

Quality Matters Research Webinar: CHLOE 3 Highlights

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Housekeeping

- We will be recording this session and sending out the recording with slides after the call so you can share with your teams.
- Q&A will occur in the last 10-15 minutes of the webinar; however, please feel free to ask a question at any time during the webinar.
- Ask a question by typing it into the Question area of the ReadyTalk platform on your screen.

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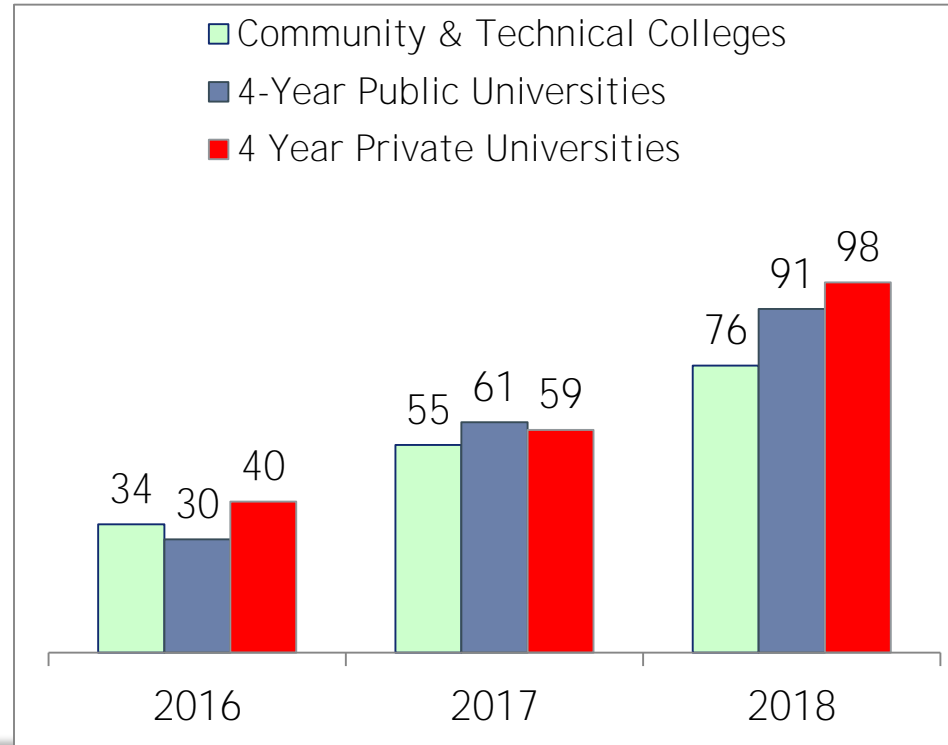
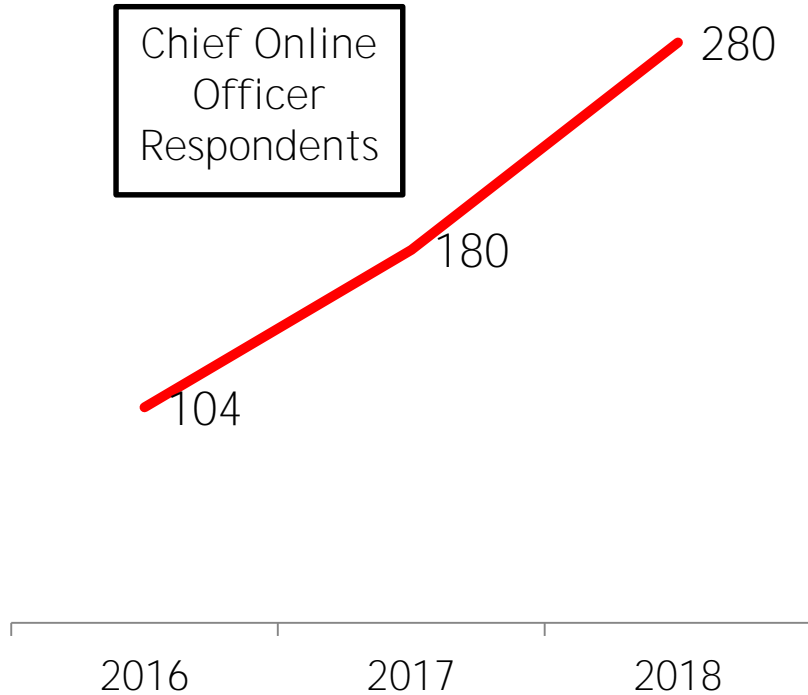
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CHLOE Survey Participation



