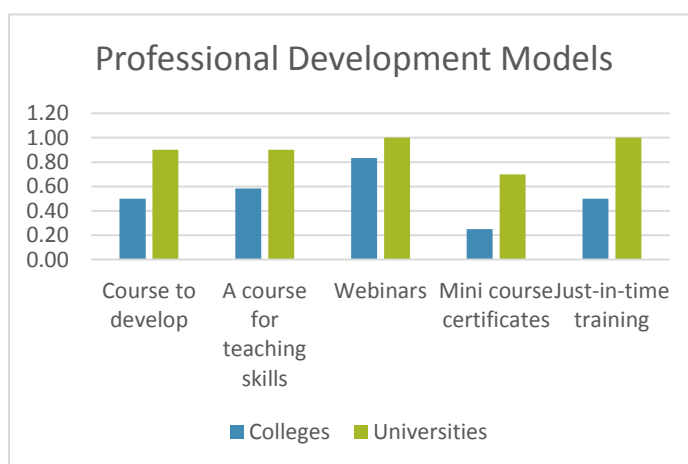


Taskforce for Online Strategic Planning Quality Subcommittee Survey Results

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		
<input type="radio"/> Q1A: A course to develop online courses	0.50	0.90
<input type="radio"/> Q1B: A course to improve online teaching skills	0.58	0.90
<input type="radio"/> Q1C: Webinars	0.83	1.00
<input type="radio"/> Q1D: Mini courses that lead to certificates	0.25	0.70
<input type="radio"/> Q1E: Just-in-time training	0.50	1.00



State/Community Colleges Responses

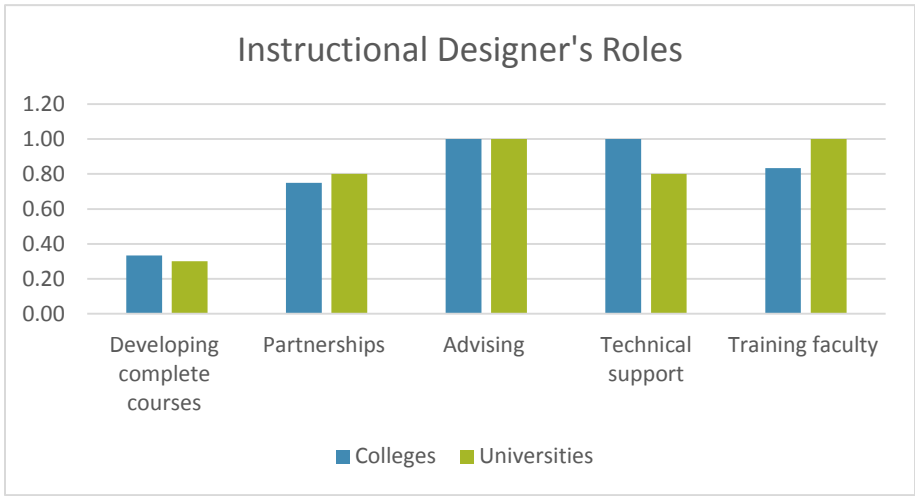
- Recently subscribed to Quality Matters and are encouraging faculty to participate.
- Workshops each semester
- Professional Development activities throughout the term on the use of Blackboard and teaching techniques

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.
- AskATC 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.

<input type="radio"/> Q2A: Developing the complete course given instructional materials and/or textbooks	0.33	0.30
<input type="radio"/> Q2B: Developing a course as a partner with the faculty member	0.75	0.80
<input type="radio"/> Q2C: Advising the faculty on how to develop the course	1.00	1.00
<input type="radio"/> Q2D: Providing technical support for the faculty member	1.00	0.80
<input type="radio"/> Q2E: Training faculty to develop their online courses	0.83	1.00



