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OLC Quality Scorecard: Criteria for Excellence in the Administration of Online Programs

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A hand holding a magnifying glass, focusing on the text "What is Quality?". The magnifying glass is held by a hand visible at the bottom right, and the lens is centered over the text. The text is in a bold, red, sans-serif font.

What is Quality?

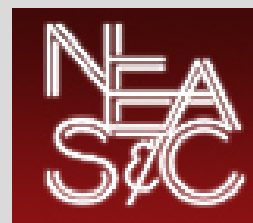
**307,871 online students enrolled
at the University of Phoenix**

**84% online student graduation
rate at the University of Florida**

**4.24 (of 5) online student satisfaction
survey for Stephen F. Austin State
University**

95% online student satisfaction survey for San Bernardino Valley College

**Only 28.0% of academic leaders say
that their faculty accept the “value and
legitimacy of online education.”**



The problem: No consensus

Quality Scorecard 2010

- Delphi research study (2010)
- 6 rounds and 6 months of consensus finding
- 43 experts in online education administration
- 86% had 9 or more years of experience
 - Large and small public
 - Large and small private
 - Community colleges
 - Large for-profit
- 2014 version: Added/replaced indicators, clarified language, reviewed for consistency

Results: Quality Scorecard Evaluation Instrument

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

Guidelines for Scoring

- 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, and there is little to no need for improvement in this area.

Guidelines for Scoring

- 75 Indicators...a perfect score = 225 points.
 - 90-99% = 202 - 225 - Exemplary
(little improvement is needed)
 - 80-89% = 180 - 201 - Acceptable
(some improvement is recommended)
 - 70-79% = 157 - 179 - Marginal
(significant improvement is needed in multiple areas)
 - 60-69% = 134 - 156 - Inadequate
(many areas of improvement are needed throughout the program)
 - 59% and below = 133 pts and below - Unacceptable

Institutional Support – 9 Indicators

Examples:

- The institution has a **governance** structure to enable clear, effective, and comprehensive **decision making** related to online education.
- The institution has a policy for **intellectual property** of course materials; it specifically addresses online course materials, and is publically visible online.
- The institution has a process for **planning** and **allocating resources** for the online program, including financial resources, in accordance with strategic planning.

Technology Support – 7 Indicators

Examples:

- The **course delivery technology** is considered a **mission-critical** enterprise system and supported as such.
- The institution has established a **contingency plan** for the continuance of data centers and support services in the event of **prolonged service disruption**.
- Faculty, staff, and students are **supported** in the development and use of **new technologies and skills**.

Course Development & Instructional Design – 12 Indicators

Examples:

- **Course embedded technology** actively supports the achievement of learning outcomes and delivery of course content, and superfluous use of technology is minimized.
- **Course design** promotes both faculty and student engagement.
- **Usability tests** are conducted and applied, and recommendations based upon Web Content Accessibility Guidelines (WCAGs) are incorporated.

Course Structure – 8 Indicators

Examples:

- The online course includes a **syllabus** outlining course objectives, learning outcomes, evaluation methods, books and supplies, technical and proctoring requirements, and other related course information, making **course requirements transparent**.
- **Instructional materials** are **accessible** to the student, easy to use, and may be accessed by multiple operating systems and applications.
- **Rules or standards** for appropriate online **student behavior** are provided within the course.

Teaching and Learning – 5 Indicators

Examples:

- **Feedback** on student assignments and questions is **constructive** and provided in a **timely manner**.
- Students are provided access to **library professionals** and **resources** to help locate, analyze, evaluate, synthesize, and ethically use a variety of information resources.
- Instructors use specific **strategies** to **create a presence** in the course.

Social and Student Engagement

- Students should be provided a way to **interact** with other students in an online **community** (outside the course).

Faculty Support – 6 Indicators

Examples:

- The institution ensures faculty receive **training, assistance,** and **support** to prepare faculty for course development and teaching online.
- Faculty **receive training and materials** related to Fair Use, plagiarism, and other relevant legal and ethical concepts.
- Faculty are provided **on-going professional development** related to online teaching and learning.

Student Support – 16 Indicators

Examples:

- Before starting an online program, students are **advised about the program** to determine if they possess the **self-motivation** and **commitment** to learn online.
- Before starting an online program, students are advised about the program to determine if they have access to the **minimal technology skills and equipment required** by the course design.
- Program demonstrates a **student-centered focus** rather than trying to fit existing on-campus services to the online student.