Scope of CHLOE Research

Online general trends and differentiation by size & sector

- Leadership & management
- Course/program development
- Pedagogy - tools & techniques
- Quality assurance
- Budgeting
- Student facing policies
- Faculty facing policies

Focus of Research Webinar

Selected highlights in this brief research update:

- Online course activities & interactions
- Online governance structures
- Defining online student success
- Implementing quality assurance principles

Contrasting Online Program Models

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Models Emerging From CHLOE Data

- 36 Enterprise-Level Programs (>7,500 online students)
 - @150 Nationwide with 38% of all online enrollment in 2016
- 36 Regional Public Universities (1,000 – 7,500 students)
- 33 Mid-Sized Private Non-Profit Universities (1,000 – 7,500)
- 73 Community Colleges (< 7,500 students)
- 94 Public and Private Low Online Enrollment (<1,000)
- More models may emerge from the data

Some Areas of Consistency and Difference

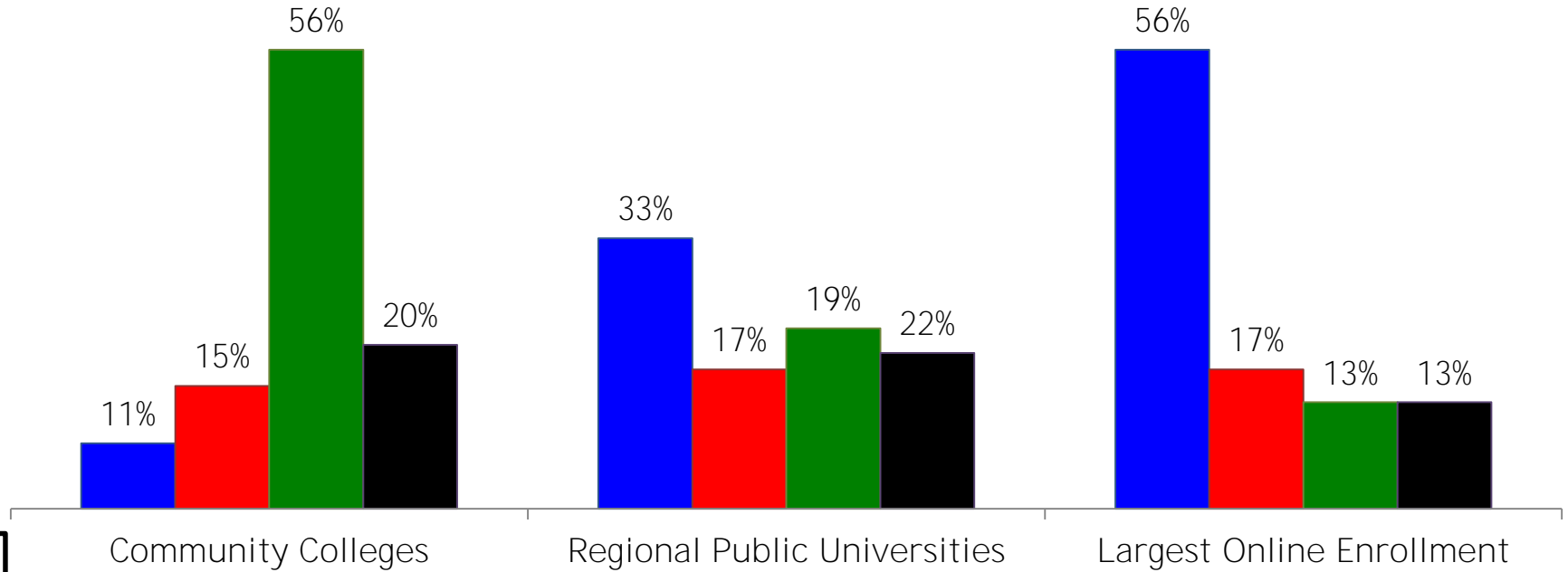
Differences *between* Models:

- Breadth of online program
- Enrollment trends
- View of competition
- Capacity for change
- Fully online vs. blended
- Course vs. Program emphasis

Similarity *across* Models:

