

**TEMPLATE**  
**TASK FORCE FOR STRATEGIC PLANNING FOR ONLINE EDUCATION**  
**WORKGROUP ON QUALITY**

**CURRENT LANDSCAPE**

Below is a possible outline. Please include any resources or ideas you may have. If you have an idea but unsure of the research, I have a large collection of articles and resources. I would be happy to locate possible research to support the idea. This is only an idea. If you feel that something should be removed please identify that item. This is brainstorming document.

(Description of landscape, opportunities)

Florida State University System Board of Governors

Mission Statement: To mobilize resources and diverse constituencies to govern and advance the State University System of Florida.

Values: To support and advocate for high-quality teaching, research, and public service, we are committed to:

- Creativity, discovery and innovation
- Student access, learning and success in the global community and marketplace
- Collaboration, respect and appreciation of diversity
- Transparency, shared responsibility and continuous improvement.

Results from survey about current status of quality measures.

**Current Resources in Florida**

Florida already has resources to support quality or addressing quality.

- FLVC: Quarterly meetings are held with distance learning leaders across the state of Florida and college systems. Professional development is included in their agenda.
- Grant for Professional Development Award: Central Florida was awarded a grant as lead institution to design a professional development program for the leaders on distance learning programs in the state of Florida. The grant is awaiting funding approval from the state legislature.
- The individual universities provide professional development programs that are customized to their respective missions and tied to their existing resources.

Florida already has accountability tools to report quality

- Which ones would like the group like to identify? (Work plan, Accountability, ?)
- University Work Plans and other measures of accountability as identified by the Survey and/or integrated into current LMS, admissions, registration and financial systems.
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Universities in Florida Currently Monitor Quality

- \_\_\_\_\_ Universities participate in QM \_\_\_\_\_
- Additional information can be added once the survey data is gathered.

**Definitions of Quality**

## Comparisons Online versus Grounded Courses

- “Interaction is key to effective distance education” (Zhao, Lei, Lai, Tan, 2005)
- “Live human instructors are needed in distance education” (Zhao, Lei, Lai, Tan, 2005) Instructor involvement is a significant distinguishing quality of effective distance programs (pg. 1863)
- “Knowledge and skills can be taught more effectively in distance education than development of idea or research interest which require interaction with instructor and other students” (Zhao, Lei, Lai, Tan, 2005)
- Over time, distance learning is improving. Before 1998, distance education was two-way interactive video based or one-way prerecorded video. After 1998, the growth of the World Wide Web allowed quicker interaction with the instructor with email, web pages, and social media (Zhao, Lei, Lai, Tan, 2005).
- “Motivating *online learners* is a key challenge facing instructors in both higher education and corporate settings.” Flexible Learning in an Information Society, We’ll Leave the Light on for You: Keeping Learners Motivated in Online Courses (Badrul Huda Khan, Cpt. VI, Vanessa Paz Dennen, Florida State University, Curtis J. Bonk, Indiana University, 2007).
- Online vs. Face-to-Face Instruction: A Comparison of Engagement and Gains for African-American and White Students at Predominantly White Institutions. (Bolling Craig Stanley III, Florida State University, 2014).

## Issues around Quality

### Measures of quality

- Review of faculty credentials (Phipps, Wellman, Merisotic, 1998; AACSB, 2007).
- Time-on-task measures including measures of log-ins (Phipps, Wellman, Merisotic, 1998)
- Student support services (Phipps, Wellman, Merisotic, 1998)
  - Communicate expectations to students (AACSB, 2007).
  - Identify student needs and problems (AACSB, 2007).
- Measure of student learning outcomes (Phipps, Wellman, Merisotic, 1998)
  - Specify the educational objectives for each degree program (AACSB, 2007).

How effective are the NSSE benchmarks in predicting important educational outcomes? *Change: The Magazine of Higher Learning*, 42(1), 16–22. Pascarella, E. T., Seifert, T. A., & Blaich, C. (2010).

