



# Minnesota eLearning Summit

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## Applying the OLC Blended Learning Scorecard at an Emerging eLearning Institution

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# **Applying the OLC Blended Learning Scorecard at an Emerging eLearning Institution**



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**Glori Hinck, EdD**

**Instructional Designer**

**St.Thomas e-Learning  
And Research Center**

# Need for Quality Assurance

**1992**

**2017**



**ONE**

**EIGHT**

Blended Program

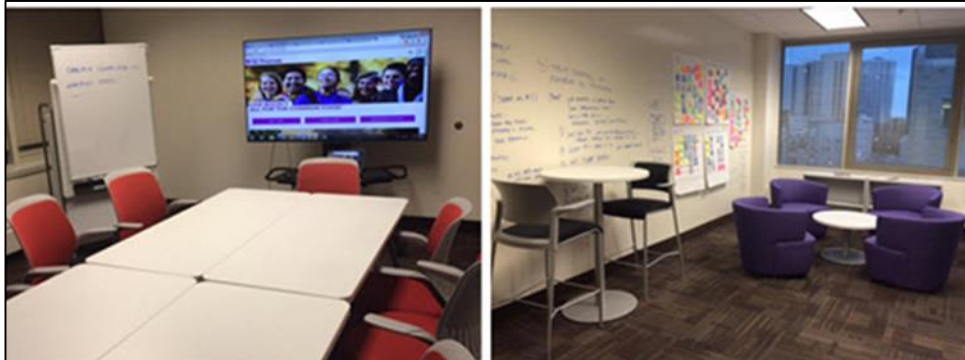
**Changing demographics  
Demand for flexible delivery  
models**

**Expansion of the online and  
blended program and course  
portfolio**

Online & Blended Programs

**Many more in  
development**

# St. Thomas e-Learning Research



**STELAR**

# Why Quality Assurance?

- Maintain reputation and quality of programs/institution
- Accreditation standards alone often not enough to guide quality; may not specifically address blended programs
  - Need for supplemental quality assurance measures

# Pair-Share Discussion:

## Blended Learning

- What blended programs are in place at your institution?
- What are you doing to evaluate blended program quality now?
- Challenges?

# Why Quality Assurance Specific to Blended Learning?

- Maintain reputation and quality of programs/institution
- Accreditation standards alone often not enough to guide quality; may not specifically address blended programs
  - Need for supplemental quality assurance measures



# Why the OLC Quality Scorecard?

- External, evidence-based, respected
- Addresses quality beyond course design alone
- Address both online and blended programs with similar tools
  - OLC Quality Scorecard for the Administration of Online Programs
  - OLC Quality Scorecard for Blended Learning Programs



