quality courses in online catalog system	Coding for QM, President Awards and Chancellor Awards in the FLVC online catalog be available Target.
3. Providing ongoing professional development	15% of faculty and distance learning staff are participating in yearly conferences from SUS institutions offering online courses.

Strengthen the Quality of Online Programs

Performance Indicator	Outcome Target
1. Share research in online education	Develop an online research consortium in which SUS institutions offering online courses are participating in.
2. Ensure technology infrastructure	Create a committee that is recommending statewide purchasing of hardware, software, and services where possible to be shared statewide.
3. Ensure student support services	Create a committee to recommend sharing services where possible to be shared statewide.

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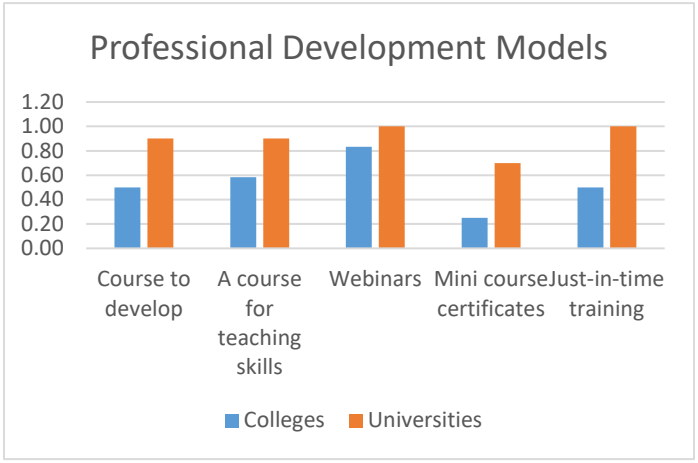
Appendix A: Taskforce for Online Strategic Planning Quality Subcommittee Survey Results

Below are tables with accompanying graphs for the responses to the quality survey that was sent out by the FLVC to all state post-secondary institutions in Florida. If the respondents provided a response to the other option for the questions, those responses are available after the graphs. At the end, of the document are the open-ended questions posed in the survey and those responses.

	State Colleges	Universities
Q1: Please select the professional development options available for your faculty. Please describe other options you are providing		
o Q!A: A course to develop online courses	0.50	0.90
o Q1B: A course to improve online teaching skills	0.58	0.90
o Q1C: Webinars	0.83	1.00
o Q1D: Mini courses that lead to certificates	0.25	0.70
o Q1E: Just-in-time training	0.50	1.00



State/Community Colleges Responses

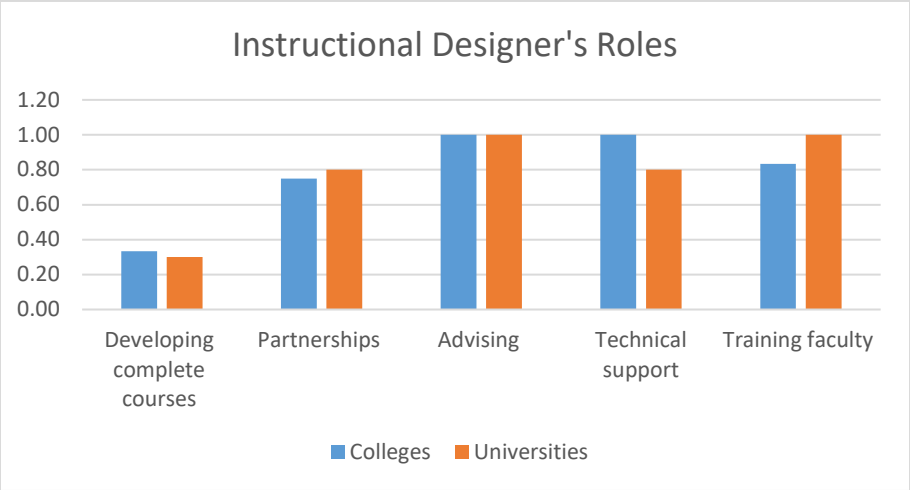
- Recently subscribed to Quality Matters and are encouraging faculty to participate.
- Workshops each semester
- Professional Development activities throughout the term on the use of Blackboard and teaching techniques

Universities Responses

- We provide other options where instructional designers partner with a Teaching and Learning Center
- Our mini-courses are delivered for Faculty certification to teach in the online environment.
- Ask ATC is a searchable database of information about our D2L LMS processes, so faculty can find anything they need about using the LMS.
- One-on-One consultations
- Instructional designers work with the faculty on individual courses. They can direct the faculty to specific resources that are applicable to their course content.

