

Chasing Quality in Online Learning: Strategies That Can Help

Bruce Chaloux
Sloan Consortium
NASASPS

Remarks Today...

- General observations about the pursuit of quality in online learning
- What is The Sloan Consortium?
- Our Quality Scorecard
 - Helping institutions-Helping You?
- Your Questions

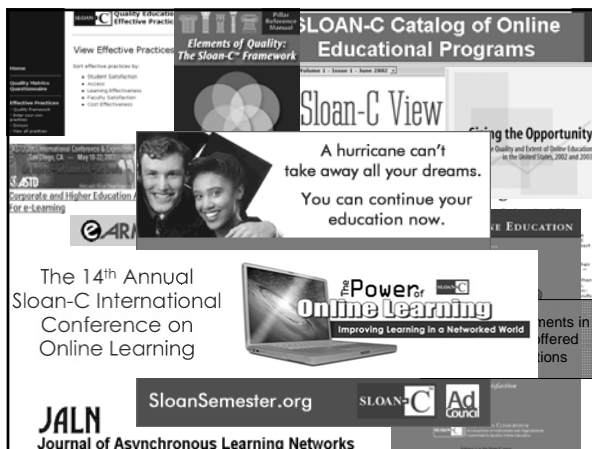
The Online Quality Chase...

- Do we really know what is quality in online learning?
- Heavy focus on traditional criteria-- campus-based inputs (time, seat-in-a-seat, things)
- Not enough focus on outputs, but changing
- Very limited tools for institutions to assess the quality of what they do online
- Sloan C's goal to address that limitation

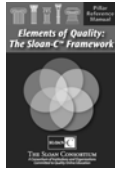
The Sloan Consortium

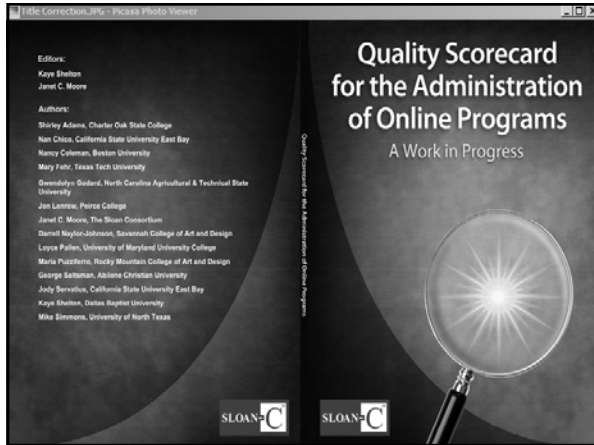
- Overall goals of quality, scale and breadth in the mainstreaming of online learning
- Sloan-C is a professional not-for-profit membership organization for both institutions and individuals
- Sloan-C provides professional development to higher education professionals, hosts conferences, publishes materials, conducts research and delivers online workshops.





Elements of Quality – The Sloan-C Pillars





The Need For The Scorecard

- Help institutions assess the quality of their online programming
- Tool for evaluation, benchmarking, and strategic planning.
- Tool for accreditation and authorization
- Research-based and thus replicable

From the Literature...

- Several recommended groups of standards (14 different articles and studies)
- WCET, CHEA, IHEP 24 Quality Standards , Bates' ACTION model, Sloan Consortium Five Pillars, etc.
- The IHEP 24 standards was highly referenced in the literature and therefore used as a beginning list of indicators.

Methodology

- Delphi Method
 - Structured flow of information using a series of systematic surveys and reciprocal feedback
 - Used to gain consensus from a panel of experts (informed judgments)
 - The experts were widely located throughout the United States
- Results were fed back to the panel of experts in Six surveys rounds--18 weeks (total time used).

Sample (Expert Panel)

- Study Population: Online Education Administrators in Higher Education
- Sampling Frame: Identified experts in the field by the Sloan Consortium (gatekeeper)
 - 76 were invited; 43 participants completed first round
 - 83% of the panel members had nine or more years of experience in the administration of online education

Institutions Represented

- Abilene Christian University
- American Public University System
- Athabasca University
- Bellevue University
- Boston University
- California State University East Bay
- Central Texas College
- Charter Oak State College
- Dallas Baptist University Drexel University Online
- East Carolina University
- East Tennessee State University
- Franklin University
- Michigan State University
- New Mexico State University
- North Carolina Agricultural & Technical State University
- Northwest Missouri State University
- Pace University
- Peirce College
- Pennsylvania State World Campus
- Regent University
- Rochester Institute of Technology
- Rocky Mountain College of Art and Design
- San Antonio College
- Savannah College of Art and Design
- State University of New York
- Texas Tech University
- Texas Woman's University
- The George Washington University
- The University of Texas at Dallas
- UMassOnline
- University of Central Florida
- University of Cincinnati
- University of Maryland University College
- University of Massachusetts, Boston
- University of Nebraska-Lincoln
- University of North Texas
- University of Texas Telecampus
- University of Wisconsin-Madison
- University Wisconsin-Milwaukee
- Washington State University

