

The Power of Collaboration

Multi-Layered Quality Assurance for Successful Online Learning Implementation

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Session Objectives



Describe unit, institutional, system-level, and accreditation online learning quality assurance expectations.

Explore strategies for building buy-in and collaborating with institutional stakeholders to promote online quality assurance.

Brainstorm opportunities for innovation and institutional change to instill quality in online learning.

Setting the Stage for Collaboration



- Communication for collaboration is not a one-way street
- Experts and leaders for promoting online quality exist at all roles and levels
- You may serve as the liaison for a variety of stakeholder groups
- Your QM colleagues are your partners in implementation



Defining Our Expectations

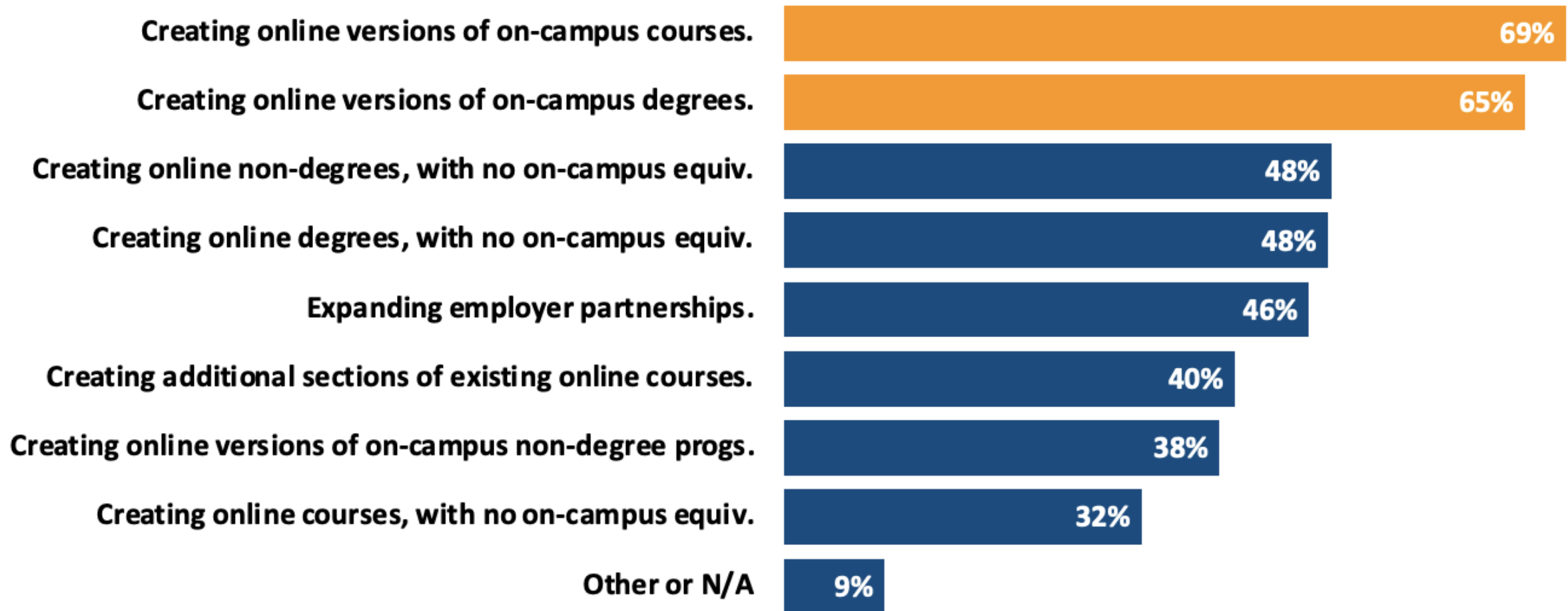


The Changing Landscape of Online Education

Online Learning Priorities

Over 65% of respondents selected creating **online versions** of **on-campus** courses and degrees as online learning priorities.