- Preference for fully online
- Consistency of pedagogy
- Rarity of f2f sessions
- Centralization
- Management
- Budgeting

Models show distinct preferences: Online courses vs. programs

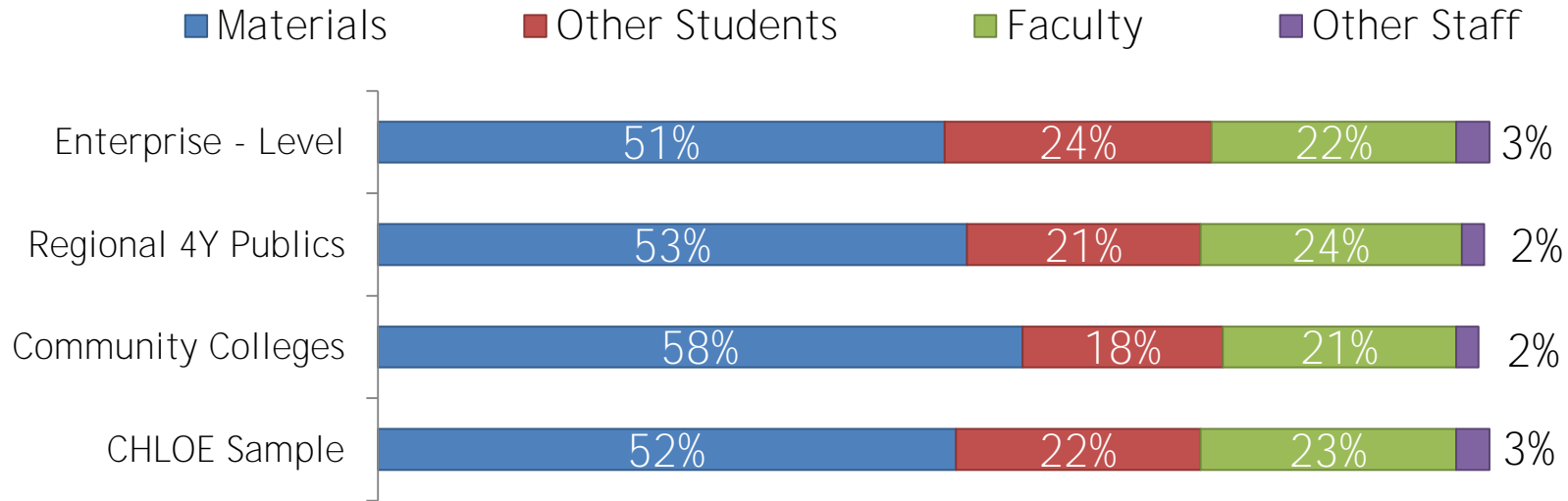


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Online Course Activities and Interactions