Q2: Describe the role instructional designers have in the design process. Please select those that are applicable and describe other ways your instructional designers support the design process.		
o Q2A: Developing the complete course given instructional materials and/or textbooks	0.33	0.30
o Q2B: Developing a course as a partner with the faculty member	0.75	0.80
o Q2C: Advising the faculty on how to develop the course	1.00	1.00

o Q2D: Providing technical support for the faculty member	1.00	0.80
o Q2E: Training faculty to develop their online courses	0.83	1.00



State/Community Colleges Response

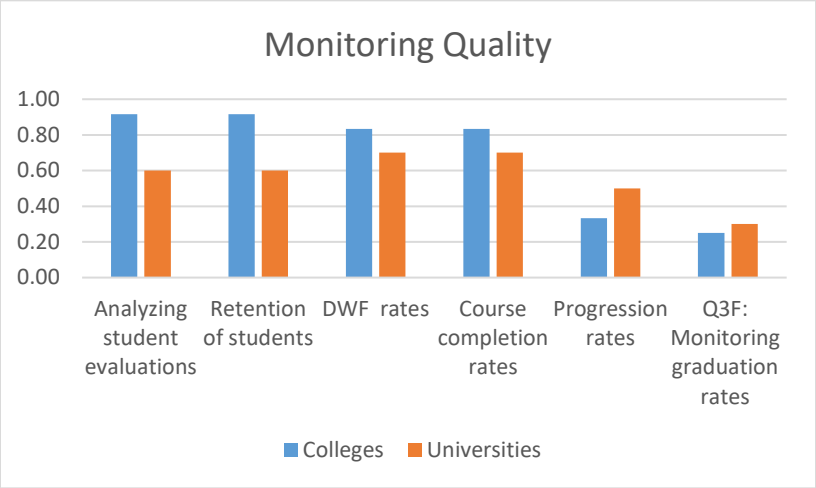
- No responses were given

Universities Responses

- We have a separate training group that also supports the faculty knowledge creation process.
- Faculty are responsible for online course development at UWF. Our designers facilitate their abilities at development and implementation but not full online course development.
- Technical support is provided by other staff members, not so much the IDs, although they will help in the context of instructional design, when needed.
- We have a separate team to provide technical support; the two teams work closely together, but tech support is not an ID responsibility.
- We also have a separate team that provides technical support on a 24 hour/ 7 day a week basis.

Q3: How does your institution monitor quality of distance learning offerings? Please select those that are applicable and describe other methods you are using to monitor quality.

o Q3A: Analyzing student evaluations for each course	0.92	0.60
o Q3B: Retention of students in the courses	0.92	0.60
o Q3C: The DWF (Ds, Withdrawals, Failures) rates of the courses	0.83	0.70
o Q3D: Monitoring course completion rates for distance learning as compared to face-to-face courses	0.83	0.70
o Q3E: Monitoring the progression rates of students in fully online degree programs as compared to face-to-face courses	0.33	0.50
o Q3F: Monitoring graduation rates of students in fully online degree program as compared to face-to-face courses	0.25	0.30



State/Community Colleges Response

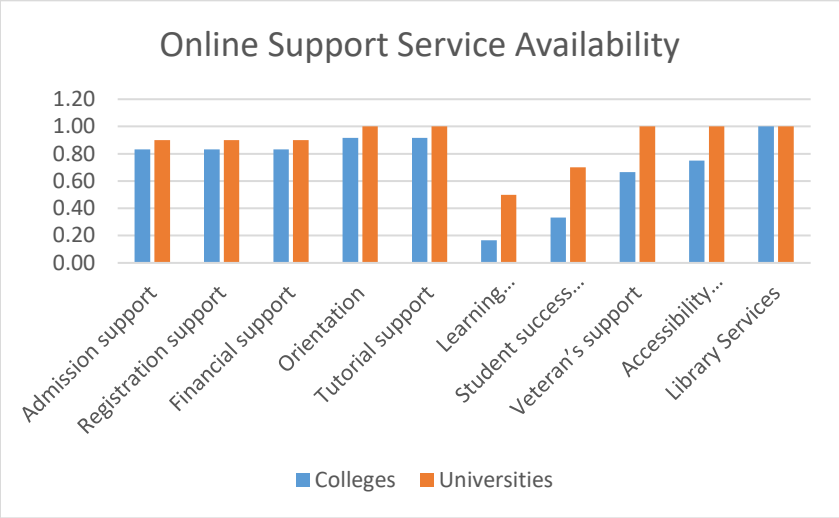
- Conduct peer reviews using institutional rubric

