

# Rethinking Online Learning Quality

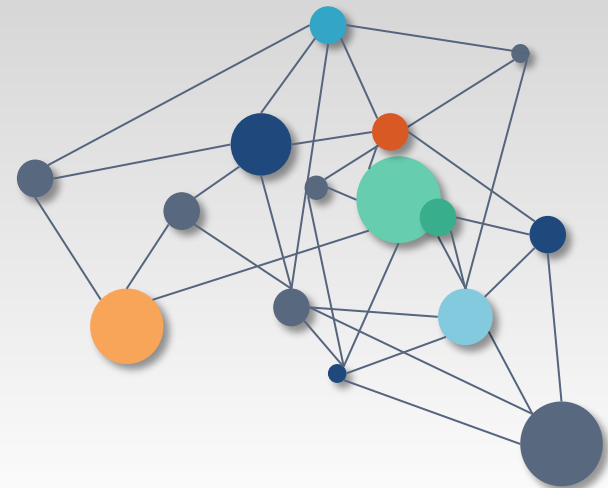


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Louisiana Board of Regent's eLearning Task Force

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Sally M. Johnstone, President, NCHEMS



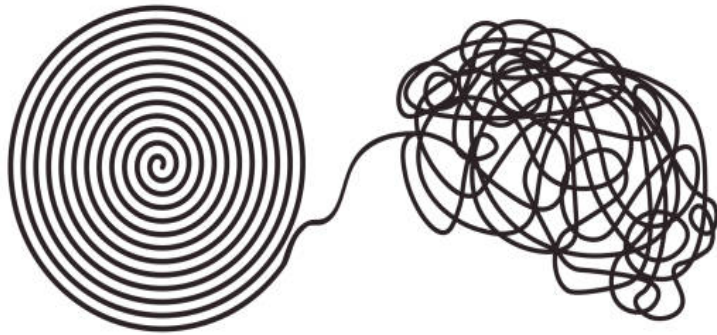
# **DEVELOPMENT OF THE 21<sup>ST</sup> CENTURY DISTANCE EDUCATION GUIDELINES**

## A little history....

- 1999 Council of Regional Accrediting Commissions (C-RAC) asked us (WCET) to develop some common guidelines for DL.
- Revised by C-RAC members in 2011 based on originals.
- 2013 State Authorization Reciprocity Agreements formed (NC-SARA)
- 2019 NC-SARA contracted with NCHEMS to rigorously review uses of the C-RAC guidelines by quality assurance agencies and organizations using peer reviews.
- Report issued in August 2020



# Results of review

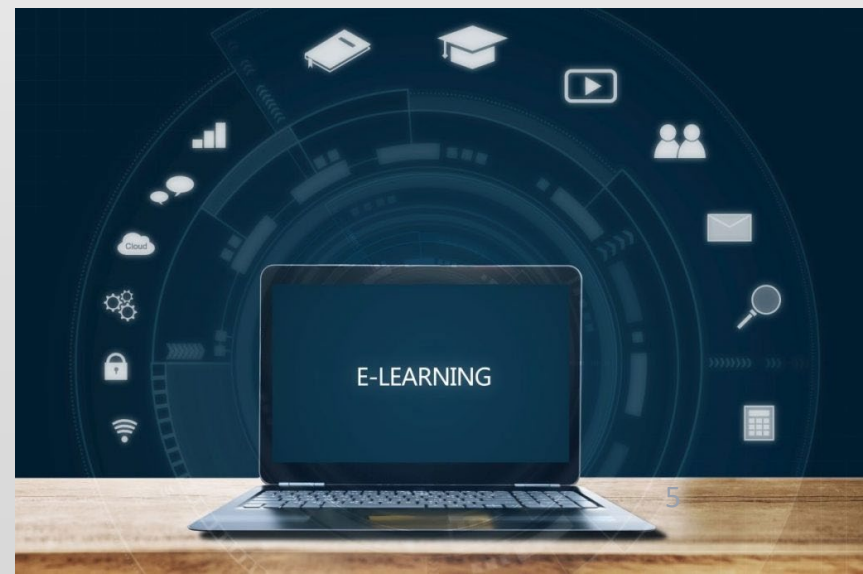


- Devolution into mild chaos
- Regional accreditors applied guidelines differently
- DEAC and QM relied on 2011 C-RAC guidelines
- NC-SARA used C-RAC guidelines in their standards for state regulators and member institutions

# NC-SARA took the lead

- NCHEMS interviewed 25 online learning experts across the country and had over a dozen reviewers of the guidelines.
- Completed in February 2021
- They are posted on the C-RAC, NCHEMS, and NC-SARA websites.

<https://www.nc-sara.org/news-events/information-about-21st-century-distance-education-guidelines>



# 21<sup>st</sup> Century Distance Education Guidelines

## Five categories

- Institutional Capacity
- Institutional Transparency and Disclosures
- Academic Programs
- Support for Students
- Academic and Institutional Integrity



# Institutional Capacity

- Financial, tech infrastructure, data security, content expertise, ID, support for students, assessment of info resources
- Support for diversity, equity and inclusion in learning and support environments
- Quality supported by continual investments in technology, faculty and other student support staff development
- Students appropriately oriented to courses, LMS, and has tech support services
- Institution retains appropriate authority for academic programs regardless of relationship with OPMs/contractors/consortia



# Institutional Transparency and Disclosures

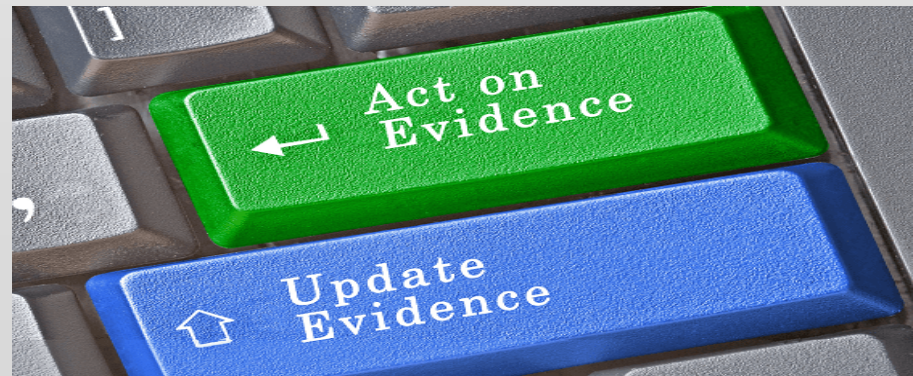
- During admission process: program info, student outcomes disaggregated by modality, all costs, skills needed to succeed
- Expected levels of student engagement as active learners
- Support services available and professional licensure requirements
- Strong student orientation to include learning environment, technology, academic resources, access to support services





# Academic Programs

- Academic team expertise – subject-matter, instructional design, student interaction & assessment
- Continual improvement based on evidence
- If same programs in multiple modalities – outcomes comparable
- Activities and assessments aligned with learning outcomes



# Support for Students

- Academic & support staff able to guide students to services
- Continuing support toward becoming engaged learners
- Students able to access services when they need them
- Support is a collective responsibility



# Program Review

- Regular cycle of review based on evidence
- Improvements documented



## Academic & Institutional Integrity

- Culture of integrity
- DL programs integrated into all institutional systems
- Learning outcomes clear and public



**THANK YOU**

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