n=304



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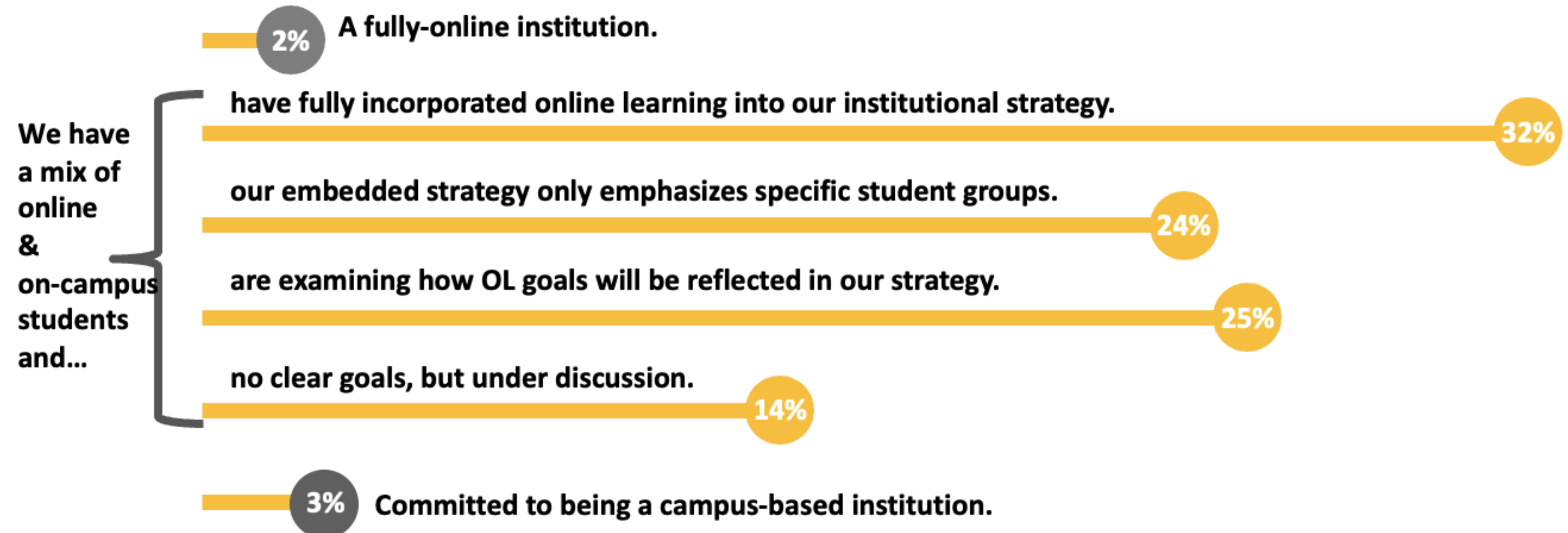
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The Changing Landscape of Online Education

Primary Institutional Strategic Approach to Online Learning

There is an integration continuum of online learning goals into institutional strategy.