Universities Responses

- End of course evaluation analysis
- Individual online programs monitor aspects of DL as part of their overall assessment.
- Theses metrics are evaluated in the fully online programs very closely. The unit management looks at the non-fully online meters for quality.
- So far at UWF, the only difference between online and F2F offerings is the method of delivery (online). All else should be the same whether F2F or online.
- Individual department chairs may use some of the data points above to inform scheduling decisions, but there is no college-wide or centralized data collecting and sharing.
- use of course design reviews (QM)
- Methods are available, but are hardly being used to winnow out poor faculty or courses

Q4: What types of online support are available for distance-learning students at your institution? Please select those that are applicable and other service you are providing.

o Q4A: Admission support	0.83	0.90
o Q4B: Registration support	0.83	0.90
o Q4C: Financial support	0.83	0.90
o Q4D: Orientation	0.92	1.00
o Q4E: Tutorial support	0.92	1.00
o Q4F: Learning communities	0.17	0.50
o Q4G: Student success coaches	0.33	0.70
o Q4H: Veteran's and other returning student support	0.67	1.00
o Q4I:Accessibility support services	0.75	1.00
o Q4J:Library Services	1.00	1.00



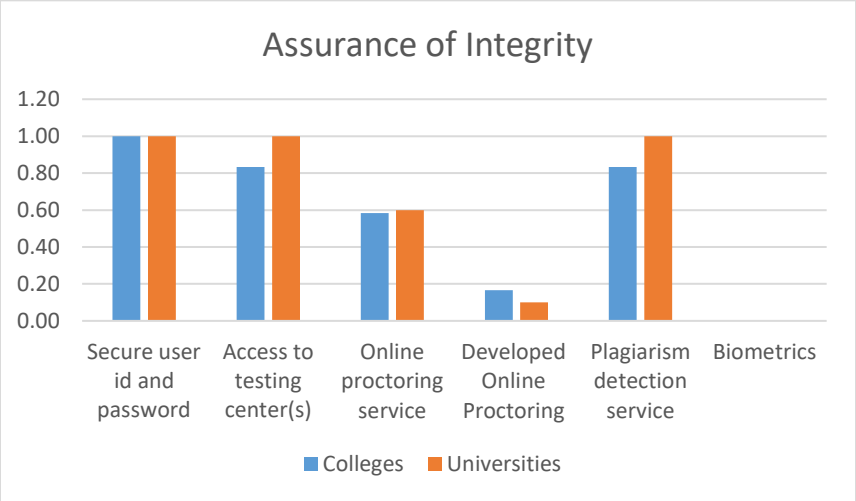
State/Community Colleges Responses

- Availability of a Student Support Center -- students can ask for any assistance and are assisted or guided to an appropriate person/department.
- We cannot track students who are seeking their degree fully online therefore we can't compare those students' success to others.

Universities Responses

- We are in the process of developing additional services that should be available shortly.
- Individual online courses and programs may provide learning communities and success coaches in their specific programs, but they are not offered in all online courses/programs.
- Our first learning communities will be launched this fall. All units are responsible for asking non-traditional students. This fall, we are launching the one-stop call center with after hours.

Q5: How are you addressing academic integrity in online courses? Please select those that are applicable and describe other methods.		
o Q5A: Secure user id and password	1.00	1.00
o Q5B: Access to testing center(s)	0.83	1.00
o Q5C: Using an online proctoring service	0.58	0.60
o Q5D: Online Proctoring solution developed by your institution	0.17	0.10
o Q5E: Plagiarism detection service	0.83	1.00
o Q5F: Biometrics	0.00	0.00



Q6: How does your institution define quality in a distance learning offerings?

College Responses

- Meets QM standards, includes student learning outcomes, based on Adult Learning theory, constant navigation, communications, rubrics, competency based
- adherence to rubric standards
- At this time we do not have a standard universal definition. We have a rough rubric to go by. We have certain measures we take (assisting with course development) but until we get the Quality Matters program, we don't have a set definition.
- We use a MIMIMUM REQUIREMENTS document for faculty
- Meeting a set of criteria.
- Success, retention, persistence, completion
- Quality Matters rubric and development of faculty guidelines. We also train faculty on instructional design best practices.
- Use of a rubric designed by the college. Faculty members self-evaluate and coordinators evaluate
- Through an institutionally designed standards and QM
- Success rates
- We use Quality Matters in course design and monitor course data (course evals, grades, completions)

University Responses

- Conforms to industry best practices. Includes a variety of interaction types (student-student, student-faculty, student-content/technology), high levels of student engagement
- There is not a definition of quality for online courses, instead we have a list of quality indicators applicable to all courses regardless of the delivery method.
- Students having a success experience in the online learning process (courses and programs).
- Quality Matters Rubric. Online course evaluations by students, faculty and mentors. Retention rates as compared to face-to-face equivalent courses.
- We offer workshops in Quality Matters but it is not required.
- courses employ best pedagogical practices based on the existing research literature
- Individually determined by faculty.
- Quality is defined as delivering the identical content as the traditional courses

Q7: Have you modified the QM Rubric? If yes, what changes have you made?

