

EUC September Retreat

**September 23-24, 2009
Chamberlain, SD**



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Event Objectives

- 1. To assure a common understand of the current state and future goals of the EUC**
- 2. To develop a plan for a program review**
- 3. To develop a plan for program reviewers**

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Retreat Event Overview

Today:

- Accreditation Overview & Current State**
- Mission & Key Milestones of the EUC**
- Quality Assurance in Online Courses: Best Practices**

Tomorrow:

- Develop a plan for EUC Program Review**
- Train-the-Trainer Plan for Program Review**

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Today's Agenda

Time	Topics
11:00-11:30	Welcome & Introductions
11:30 – 12:15	Accreditation Overview
1:30 – 2:00	Prevailing Issues & Key Questions
2:00 – 3:30	Accreditation Criteria & Best Practice
3:30 – 4:30	QA for Courses

- ### Introductions
- 
- **Name & Role**
 - **Institution**
 - **Length in Position**
 - **Brief History with EUC**

Food for Thought

Education Today



Fast Networking



- **Take 5-7 minutes and move about the room asking others your assigned question.**
- **They will also be asking you their assigned question.**
- **You will be asked the same question more than once. Give a different answer each time.**
- **Record the answers you receive on post-its.**

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Fast Networking Questions



1. **What's your favorite music genre?**
2. **Name one way your organization benefit from technology that you are not currently doing?**
3. **What goal do you have for the EUC for next year?**
4. **What's your favorite sports team?**

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Fast Networking Synthesis



1. **At a flipchart, post your Responses.**
2. **Compare the responses you received to your question with other members of your group.**
3. **Identify common themes and synthesize.**
4. **Report back to the main group.**

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**Accreditation:
Background**

Brief Overview

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Benefits of Accreditation

- **Continuous internal improvement - programs, products, tools, procedures, development**
- **Accountability (students, parents, faculty, your institution, government)**
- **Sets common goals and expectations**
- **Cross fertilization with other programs**
- **Reflection**
- **Continuous Improvement**

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Types of Accreditation

- **Regional (6 in the US)
Focus on institutional accreditation**
 - **CHEA--Council for Higher Education Accreditation**
- **Specialty and Professional
Focus on the program
(ex. AACSB)**
- **National (DETC Distance Education and Training Council)**

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North Central Association: Higher Learning Commission

- **Regional Associations provide accreditation to all institutions (K-12 and IHEs) in their region.**
- **NCA Higher Learning Commission (HLC) focuses on Colleges and Universities**



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The Higher Learning Commission



- **Mission Statement:** Serving the common good by assuring and advancing the quality of higher learning.
- **HLC concerns with distance education are primarily related to ensuring quality.**
- **Public statement about Distance Learning:**
http://www.ncahlc.org/index.php?option=com_content&task=view&id=80&Itemid=108
- **Main Website:** <http://www.ncahlc.org/>

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Vision for Role of Consortia (2003/2004)

- **HLC didn't want to hinder growth of programs in IHEs in good standing with the Change Approval Process**
- **Cadre of already trained HLC peer reviewers**
- **Focused Visit revealed adequate resources to 'mirror' the HLC process**
- **Used HLC templates for review**
- **Over time, Changes.....**

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Change is Coming

- **More definitive statements about consortia relationships are likely in 12-18 months**
- **Re-Building the Change Approval Process**
- **Creating a new Accreditation Pathways Process for Continued Accreditation**
 - 12 'Pioneer Institutions'
- **Distance Education**
 - Not just a different modality of delivery?

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Consortia: What they are NOT

- **Not 'Accredited' by HLC**
 - 'Recognized consortia in the region' if they went through HLC review
- **Not Blanket Approval**
- **Does Not Replace HLC review of DE programs during a scheduled visit**
- **No stated timeframe for review or sunseting**
- **Not All the same**
 - HLC looks at the status of each institution involved; any in questionable status w/HLC

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Documenting the Consortium

- **Ensure that they have adequate Staff & Financial support to sustain the effort**
- **Prepare a 2-3 page document that describes the consortium relationship(s)**
- **Attach this doc to their self-study**
- **Make related documents available for visiting team members**
- **Acknowledge the change that has occurred over time**

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Successful Consortia

- **Have adequate Staff and Financial Resources to support the operation**
- **Clearly articulate Program Review Processes that 'mirror' HLC process**
- **Demonstrate a track record of rigorous Program Review**
- **Maintain an appropriate number of trained reviewers**
- **Summarize their efforts in a document for members to submit to IHE**

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Other Trends of Interest

- **Verification of Identity**
 - **Negotiated Rulemaking requires secure log-in and password**
 - "Congress and the Dept of Education stopped short....until new technologies become widely available, institutional use of a user identification and password would suffice." WASC Comm College President
 - **Common Verification Process implemented next fiscal year.**

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Do We Recognize Genius in Our Midst?