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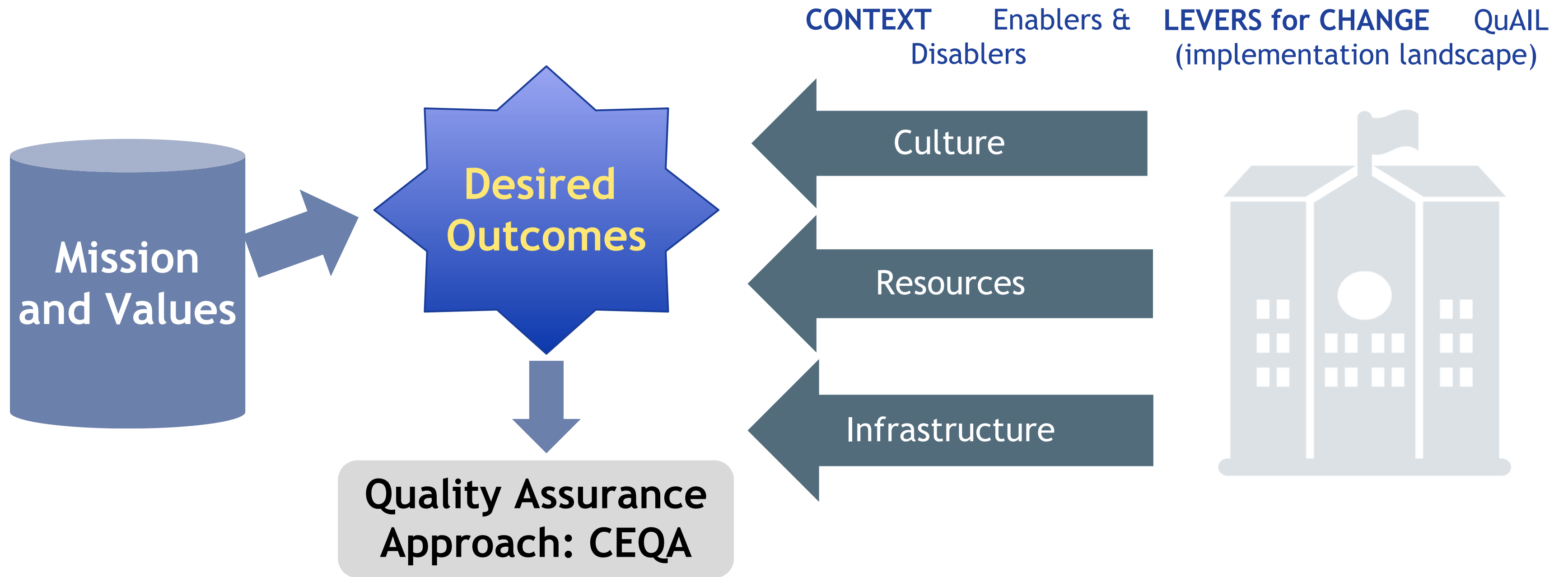