Opus College  
of Business



UNIVERSITY OF

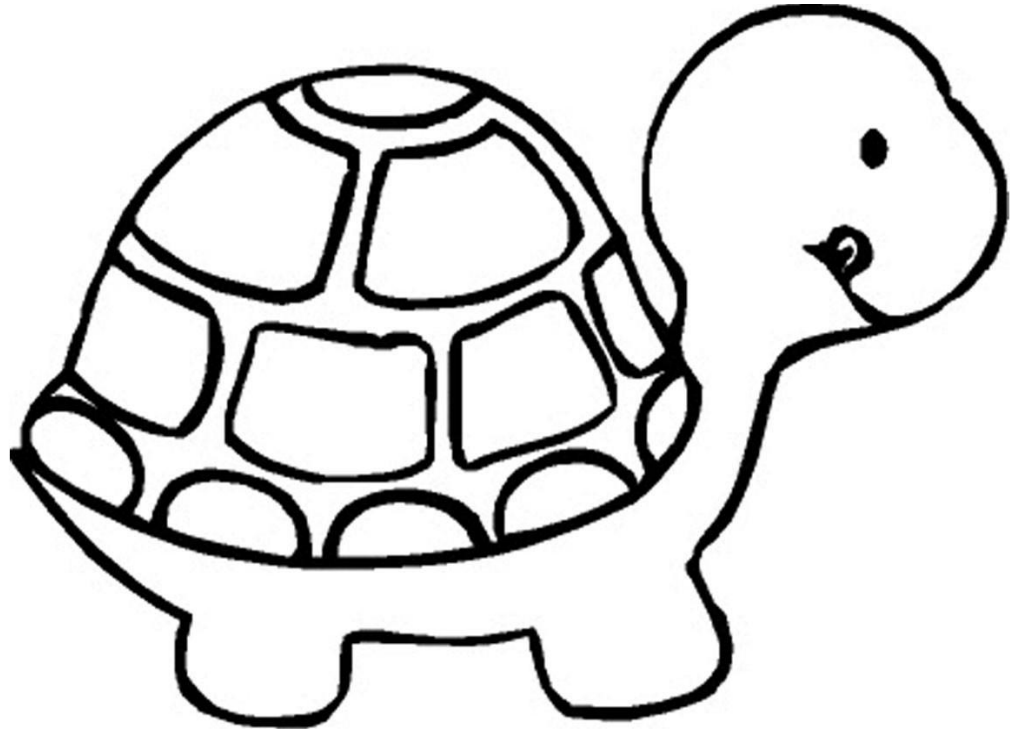
**St.Thomas**

# **Quality Scorecard for Blended Learning Implementation Project**

# Initial Vision



**Reality**



# **Opus College of Business 3 Blended Cohort Programs Evaluated**

- Flex MBA – Blended Track
- Health Care MBA
- MS- Health Care Communication



# Quality Scorecard

FOR BLENDED LEARNING PROGRAMS

0 = Deficient

1 = Developing

2 = Accomplished

3 = Exemplary

## INSTITUTIONAL SUPPORT (27 POINTS)

SCORE

		SCORE
1	The institution has a governance structure to enable systematic and continuous improvement related to the administration of blended education.	
2	The institution has a governance structure to enable clear, timely, effective, and comprehensive decision making related to blended learning courses/programs.	
3	The blended learning program's strategic plan is reviewed for its continuing relevance, compliance with accreditation objectives, and is periodically improved and updated.	
4	The institution has defined the strategic value of blended learning to its enterprise and stakeholders (students, faculty, parents, etc.).	
5	The organizational structure of the blended learning program supports the institution's mission, values, and strategic plan.	
6	The institution has a process for planning and resource allocation for the blended learning program, including financial resources, in accordance with strategic planning.	

ONLINE LEARNING CONSORTIUM

# Quality Scorecard

CRITERIA FOR EXCELLENCE IN  
BLENDED LEARNING PROGRAMS



ONLINE LEARNING™  
CONSORTIUM

## Opus College of Business Blended Programs Scorecard, 2017

State **In Progress**Score: **36**

### Institutional Support

**16 of 27 points****In Progress****Question 1**

The institution has a governance structure to enable systematic and continuous improvement related to the administration of blended education.

Show  ▾ entriesSearch: 

<b>Answer Provided By</b>	<b>Score</b>	<b>Files</b>	<b>Comment/review</b>
Lisa Burke	2.00		<a href="#">Update Review</a>

Showing 1 to 1 of 1 entries

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### Team



Lisa Burke  
Lead Author



Glori Hinck  
Author  
( Me )

# 8 Categories

Institutional Support

Technology Support

Course Development &  
Instructional Design

Course Structure

Teaching and Learning

Faculty Support

Student Support

Evaluation and Assessment

**0 points = Deficient.** The administrator does not observe any indications of the quality standard in place.

**1 point = Developing.** The administrator has found a slight existence of the quality standard but difficult to substantiate. Much improvement is still needed in this area.

**2 points = Accomplished.** The administrator has found there to be moderate use and can substantiate the quality standard. Some improvement is still needed in this area.

**3 points = Exemplary.** The administrator has found that the quality standard is being fully implemented, can be fully substantiated, and there is little to no need for improvement in this area.