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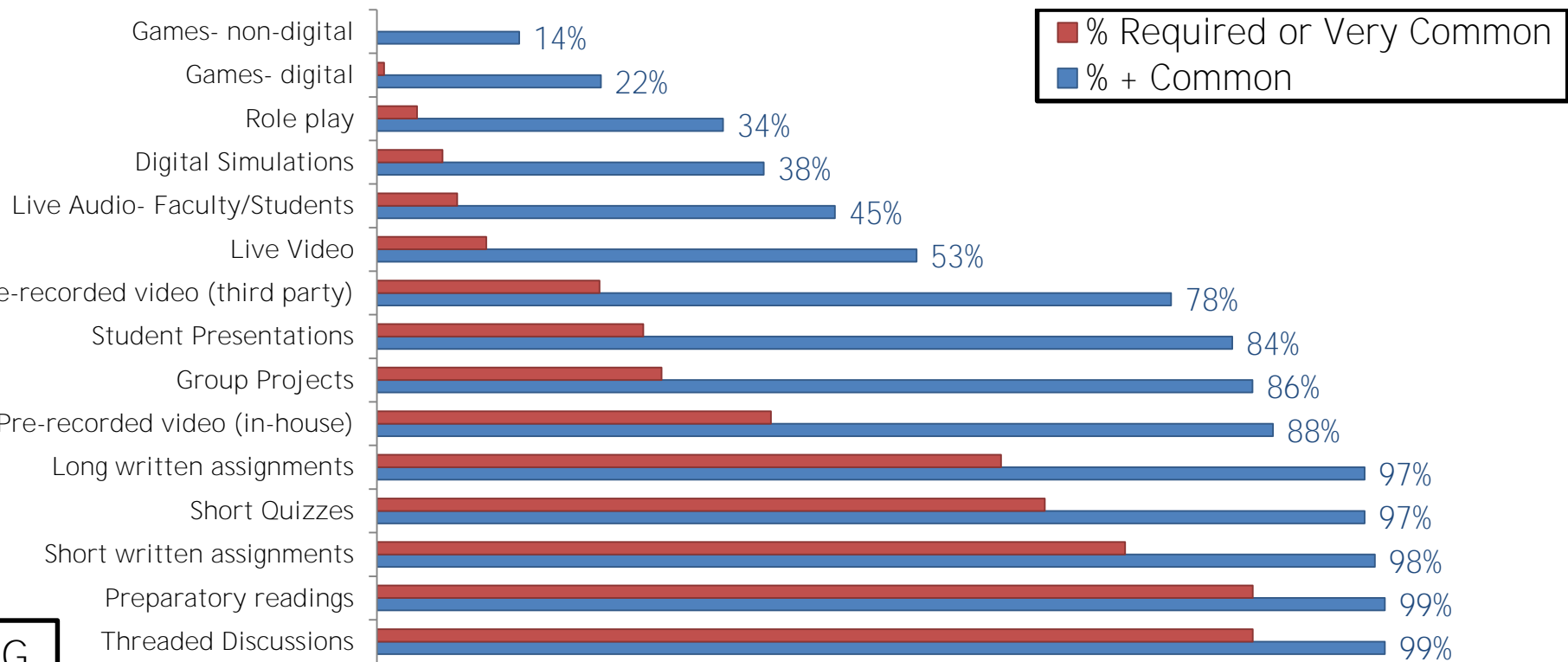
Are sectors competing on pedagogy and student engagement?



Highest Response in the CHLOE Sample: [Indicating parameters of what is possible]

Materials	100%	Other Students	80%
Faculty	70%	Other Staff	30%

How is online pedagogy evolving?



