Meeting FCBE Online
Quality Standards

Summer 2015
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Online Renewal Goal:

➔ To ensure that all FCBE online courses and programs meet the highest quality standards in terms of course design, content value, and student learning experiences.
How can we impact online quality?

➔ Course Design

➔ Course Delivery

➔ Institutional Support / Alignment
Course Design
Quality Online Course Design involves two areas of work:

(1) Structural and (2) Pedagogical.
General Areas of Quality:

• Is the course well-organized and intuitive to navigate?
• Is the learning content complete and readily consumable?
• Are instructions for students complete, concise and clear?
• Is there consistency to the location of relevant information for success in the course?
• Are things properly prioritized for students?
• Is the course technically clean and “debugged”?
Pedagogical Qualities:

● Is the learning content kept current on a regular basis?
● Are learning objectives stated clearly and aligned with the content and the activities?
● Are the assignments and activities designed to keep the students engaged and motivated?
● Is academic integrity emphasized and reinforced through education and assessment design?
● Do students receive multiple instances of feedback through formal assessment and faculty interaction?
Learner Support Services:

● Is the learning content **maximally accessible** for students with learning or sensory disabilities?
● Are students provided information on the institution’s policies and services for students with disabilities?
● Are students provided information on getting general learning assistance (tutoring, etc.)?
Delivery of a quality online course:

- Does the faculty member possess proper skills to teach online?
- Are the students equipped to be successful in an online course?
- Are active engagement techniques applied?
- Does the instructor respond to emails in a timely manner?
- Do students receive feedback on assessed work in a timely manner?
## FCBE QA Rubric (Spring 2015)

<table>
<thead>
<tr>
<th>1.0</th>
<th>Pre-Semester Preparation and Content Management</th>
<th>Making sure the course is fully prepared before classes start and students are contacted.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0</td>
<td>Course Overview and Introduction</td>
<td>Students are provided with vital information for getting off on the right foot and can navigate the course successfully.</td>
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<tr>
<td>3.0</td>
<td>Learning Objectives</td>
<td>Course (and module) learning objectives (LOs) are clearly defined and are aligned with learning activities.</td>
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<tr>
<td>4.0</td>
<td>Assessment &amp; Measurement</td>
<td>Formal assessments are varied, thorough and aligned with LOs.</td>
</tr>
<tr>
<td>5.0</td>
<td>Instructional Materials</td>
<td>Instructional materials are complete, current, and aligned with LOs.</td>
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<tr>
<td>6.0</td>
<td>Learner Interaction &amp; Engagement</td>
<td>Course design and delivery maximizes student engagement.</td>
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<tr>
<td>7.0</td>
<td>Course Technology &amp; Media</td>
<td>The course technology is technically clean and supports the course LOs.</td>
</tr>
<tr>
<td>8.0</td>
<td>Learner Support &amp; Accessibility</td>
<td>Course provides students with information on accessibility and other institutional learning support services.</td>
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</tbody>
</table>
Resource: Exemplar Course

- Based on MIS-7650 (B. Janz)
- Includes FCBE “Course Chassis” components
- Additional resources for faculty:
  - QA rubric (newest)
  - Sample students
  - Collaboration & sharing area
  - New syllabus template in HTML
Course Chassis