Using college students' self-reported learning outcomes in scholarly research.

(S. Herzog & N. A. Bowman, Eds.) *New Directions for Institutional Research*. (Pike, G.R., 2011(150), 41–58. doi:10.1002/ir.388).

Do college student surveys have any validity? *The Review of Higher Education*, 35(1), 45–76. doi:10.1353/rhe.2011.0034 (Porter, S.R. (2012)

An engagement-based student typology and its relationship to college outcomes. *Research in Higher Education*, 53(7), 738–754. doi:10.1007/s11162-012-9254-7. (Hu, S., & McCormick, A. C., 2012).

Examining the relationship between student learning and persistence. (Hu, S., McCormick, A. C., & Gonyea, R. M., 2011).

### Suggested Strategies for Measuring Quality

- Student end of course surveys (Phipps, Wellman, Merisotic, 1998)
- Faculty end of the course surveys (Phipps, Wellman, Merisotic, 1998)
- Faculty grading practices (Phipps, Wellman, Merisotic, 1998)
- Alumni surveys (Phipps, Wellman, Merisotic, 1998)
- Employers surveys (Phipps, Wellman, Merisotic, 1998)
- Longitudinal assessments (Phipps, Wellman, Merisotic, 1998)

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**Our Quality Framework**

Quality is a key driver for us in online education. To help institutions identify goals and measure progress towards them, we’ve embraced the Five Pillars of Quality Online Education, building blocks providing the support for successful online learning.

**THE LEARNING EFFECTIVENESS PILLAR**

Learning effectiveness is concerned with ensuring that online students are provided with a high quality education. This means that online students’ learning should at least be equivalent to that of traditional students. This does not necessarily mean that online learning experiences should duplicate those in traditional classrooms. Rather it means that instructors and course developers should take advantage of the unique characteristics of online environments to provide learning experiences that represent the distinctive quality of the institution offering them.

Effective practices that support learning effectiveness fall into (and can be explored under) the following categories: Course Design , Learning Resources. Faculty Development, Learner Characteristics, Pedagogy, Interaction (eg., with content, faculty, other students; development of learning communities, etc.), Assessment, and Learning Outcomes (eg. student satisfaction, retention, achievement, performance, etc.).

**Definitions of Quality by Accrediting Agencies**

**Crosswalk of Quality Measures by Accrediting Agencies**

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

- SACSCOC: Southern Association of Colleges and Schools Commission on Colleges
- CHEA: Council for Higher Education Accreditation
- 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

**Council for Higher Education Accreditation (CHEA, 2001)**

- Promote systematic efforts for selecting and training faculty
- Assure availability of learning resources
- Promote ongoing monitoring and enhancement of technology infrastructure of institutions

- Focus attention on the development of courseware and the availability of information
- Examine alternatives to the traditional accreditation process

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

- The distance learning program is consistent with the mission of the institution
- Student Support Infrastructure
- Faculty Composition and Qualifications
- Curriculum and Learning
- Instructional Resources
- Adapting technology to the instruction
- Intellectual Contribution Policies

***Commission on Collegiate Nursing Education (CCNE, 2013)***

- Mission and governance
- Institutional commitment and resources
- Curriculum and teaching-learning practices
- Assessment and achievement of program outcome

***American Bar Association (ABA, 2015)***

- Ample interaction with the instructor inside and outside the formal structure
- Ample monitoring of student effort and accomplishment as the course progresses
- No more than 4 credits hours in a term can be offered through distance learning
- Student must have taken 28 credit hours before taking distance learning credit
- The school must establish a process for effective verification of the identity of students taking DL courses.

