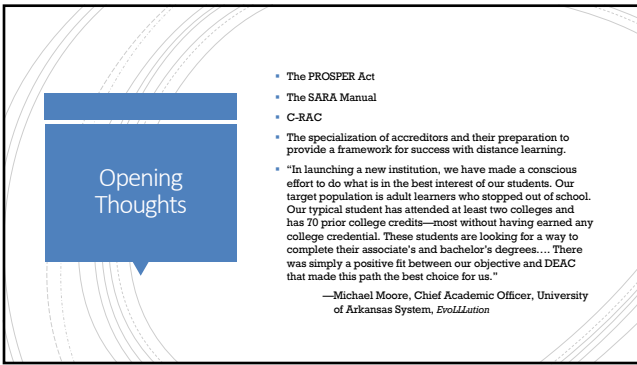


The Distance Ed Question
Measuring the Quality of Online Programs

Dr. Joel A. English, Vice President of Operations
Centura College & Aviation Institute of Maintenance

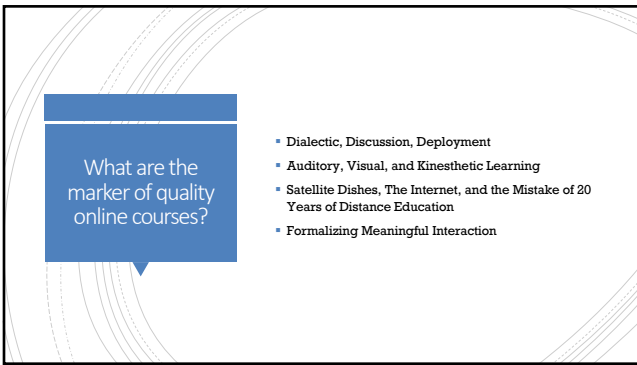
Chris Lambert, Associate Executive Director
Accrediting Commission of Career Schools and Colleges (ACCSC)



Opening Thoughts

- The PROSPER Act
- The SARA Manual
- C-RAC
- The specialization of accreditors and their preparation to provide a framework for success with distance learning.
- "In launching a new institution, we have made a conscious effort to do what is in the best interest of our students. Our target population is adult learners who stopped out of school. Our typical student has attended at least two colleges and has 70 prior college credits—most without having earned any college credential. These students are looking for a way to complete their associate's and bachelor's degrees... There was simply a positive fit between our objective and DEAC that made this path the best choice for us."

—Michael Moore, Chief Academic Officer, University of Arkansas System, *EvOLLLution*



What are the marker of quality online courses?

- Dialectic, Discussion, Deployment
- Auditory, Visual, and Kinesthetic Learning
- Satellite Dishes, The Internet, and the Mistake of 20 Years of Distance Education
- Formalizing Meaningful Interaction

What should agencies require for faculty/student interaction?

- The Critical Role of Faculty
- The Evolution of the Lecture: From 75 Minutes to 5 Minutes
- Focusing on Doing

What should accreditors and licensing agencies expect for student outcomes?

- Establishing Student Achievement Benchmarks
- ACCSC Longitudinal Study
- Comparable Academic Rigor
- Back to PROSPER

What preparation should schools require of new enrollees?

- What Marks "Readiness"
- Assessing the Likely to Succeed Profile
- "The school must establish admission requirements for distance education programs and courses of study that assess whether students have the skills, competencies, and access to technology necessary to succeed in a distance education environment prior to their enrollment in the program or course of study."
- Demonstrating Candidacy

What is your hope for institutions considering distance education?

- **Attributes of the Successful Online Learner**
 1. Believe in the Process
 2. Advocate for Yourself
 3. Perfect Your Technical Skills
 4. Ensure Stable Technology Access
 5. Know Your Resources
 6. Choose a Program You're Passionate About
 7. Participate Actively
 8. Take Breaks
 9. Schedule Your Time
 10. Communicate with Others
- **Critical Questions to Ask**

Resources

February 22-24, 2017 National Advisory Committee on Institutional Quality and Integrity Meeting Meeting Archives:
<https://nces.ed.gov/ipeds/archives-of-meetings/>
ACSC Outcomes Panel Presentation
ASFA Outcomes Panel Presentation
CCSC Outcomes Panel Presentation

Committee on Education and Workforce
PROSPER Act - Promoting Real Opportunity, Success, and Prosperity through Education Reform (PROSPER) Act
<https://edworkforce.house.gov/prosper/>

C-RAC Release One Year Review of Institutions with Low Graduation Rates
<https://www.c-rac.org/sample-post/2018/02/C-RAC-Release-One-Year-Review-of-Institutions-with-Low-Graduation-Rates>

State Authorization Reciprocity Agreements Manual Version 18.1 • March 12, 2018
http://acc-sara.org/files/docs/18C-SARA_Manual.pdf

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