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Based on CHLOE 2019 Survey

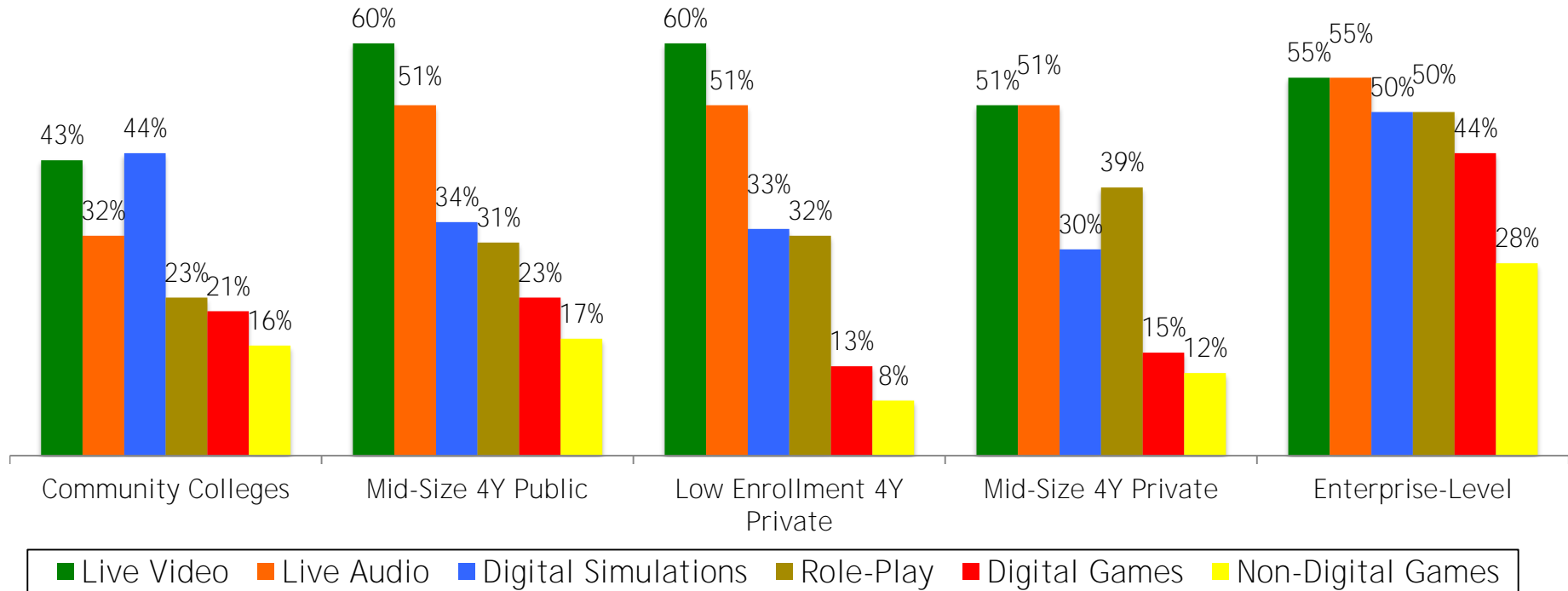


2018 Quality Matters and Eduventures Research.



Varying Adoption of Novel or Less Common Pedagogical Tools in Online Courses

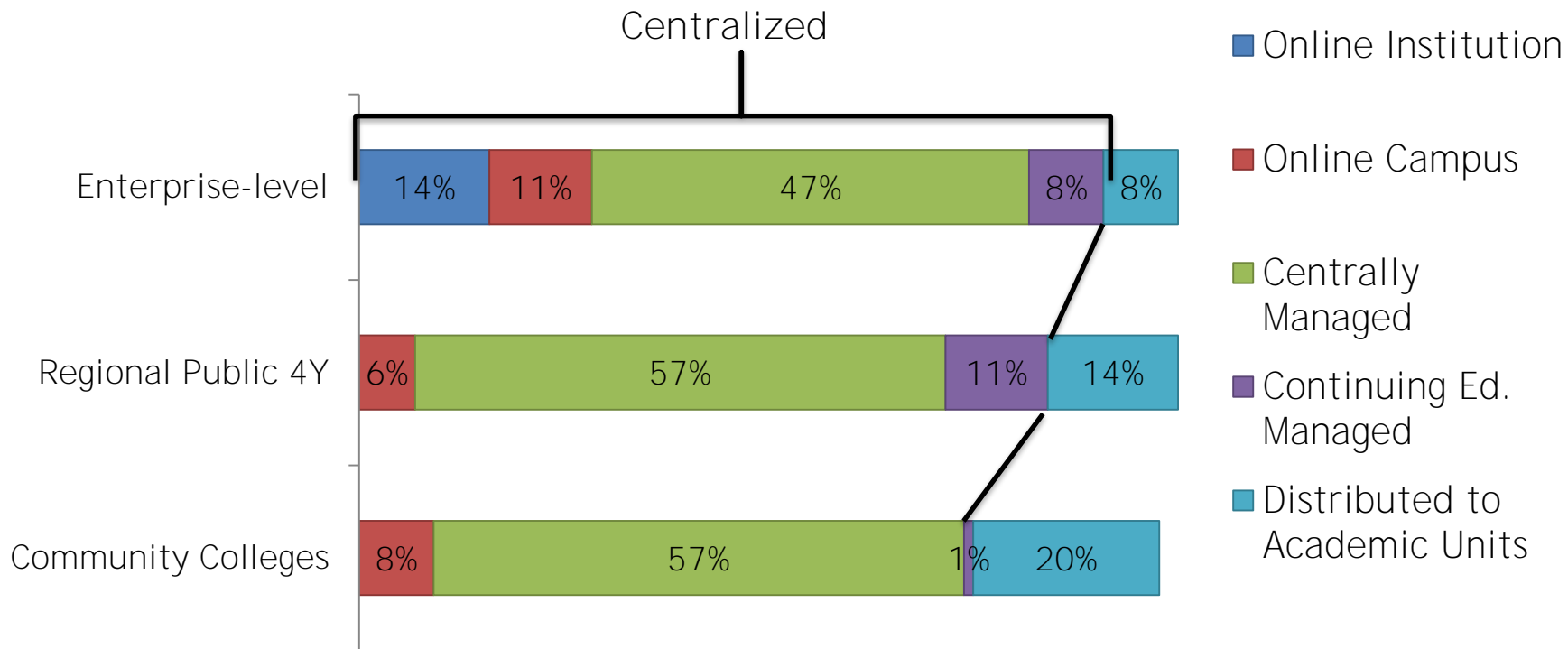
Based on “Required and Very Common” and “Common” tool responses



