ONLINE LEARNING™ CONSORTIUM

Paul Wilson, Ph.D.,
Associate Professor,
Religion, Ethics, Philosophy

0 = Deficient   1 = Developing   2 = Accomplished   3 = Exemplary

INSTITUTIONAL SUPPORT (27 POINTS)   SCORE

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

2 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.

3 The institution has a policy for intellectual property of course materials; it specifically addresses online course materials and is publicly visible online.

Credible Guidance for Effecting Change in Online Learning Programs

Paul Wilson, PhD, is Associate Professor of Religion, Ethics and Philosophy at one of the first Historically Black Colleges & Universities (HBCUs) in the nation. Teaching online courses, Paul looked to the OLC Quality Scorecard Mastery Series to advance his leadership and administrative skills. The Mastery Series provided him with the opportunity to drill down into certain parts of the Quality Scorecard so that he could select certain sections that he wanted to focus on, specifically faculty instruction.

"I was pleased with the organization, the learning objectives, the facilitator, and the project completed during the program," says Paul. "The Mastery series both confirmed the utility of the OLC Quality Scorecard and enabled participants to develop a 360-degree vision of their institution's online program. Also it enabled participants to develop a continuous improvement plan based on their institution's scores on the 75 indicators."

In addition to developing his own leadership and administrative skills through the Mastery Series, Paul was able to submit the completed Quality Scorecard to administrators at his university. "I shared the hot spots the Scorecard brought to light, along with examples of other institutions using the Quality Scorecard, which added to the credibility."

Paul's advice to online faculty is that "The Quality Scorecard is available – you can download it. Certainly I would encourage anyone in distance education to do that because it's a great way to monitor the value in your interactive programs."

Earn a Recognition of Mastery and improve your online programs.

With this OLC Mastery Series, you will learn to identify key strategies for implementing the OLC Quality Scorecard at your institution. The Scorecard, established in 2010, is a benchmarking tool employed by online administrators to evaluate and improve online higher educations programs. Master best practices of quality indicators and develop focus areas for improvements. Learn how: www.onlinelearning-c.org/QSMastery

How did the OLC Quality Scorecard Mastery benefit Paul?

It provided him with:
➤ The ability to gauge the value of interactive programs and determine areas for improvement.
➤ Credible standards for benchmarking quality and gaining administration support.
➤ Collaboration opportunities with peers from a variety of institutions and disciplines.
➤ The opportunity to work with and learn from recognized experts.