



# CHECKLISTS AND RUBRICS

Quality Methods to Enhance Courses and Programs  
(AKA Quality Control and Assurance)

# Car Headlights Scenario



By Patrick Ch. Apfeld (Own work) [CC BY 3.0], via Wikimedia Commons

# Welcome from your facilitators!

Amanda Major, EdD, CPLP, PMP

- Research and practitioner interests in higher education online education are:
  - Quality
  - Project management
  - Organizational development
- Faculty, staff, and administrator in higher education online learning
- Currently an instructional designer at UCF



# Welcome from your facilitators!

Charlotte Jones-Roberts, MA Instructional Design /  
MA TESOL

- Instructional designer at University of Central Florida
- Background as faculty in higher education (instruction, curriculum, and development)



# Introductions

- Position
- How do you define quality?
- Where would you institute just one check in your own life?



“Take that Assignment 3 You are Ticked Off the List” by Poulin’s Place <http://poulinplace.wikispaces.com/> used under a CC-BY-SA 3.0.



# Objectives

- Identify methods for using checklists and rubrics.
- Discuss your institutions current implementation of checklists or rubrics as compared to other institutions.
- Choose among any customizable combination of rubrics and checklists resources.
- Evaluate a course or program assessment.
- Sketch some action items and prioritize based on the context of your unique higher education institution.
- Review some scenarios related to implementing checklists and rubrics.



# COURSE ASSESSMENTS



# Open SUNY Course Quality Review (OSCQR)



- Rubric assesses institutional design and accessibility
- Rubric is openly licensed for anyone to use and adapt
- OSCQR provides explanation and examples of how to meet of each standard from OLC and TOPR
- Results in an automatically generated . . .
  - *Aggregates recommendations into action plan with time estimates to help with prioritizing course revisions*
  - *Nifty dashboard*
- OLC adopted OSCQR as one of their online quality scorecards
- <http://oscqr.org/>



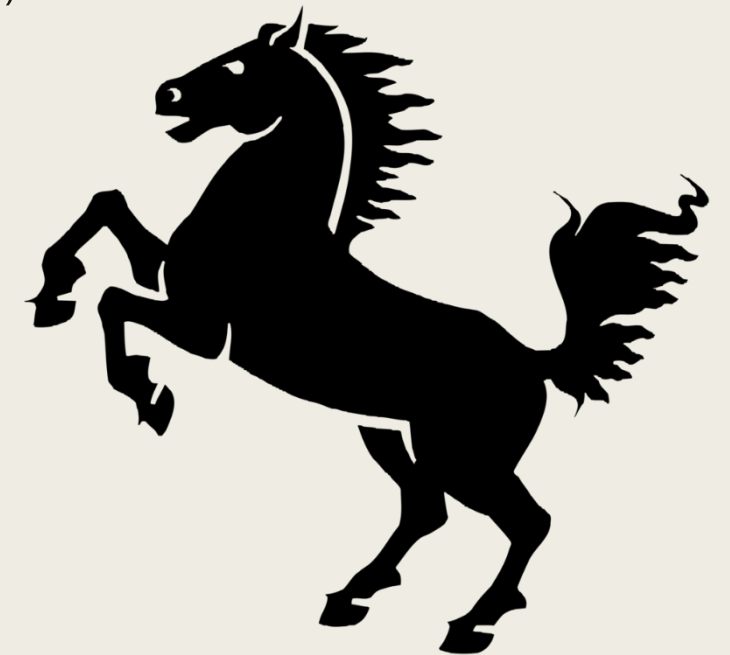
# Quality Course Teaching and Instructional Practice (QCTIP)

- OLC adopted QCTIP into their Quality Scorecard Suite.
- Validate instructional practices
- Can be used as a comprehensive overview of teaching effectiveness or as independent reviews in several different areas:
  - *Course Fundamentals*
  - *Learning Foundations*
  - *Faculty Engagement*
  - *Student Engagement*
- Standards created by a panel of experts