Quality Assurance is Vital, Yet Complex

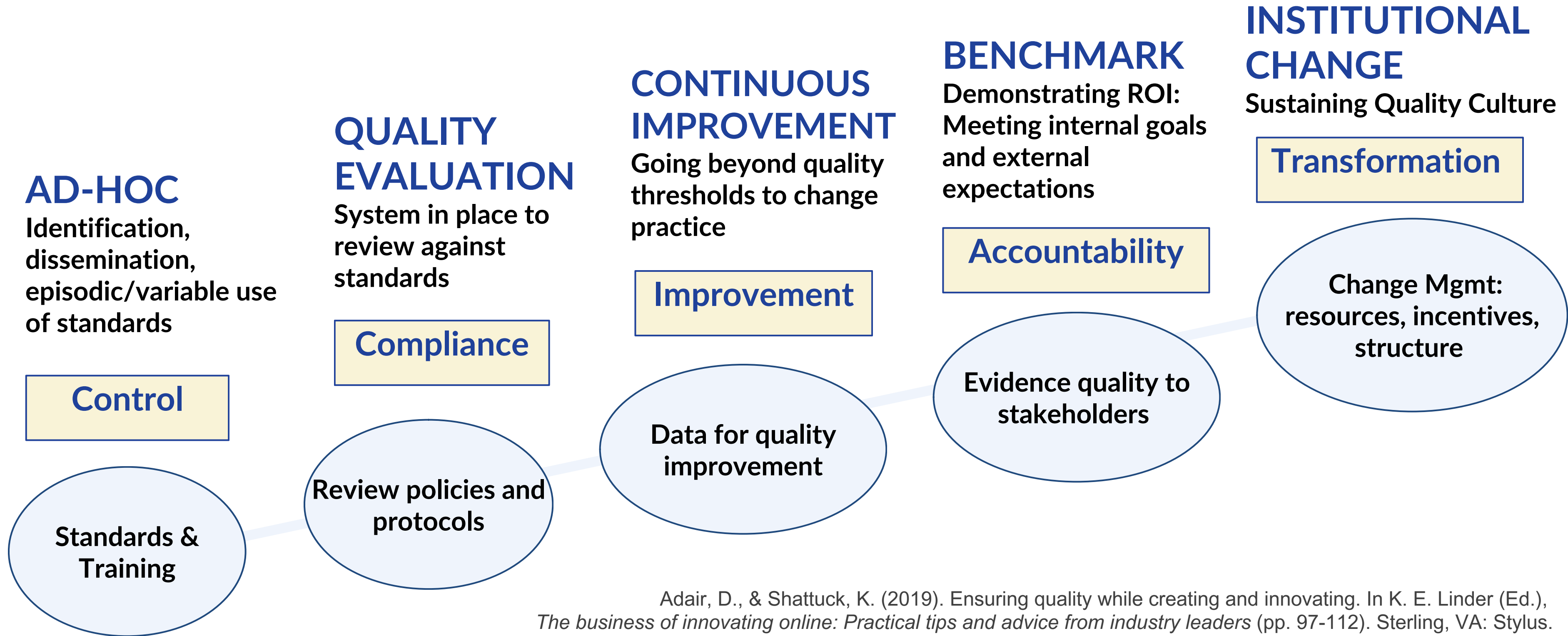


- Course Design
- Course Delivery
- Course Content
- Institutional Infrastructure
- LMS
- Faculty Readiness
- Student Readiness

Planning QA Implementation to Meet Institutional Goals



Continuum of Excellence for QA (CEQA)



Adair, D., & Shattuck, K. (2019). Ensuring quality while creating and innovating. In K. E. Linder (Ed.), *The business of innovating online: Practical tips and advice from industry leaders* (pp. 97-112). Sterling, VA: Stylus.

Quality Assurance Requires Collaboration

Successful QA implementation requires various knowledge, skills, and abilities as well as shared goals, collegiality, and collaboration.

- “Big Why”: Quality matters to online learners... both current and future.
- Implementation requires a broad skill set... campus offices, individuals, and groups need to work together.



The Importance of Building Buy-in for Online Learner Success

- Developing and implementing quality online learning often requires substantial organizational change
- Begin with communication, collegiality, and collaboration: implementing QA well requires buy-in
- Successful online programs have different design, support, technology and other needs than on-ground programs. Quality is a differentiating factor.
- Approaches championing collaborative, open-communication set the stage for creating a culture of quality, focused on continuous improvement and student success

Defining Your Expectations

What are your institution's top online learning priorities?

Are there others you would recommend prioritizing?



Building Buy-in Among Campus Partners

Identify Your Institutional Partners



Engage Faculty in the Process

Seek faculty input & leadership throughout implementation: conducting needs assessments, coordinating w/administration, updating training & design.



Coordinate Efforts with eLearning Staff

Collaborate with institutional online learning support units for professional development, course design guidance, and resources to support goal achievement.



Build Buy-in Among Senior Administration

Connect with institutional and academic leaders to clarify strategic priorities and pinpoint opportunities for enhancing online learning operations.

Engage Faculty in the Process

- Faculty buy-in is vital... engage and include faculty at every stage.
- Faculty should have input on QA goals and be supported in meeting them.
- Faculty new to online often encounter '**online knowledge gap**':
 - Underestimate time/effort req'd for online course design
 - Limited tech skills for online course development & instruction
 - Unfamiliarity with online learning design frameworks and best practices for online instruction



Faculty Leaders as Collaborators in Quality Online Learning

- **Communication:**

Understanding faculty confusion, objections, & constraints is crucial for building buy-in & creating a good relationship with ID teams.