- It's 7:51 a.m. on Friday, January 12, 2007 at L'Enfant Plaza in Washington D.C.
- Joshua Bell, one of the best classical musicians in America, dresses in blue jeans and a baseball cap.
- For 45 minutes, he performs six classical pieces.
- 1,097 people pass by, each with a choice to make:
 - Do they stop and listen?
 - Do they hurry past with a blend of guilt and irritation?
 - Do they throw in a buck, just to be polite?
 - Do they have time for beauty?
 - Does their decision change if he's really bad? Really good?

What do you think happened?

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Choosing to Listen...



"If we can't take the time out of our lives to stay a moment and listen to one of the best musicians on Earth play some of the best music ever written; if the surge of modern life so overpowers us that we are deaf and blind to something like that – then what else are we missing?"

— Gene Weingarten, Pearls Before Breakfast, Washington Post

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Where are We Now?

EUC Mission & Key Milestones

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EUC Mission Statement 10/2000

- **"The EUC leverages state technology investments and makes effective use of the unique strengths of each public university to better serve the people of South Dakota by coordinating off-campus distance education across the South Dakota System of Public Higher Education."**

Source: Report of Focused Visit to EUC of SD for the HLC of the NCA, p. 1.

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Key Taskforce Recommendations

- **Vision/Mission: Distance Education no longer synonymous with off-campus learning**
 - **Shapes processes & procedures**

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Key Taskforce Recommendations--Continued

- **Five-year Program Development Plan shared with AAC**
 - **Document was not a plan but rather a tentative list of programs**
 - **Coordination of the development of online programs and QA reviews are key assignments given to the EUC**
 - **Need guidelines establishing procedures developed and followed.**

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Key Taskforce Recommendations--Continued

- **Coordination of Course Planning, Development & Delivery**
 - **Intent to Develop form for online courses**
 - **Online courses becoming ubiquitous with on-campus offerings**

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Key Taskforce Recommendations--Continued

- **Quality Assurance Course Reviews**
 - Course Rubric & scheduled 6% QA of online courses offered throughout the system.
 - Course Authorship Agreement developed & executed with all faculty developers
 - Develop and implement a plan to maintain a cadre of 'trainers' who can train faculty to be 'course reviewers'.
 - Drive Campus reporting of all course reviews
 - Drive System-wide review of identified courses each year.

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Key Taskforce Recommendations--Continued

- **Review & Approval Program Delivery**
 - HLC has assigned the responsibility to review and approve requests from campuses to deliver programs online
 - Statement of Affiliation Status of each institution
 - Concern about academic & student support services in online programs
 - Standards need to be articulated and a review rubric needs to be approved
 - Beyond the 'Request to Offer an Existing Degree program at a New Site' form

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Key Taskforce Recommendations--Continued

- **Web Presence of EUC**
 - Create a better 'store front' presence for EUC
 - Develop plans to link EUC with Colleague/Web Advisor
 - Review system policies and procedures that govern enrollment from student perspective
 - This work is under way and outside the scope of the Fall Retreat agenda

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Key Taskforce Recommendations--Continued

- **Marketing**
 - System-wide marketing is an important responsibility that needs to be better developed
 - This work is outside the scope of the Fall Retreat

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Key Taskforce Recommendations--Continued

- **Collaborative Programming**
 - Impact of funding models
 - Opportunities for collaboration in Program Development

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EUC Review Processes

- **Course Review**
 - Peer Course Review Rubric
 - Regular QA Reporting of Course Review
- **Program Review**
 - Individual IHEs have their own processes, procedures and supporting documentation
 - Creation of a common EUC process is the focus of our work over the next day and a half
 - Development of a plan to 'train' reviewers is also a focus of our work.
 - Improve 5-year Plan Process

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How do we get there?

- Review the Best Practices
- Leverage the EUC Course Review Process
- Leverage current IHE Program Review Processes
- Leverage the multiple perspectives represented in this room.

Where are we Now?

Prevailing Issues & Key Questions



Prevailing Issues

- Develop and Document the EUC Program Review Process
- Develop a plan for training a cadre of Program Reviewers
- Improve the 5-year Plan Process
- ID General Education Gaps and collaborate to fill them.
- Others...

Key Questions

(Based on Pre-session Interviews)

- **How can we improve the process for deciding who offers what programs and what content?**
- **How can we leverage Best Practices for Program Review?**
- **How can we most effectively identify reviewers and train them?**
- **How can we best communicate our approach to the HLC?**
- **Others...**

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Gap Analysis / Future Focus

09/2009

- Steps to take to get there?
- Resources needed?

2010

Characteristics:
 •What's working?
 •What's not working?

Vision
Outcomes

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Outcomes

What do we want to accomplish / what do we want this to look like?