90-100% (189—210 points) = Exemplary

80-89% (168—188 points) = Acceptable

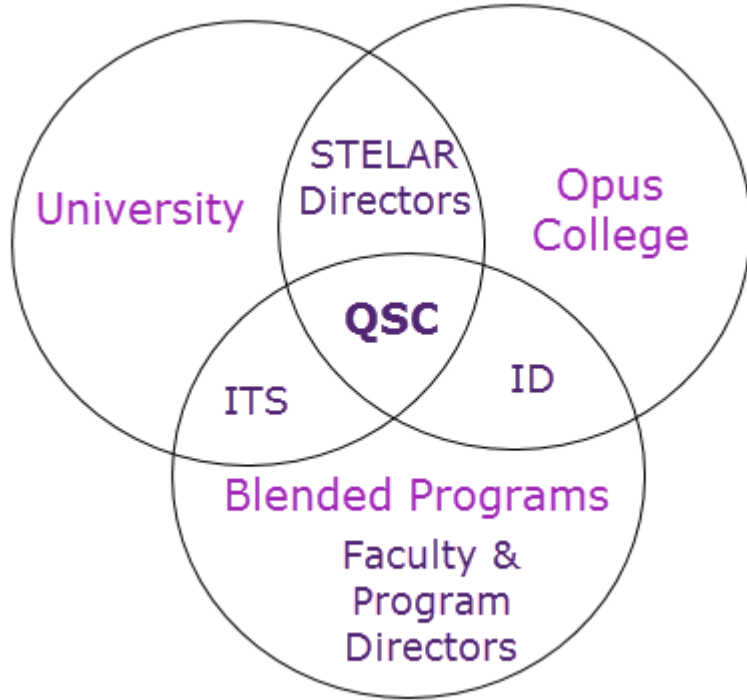
70-79% (147—167 points) = Marginal

60-69% (126—146 points) = Inadequate

< 59% (< 125 points) = Unacceptable



# Stakeholders



- University of St. Thomas
- St. Thomas E-Learning & Research (STELAR)
- Opus College of Business
- Blended Programs
  - MS Health Care Communication
  - Health Care MBA
  - Flex MBA – Blended Track



**Blended Scorecard for Opus College of Business Programs**

**Institutional Support Section**

Points for this section: 16/27 points

Completed January 2017

by Lisa Burke and Brett Coup

- 1) **The institution has a governance structure to enable systematic and continuous improvement related to the administration of blended education.**

Rating: ACCOMPLISHED (2 pts) "Governance, responsibilities, decision making authority and organization of blended operations is somewhat amorphous with multiple units having specific responsibilities complicating systematic and continuous improvement."

Rationale: The current state of our blended operations is somewhat amorphous, but we are moving toward more coordinated activities and a single unit with responsibility for overseeing blended education activities.

Through the creation of STELAR (St. Thomas e-Learning and Research), and the incorporation of existing units under one organizational umbrella, we have a more deliberate and clear decision, with a senior level university position – the Associate Vice President for Academic Technology – responsible for leading university activities in support of expanding e-learning activity, including




to the end of blended programs and courses.



## OCB Instructional Transformation

+ New ▾   ↑ Upload   ↗ Share   🔗 Get link   ↓ Download   ↻ Sync

## OCB Instructio... &gt; Documents &gt; Blended Learning Scorecard

✓	↑ Name	Modified	Modified By	File Size
	Blended Scorecard Artifacts	February 2	Hinck, Glori L.	
	Blended Scorecard Rubrics	December 6, 2016	Burke, Lisa K.	
	Blended Scorecard Summary Documents	February 28	Hinck, Glori L.	
	OLC Presentation	6 minutes ago	Hinck, Glori L.	
	 12.5.16 Blended Scorecard Call.docx	December 6, 2016	Burke, Lisa K.	24.5 KB
	 Blended Quality Scorecard-Handbook.pdf	December 6, 2016	Burke, Lisa K.	5.85 MB
	 Blended Quality Scorecards.pdf	About a minute ago	Hinck, Glori L.	141 KB