- **Collaboration:**

Faculty should be co-collaborators in designing & revising online courses to meet quality standards

- **Collegiality:**

Don't "impose" QA... demonstrate how research-supported standards can support both online learners *and* faculty



Coordinate Efforts with eLearning Staff

- Online learning staff often do the “heavy lifting” of online QA
- Instructional designers, educational technologists, directors of online learning, chief online learning officers...
 - Are most knowledgeable about digital learning
 - Are often responsible for creating processes for online QA
 - Implement institutional strategy for online QA
 - Help to provide leadership for online quality initiatives and goals



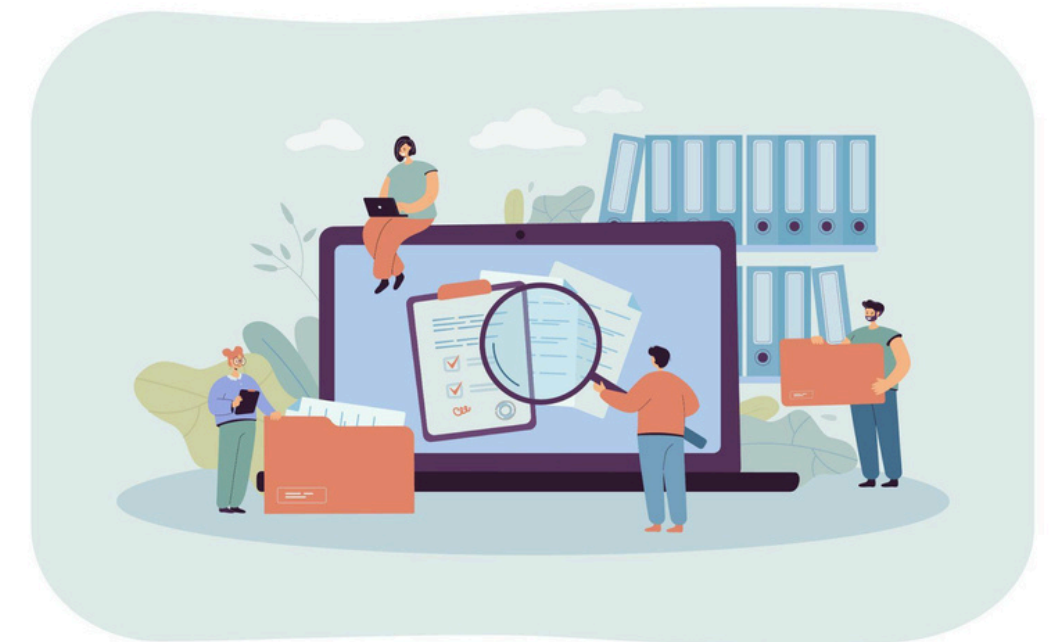
Leaning on the Expertise of your Online Learning Professionals

- Instructional designers and educational technologists provide support and suggestions to faculty members, who serve in the dual role of instructional designer client and subject-matter expert within the design process

(Kumar & Ritzhaupt, 2017)

- Collaborating with instructional designers, who are experienced in designing learning materials that are suitable for online environments, can both reduce faculty workload and create higher-quality online courses

(Cox & Osguthorpe, 2003; Kenny, Zhang, Schwier, & Campbell, 2005)



Build Buy-In Among Senior Administration

- Implementing online QA and overcoming organizational obstacles requires the support of senior administration
- Holding crucial, foundational discussions about online learning prevents “top-down” approach
- Allows administrators to identify and address faculty misconceptions and concerns early
- Engage with institutional strategic goals; communicate how quality online learning fits in

Strategies to Engage & Support Online Faculty

- **Provide faculty support** via centralized services, faculty development workshops, resources, and tools for the development, delivery, and assessment of online courses.
- **Conduct information sessions** on the online course development process, institutional standards, timeline for completion, faculty and departmental requirements, and training and resources available.
- **Check in with adjuncts and clinical faculty** members frequently to receive and provide feedback on resources they may need to improve course design and delivery.
- **Gather data and feedback from faculty** on satisfaction, whether they feel supported and recognized, etc., and act on it.