College Responses

- No
- No
- No we have not modified the QM Rubric.
- No. We are in the process of getting the QM program.
- Testing QM. Not sure if adoption will happen, or what form of it.
- Yes...customized some items for local practices.
- No we have not modified the rubric. We have over 30 courses that have met a QM peer review.
- Selected core standards as a first level of internal review, before moving to a full QM review.
- No modifications
- No- we use the full QM rubric

University Responses

- Yes. We developed an original rubric based on QM and other institutions' work
- No
- Yes; We have added instructor best pratices as metrics that contribute to the overall rating of the course.
- We have customized the QM Rubric to fit our instructional development template. We do full and partial reviews depending on the
- No, we use it exactly as it is.
- No
- not yet
- No, use as-is.
- Yes, we have added to the rubric elements that we feel are important to high quality courses. These are used in the review processes

Q8: Describe any other methods of quality assurance being considered or under review by your institution.

College Responses

- Ongoing review process during development and throughout the life of the course.
- None
- Online course observations by department chairs
- We certify all courses before they can be offered for instruction.
- QM Program Certification
- Development of Faculty Online Guidelines to include required items and expectations in all online courses.
- Administrative evaluation of courses

University Responses

- We are considering Bb Analytics
- Expanded student evaluation of online faculty
- All courses developed by the instructional designers are evaluated before faculty are paid out.

Appendix B: Descriptions of Quality by Accrediting Agencies

Council for Higher Education Accreditation (CHEA, 2002).

The Council for Higher Education Accreditation is the organization that holds the regional accrediting agencies accountable. In 2002, the CHEA identified seven fundamental benchmarks of institutional operations as important to assuring quality in distance education. The first benchmark examines the match of the distance educational offerings in relation to the institutional mission. The second benchmark determines if the institutional organizational structure is suitable to offer quality distance education programs. The next benchmark evaluates the institutional resources and financing of the institution. The fourth benchmark stresses the importance of the curriculum and instructional offerings to determine if the curricula and design of the instruction is appropriate for the distance learning. The fifth benchmark explores if faculty are competent in teaching online and have adequate resources, facilities, and equipment to develop the courses. The sixth benchmark identifies if students have access to counseling, advising, equipment, facilities, and instructional materials to pursue distance learning. Finally, the institution should be regularly evaluating the quality of the instruction using student achievement.

SACSCOC Electronically Offered Degree and Certificate Programs (SACSCOC, 2000).

SACSCOC is looking for institutional commitment in the context of the university as a whole. An institution that delivers online programs should be willing to support the distance learners at the same level they are supporting on-campus students. If the institution is offering a significant number of distance learning programs and course offerings, the mission should reflect the institution's focus on distance education. Within the organization structure, administrators are responsible for the distance learning courses and programs. The institution should be evaluating the comparability of the distance programs to campus-based programs and courses by evaluating the educational effectiveness, the student learning outcomes, student retention, and student satisfaction. The curriculum and the instruction should be equivalent regardless of the delivery method with the faculty assuming the primary responsibility for oversight and the rigor of the programs and quality of instruction. The faculty should have adequate support in the development of and the implementation of the course. Training is available to ensure faculty are qualified to develop, design, and teach their courses. The evaluation of the faculty teaching is clear. The students need to be able to access all the services required without coming to campus. Of importance is the access and the ability to effectively use the library, laboratories, facilities, and equipment appropriate for the courses. Finally, the technology infrastructure is adequate for the delivery of the courses.

Commission on Collegiate Nursing Education (CCNE, 2013).

The CCNE expects all or their programs, including the distance education offerings, to meet the same standards as the other programs. Within the accreditation guidance document, distance education programs are to include the distance education students in the mission and governance of the nursing programs. The leaders should ensure the academic support services and technology delivery methods meet the program requirements and achieve the mission and goals for their programs. The distance learning students need access to the clinical experiences to obtain the skills required as they enter the field. The assessment of those students must meet academic integrity requirements and the same standards as the on-campus students.

Association to Advance Collegiate Schools of Business (AACSB International, 2007).