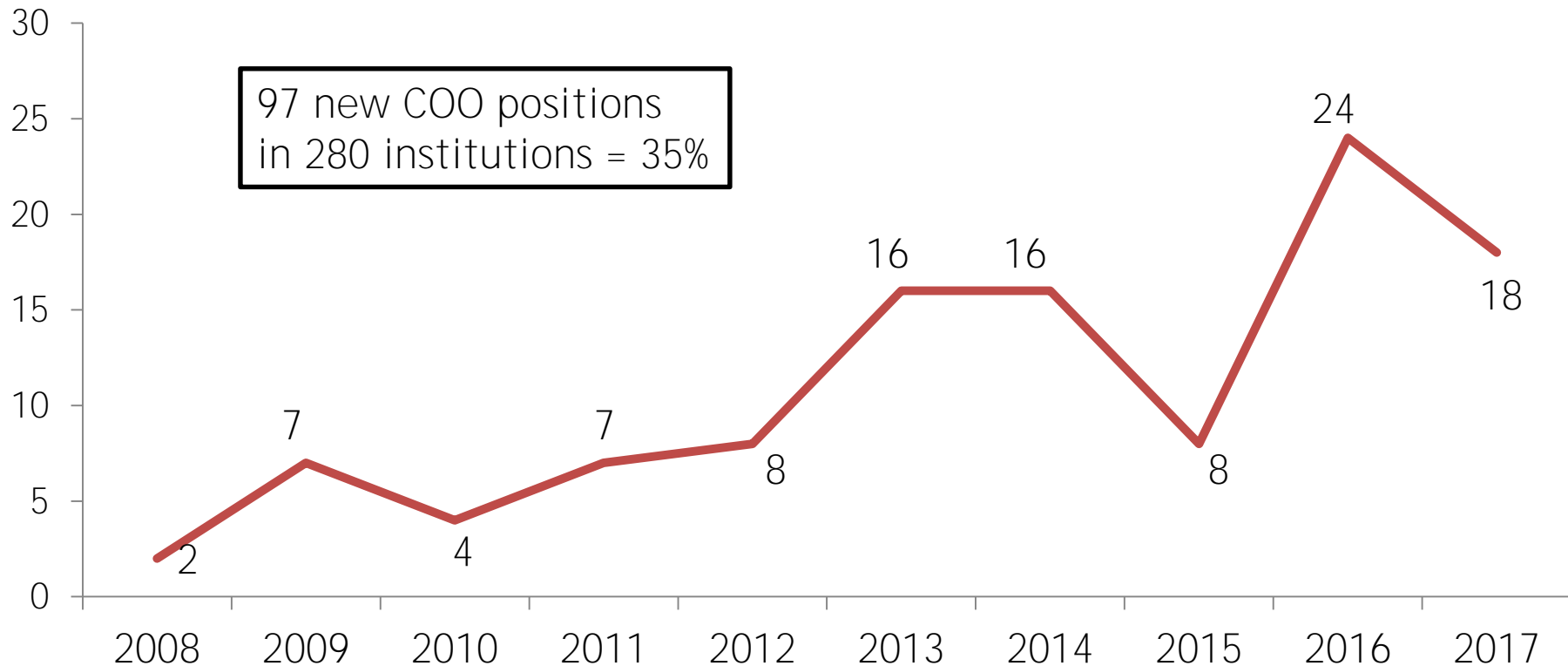
Online Governance Structures: Emerging Trends

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All models reflect trend toward centralization