Strategies to Engage & Support Online Faculty

- **Provide flexible offerings of QM workshops** to support busy faculty in building their online skills (consider training a Facilitator to maximize your budget).
- **Encourage faculty to complete Self-Reviews** in the CRMS (or take the IYOC); communicate the benefits of continuous improvement and provide support.
- **Develop cohorts of “Faculty Fellows” or “Champions”** to recognize exemplar contributions, showcase best practices, and serve as online learning liaisons to their respective academic units.
- **Tie QA efforts to tenure and promotion** – particularly in areas associated with teaching and service.

Strategies to Engage & Support Online Learning Staff

- **Collaborate on online-related policies...** e.g, the creation (or improvement) of the design, development, and evaluation of online course and program review processes.
- **Engage online learning staff in data collection** for online learning. *What data do you need to show efficacy to stakeholders?* (student achievement & satisfaction, etc.)
- **Strategize how online QA aligns with and supports** institutional mission and goals. Engage online learning staff in strategic planning.
- **Consult with online learning staff on online technology** for the institution, and help to coordinate conversations with appropriate staff from IT (LMS administrators, etc.)

Strategies to Engage & Support Online Learning Staff

- **Collaborate with institutional support teams** to promote inclusive, accessible, and representative online environments for all learners.
- **Gather insights on faculty support needs** for specific aspects of course design, using institutional technologies, online teaching, etc.
- **Facilitate successful ID/Faculty collaborations...** communicate the expertise and value of online learning staff to faculty, & foster mutual respect.
- **Ensure online learning staff are aware of online learning policies** (including federal, state, & institutional policies), and how to meet their requirements.

Promote Compliance via Collaboration

Collaborate with online learning professionals to ensure your implementation plan provides feedback and data reflecting compliance with specific federal agencies/policies, accrediting bodies, disciplinary organizations, and other accountability partners.



Review
applicable
expectations



Identify
opportunities for
improvement



Seek inspiration
from peer
institutions



Lean into your
networks of
support

Strategies to Engage Administrators



Strategize ways of ensuring e-learning initiatives are in compliance with federal regulations and regional accrediting standards



Develop a crosswalk of institutional targets, academic strategic goals, and available services



Collaborate with online learning professionals to identify current gaps and opportunities for growth in more efficiently achieving institutional goals



Recognize that developing a quality online program may necessitate a new way of working for faculty, administrators, and staff



Assess the efficacy of institutional online learning initiatives and educational resources by continuously examining and evaluating the effectiveness of online courses and programs



Engage in benchmarking activities with peer institutions and identify existing approaches for meeting accrediting expectations in target areas



Action Steps for Your Institution

Next Steps

Consider your unique institutional needs and necessary partnerships at each stage of the implementation process.

01

Clarify Your Scenario

As you begin the process of establishing or revitalizing online learning operations, consider current needs, goals, & resources.

02

Articulate Implementation

Communicate your implementation plan for online learning design, faculty development & recognition, and online learner success.

03

Implement with Flexibility

Throughout the implementation of your plan, be sure to collaboratively engage in continuous assessment & data-driven decision making.

04

Ask for Feedback

Engage all stakeholders in the feedback loop by identifying opportunities for growth and showcasing best practices.