***Other Organizations***

- ***Accreditation Board for Engineering and Technology:*** Programs are evaluated on the same standards regardless of delivery method (ABET, ND).
- ***Council for the Accreditation of Educator Preparation:*** The same principles apply to distance learning programs as the on-campus or off campus programs (Phipps, Wellman, & Merisotis, 1998).
- ***SACSCOC Electronically Offered Degree and Certificate Programs (SACSCOC, 2000)***
  - Institutional context and commitment
  - Curriculum and Instruction
  - Faculty support
  - Student support
  - Evaluation and assessment
- ***The Quality Matters Higher Education Rubric Fifth Edition, 2014.*** (Quality Matters, 2014)
  - Course Overview and Introduction
  - Learning objectives
  - Assessment and measurement
  - Instructional materials
  - Course activities and learner interaction
  - Course technology
  - Learner support
  - Accessibility and usability
- ***Proposed Quality Matters Program Certification*** (Quality Matters, 2014)
  1. Online Program Design Certification
    - Stage 1 Candidate – Making progress
    - Stage 2 Certified
      - Each program has measurable learning objectives, outcomes, or competencies
      - Each program has consistent learning objectives, outcomes, or competencies

- All instructional designers and instructors have completed professional development in best practices.
  - A plan to bring all course development and revisions are bring them in line with QM rubrics
- 2. Online Teaching Certification
- 3. Online Learner Support Certification
  - Stage 1 Candidate – Making progress
  - Stage 2 Certified
    - Direct and indirect support services
    - A robust process to collect and distribute learner feedback
- 4. Online Learner Success Certification
  - Stage 1 Candidate – Making progress
  - Stage 2 Certified
    - Report learning outcomes
    - Alumni survey data
    - Learner employment data
    - Employer surveys on quality
- 5. Exemplary Online Program Certification
  - Based on award of the fours specific certifications over a 2 to 3 year period.
- Online Consortium 5 Pillars of Quality (Online Learning Consortium, 2015)
  - Learning Effectiveness Pillar
  - The Scale Pillar
  - The Access Pillar
  - The Faculty Satisfaction Pillar
  - The Student Satisfaction Pillar

Current landscape put the results from the survey [here](#).

## 2025 GOALS

### GOAL: Create a culture of quality for online programs

- **Objective:** Create an state wide award system for exceptional online courses
  - **Strategy:** To create a level system 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, provide a statewide peer-reviewed publishing opportunities to encourage research by instructional designers and faculty.

**GOAL: Strengthen the quality of online**

- **Objective:** Create a statewide system to use big data analytical systems to analysis online instructional factors that contribute to success.
  - **Strategy:** Create a committee that would identify the data required, the structure to gather that data, select or create the software to analysis the data. (Possible data that could be collected: faculty credentials, exit survey data, student progression, retention, graduation, and employment data. Leveraging a company to gather course data to determine factors that contribute to student success. Outcomes could be compared to traditional programs. How do these factors impact success of part-time online students?)
  - **Strategy:** The committee would then share the observations and results found in the data analysis. Identify factors that contribute or detract from student
- **Objective:** Identify infrastructure needs that could be support by the state system
  - **Strategy:** Create a Technology Infrastructure Committee to identify the types of technology infrastructure required to support online programs. The committee would then survey the institutions yearly to determine what infrastructure they currently have and possible future needs. (Possible resembling the Technology Resources Inventory used in K12).
  - **Strategy:** Examine the survey results to determine if licenses purchased through the state could improve the quality of the state infrastructure.
- **Objective:** Identify the support services for online students provided at the different institutions
  - **Strategy:** Create an Online Student Support Services Committee to identify the types of support services offered at the different state universities. The committee would then survey the institutions yearly to determine what services were being offered and future needs throughout the state.
- **Objective:** Promote improvements in quality in the design and delivery of distance education
  - **Strategy:** To support the research of innovative and creative ways to produces quality instruction in the design of courses through competitive grants.
  - **Strategy:** Support the research of the innovative and creative ways to deliver instruction through competitive grants
  - **Strategy:** Support the use of creative and innovative design and development by encouraging the adoption of emerging technology developed or purchasing by the universities

**2025 PERFORMANCE INDICATORS**

Performance Indicator	Outcome Target
1. Measure	Target

2. Measure	Target

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