# The California State University Quality Online Learning and Teaching (QOLT) Instrument

- Course Overview and Introduction (8 objectives)
- Assessment and Evaluation of Student Learning (6 objectives)
- Instructional Materials and Resources Utilized (6 objectives)
- Students Interaction and Community (7 objectives)
- Facilitation and Instruction (8 objectives)
- Technology for Teaching and Learning (5 objectives)
- Learner Support and Resources (4 objectives)
- Accessibility and Universal Design (7 objectives)
- Course Summary and Wrap-up (3 objectives)
- Mobile Platform Readiness (optional; 4 objectives)




“Illustration of a black horse isolated on a white background” by liftarn acquired from the OCAL website CC BY Public Domain

<http://courseredesign.csuprojects.org/wp/qualityassurance/qolt-instruments/>

# Quality Matters (QM)

- MarylandOnline's offers various membership types available for various levels of use
- Membership enables access to various course review types
  - *Self Reviews*
  - *Internal Reviews*
  - *Custom Reviews*
  - *Preparatory Reviews*
  - *QM-Managed Official Course Reviews*
  - *Higher Education Subscriber-Managed Official Course Reviews*
  - *Additional Course Review Options*
- Well-established rubric standards and scalable process
- Key elements of a course review





# University of Florida Standards and Markers of Excellence

## New UF + QM

- UF Standards and Markers of Excellence and the updated UF + QM provide a framework of best practices for online courses
- UF Online courses are required to meet the Standard items
- Standards/forms and guides are available for anyone to download, adapt, or use:
  - *Quick Guide to Online Communication and Interaction*
  - *Quick Guide to Online Instructional Methods*
  - *Quick Guide to Online Course Accessibility*
  - *Quick Guide to Online Course Content*
  - *UFSME Self and Peer Review Form*
  - *Self Review Form Sample*
  - *Quick Guide to Technology*

# UCF Course Review

- In support for the State University System Florida Board of Governors 2025 Strategic Plan for Online Education
- UCF Quality Task Force created openly licensed quality and high quality course rubrics
- Tiered system with 3 designations:
  - *Quality*
  - *High Quality*
  - *Exemplary*