Sample Distribution

| Institutional Classification | Type | Size | Total |
|-----------------------------------|------------|--------|-------|
| Public (4 year) | Non-profit | Large | 24 |
| Public Community College (2 year) | Non-profit | Large | 2 |
| Private (4 year) | Non-profit | Large | 4 |
| Private (4 year) | For-profit | Large | 1 |
| Private Faith-Based (4 year) | Non-profit | Large | 1 |
| Public (4 year) | Non-profit | Medium | 2 |
| Private (4 year) | Non-profit | Medium | 3 |
| Private Faith-based (4 year) | Non-profit | Medium | 3 |
| Public (4 year) | Non-profit | Small | 1 |
| Private (4 year) | Non-profit | Small | 2 |

Research Questions

1. Are the standards identified in the IHEP/NEA study in 2000 still relevant today for indicating quality in online education programs in higher education?
2. What additional standards should be included that address the current industry in 2010?
3. If additional standards are suggested, will they fall into the already identified themes or will new themes emerge?

Research Questions

4. What values will be assigned to the recommended standards that will ultimately yield a numeric scorecard for measuring quality online education programs from an online education administrator's perspective that could also support strategic planning and program improvements?

Results

- Are the standards identified in the IHEP/NEA study in 2000 still relevant in 2010 for indicating quality in online education programs in higher education?
 - A form of all 24 indicators were included in the quality scorecard (23 relevant, 1 completely revised)
 - 22 of the 24 indicators were revised.

Results

- 45 quality indicators were approved and included in the scorecard.
- Adding these 45 indicators to the 25 indicators stemming from the IHEP study yielded a total of 70 quality indicators in 9 categories.

Indicators by Category and Consensus

| Category | Total Number of Suggested Quality Indicators | Total Number Approved by the Panel of Experts | Percent Achieving Consensus |
|---|--|---|-----------------------------|
| Institutional Support | 10 | 4 | 40% |
| Technology Support | 4 | 3 | 75% |
| Course Development and Instructional Design | 11 | 8 | 72% |
| Teaching and Learning | 6 | 2 | 33% |
| Course Structure | 12 | 5 | 42% |
| Student Support | 16 | 11 | 69% |
| Faculty Support | 6 | 3 | 50% |
| Evaluation and Assessment | 14 | 8 | 57% |
| Social and Student Engagement | 1 | 1 | 100% |

Results

- Values were assigned to the recommended standards that will ultimately yield a numeric score for measuring quality online education

Guidelines for Scoring

- 0 points = Not Observed. The administrator does not observe any indications of the quality standard in place.
- 1 point = Insufficiently Observed. The administrator has found a slight existence of the quality standard in place. Much improvement is still needed in this area.
- 2 points = Moderate Use. The administrator has found there to be moderate use of the quality standard. Some improvement is still needed in this area.
- 3 points = Meets Criteria Completely. The administrator has found that the quality standard is being fully implemented and there is no need for improvement in this area.

Guidelines for Scoring

- A perfect score = 210 points.
 - 90-99% = 189-209 - Exemplary (little improvement is needed)
 - 80-89% = 168-188 - Acceptable (some improvement is recommended)
 - 70-79% = 147-167 - Marginal (significant improvement is needed in multiple areas)
 - 60-69% = 126-146 - Inadequate (many areas of improvement are needed throughout the program)
 - 59% and below = 125 pts and below - Unacceptable

| QUALITY SCORECARD FOR THE ADMINISTRATION OF ONLINE EDUCATION PROGRAMS | | | | | | |
|---|--------------|--------------|--------------|---------------------------|-------|------------------------------|
| | Not Observed | Insufficient | Moderate Use | Meets Criteria Completely | Score | Points Possible Per Category |
| INSTITUTIONAL SUPPORT | | | | | | 1.2 |
| 1. The institution has put in place a governance structure to enable effective and comprehensive decision making related to distance learning. | 0 | 1 | 2 | 3 | | |
| 2. Policies are in place to authenticate that students enrolled in online courses and receiving college credit are indeed those completing the course work. | 0 | 1 | 2 | 3 | | |
| 3. Policy for copyright ownerships of course materials exists. | 0 | 1 | 2 | 3 | | |
| 4. The institution has defined the strategic value of distance learning to its enterprise and to its relevant parts. | 0 | 1 | 2 | 3 | | |
| TECHNOLOGY SUPPORT | | | | | | 1.8 |
| 1. A documented technology plan that includes electronic security measures (e.g., password protection, encryption, secure online or proctored exams, etc.) is in place and operational to ensure quality standards, adherence to FERPA, and the integrity and validity of | 0 | 1 | 2 | 3 | | |

Program Title: *

Online Education Programs

Institution: *

Dallas Baptist University-Dallas [id:109381]

Start typing the full name of your organization and select one of the names suggested in the list. Only these names will be accepted.