The AACSB guidance for the accreditation process indicates that the distance learning business programs at the institution should be consistent with the mission of the institution. The guidance documents caution against approaching distance learning with a minimal investment. The documents clearly stated that students are responsible for their own learning. However, the program expectations for the student must be clear and a resource center be available for assistance. The guidance describes best practices for instruction. The faculty need to be qualified and

dedicated to providing quality instruction to the students. The learning outcomes should be a close match to the assessments and academic integrity should be monitored. The schools of business are responsible for providing access to the student support services and the technology infrastructure is adequate for the delivery of the programs. The intellectual contribution of the faculty is well defined in the institution's policies.

Accreditation Board for Engineering and Technology (ABET, ND).

ABET programs are evaluated on the same standards regardless of delivery method. The accreditation requirements vary based upon the content area of the program.

American Bar Association (ABA, 2015).

The ABA guidance for accreditation of distance learning focuses on the delivery of the instruction. The student must have taken 28 credit hours before taking distance learning credit. Then ABA limits the number of credit hours to no more than four credits in a term taken using distance learning technology. In the distance classes ample interaction with the instructor inside and outside the formal structure must occur. The instructor must demonstrate ample monitoring of student efforts and accomplishments as the course progresses. Finally, the school must establish a process for effective verification of the identity of students taking DL courses.

Council for the Accreditation of Educator Preparation.

The same principles apply to distance learning programs as the on-campus or off campus programs. The guidance documents focus on the assessment of the programs, the credentials of the instructors, and the instructional quality. Within the guidance documents are several suggestions for measuring quality. Among these suggestions are measures of student learning outcomes, end of course surveys, faculty grading of assignments, alumni surveys, employers' surveys, and longitudinal assessments (Phipps, Wellman, & Merisotis, 1998).

Appendix C: Quality Matters Proposal for Program Certification

QM-Approved Implementation Plans.

The implement plan evaluation process examines the institution's plans to submit courses for review, the actual course development process, the faculty and staff professional development, and the institutions specific quality assurance measures.

Online Program Design Certification.

This certification will have two levels: (a) making progress and (b) certified. To obtain this certification, the program must demonstrate measurable learning objectives, outcomes, or competencies; the objectives, outcomes, and competencies are consistent with the program objectives, outcomes, or competencies, all instructional designers and instructors have completed professional development in best practices, and a plan is in place to bring all course development and revisions in line with QM rubrics.

Online Teaching Certification.

The certification will have two levels: (a) making progress and (b) certified. This certification will possibly have five criteria to evaluate if the institutions have (a) all instructors undergoing training in online teaching prior to or concurrently to their online teaching assignment, (b) provisions for pedagogical support or mentoring for faculty new to online teaching, (c) recommendations or guidelines on instructor response time and availability to support and engage online learners, (d) encourages ongoing professional development, and (e) processes exist to collect, distribute, and use learner feedback to inform teaching practices.

Online Learner Support Certification.

The certification will have two levels: (a) making progress and (b) certified. To be awarded this certification, the program needs to demonstrate that students have remote access to essential support services and a process to collect, distribute, and use the learner feedback to inform and improve learner support efforts.

Online Learner Success Certification.

The certification will have two levels: (a) making progress and (b) certified. The program should have evidence of at least three criteria consistent with the mission and with the external quality benchmarks. The first possible criteria is ensuring the students are achieving program objectives. These measures can be based upon retention, course completion, and graduation rates. Another criteria is the use of a capstone assessment that demonstrate achievement of program or institution learning objectives or competencies. An alternative criterion could be summative assessments including nationally recognized assessment instrument can be used as this measure as well. Finally, an institution could select as a criterion to measure post-graduation feedback, through alumni survey data to demonstrate learners' opinions regarding the coursework contributing to career success, employment data to determine the graduates' employment within six months of graduation, or employer survey data on the quality of graduates' preparation.

Exemplary Online Program Certification.

The certification is awarded based on the four specific certifications over a 2- to 3-year period.

Appendix D: Quality Work Group Membership

Name	Title
Work Group Members	
Dr. Shawn Felton (Chair)	Assistant Professor, Florida Gulf Coast University
Marcella David, J.D.	Provost, Florida A & M University
Dr. Sally McRorie	Interim Provost, Florida State University
Dr. Gary Perry	Provost, Florida Atlantic University
Auxiliary Members	
Dr. Victoria Brown	Assistant Provost, Florida Atlantic University
Franzetta Fitz	Director, Florida A & M University
Dr. Susann Rudasill	Director, Florida State University

Thank you to Victoria Brown for her work with the auxiliary committee members and the writing of this document.