State/Community Colleges Response

- No responses were given

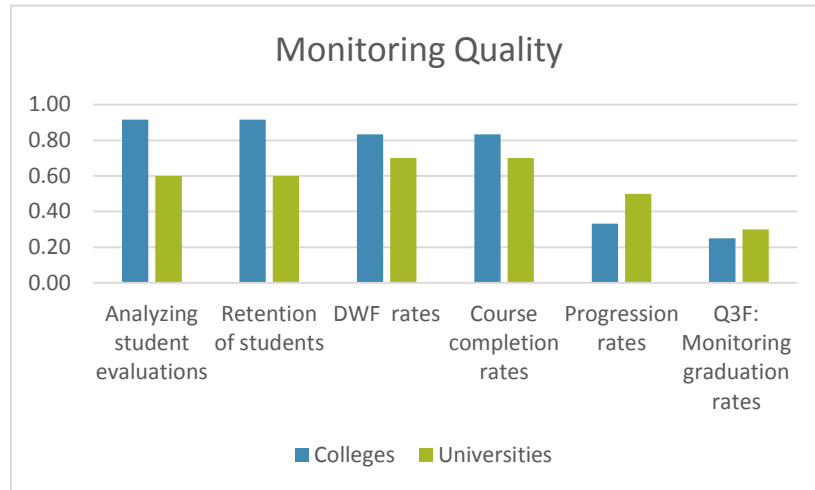
Universities Responses

- 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 bases.

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.

<input type="radio"/> Q3A: Analyzing student evaluations for each course	0.92	0.60
<input type="radio"/> Q3B: Retention of students in the courses	0.92	0.60
<input type="radio"/> Q3C: The DWF (Ds, Withdrawals, Failures) rates of the courses	0.83	0.70
<input type="radio"/> 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

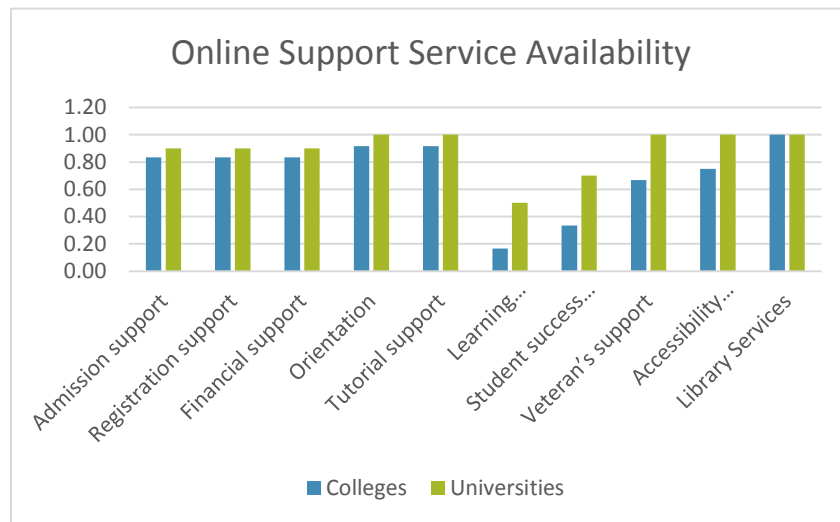
- o Conduct peer reviews using institutional rubric

Universities Responses

- o End of course evaluation analysis
- o Individual online programs monitor aspects of DL as part of their overall assessment.
- o These metrics are evaluated in the fully online programs very closely. The unit management looks at the non-fully online meters for quality.
- o 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.
- o 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.
- o use of course design reviews (QM)
- o 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

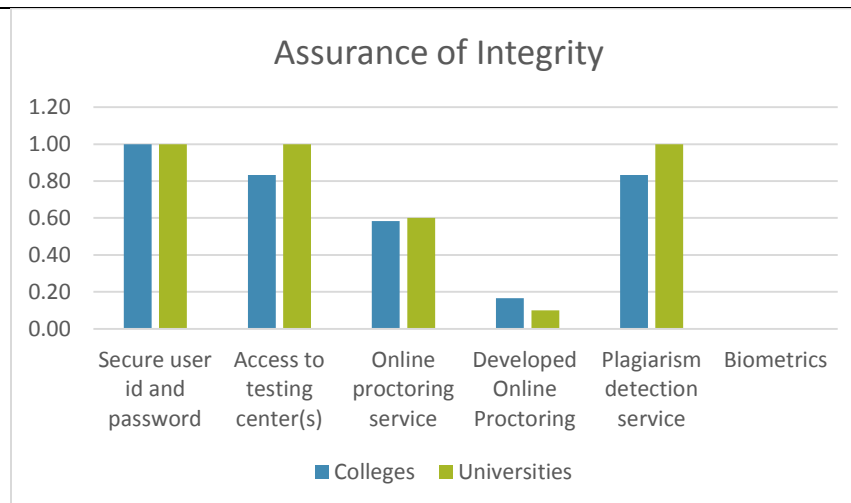
- Availability of a Student Support Center -- students can ask for any assistance and are assisted or guided to an appropriate person/department.
- We cannot track students who are seeking their degree fully online therefore we can't compare those students' success to others.

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 MINIMUM 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 practices 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.