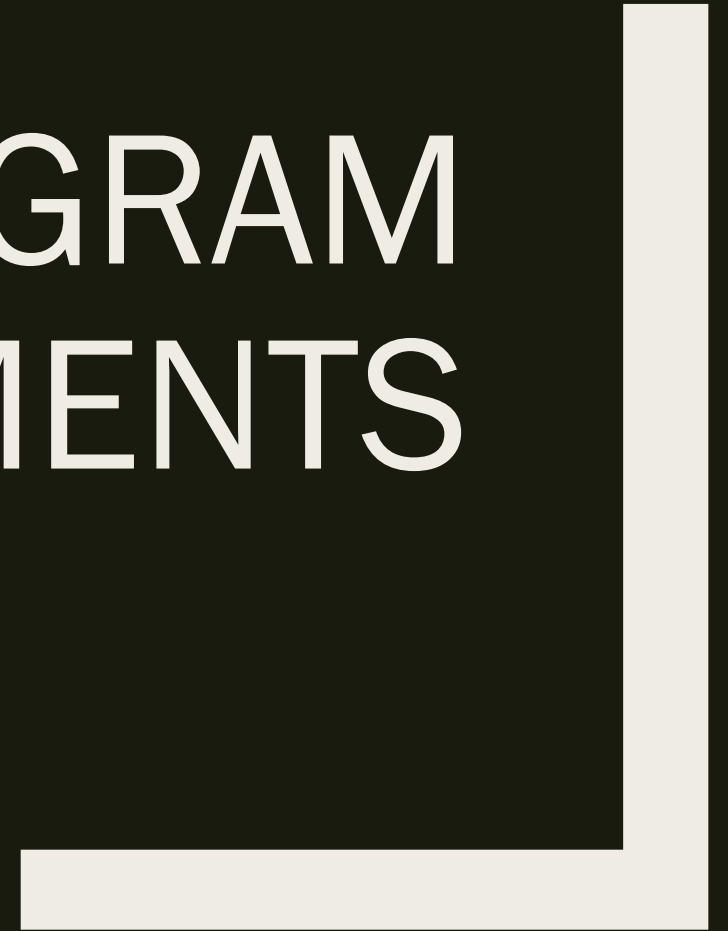


# Application

- What is your experience instituting course assessments?
- Where do you see your institution headed in the realm of course quality?
  - *Over the next year?*
  - *The next five years?*



# PROGRAM ASSESSMENTS



# OLC Quality Scorecard for Blended Learning and Administration of Online Programs



## Quality Scorecard Categories

- Institutional Support
- Technology Support
- Course Development and Instructional Design
- Course Structure
- Teaching and Learning
- **\*Social and Student Engagement\***
- Faculty Support
- Student Support
- Evaluation and Assessment



# Online Learning at Duke: A Planning Guide

## Focus on developing an online program

- Questions to address essential components of planning, including a needs analysis
- Teaching an online class and adding activities to a traditional class
- Flowchart for course design
- Timeline

combined.pdf

Timeline—design and develop an online course

Timeline (Month)	Phase	Notes	
1-2	Analyze	Suitability of topics	Work with faculty members to analyze needs of learners, content, training and technology
		Needs	
		—Learner, content, resources and technology tools	
		Anticipate workload	
		Select tools	
3-4	Design, Re-design Curriculum	Team assembled	Work with Content/subject matter experts (faculty members), instructional designer and technical supporters
		—administrators, faculty, ID and support staff	
		Refine learning objectives	
		Refine existing content	
		Prepare new content	
		Structure content	
1	Establish guidelines of communication /interaction	Design learning activities	Instructor-students students-students synchronous and asynchronous
		Pre-tests and posttests	
		Grading rubrics	
3-5	Develop	organize and upload content online based on designed structure	Add content to Bb including multimedia components
		Create learning activities	
		Create audio/video segments and their transcripts	
		Integrate library and outside resources to the course	
1	Test and Revise	Usability tests	
	Implement	Deliver content (offer the course online)	
	Evaluate	Formative and summative evaluation on all phases	
	Ongoing Support		

# iNacol


International Association for k-12 Online Learning

- Institutional Standards
- Teaching and Learning Standards
- Support Standards
- Evaluation Standards

## National Standards of Quality for Online Programs<sup>1</sup> Online Program Self-Evaluation Form

		5 - Exemplary	4 - Accomplished	3 - Promising	2 - Incomplete	1 - Confusing	N/A
	<p><b>5 Exemplary:</b> a model of best practice as related to this criterion</p> <p><b>4 Accomplished:</b> excellent implementation; comparable to other examples</p> <p><b>3 Promising:</b> good implementation; however, somewhat lacking in depth or detail</p> <p><b>2 Incomplete:</b> partial implementation of this criterion; additional work needed; good start</p> <p><b>1 Confusing:</b> not obvious; more work needed; not a good example</p> <p><b>N/A Not Applicable:</b> Some standards may not apply to all types of programs</p>						
<b>A</b>	Mission statement — A mission statement of a quality online program clearly conveys its purpose and goals. It serves as the basis for the program's day-to-day operations, as well as a guide for its strategic plans for the future. Communication between and buy-in from stakeholders is a critical component of a mission statement.						
✓	States the purpose of the organization. Is clear and concise in articulating who the organization is, what it does and whom it serves.	5	4	3	2	1	N/A
✓	Indicates that online learning is the focus of the organization.	5	4	3	2	1	N/A
✓	Demonstrates a commitment to measurable quality and accountability.	5	4	3	2	1	N/A
✓	Reflects involvement of key stakeholders.	5	4	3	2	1	N/A
✓	Is made available to the public.	5	4	3	2	1	N/A
✓	Is reviewed periodically by program leadership.	5	4	3	2	1	N/A
	Comments/Evidence:						

