Developing Quality Online Graduate- Level Accelerated Programs

Dr. Ram de la Rosa
Rita Vela
About Presenters

- Dr. Ramiro de la Rosa
  - Assistant Director
  - PhD – Leadership Studies
  - 14 years in field

- Rita Vela
  - Instructional Designer II
  - Masters Degree in Education - Instructional Technology
  - 12 years in field
About Us

- University of Texas – Pan American
  - Located at the southern tip of Texas
- Only Quality Matters Certified Institution in the University of Texas System
- The Hispanic Outlook in Higher Education - 2013
  - 3rd in the nation granting Undergraduate & Graduate degree to Hispanic community
- Center for Online Learning, Teaching & Technology (COLT)
  - Assist faculty in the development of online courses

NSHMBAA Award For Hispanic Educational Excellence
The only UT University that is Quality Matters Certified
Ranked #3 by Hispanic Outlook in Higher Education magazine
Poder's Top Graduate School in Texas for Hispanics
What UTPA Wanted to Do

- Provide better access to UTPA programs
- Specifically, better access to working adult learners
- Although primarily marketed to South Texas students, have the potential to gain large enrollments from prospective students worldwide
What We Did

- Created accelerated fully online Masters programs
- Seven week terms
- Six terms planned to be offered within one calendar year
- Carousel format allows students to enter at any time
How We Did It

- Created the *Blueprinting Process*
  - 14-week process where the department meets every other week to go over different topics involving online course development
  
  - Non-meeting weeks work on completing different areas of the course we have discussed on “paper” first
About the Process

- Program based on Quality Matters Rubric
  - research based on a review of the literature, the expertise of experienced practitioners and existing standard sets
  - ensure quality, exemplary courses

- Hybrid Model
  - allows faculty members to meet and exchange ideas as well as stay on track while developing their course
The Process...

- promotes departmental collaboration

- provides for cohesive program-wide alignment of goals and objectives

- promotes cost effective course development by leveraging common course practices, templates and technology

- promotes the incorporation of Quality Matters standards into the design and development of all courses
Introductory Meeting

- Overview
  - Process, time and effort will take to complete the Blueprinting Process
    - Director of COLT
    - Dean
    - Department Chair
  - Develop a general timeline
Overview of the process discussed with:

- Chair
- Professors
- Director of COLT
- Instructional Design Team

Timeline reviewed and distributed to department
Blueprinting Begins!

- Biweekly Meetings
- Face to Face
  - QM Based Instruction
- Online
  - Submit Blueprint Document via Email
- Assigned Instructional Designer
Review program and course goals

Establish which courses meet which goals

Is there overlapping?

Is there certain goals that can be covered by one course giving more time for another course to cover another topic?

Assign goals to each course
  - Learning objective stem from Course Goals
Learning Objectives

- Quality Matters Standard 2
- Alignment
- Measurable
- Learning Objectives Creator
## Learning Goals and Objectives:

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<th>OBJECTIVE:</th>
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Assessments

- Quality Matters Standard 3

- Alignment
  - Why should assessment align with learning objectives?
  - What happens if components of a course are misaligned?
  - What do well-aligned assessments look like?

- Authentic Assessments
  - Assessing using real world tasks and application
**WEEK 1/Module 1/Unit 1**

**OBJECTIVE:** EXAMPLE Students will be able to diagnose learning objectives without handouts when given sample objectives with 100% accuracy  

**ASSESSMENT:** Students will submit, via an attachment, at least 10 learning objectives developed for their online course. After developing a key, the instructor will redistribute these to the entire class. Each student will be required to assess and identify errors in the developed objectives. Completed diagnoses will be submitted and assessed according to the Learning Objective Analysis Rubric.