Trend in creation of new COO positions



Most common Chief Online Officer responsibilities

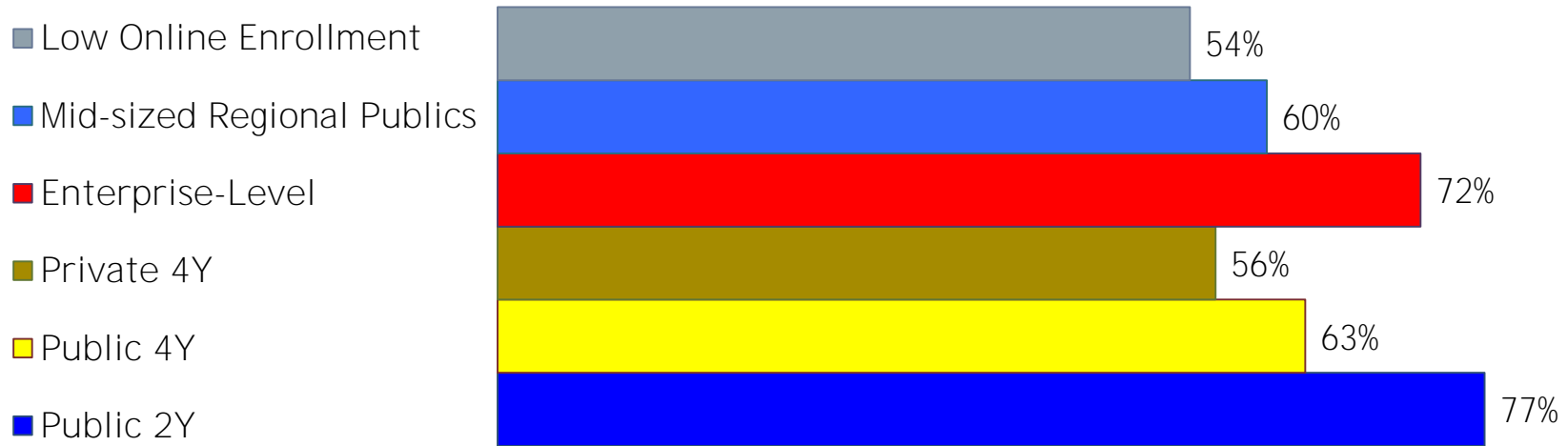
More than 90% of COOs report either lead or co-responsibility for the following online issues (% = lead responsibility):

- Online Faculty Training (66% lead)
- Instructional Design for Online Courses (65%)
- Coordination with Academic Units (61%)
- Online Policy Development (58%)
- Online Quality Assurance (56%)
- Online Course Development (51%)
- Strategic Planning (43%)

More than 75% of COOs also list these functions

- External Representation (48% lead)
- Budgeting Online Functions (46%)
- LMS Support/Administration (46%)
- Regulatory Compliance (46%)
- Contracting (41%)
- Orientation of Online Students (40%)
- Selection of LMS & Online Tools (39%)
- Data Gathering and Reporting (34%)
- Online Support Services (31%)
- Online Program Development (29%)
- Online Technical Support (27%)
- Accessibility (22%)

How common are online committees dedicated to online issues?



Online committee roles

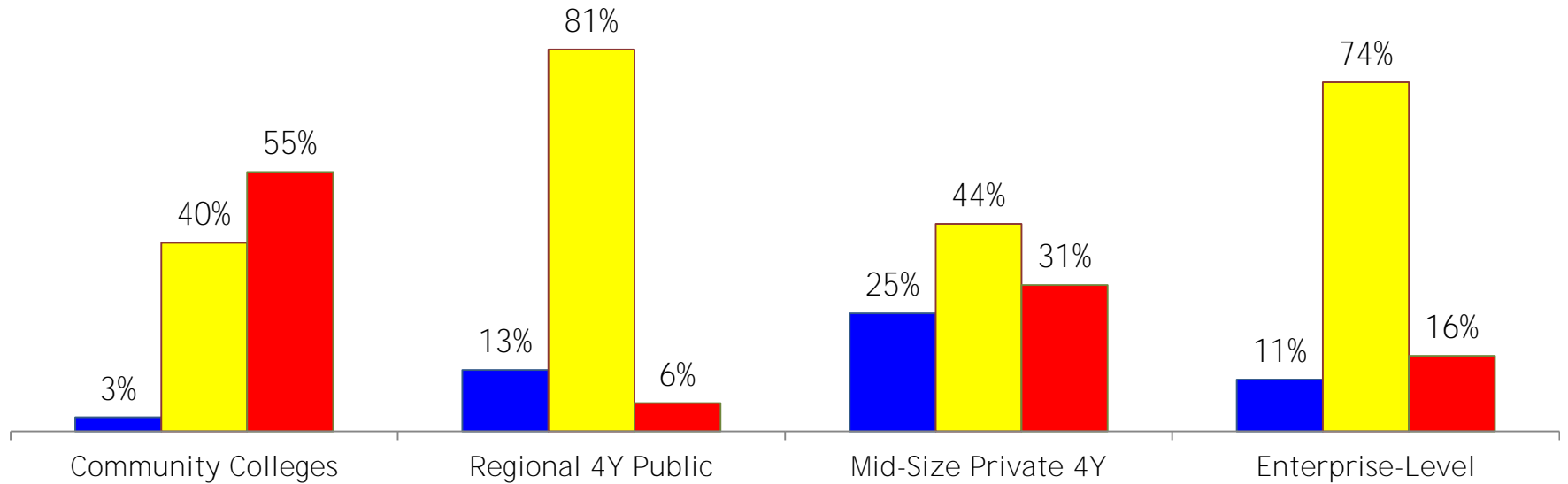
- In most cases, their role is advisory rather than determinative
- Most frequently cited issues online committees address:
 - Setting online policies (22% determinative)
 - Strategic planning for online learning (12%)
 - Coordination across programs and schools (7%)
 - Technology acquisition (5%)
- Chief Online Officers work closely with the committee.
 - The COO chairs or co-chairs 60% of the time,
 - The COO serves as a member in a third of the remaining cases
 - Several COOs report to the committee

