Using A Peer Review Process to Ensure Quality in Online Learning

Dr. Karla Moore
Dr. Andrea Gibson

The 7th Annual Florida State Assessment Meeting (SAM)
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Presentation Facilitators

• Dr. Karla Moore
  o Dean of Academic Assessment and Planning

• Dr. Andrea Gibson
  o Chair of Online Studies
Presentation Outcomes

Participants will be able to:

• Develop a peer review process for online class assessment
• Incorporate online assessment into the overall institutional assessment process
• Use results to improve online class quality and overall institutional assessment

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Daytona State College by the numbers 2014-2015

- 27,492 annual unduplicated headcount
- 11,334 annual full-time equivalent enrollment
  - Upper division = 8.5%
  - Lower division = 84.9%
  - Adult education = 6.6%

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DSC by the numbers

- 2-county service area: 592,952 population
- 6 campuses
- 350 full-time faculty
- 600 non-faculty employees
DSC by the numbers

• Four Colleges
• 117 Academic Programs
  – 90 Face-to-Face Programs
  – 27 Online Programs
DSC IE philosophy and culture

Relationship between IE and Online Assessment

• Planning
• Assessment
• Evaluation
• Budget
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/hybrid environment have the appropriate training

• Keeps abreast of new developments and research in different modalities/strategies and shares the information with faculty

• Develops and implements guidelines for the academic schools' eMentors and their responsibilities to the quality of online delivery and technical training within their school
<table>
<thead>
<tr>
<th>Academic Year</th>
<th># Online Courses</th>
<th>% Increased</th>
<th># Online Sections</th>
<th>% Increased</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 – 2005</td>
<td>54</td>
<td></td>
<td>143</td>
<td></td>
</tr>
<tr>
<td>2005 – 2006</td>
<td>55</td>
<td>1.85%</td>
<td>166</td>
<td>16.08%</td>
</tr>
<tr>
<td>2006 – 2007</td>
<td>66</td>
<td>20.00%</td>
<td>220</td>
<td>32.53%</td>
</tr>
<tr>
<td>2007 – 2008</td>
<td>100</td>
<td>51.52%</td>
<td>389</td>
<td>76.82%</td>
</tr>
<tr>
<td>2008 – 2009</td>
<td>135</td>
<td>35.00%</td>
<td>627</td>
<td>61.18%</td>
</tr>
<tr>
<td>2009 – 2010</td>
<td>154</td>
<td>14.07%</td>
<td>791</td>
<td>26.16%</td>
</tr>
<tr>
<td>2010 – 2011</td>
<td>203</td>
<td>31.82%</td>
<td>1033</td>
<td>30.59%</td>
</tr>
<tr>
<td>2011 – 2012</td>
<td>254</td>
<td>25.12%</td>
<td>1111</td>
<td>7.55%</td>
</tr>
<tr>
<td>2012 – 2013</td>
<td>268</td>
<td>5.51%</td>
<td>1149</td>
<td>3.42%</td>
</tr>
<tr>
<td>2013 – 2014</td>
<td>279</td>
<td>4.10%</td>
<td>1154</td>
<td>0.44%</td>
</tr>
<tr>
<td>2014 - 2015</td>
<td>286</td>
<td>2.51%</td>
<td>1272</td>
<td>10.23%</td>
</tr>
</tbody>
</table>
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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 (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)

- **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)
Current State of Online Assessment

• **Spring 2015:** Conducted 34 Peer Reviews and Reviewed 1 Training Course

• **Summer 2015:** Conducted 2 Peer Reviews

• **Fall 2015:** Conducted 33 Peer Reviews and Reviewed 1 Training Course

• **Spring 2016:** Conducted 36 Peer Reviews using the Rubric for Online Class Design (Class Introduction and Overview, Learning Objectives, Assessment and Progress, Communication/Interaction, Active Learning and Critical Thinking, Learner Support, Usability)
Rubric for Online Class Design

• **Class Introduction and Overview**
  – Starting instructions
  – Welcome message
  – Navigation
  – Syllabus/Addendum
  – Instructor information
  – Minimum technical requirements
  – Class policies

• **Learning Objectives**
  – Student Learning Outcomes

• **Assessment and Progress**
  – Grading policy
  – Late work/make-up work policies
  – Assessment/evaluation criteria
  – Assessment techniques
  – Online grade book

• **Communication/ Interaction**
  – Communication
  – Interaction

• **Active Learning and Critical Thinking**
  – Supportive activities

• **Learner Support**
  – Student Disability Services
  – Technical Support
  – Student Support Services

• **Usability**
  – Broken link/Unused features
  – Spelling/grammar

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Scoring Guidelines

Each standard earns a score of 0-Not present, 1-Developing, 2-Competent, or 3-Exemplary

Each class earns a ranking of Developing, Competent, or Exemplary

- **Exemplary** (exceeds best practice standards) – 48 or above with no "0's" or "1's"
- **Competent** (meets best practice standards) – 37 or above with no "0's" and no more than three "1's"
- **Developing** (does not meet best practice standards) – 36 or below; class must be revised and confirmed as Competent or above before it can be taught again
Online Class Peer Review Process

• Peer Reviewers
  – 18 seasoned online faculty representing 12 departments
  – Complete Quality Matters training (APPQMR) and serve on either the rubric or implementation team
  – Complete one review over a three week time period (four total each FA and SP semester)
  – Receive stipend

• Peer Review process
  – Faculty receive email at end of previous semester before review will occur
  – At end of each peer review round, reviews are compiled into a score report
  – Meeting is held with faculty member and/or supervisor to go over results
# Results – 3 semester comparison

<table>
<thead>
<tr>
<th></th>
<th>SP15</th>
<th>SU15/FA15</th>
<th>SP16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>35 Reviews</td>
<td>36 Reviews</td>
<td>36 Reviews</td>
</tr>
<tr>
<td>Developing</td>
<td>3 (8.6%)</td>
<td>2 (5.6%)</td>
<td>4 (11.1%)</td>
</tr>
<tr>
<td>Competent</td>
<td>12 (34.3%)</td>
<td>16 (44.4%)</td>
<td>17 (47.2%)</td>
</tr>
<tr>
<td>Exemplary</td>
<td>20 (57.1%)</td>
<td>18 (50%)</td>
<td>15 (41.7%)</td>
</tr>
<tr>
<td>* All Developing classes are now at Competent level</td>
<td>* All Developing classes are now at Competent level</td>
<td>* One Developing class is at Competent level</td>
<td></td>
</tr>
</tbody>
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Results - SP15

• Classes that earned a Developing ranking were compared to classes earning Competent/Exemplary – Average success rate for Developing was 91% while the success rate for Competent/Exemplary was 75%

• Reviewed classes were compared to other online sections of the same course, if applicable – For 12 classes, the reviewed section was the only section – 11 reviewed classes had a higher success rate than the other sections of that class on average – 12 reviewed classes had a lower success rate than the other sections of that class on average
Next Steps

• Continue analysis of AY15-16 results
• FA16, SP17, FA17 – 36 more reviews each semester to complete all online faculty
  – Approx. 200 faculty members
• Continue to work with Peer Reviewers
• Continue updating rubric
• SP18 – start all over again (?)
Contact us . . .

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