INSTITUTIONAL



# Distance Education Programs: Interregional Guidelines for the Evaluation of Distance Education

## Nine Hallmarks of Quality for Distance Education

1. Mission and purposes (MSCHE Standard 1)
2. Integrated plans for developing, sustaining, and, if appropriate, expanding (MSCHE Standard 2)
3. Incorporated into the institution's systems of governance and academic oversight (MSCHE Standard 4)
4. Online learning offerings are coherent, cohesive, and comparable in academic rigor
5. Evaluates the effectiveness
6. Faculty are appropriately qualified and effectively supported
7. Provides effective student and academic services to support students
8. Provides sufficient resources to support and expand
9. Assures the integrity of its online offerings



# Rubric Evaluation

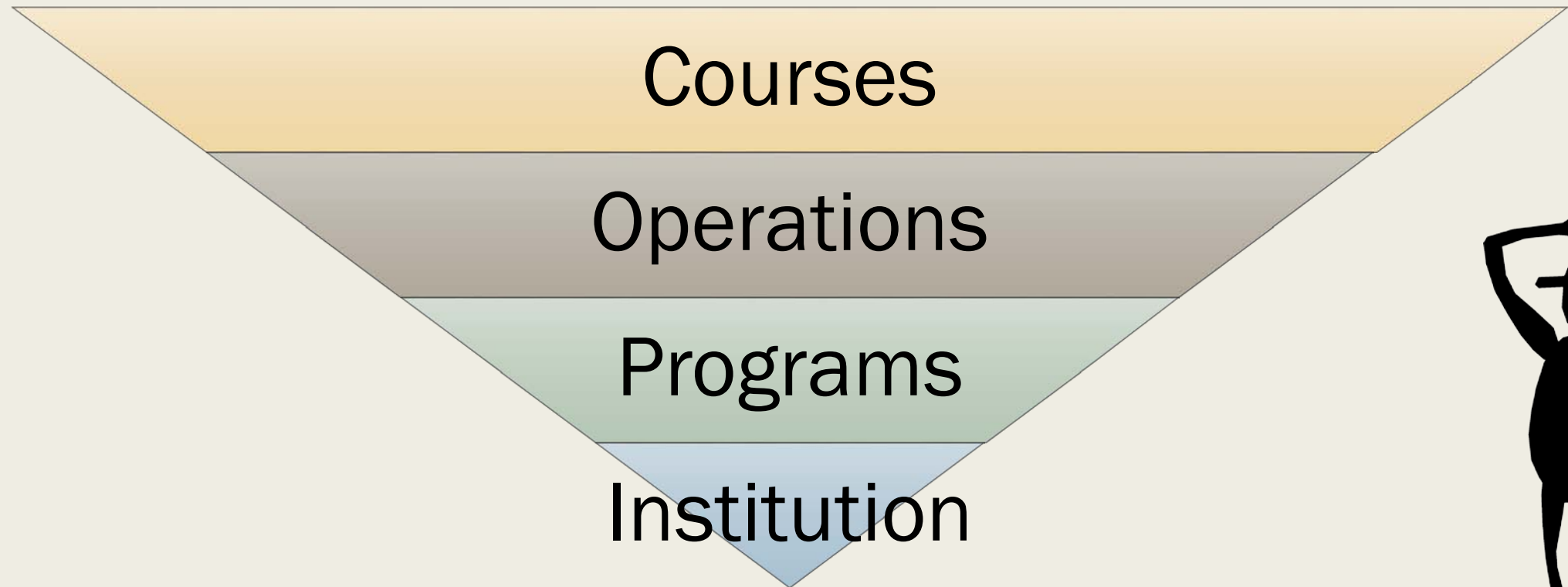
1. Find a small group
2. Choose a course or program assessment which you think may meet your needs
3. Visualize your course, team, program, or institution (choose one) which you will be assessing
4. Evaluate whether this assessment would meet your individual needs. Why or why not?



