Saint Louis University
Distance Education Overview

This slide deck provides an overview of efforts focused on coordination and support for SLU's distance education courses and programs.

Distance Education Gap Analysis
Fall 2015

Quality Scorecard for the Administration of Online Programs
Fall 2015

- Ad Hoc committee created by Dr. Mike Lewis
- Gap analysis conducted and reported to SLU Administration
- Online Learning Consortium Quality Scorecard used to conduct gap analysis (9 categories, 75 indicators)
- **Results**:
  - Wide variation across the university, with some schools/colleges scoring higher in key areas
  - At a University-level , significant gaps identified, including: institutional support, social and student engagement, faculty and student support
  - Sparked broader conversations about institutional investments needed to improve and advance online education at SLU

Distance Education Task Force
Fall 2017

Distance Education Task Force

- **Charge:** Provide a recommendation to the Provost describing the organizational structure, organizational capacity, and budget model to support institutional growth in distance education.

- **Result:** 3 Recommendations
  - **Recommendation 1**: Adopt the eight standards for quality distance education developed by the task force.
  - **Recommendation 2**: Establish a part-time senior level administrative position reporting within the Office of the Provost charged with serving as the University's chief distance education administrator.
  - **Recommendation 3**: Assemble a standing University Distance Education Advisory Committee, reporting to the senior level administrative position identified in Recommendation 2.

Distance Education Administrator
February 2018

- Associate Provost for Distance Education appointed by Provost

- Key Responsibilities:
  - Leading distance education strategy development, planning, and forecasting
  - Establish a budget model to support distance education activities
  - Operationalize the 8 distance education standards

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Distance Education Committee
Spring 2018

Distance Education Committee
Spring 2018

- **Purpose**: Garner University expertise and perspective, including faculty voice, and bring consistency and momentum to the efforts required to effectively advance distance education from a University perspective.

- **Charge**:
  - Identify areas in which the University is most at risk of regulatory compliance and develop action items to mitigate the risks
  - Strategy development, planning, forecasting
  - Operationalize the University distance education standards in partnership with existing structures and stakeholder groups

8 University Distance Education Standards
Spring 2018

- Developed by the Distance Education Committee
- Based on the Council of Regional Accrediting Commissions (C-RAC) Guidelines for the Evaluation of Distance Education
- Standards
  1. Distance learning is appropriate to the University's mission and purposes.
  2. The University's plans for developing, sustaining and, if appropriate, expanding distance learning offerings are integrated into its regular planning and evaluation processes.
  3. Distance learning is incorporated into the University's systems of governance and academic oversight.

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8 University Distance Education Standards
Spring 2018

5. Curricula for the University's distance learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.

6. The University evaluates the effectiveness of its distance learning offerings, including the extent to which the distance learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals.

7. Faculty responsible for delivering the distance learning curricula and evaluating students' success in achieving the distance learning goals are appropriately qualified and effectively supported.

8. The University provides effective student and academic services to support students enrolled in distance learning offerings.

9. The University assures the academic integrity of its distance learning offerings

Policies
Spring 2018

- Developed by the Distance Education Committee
- University Policy for Distance Education
  - Definitions
    - Distance Education
    - Distance-delivered Programs
    - Distance-delivered Courses
    - 8 University Standards for Distance Education
  - https://www.slu.edu/provost/policies/academic-and-course/policy_university-policy-for-distance-education_2018.pdf
- University Policy for Distance Education Committee Membership
  - https://www.slu.edu/provost/policies/academic-and-course/policy_distance-education-committee-membership_2018.pdf

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Distance Education Committee
Online Couse Design Rubric
Peer Review Process

Online Course Design Rubric
Summer 2018

- Developed by the Distance Education Committee

- Purpose: Provide a tool to guide the design of online courses offered by schools and colleges at SLU

- Scope: All online courses offered by SLU

- Based on standards from the Quality Matters: Inter-Institutional Quality Assurance in Online Learning rubric.

- Quality Matters is an international organization recognized as a leader in quality assurance for online education (https://www.qualitymatters.org/about).

Online Course Design Rubric
Summer 2018

- Rubric is available at the link below. (Login to MySLU/SLU Google is required to view.)

    - https://drive.google.com/open?id=1eVXjtvxDhiY1fGufV-Q-q11ug6fafb5s

- Rubric is copyrighted, please do not share outside of SLU

- Support Resources: Instructional developers in the Reinert Center for Transformative Teaching and Learning are available to partner with faculty members to design online courses based on the rubric criteria.

Online Course Design Rubric
A Phased Implementation

- Winter Session 2018-19:

  – All online courses will be designed in alignment with the rubric

  – Winter Session faculty feedback will be used to revise the rubric

- Summer Sessions 2019:

  – All online courses will be designed in alignment with the rubric

  – Summer Session 2019 faculty feedback will be used to revise the rubric

- Beginning in Fall 2019:

  – All <u>new</u> online courses offered by SLU designed in alignment with the rubric; must align with all criteria noted by an asterisk

  – Begin aligning existing online courses with the rubric; deadline for all existing courses to be aligned with the rubric will be established by each school/college in consultation with Associate Provost for Distance Education

- Annually, going forward:

  – Faculty feedback and Distance Education Committee review to fine-tune rubric

Online Course Design Rubric
8 Course Design Standards

- Course Organization and Structure
- Learning Outcomes
- Course Materials
- Learner Interaction and Engagement
- Assessment and Evaluation
- Learner Support
- Course Technologies
- Accessibility and Usability

Online Course Design Peer Review Process

- **Purpose**: Provide feedback to faculty members regarding the design of their online course based on the Online Course Design Rubric criteria.

- **Process**:
  - Teams of faculty members are identified by the Office of Faculty Affairs to serve as peer reviewers.
  - Peer review teams are provided training on applying the rubric.
  - Using the rubric, peer-reviewers provide specific feedback to faculty members regarding alignment with each criterion from the rubric.
  - Online courses must align with all criteria noted by an asterisk.
  - Faculty revise courses (if needed) to align with all required criteria.

Online Course Design Peer Review Process
A Phased Implementation

- Winter Session 2018-19:
  - All Winter Session online courses will undergo peer review process
  - Winter Session faculty feedback will be used to revise the process

- Summer Sessions 2019:
  - All Summer Session online courses will undergo peer review process
  - Summer Session faculty feedback will be used to revise the process

- Starting in Fall 2019:
  - All <u>new</u> online courses offered by SLU must go through peer review process
  - Begin implementing peer review process for <u>existing</u> online courses; deadline for all existing online courses to be peer reviewed will be established by each school/college in consultation with Associate Provost for Faculty Affairs

- Annually, going forward:
  - Faculty feedback and Distance Education Committee review to fine-tune the process

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SLU Distance Education Committee AY 2018-19 Priorities

- Prioritize action items from 8 Distance Education Standards
  - Highest risk, non-compliance with HLC, Federal regulations
- Execute on action items identified for AY 2018-19
- Fine-tune Online Course Design Rubric
- Fine-tune the online course peer review process