**INSTRUCTIONAL MATERIALS:**  
- Prerecorded Session: Diagnosing Learning Objectives  
- Course Handouts: Anatomy of a Learning Objective & Alignment: The Role Objectives Play

**LEARNING ACTIVITIES:** Students WILL:  
- Read Chapter 1 in course Text  
- In Groups, analyze given learning objectives, identifying its 5 components  
- Develop a minimum of 10 learning objectives to be analyzed by group members and provide feedback

**TECHNOLOGY:**  
- Tegrity Recordings  
- Discussion Forum

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**OBJECTIVE:**

**ASSESSMENT:**

**INSTRUCTIONAL MATERIALS:**

**LEARNING ACTIVITIES:**

**TECHNOLOGY:**

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**OBJECTIVE:**

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**INSTRUCTIONAL MATERIALS:**

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**OBJECTIVE:**

**ASSESSMENT:**

**INSTRUCTIONAL MATERIALS:**

**LEARNING ACTIVITIES:**

**TECHNOLOGY:**
Learning Activities

- Quality Matters Standard 5

- Alignment
  - What are the best activities for developing students' ability to meet learning objectives?

- Authentic Learning

- Rigorous Activities

- Interactive Activities
Materials & Technology

- Quality Matters Standard 4 & 6

- Alignment
  - What materials/technology does the learner need to be successful at the assessment and activities?

- Current Material/Technology

- Variety of Perspectives
1. Overview & Orientation

Insert weekly introduction here. It can be text or a recording. Include a short summary of why the information is important, an overall summary of the week’s activities, etc.

2. Objective(s)

Insert objectives here. Typically, one week of learning requires two to four objectives. If this module covers more than one week of learning, the number of objectives should change accordingly.

•
•
•

3. To Do List

List items such as “View the PowerPoint, Participate in Discussion”, etc.

Example:
1. Review Syllabus
2. Review Objectives
3. Complete assigned reading (Be specific; use reading titles)
4. View assigned lectures (Be specific; use lecture titles)
5. Participate in discussion (Be specific; use discussion titles)

4. Due Dates

Insert items here that have a due date such as assignments, discussions, assessments, etc. Is this an individual activity or group? Where will they submit this? What day is it due?

SUGGESTION: Instead of using specific dates, use days of the week. For example, have every week begin on Wednesday and end on Tuesday where Wednesday is known as Day 1 and Tuesday is known as Day 7. Then, have items due on Day 3, Day 5, Day 7, etc.

<table>
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<th>Assignment</th>
<th>Individual/Group</th>
<th>Submission Location</th>
<th>Date Due</th>
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<td>Individual</td>
<td>Assignments Link – Essay 1</td>
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5. Course Content [Note to Content Experts: The following headings are just a suggestion and can be modified as needed. If a section is not applicable on a lesson, please delete the section.]

a. Lectures, Readings, PowerPoint’s

Describe reading assignments, including textbook chapters, articles, and web sites here.
Quality Matters Standard 7 & 8

Syllabus
- Importance
- Differences between Face to Face Syllabus and Online
- Items to include
  - Policies
  - Communication Methods
  - Technical Support

Tips
- Creating a Response Template
- Answering course messages, discussion questions efficiently
Development Phase

- Develop in Blackboard Learn
  - Review, Revise, Review

- Complete Quality Matters Review
  - Not Met
    - Revise
    - 2\textsuperscript{nd} QM Review
  - Met
    - 2\textsuperscript{nd} Designer Reviews

- Launch!
Results

- 5 Fully Online Accelerated Master Degrees
  - Business Administration
    - Launched Fall 2012
  - Public Administration
    - Launched Spring 2013
  - Educational Leadership
    - Launched Fall 2013
  - Special Education
    - Launched Spring 2014
  - Accounting
    - Launch Summer 2014
Reflect/Improve

- Tracking Progress & Attendance
  - Blackboard Learn Course
    - Submit documents as many times as necessary
    - Annotate
    - Facilitator able to track progress
    - Information available if missed

- New Blueprint Document
  - not user friendly
  - text too small

- QM Standards
  - instruction and design based on QM, but professors need to be more familiar with it
Introductory Meeting → Blueprinting Process Overview → Blackboard Learn Training → Program/Course Goals

Module Blueprint → Materials & Technology → Learning Activities → Assessments → Learning Objectives

Syllabus & Teaching Online Tips → Develop in Blackboard → Review, Revise, Review → Complete QM Review (2) → Launch!
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Students Admitted Total

- MBA
  - Fall 2012 – 15
  - Spring 2014 – 190

- MPA
  - Spring 2013 – 14
  - Spring 2014 – 113
Upcoming Programs

- Bilingual Education
- Medical Health Sciences
- Nursing
- Minor in Film Studies
- Minor in Public Administration
Questions?