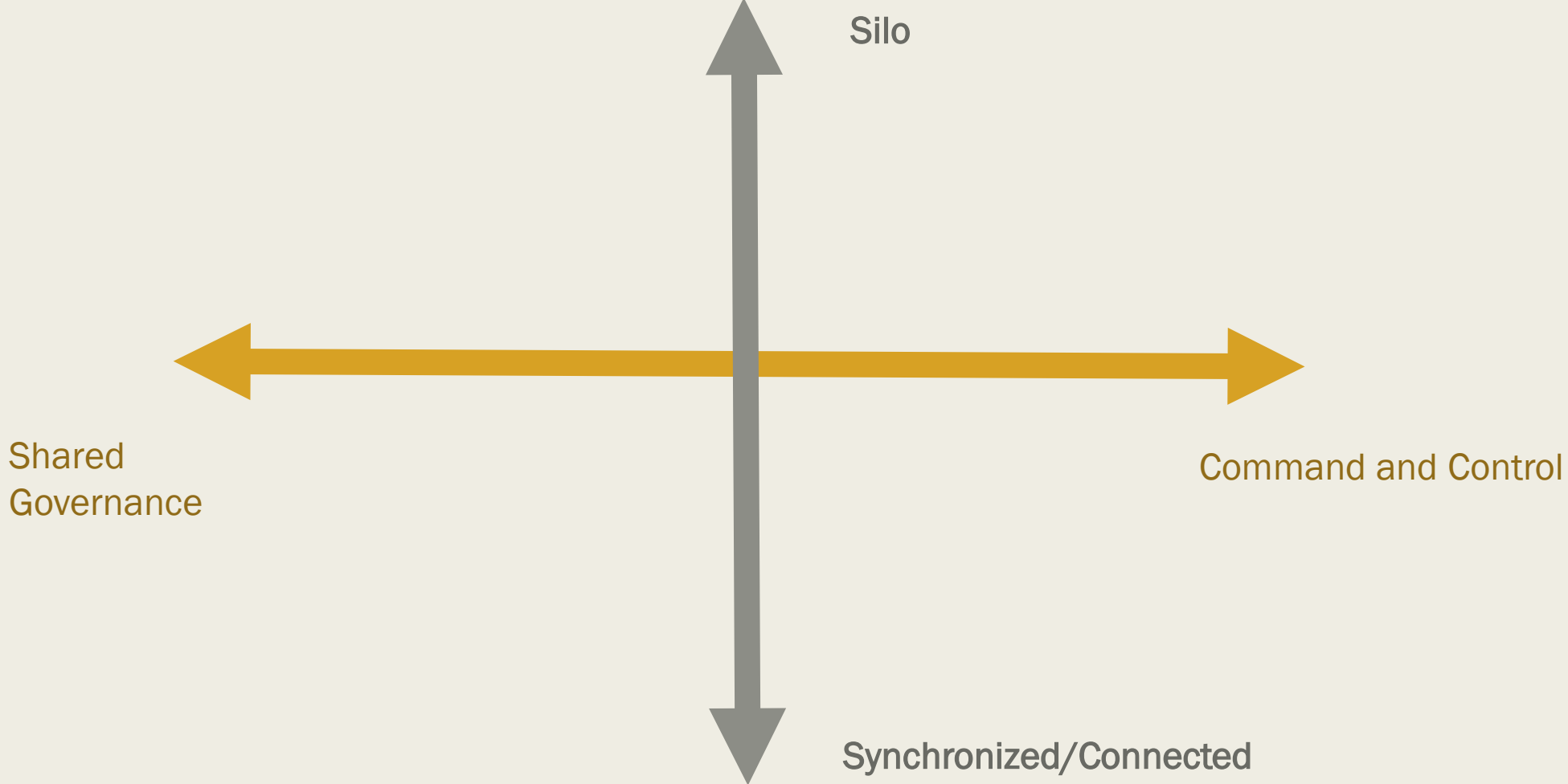
# MOVING QUALITY FORWARD AT YOUR INSTITUTION



Where are YOU in your institution and what is your influence?