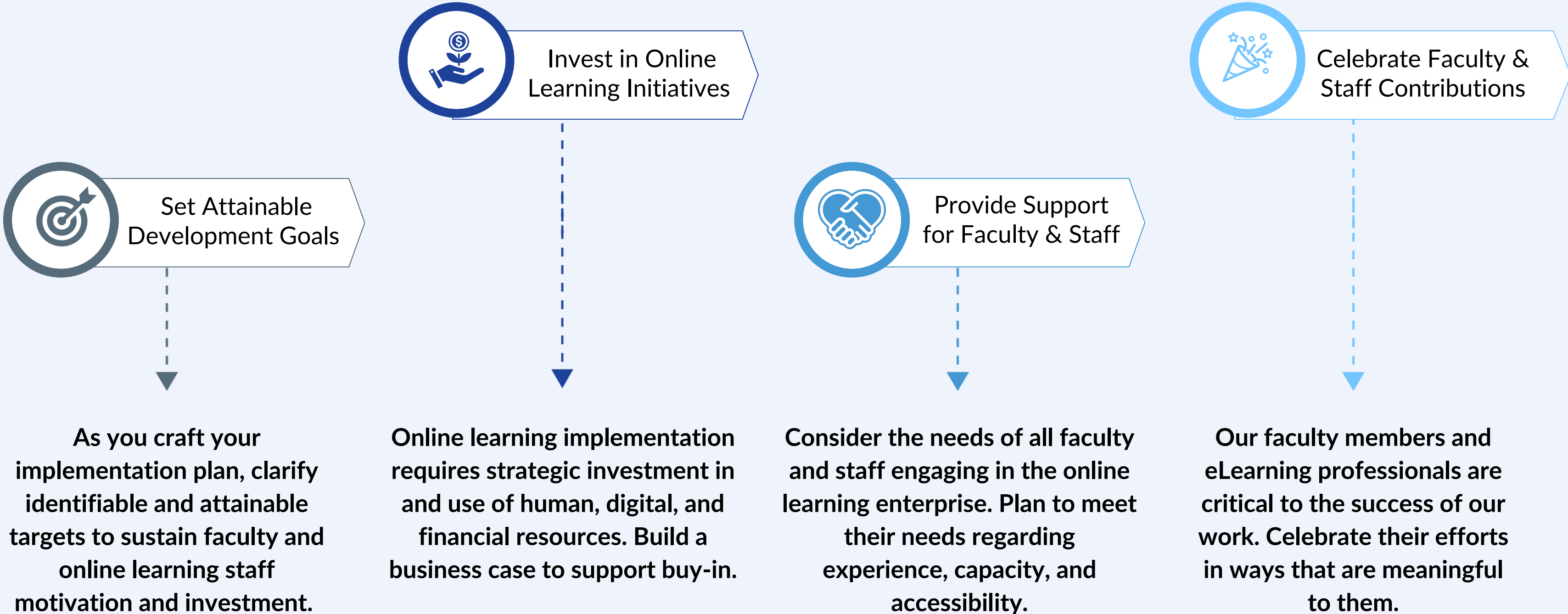
Implementation Buy-in for Your Institution

- **Coordinate and collaborate with all units and individuals that are part of quality online learning:** librarians, student advising, student success, accessibility, IT, institutional research, et al.
- **Create/verify a process for approving online course development that respects institutional processes & reporting.**
- **Develop a communication plan to notify your campus community of quality assurance goals, milestones, resources, achievements, etc.**

Implementation Buy-in for Your Institution

- **Engage early adopters in piloting** initial implementation stages and new initiatives. Publicize efforts and outcomes.
- **Incorporate ongoing formative & summative evaluation** of the implementation plan at strategic benchmarks.
- **Showcase and recognize faculty work**, e.g. implementation of best practices in online course design and delivery, QM certification, etc.
- **Clearly tie engagement/efforts to tenure & promotion** – particularly in areas associated with teaching and service.

Invest in an Institutional Culture of Quality



Here's How QM Can Help YOU



- **Complete the QMCT**, and stick around when you're done! We're continuing to add new resources to aid implementation.
- **Explore member resources** for introducing QM to your campus, publicizing QA efforts & accomplishments, and more (come to QMC meetings!).
- **Use existing QA resources** like the QM Bridge to Quality Design Guide, and the CRMS for self, internal, and QM certified reviews... as well as custom!
- **Attend free member webinars** on successful strategies for implementation.
- ***Need targeted help that's specific to your institutional context and needs?*** QM Consulting can help with strategy, buy-in, and more.

Clarify Your Next Steps

Which areas at your institution have the biggest potential for improvement?

Who are the key collaborators that can support your efforts?

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