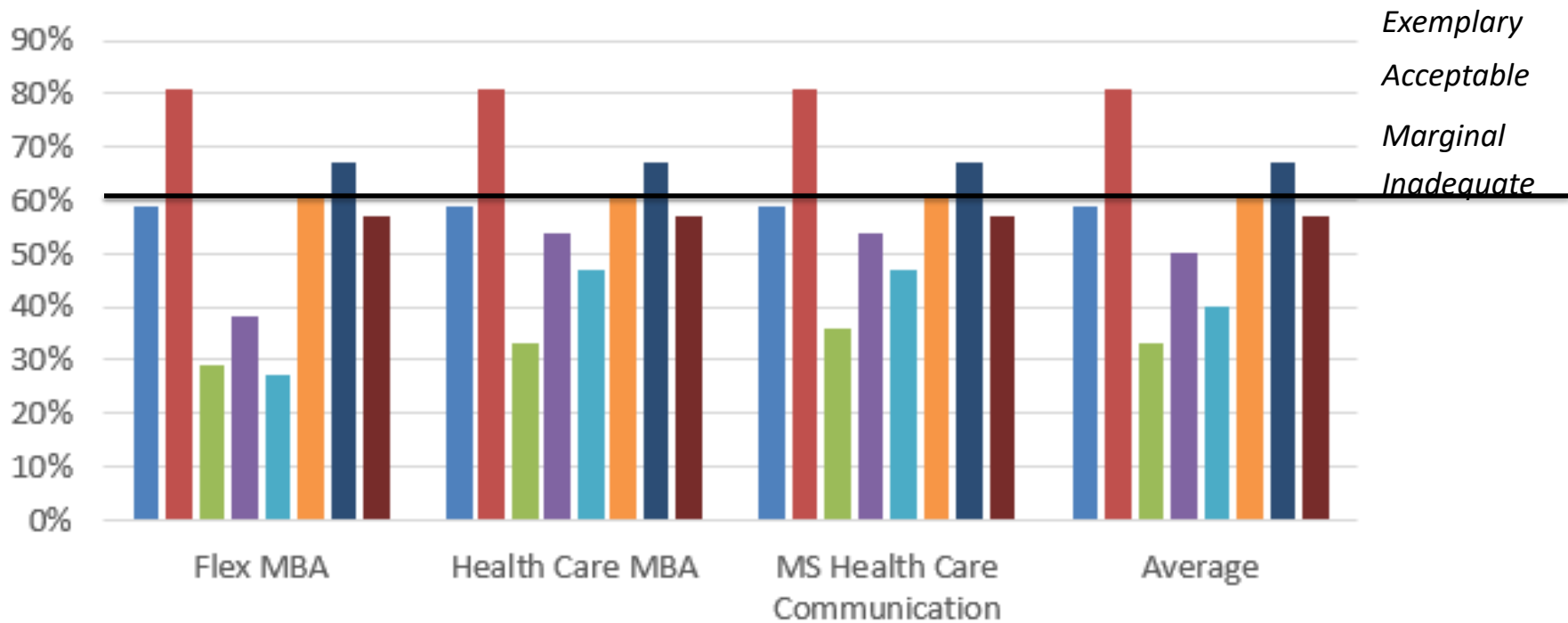
# Results



# Erred on the side of lower scores

- Total scores were averaged across three programs
- If questionable or supporting documentation not available:  
Chose the lower score
  - Simply didn't have data
- Steps are in process that will move many items to a higher score





Institutional Support  
Technology Support

Course Development & ID  
Course Structure

Teaching & Learning  
Faulty Support

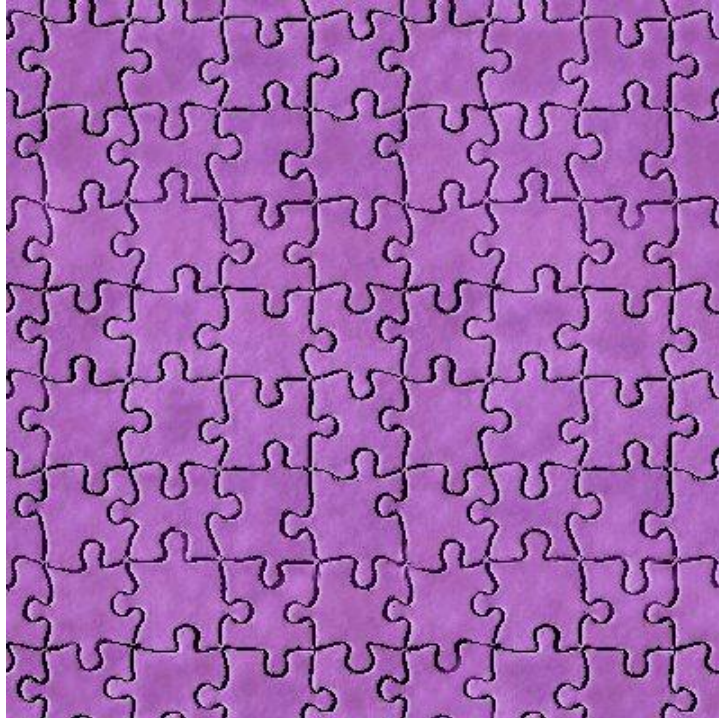
Student Support  
Evaluation & Assessment