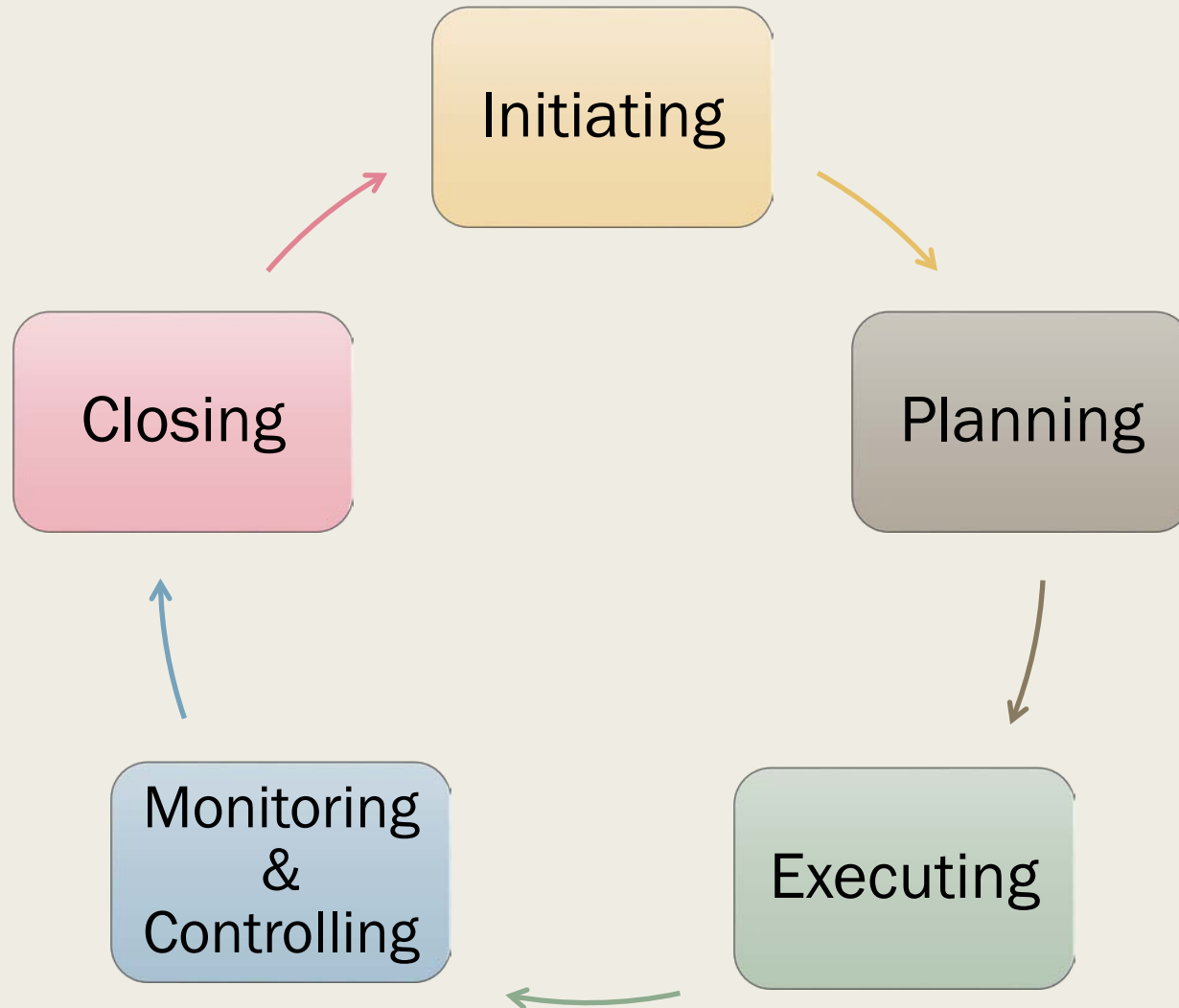


# Organizational Behavior Quadrant



(McGregor, 1960; Weick, 1976)