| | |
|--|---|
| INSTITUTIONAL SUPPORT | 1. Governance Structure: * |
| TECHNOLOGY SUPPORT | <input type="radio"/> Not Observed |
| COURSE DEVELOPMENT AND INSTRUCTIONAL DESIGN | <input type="radio"/> Insufficient |
| COURSE STRUCTURE | <input type="radio"/> Moderate Use |
| TEACHING AND LEARNING | <input type="radio"/> Meet Criteria Completely |
| SOCIAL AND STUDENT ENGAGEMENT | 1. The institution has put in place a governance structure to enable effective and comprehensive decision making related to distance learning. |
| FACULTY SUPPORT | 2. Policies: * |
| STUDENT SUPPORT | <input type="radio"/> Not Observed |
| EVALUATION AND ASSESSMENT | <input type="radio"/> Insufficient |
| | <input type="radio"/> Moderate Use |
| | <input type="radio"/> Meet Criteria Completely |
| | 2. Policies are in place to authenticate that students enrolled in online courses and receiving college credit are indeed those completing the course work. |
| | 3. Copyright: * |
| | <input type="radio"/> Not Observed |
| | <input type="radio"/> Insufficient |

3. Policy for copyright ownerships of course materials exists.

4. Strategic Value of Distance Learning: *

Not Observed
 Insufficient
 Moderate Use
 Meet Criteria Completely

4. The institution has defined the strategic value of distance learning to its enterprise and to its relevant parts.

Comments for Institutional Support:

#1 - See attached organizational structure (orgchart.pdf) that demonstrates institutional governance. Also attached is a diagram of the decision-making process that involves faculty and administrators and often, students (decisionmaking.pdf).

#2 DBU has in place a policy for student authentication that involves... (see authentication.pdf).

#3 DBU has developed a definitive copyright ownership policy for all.

Switch to plain text editor

Input format

Support documents for Institutional Support:

Maximum Filesize: 1 MB
Allowed Extensions: txt doc docx pdf

Categories Pillars

Institution: **Dallas Baptist University-Dallas**

A Quality Scorecard for the Administration of Online Education Programs - Results by categories

| INSTITUTIONAL SUPPORT | | Points possible: 12 |
|---|--------------------------|---------------------|
| 1. The institution has put in place a governance structure to enable effective and comprehensive decision making related to distance learning. | Meet Criteria Completely | 3 |
| 2. Policies are in place to authenticate that students enrolled in online courses and receiving college credit are indeed those completing the course work. | Meet Criteria Completely | 3 |
| 3. Policy for copyright ownerships of course materials exists. | Meet Criteria Completely | 3 |
| 4. The institution has defined the strategic value of distance learning to its enterprise and to its relevant parts. | Meet Criteria Completely | 3 |
| Score for Institutional Support: | | 12 |

Comments:

#1 - See attached organizational structure (organizational chart.pdf) that demonstrates institutional governance. Also attached is a diagram of the decision-making process that involves faculty and administrators and often, students (decisionmaking.pdf).

#2 DBU has in place a policy for student authentication that involves... (see authentication.pdf).

#3 DBU has developed a definitive copyright ownership policy for all online course materials that are developed for the university by faculty members. Faculty are provided a copy of the policy and are in agreement before course development begins. (See copyright.pdf)

#4 DBU has defined the strategic value of distance learning to all relevant constituencies and continues to include this initiative in its annual strategic planning process. (see strategyplan.pdf)

Support Documents:
Organizational Chart.pdf

A Quality Scorecard for the Administration of Online Education Programs Dallas Baptist University Online Education Programs has been updated.

Categories Pillars

Institution: **Dallas Baptist University-Dallas**

A Quality Scorecard for the Administration of Online Education Programs - Results by Pillars

| ACCESS | | Points possible: 42 |
|---|--------------------------|---------------------|
| The technology delivery systems are highly reliable and operable with measurable standards being utilized such as system downtime tracking or task benchmarking. | Meet Criteria Completely | 3 |
| A documented technology plan that includes electronic security measures (e.g., password protection, encryption, secure online or proctored exams, etc.) is in place and operational to ensure quality standards, adherence to FERPA, and the integrity and validity of information. | Meet Criteria Completely | 3 |
| Policy and process is in place to support ADA requirements. | Not Observed | 0 |
| The institution ensures that all distance education students, regardless of where they are located, have access to library/learning resources adequate to support the courses they are taking (SACS statement). | Not Observed | 0 |
| Before starting an online program, students are advised about the program to determine if they possess the self-motivation and commitment to learn at a distance. | Not Observed | 0 |

Interactive Scorecard

- On the Sloan-C website
- Must have an institutional membership
- Artifacts for support
- Justification notes

Value of the Quality Scorecard

- Self-study in quality
 - Could be reviewed by accrediting agencies and state authorization organizations
- Strategic planning
 - Continuous improvement strategies
- Benchmarking
- Can it be of value in state authorization?
If so, how?

Quality Scorecard

- The scorecard is free to use.
 - To use the interactive scorecard on the website, you must be a Sloan-C institutional member.
- Free to share/review, the link
 - <http://tinyurl.com/qualitysc>

Thank You...

bchaloux@sloanconsortium.org
