Using Assessment to Ensure Quality in Online Learning

Dr. Karla Moore
Dr. Andrea Reese

The 6th Annual Florida State Assessment Meeting (SAM)
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Presentation Facilitators

• **Dr. Karla Moore**
  - Dean of Academic Assessment and Planning

• **Dr. Andrea Reese**
  - Chair of Online Studies
Presentation Outcomes

Participants will be able to

- Incorporate online assessment into an overall institutional effectiveness process
- Develop a plan and process that will focus on the quality of online course design with faculty support and buy-in

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Daytona State College by the numbers

• 28,549 annual unduplicated headcount
• 12,449 annual full-time equivalent enrollment
  o Upper division = 6.9%
  o Lower division = 86.3%
  o Adult education = 6.9%
DSC by the numbers

• 2-county service area: 592,952 population
• 6 campuses
• 350 full-time faculty
• 600 non-faculty employees
Focus on 4 IE elements

- Planning
- Assessment
- Evaluation
- Budget
DSC Institutional Effectiveness Framework

Planning Council Domain

DSC Mission Statement

Strategic Plan & Institutional Scorecard

Institutional Outcomes (Operational and Learning)

Administrative Unit Review (3-year cycle)

Instructional Program Review (3-year cycle)

Operational Effectiveness Committee
Student Success Committee

Academic Success Committee

Outcomes Assessment Process

Operational & Comm./Public Service Units, Educational Support & Student Develop. Planning Units

Assoc. of Arts, Assoc. of Science, Bachelors & Vocational Programs

Academic Success Committee

Outcomes Assessment Process
Mission Statement

Daytona State College, a comprehensive public college, provides access to a range of flexible programs from community enrichment to the baccalaureate degree, emphasizing student success, embracing excellence and diversity, as well as fostering innovation to enhance teaching and learning.

(Adopted by the DBOT, June 2005)
Chair of Online Studies

- Implements and manages Quality Matters to ensure high quality control for courses offered through the online environment (Desire2Learn)
- Conducts assessment of faculty’s online teaching abilities, recommending opportunities for improving those abilities
- Ensures that all faculty teaching courses in the online environment have the appropriate training
- Keeps abreast of new developments and research in different strategies and shares the information with faculty
- Develops and implements guidelines for the academic school’s eMentors and their responsibilities to the quality of online delivery and technical training within their school
# Online Growth at DSC

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Number of Online Courses</th>
<th>Number of Online Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 – 2005</td>
<td>54</td>
<td>143</td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>55</td>
<td>166</td>
</tr>
<tr>
<td>2006 – 2007</td>
<td>66</td>
<td>220</td>
</tr>
<tr>
<td>2007 – 2008</td>
<td>100</td>
<td>389</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>135</td>
<td>627</td>
</tr>
<tr>
<td>2009 – 2010</td>
<td>154</td>
<td>791</td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>203</td>
<td>1033</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>254</td>
<td>1111</td>
</tr>
<tr>
<td>2012 – 2013</td>
<td>268</td>
<td>1149</td>
</tr>
<tr>
<td>2013 – 2014</td>
<td>279</td>
<td>1154</td>
</tr>
</tbody>
</table>
Former State of Online Assessment

- Assumption: Online course quality is the same as face-to-face course quality

- 2004: Checklist (syllabus, course objectives, welcome message/icebreaker, how to turn in assignments, link to Virtual College support)

- 2007: Checklist (above plus: link to Acceptable Use Policy, faculty contact info, office hours, grading policy, Withdrawal Policy)

- 2009: Rubric for Online Course Delivery Review (categories of Active Learning, Feedback/Assessment and Progress, Time on Task, Collaboration with Peers, Interaction with Course Faculty, High Expectations in Content and Delivery Design, Respect for Diversity of Learning and Worldviews)
2013 Noel-Levitz Priorities Survey for Online Learners (PSOL) Results

<table>
<thead>
<tr>
<th>Current Online Enrollment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>1-3 credits</td>
<td>13.33%</td>
</tr>
<tr>
<td>4-6 credits</td>
<td>32.42%</td>
</tr>
<tr>
<td>7-9 credits</td>
<td>17.88%</td>
</tr>
<tr>
<td>10-12 credits</td>
<td>22.42%</td>
</tr>
<tr>
<td>13-15 credits</td>
<td>9.70%</td>
</tr>
<tr>
<td>More than 15 credits</td>
<td>4.24%</td>
</tr>
</tbody>
</table>

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PSOL Results in Terms of Satisfaction

Strengths (high satisfaction & high importance)
• Instructors of online courses present grading criteria for each assignment clearly: 76%
• Instructors of online courses use appropriate methods of communication such as discussion forums, news postings, and email: 75%

Challenges (low satisfaction & high importance)
• The quality of online instruction is excellent: 69%
• Online course content is arranged in a clear, logical and orderly manner: 71%
• Faculty provide timely feedback about student progress: 67%
• Student-to-student collaborations are valuable to me: 52%
Current State of Online Assessment

2014 Rubric for Online Course Delivery

- Active Learning and Critical Thinking
- Feedback/Assessment and Progress
- Time on Task
- Collaboration with Peers
- Interaction with Instructor
- High Expectations in Content and Delivery Design
- Accessibility and Support

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Rubric Implementation Proposal

• Fall 2014: Train eMentors
• Spring 2015: Formal course reviews will occur on a three year cycle
  – Selected courses will be reviewed using the 2014 rubric by eMentors and Chair of Online Studies
Contact us . . .

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