# Where we are





# Where we would like to be



# Broad Findings

- Quality assurance primarily based on AACSB accreditation & student IDEA evaluations
- No peer or other review processes in place for courses
- Program directors do not have access to information about individual courses
- Wide variability among courses and between programs



# Action Plan for Each Scorecard Section

Institutional Support.....

Technology Support .....

Course Development & Instructional Design.....

Course Structure .....

Teaching and Learning.....

Faculty Support.....

Student Support .....

Evaluation and Assessment.....

<b>ACTION PLAN</b>
<b>Stage 1: Simple, relatively easy to implement solution(s)</b>
<b>Stage 2: Challenging, requires multiple stakeholders</b>
<b>Stage 3: Complex, requires changing deeply embedded practices and processes</b>

# Institutional Support

## **ACTION PLAN**

### **Stage 1: Simple, relatively easy to implement solution(s)**

- Create strategic plans for each blended program; choose areas of focus annually and set goals; schedule annual update/review meeting.

### **Stage 2: Challenging, requires multiple stakeholders**

- Develop a shared service agreement between various units supporting blended programs
- Convene an Online/Blended Programs Steering Committee
- Develop online/blended learning web site that describes value to student.

### **Stage 3: Complex, requires changing deeply embedded practices and processes**

- Move from discretionary and grant-based funding to model where operating funds fully support blended programs
- Conduct course site checks to verify adherence with copyright and fair use laws, either randomly or for all course sites, and provide guidance when issues are identified.

# Technology Support

## **ACTION PLAN**

### **Stage 1: Simple, relatively easy to implement solution(s)**

- Communicate system tracking and benchmarking standards to faculty

### **Stage 2: Challenging, requires multiple stakeholders**

- Make sure that all other systems that are key to blended program success (web conferencing, classroom capture, video streaming) have similar uptime and other metrics as have been developed for the LMS

### **Stage 3: Complex, requires changing deeply embedded practices and processes**

- Provide more robust, consistent, effective skills development and assessment opportunities for faculty, staff and students

# Course Development & Instructional Design

## ACTION PLAN

### Stage 1: Simple, relatively easy to implement solution(s)

- OLC Quality Course Teaching and Instructional Practice Scorecard (QCTIP) as a self-assessment tool
- Expand faculty development training opportunities
- Leverage opportunity of the implementation of a new LMS to improve course design

### Stage 2: Challenging, requires multiple stakeholders

- Develop a publication outlining guidelines, recommendations, effective practices for blended teaching, and faculty expectations
- Revise syllabus template for blended learning and regularly review all course syllabi
- Implement a process for evaluating the effectiveness of current and emerging technologies

### Stage 3: Complex, requires changing deeply embedded practices and processes

- Implement a course review/QA/peer review process

# Course Structure

## ACTION PLAN

### Stage 1: Simple, relatively easy to implement solution(s)

- Develop a new online-friendly syllabus format that meets ADA requirements, is based on best practices, and specifically addresses blended learning including faculty response time and penalties for late work
- Add information re: technology and technical support to courses in **all** programs
- Include expectations for online behavior (netiquette) in appropriate student behavior documentation
- Develop a user experience checklist

### Stage 2: Challenging, requires multiple stakeholders

- Develop a **required** course template and style guide as part of the new LMS roll-out

