



# Minnesota eLearning Summit

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Minnesota eLearning Summit

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## A Strategic Approach to University Online Programs: Engaging Faculty and Staff with the OLC Quality Scorecard

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# A Strategic Approach to University Online Programs: Engaging Faculty and Staff with the OLC Quality Scorecard

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2016 Minnesota eLearning Summit



UNIVERSITY OF MINNESOTA

**Driven to Discover**<sup>SM</sup>

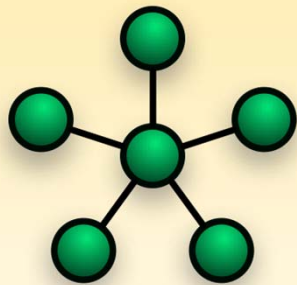
# Organization of Session

- Project overview - benchmarking, forming task groups, engaging administration
- Lessons learned
- How could this model be adapted for your own unit or institution?



# Benchmarking Quality of Program Administration

Goal: Assess current state of U of M online programs compared with national quality standards



## Approach:

- Recognized decentralized environment with different resource investments
- Self-assessment by relevant academic and central units
- Sponsorship by Digital Campus Steering Committee



# OLC Quality Scorecard for the Admin of Online Programs



**Quality Scorecard 2014**  
Criteria for Excellence in the Administration of Online Programs

Institutional Support (27 points)

	0 = Deficient	1 = Developing	2 = Accomplished	3 = Exemplary
<b>1</b> The institution has a governance structure to enable clear, effective, and comprehensive decision making related to online education.	The institution has had no discussions about the online governance structure and decision making authority.	Governance, responsibilities, decision making authority and organization of online operations is haphazard and it is not always clear which unit is taking the lead.	Governance, responsibilities, decision making authority and organization of online operations is somewhat amorphous with multiple units having specific responsibilities.	Governance, responsibilities, decision making authority and organization of online operations is deliberate and clear; lines of authority for supporting units are delineated (e.g., in a shared services agreement).
<b>2</b> The institution has policy and guidelines that confirm a student who registers in an online course or program is the same student who participates in and completes the course or program and receives academic credit. This is done by verifying the identity of a student by using methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) other technologies and practices that are effective in verifying student identity.	The institution is in the process of developing policies and guidelines that support learner authentication.	The institution has clearly stated policies and guidelines that support learner authentication; the institution minimally supports one or more student identification methods.	The institution has clearly stated policies and guidelines that support learner authentication; the institution supports and consistently deploys one or more student identification methods.	The institution has clearly stated policies and guidelines that support learner authentication; the institution supports and consistently deploys one or more student identification methods; the institution continually assesses future options based on emerging technologies.

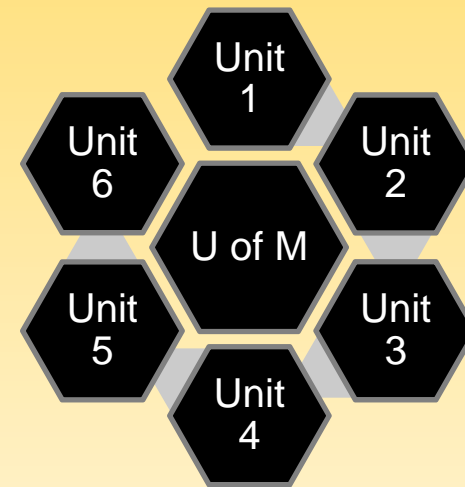
Quality Scorecard Scoring Rubric 101

- Overview of tool
- Used with single program or enterprise-wide



# Prioritized Results

- Aggregated data to produce summary with numeric ratings and qualitative comments
- Identified 12 key areas
- Produced additional recommendations



# Charge Two Task Groups

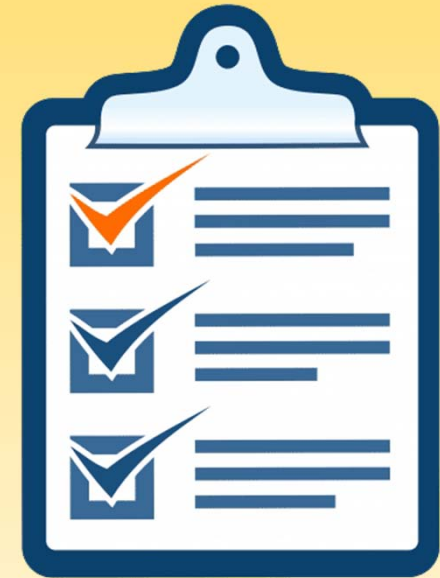
Provost's Office charged task forces to develop implementation plans on highest priority indicators

Institutional Support	Faculty Support
Strategic value of online learning to the University and its stakeholders	Guidelines for faculty support for course development and teaching
Governance structure for online	Accessibility guidelines
Process to assess program viability	Guidelines for faculty teaching online
U-wide marketing resources & enrollment management	Process to evaluate the effectiveness of current and emerging technologies
Processes for planning and allocating resources for online	
Adequate resources for online programs	



# Task Group Methods

- Current state / future state / recommended strategies
- Consider what can be implemented within a two year period
- Highlight the 3 most critical recommendations in each area
- Align with strategic U of M academic priorities and U of M Academic Technology report





# Engaging Academic Administration & Implementation Strategy



- Six major recommendations
- Implementation plans
  - Begin in fall
  - Engage U of M Academic administration
  - Allocate resources from Center for Educational Innovation and other central service partners
  - U of M Online Steering Committee oversight
  - Follow-up benchmarking in 2 years for continuous improvement



# Lessons Learned / Reflection

- ✓ Involve both program administration and faculty
- ✓ Engage units to both gather data and produce institution-wide priorities and recommendations
- ✓ Offer units option for intensive self-study
- ✓ Understand your capacity for having an impact - manage “up and down”



# Discussion

How do you see this benchmarking approach as relevant to what you want to do in your unit or institution?