# Thinking Through Your Plan



- What is your predominant project phase, how does that affect next steps?
- Where do key considerations fall into the project phases?
  - *Developing a plan for its use*
  - *Policies and procedures around its implementation,*
  - *Tracking*
  - *Promoting/communicating its use*
  - *Assessing its effectiveness*
- Create some action items for next steps in your quality planning or course/assessment project?

(Project Management Institute, 2017)



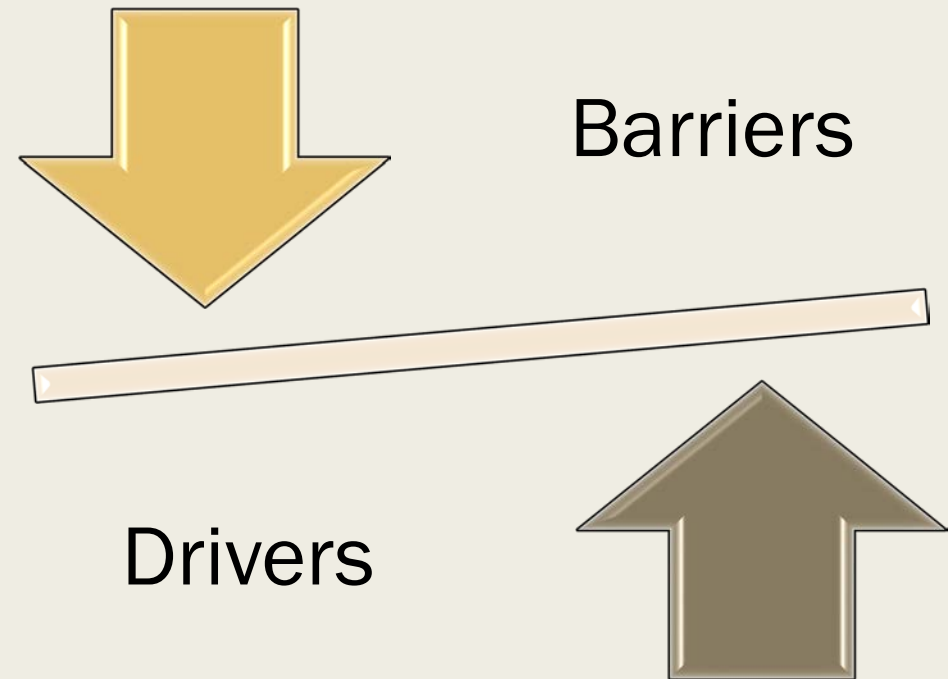
# Key Considerations for Success

In small groups . . .