Evaluation and Assessment – 11

Indicators

Examples:

- The program is assessed through an evaluation process that applies **specific established standards**.
- A **variety of data** (academic and administrative information) are used to regularly and frequently evaluate program effectiveness and to guide **changes toward continual improvement**.
- Intended **learning outcomes** at the course and program level are **reviewed regularly** to ensure alignment, clarity, utility, appropriateness, and effectiveness.

Online Learning Consortium (OLC) Interactive Scorecard

- On the OLC website
- Must have an institutional membership
- Justification notes
- Upload artifacts for support
 - Organizational chart
 - Faculty training materials
 - Student survey results

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COURSE STRUCTURE

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TEACHING AND LEARNING

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SOCIAL AND STUDENT ENGAGEMENT

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INSTITUTIONAL SUPPORT

Question 1 of 9

THE INSTITUTION HAS A GOVERNANCE STRUCTURE TO ENABLE CLEAR, EFFECTIVE, AND COMPREHENSIVE DECISION MAKING RELATED TO ONLINE EDUCATION.

0 - Deficient

1 - Developing

2 - Accomplished

3 - Exemplary

Summary:

No decision that affects University Online programs is made within a vacuum. There is a clear path for decision-making depending upon whom the decision will impact. This path begins with the Director of Online Education to the Academic Dean to the Provost to the President (Support Documentation: Institutional Support 1 [Decisionmaking chart.pdf](#)). The Online department is an academic support service that clearly resides under the authority of the academic leadership of the university supporting faculty and students to help with student support.

Attached organizational structure (Support Documentation: Institutional Support 1 [Organizational Chart.pdf](#)) demonstrates institutional governance.

Upload supporting documentation:

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INSTITUTIONAL SUPPORT

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The institution has a governance structure to enable clear, effective, and comprehensive decision making related to online education.

Incomplete

3

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 passcode, (b) proctored examinations, or (c) other technologies and practices that are effective in verifying student identity.

Incomplete

-

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Why Deploy the Quality Scorecard?

- Engage entire campus community
- Facilitate cross-departmental communication
- Identify opportunities for continuous improvement efforts
- Validate quality using a research-based tool
- Support accreditation activities
- Focus on quality
- Differentiate your online program from others in the market



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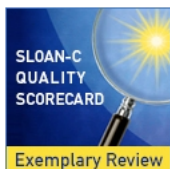
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Sloan C Quality Scorecard

The [Sloan-C Quality Scorecard for the Administration of Online Education Programs](#) is a tool for assessing and measuring the quality of online programs. Administrators of online programs can use this scorecard to evaluate program strengths and weaknesses. The scorecard lists 70 specific indicators which are grouped into the nine areas of quality listed on the right of this page. Click on the quality indicator to see detailed information. A team of reviewers scored each indicator based on the criteria below:

- Meets criterion completely (3 points)
- Moderate use (2 points)
- Insufficient (1 point)
- Not Observed (0 points)

SNU is especially pleased to be the **FIRST** school achieving an **Exemplary Review** from Sloan-C. [This article](#) further outlines the scorecard process and SNU's involvement.



Southern Nazarene University would like to thank the Sloan-C team for the time they spent reviewing our program and documentation. We consider it a privilege to have been a part of this important review and know our institution has been strengthened as a result of participation in the scorecard process. Thank you!

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ONLINE LEARNING CONSORTIUM QUALITY SCORECARD

The [Online Learning Consortium - OLC](#) (formerly known as Sloan-C) is a consortium of institutions and individuals committed to quality online learning.

The [OLC Quality Scorecard for Online Programs](#) is a tool for assessing and measuring the quality of online programs. Administrators of online programs can use this scorecard to evaluate program strengths and weaknesses. The scorecard lists 70 specific indicators which are grouped into the following nine areas of quality:

- Institutional Support
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The School of Information uses this tool to evaluate and continuously improve the quality of our program. Each year school administrators evaluate the school's program compliance with each quality indicator and assigns one of the following scores:

- Meets criterion completely (3 points)
- Moderate use (2 points)
- Insufficient (1 point)
- Not Observed (0 points)

They write the rationale and provide evidence to support the scores for each of the 70 quality indicators. The current iSchool scorecard total is 197, a number that is categorized in the "exemplary" range by OLC. See the Table of Contents below for links to details.

Completing the scorecard analysis provides a quantifiable indication of the quality of the SJSU iSchool program as measured by a recognized third-party benchmarking tool. In addition this process continues to provide valuable direction for strategic planning and improvement.

Also see information about the school's OLC (formerly called Sloan-C) [2013 Effective Practice Award](#) for use of the Quality Scorecard.



“Our school's graduate programs received a score in the exemplary range according to the OLC Quality Scorecard.”

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