- **Common Program Review for EUC**
- **Plan for training the reviewers**
- **Improved 5-year plan**
- **Communication Strategy to be proactive with the HLC**
- **Others...**

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Accreditation Criteria

Best Practices



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EUC Quality Assurance Policy & Process for Online Courses (05/09)

1. **QA Review of Courses at University level**
2. **QA Review of Courses at the System level**
3. **Training Faculty and Staff on QA Review for system wide consistency**
4. **QA Review of Programs at the University level**
5. **QA Review of Programs at the System level**

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EUC Process

1. **Course Authorship Agreement**
2. **Record Details of Newly Authored Courses in EUC Shared Database**
3. **Online Course Development**
4. **QA Review—Institutional Level**
5. **Future Reviews—Institutional Level**
6. **QA Review—System Level**

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Best Practices for Electronically Offered Degree & Certificate Programs

- **Adopted by the 6 regional accrediting commissions**
- **Not evaluative criteria**
- **Initially drafted by the WCET**
- **Periodically reviewed by regionals**
- **Committee will report current practice at WCET conference 10/09**
 - **Current practice reported by 12 consortia including the EUC**

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Best Practices: 5 Key Elements

- **Institutional Context and Commitment**
- **Curriculum and Instruction**
- **Faculty Support**
- **Student Support**
- **Evaluation & Assessment**

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Institutional Context and Commitment

- **Electronically offered programs both support and extend the roles of educational institutions. Increasingly they are integral to academic organization, with growing implications for institutional infrastructure.**

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Curriculum and Instruction

- **Methods change, but standards of quality endure. The important issues are not technical but curriculum-driven and pedagogical. Decisions about such matters are made by qualified professionals and focus on learning outcomes for an increasingly diverse student population.**

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Faculty Support

- **Faculty roles are becoming increasingly diverse and reorganized. For example, the same person may not perform both the tasks of course development and direct instruction to students. Regardless of who performs which of these tasks, important issues are involved.**

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Student Support

- **Colleges and universities have learned that the twenty-first century student is different, both demographically and geographically, from students of previous generations. These differences affect everything from admissions policy to library services. Reaching these students, and serving them appropriately, are major challenges to today's institutions.**

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Evaluation & Assessment

- **Both the assessment of student achievement and evaluation of the overall program take on added importance as new techniques evolve. For example, in asynchronous programs the element of seat time is essentially removed from the equation. For these reasons, the institution conducts sustained, evidence-based and participatory inquiry as to whether distance learning programs are achieving objectives. The results of such inquiry are used to guide curriculum design and delivery, pedagogy, and educational processes, and may affect future policy and budgets and perhaps have implications for the institution's roles and mission.**

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Small Group Review of Best Practices & Protocols

- **Review the detailed description of your criteria**
 - See Good Practices in e-Learning Consortia document in your materials
- **Prepare an overview of the key elements for the whole group**
- **What can we leverage to improve EUC Process & Policy?**

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Groups Report Out

- **Overview of the key elements of your criteria**
- **What can we leverage to improve EUC Process & Policy?**



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EUC Quality Assurance

Online Courses

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Spring 09 Course Review Summary

- **What are we doing well?**
 - **Introductory statement**
 - **Transparent grading policy**
 - **Tools & media support learning objectives and are well integrated**
- **What can we improve?**
 - **Navigational instructions**
 - **Assessments provide feedback**
 - **Learning activities foster interaction**

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Share Course QA Process & Documentation

- **Participants share their institution's process & documentation with the group**
- **What can we leverage for EUC?**

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Small Groups: Peer Course Review Rubric

- How is the rubric working on your campus?
- How can we improve it?

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Groups Report Out

- How can we improve current EUC policy & processes for Online Courses?
- Joint areas of concern in findings?
- What can we leverage as we address Program Review tomorrow?

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Wrap Up

"The greatest thing in this world is not so much where we are, but in what direction we are moving."

- Oliver Wendell Holmes

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EUC September Retreat

**Welcome Back
Day 2**

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Thought for Today

“None of us is as smart as all of us.”

--Ken Blanchard

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Retreat Event Overview

Yesterday:

- **Accreditation Overview & Current State**
- **Mission & Key Milestones of the EUC**
- **Quality Assurance in Online Courses: Best Practices**

Today:

- **Develop a plan for the Program Review**
- **Train-the-Trainer Plan for Program Review**
- **Next Steps to continue the conversation**

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Objectives

- **To develop a plan for a program review**
- **To develop a plan for program reviewers**
- **Develop a plan and commitment for on-going program review and improved communication**

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Today's Agenda—Edit for Thurs

Time	Topics
8:30-8:40	Welcome Back
8:40 – 11:30	Program Review
11:30 – 12:30	Lunch
12:30-Done	Train the Program Reviewers Plan
	Next Steps/Wrap Up

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Working Together...



What can we learn about working together from Sister Act?

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Program Review

Creating the EUC Process

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Small Group Work

- **Leverage existing documents, experience & knowledge to develop the EUC Program Review Process and Documentation**
- **Focus on ‘Demonstration of Evidence of the Review’**

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Next Steps

	What	Who	When	Comments
1				
2				
3				
4				
5				
6				
7				
8				
9				

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Train the Reviewer

**EUC Process for
Training Program
Reviewers**

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Small Group Work

- **Leverage existing documents, experience & knowledge to develop the EUC Process and documentation for identifying and training Program Reviewers**
- **Develop a Time Line for Reviews**
- **Institutional Commitments to the process**

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Next Steps

	What	Who	When	Comments
1				
2				
3				
4				
5				
6				
7				
8				
9				

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Wrap Up

***“Coming together is a beginning.
Keeping together is progress.
Working together is success.”***

- Henry Ford