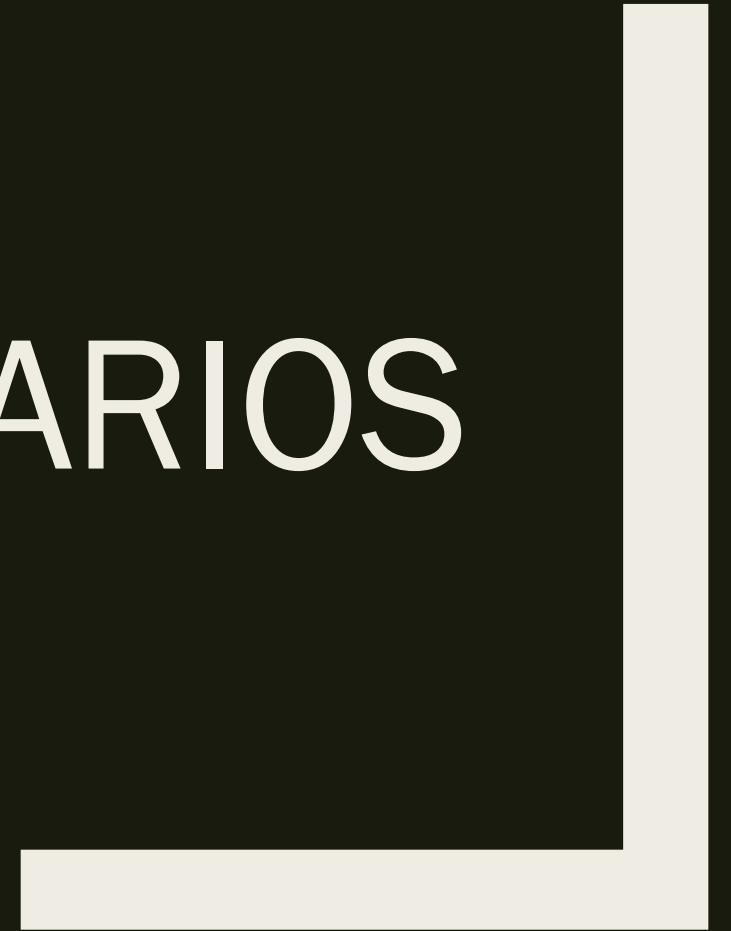
1. What are the drivers and barriers to implementation?
2. What can you do to minimize barriers?
3. What can you do to strengthen drivers?

Individually, . . .

- Prioritize items or add to your action plan.



SCENARIOS





# Scenario for Administrator/Coordinator

You work in a large, hierarchical Community College District with many silos and a history of more command and controlled rather than shared governance. You have the go ahead to implement the Quality Scorecard from your central District for strategic planning purposes. You will need consensus and coordination support from stakeholders within your central District administrative office and those academic administrators dispersed across many Colleges, as well as consultative guidance from administrative units involved in SACS accreditation.

How would you implement this?

# Scenario for Staff Administrator

You co-lead a unit focused on providing student support and engaging students in the University. Your higher education institution has strategic plans to increase the number of blended learning programs. You want to know how effective your team's efforts have been so far and you want to prepare them for providing outreach and programming that engages blended learning students. You believe training may be the solution.

What would be your next steps to lead your unit to improve the quality of students' experience?

# Scenario for Instructional Design

An Industrial Engineering program will launch in 2 semesters. You have been tasked with training faculty in key aspects of online design, teaching, and policies/guidelines for delivering courses. You need to ensure that the courses have well-organized, accessible content prior to launch and progressively enhance the learning experience for students.

How would you implement this? What steps would you take?

# Scenario for Faculty

Your end-of-course student surveys for an online course have come back surprisingly negative. You have spent so much time choosing the best, most enlightening materials for the course. You grade assignments prior to the end of the course with numerous, substantive feedback. Your research is suffering because of the time you spend on the course. Obviously, you want to improve the course but do not know how to begin.

What checks would you put in place to enhance students' satisfaction with your course?



# CLOSING THOUGHTS



# Feel free to keep in touch!!



- Contact Info

- Email: [amandamajor225@gmail.com](mailto:amandamajor225@gmail.com) or
- [Amanda.major@ucf.edu](mailto:Amanda.major@ucf.edu)
- Twitter: @Amanda\_Major
- LinkedIn: Amanda Major
- Skype: cam.amanda.major

- Contact Info

- Email: [CharlotteJonesRoberts@gmail.com](mailto:CharlotteJonesRoberts@gmail.com)
- [Charlotte.Jones-Roberts@ucf.edu](mailto:Charlotte.Jones-Roberts@ucf.edu)
- Twitter: @CharlotteJonesR
- LinkedIn: Charlotte Jones-Roberts
- Skype: CharlotteJonesRoberts



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