### Stage 3: Complex, requires changing deeply embedded practices and processes

- Implement policies and internal review processes related to the user experience as it relates to course structure and accessibility of instructional materials
- Develop a university-wide policy and funding for closed captioning of videos
- Take a proactive approach to accessibility



# Teaching and Learning

## **ACTION PLAN**

### **Stage 1: Simple, relatively easy to implement solution(s)**

- Provide faculty with greater access to models, resources, training and guidelines related to best practices for interaction, instructor presence, social presence and community, and feedback on course assessments
- Inform and remind faculty of the depth of resources offered by the library and encourage greater integration of these resources into course

### **Stage 2: Challenging, requires multiple stakeholders**

- Develop policies related to faculty interaction and faculty feedback response times for blended courses

### **Stage 3: Complex, requires changing deeply embedded practices and processes**

# Faculty Support

## ACTION PLAN

### Stage 1: Simple, relatively easy to implement solution(s)

- Develop more tutorials and documentation about blended teaching practices
- Develop checklists to make it easier for faculty to assess blended best practices within their courses
- Engage in more communication and discussion around topic of blended learning

### Stage 2: Challenging, requires multiple stakeholders

- Provide blended teaching certification program

### Stage 3: Complex, requires changing deeply embedded practices and processes

- Require training for all new faculty (including adjuncts) on copyright and fair use
- Support the creation of a copyright compliance office within the university.

# Student Support

## **ACTION PLAN**

### **Stage 1: Simple, relatively easy to implement solution(s)**

- Provide students with consistent instructions and tutorials for commonly used tools

### **Stage 2: Challenging, requires multiple stakeholders**

- Develop an online orientation/self-assessment for prospective students interested in blended programs
- Develop readiness checklist for current students register for blended courses

### **Stage 3: Complex, requires changing deeply embedded practices and processes**

- Perform course audits in order to ensure faculty are building technology standards and requirements into their syllabus

# Evaluation and Assessment

## **ACTION PLAN**

### **Stage 1: Simple, relatively easy to implement solution(s)**

- Define expectations for differences between F2F and blended teaching

### **Stage 2: Challenging, requires multiple stakeholders**

- Append 5 standard questions related to blended learning to every IDEA evaluation

### **Stage 3: Complex, requires changing deeply embedded practices and processes**

- Develop standards/policies related to assessment of faculty blended teaching performance
- Develop a process that solicits input and evaluates satisfaction with blended programs against program goals

# Constraints

- Redundancy among questions in scorecard created confusion
- Lack of time and commitment by stakeholders
- Lack of access to courses in programs for firsthand evaluation
- Institutional reviews easy; program level reviews more challenging (lack of consistency between courses, programs)
- Gathering information and artifacts somewhat onerous or difficult

# Benefits

- Started the conversation about blended program quality!
- Recognition for university's technical infrastructure and support environment -- robust and reliable
- Scorecard helps to inform program directors, department chairs, faculty about university environment in new way

# Participant Discussion

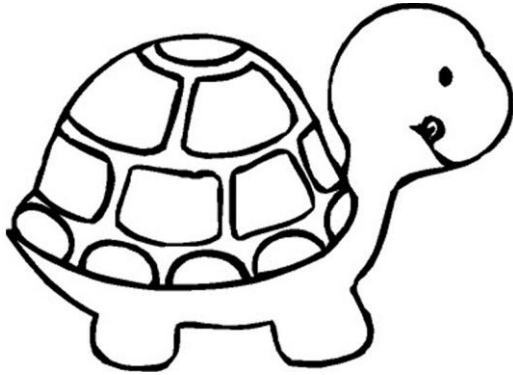
- How are you able to review courses and programs?
- What role do deans, program directors and department chairs play?
- How do you review classroom component?
- How frequently should a scorecard be administered?
- Peer review of courses?

# Impact

- Create and communicate policies that are aimed at online and blended program delivery
  - OLC's recommendations very helpful for us
  - Policies to be developed- instructor feedback, student engagement, etc.
- Support improved course design and delivery through checklists and reviews
  - Enable through instructional design team
  - Reinforce program improvement goals through new processes



**OLC Blended Quality Scorecard**  
**Inform & Guide**  
**Continuous Quality Improvement**



**Thanks!**