Defining Online Student Success and Measuring Outcomes

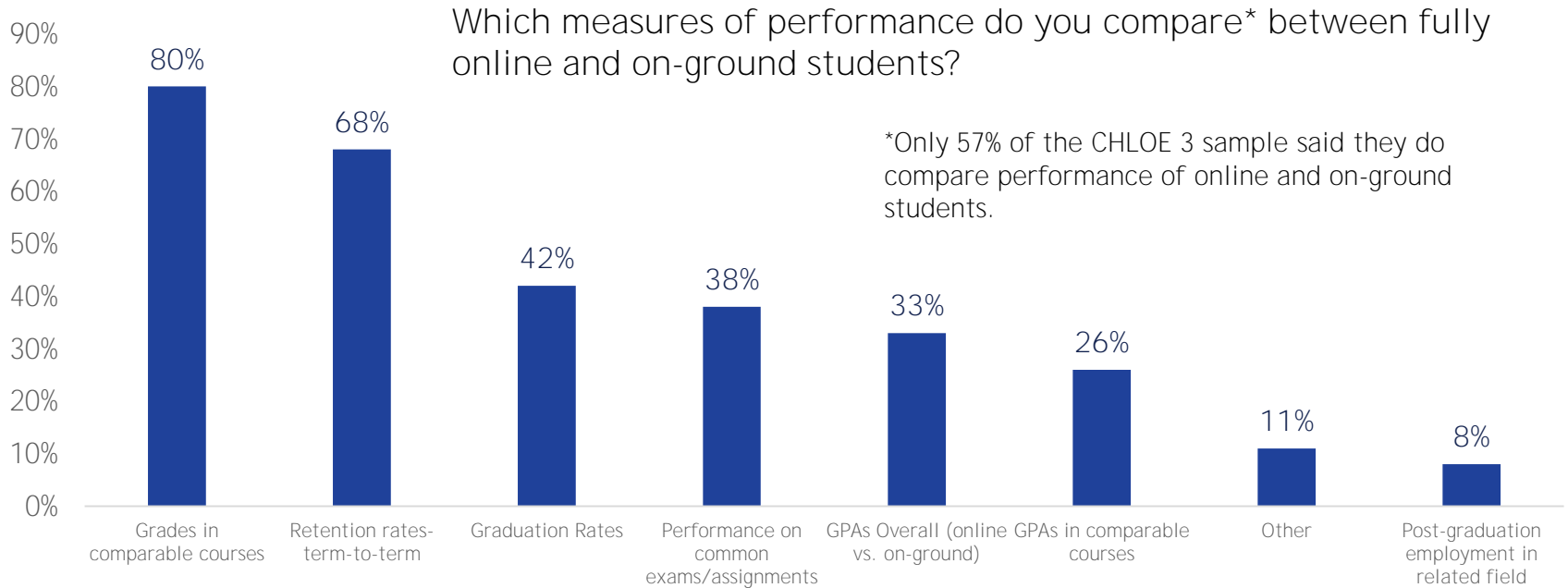
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COO perceptions of online vs. on-ground student outcomes

- Online Better than On Ground
- Online & On Ground About the Same
- Online Worse than On Ground



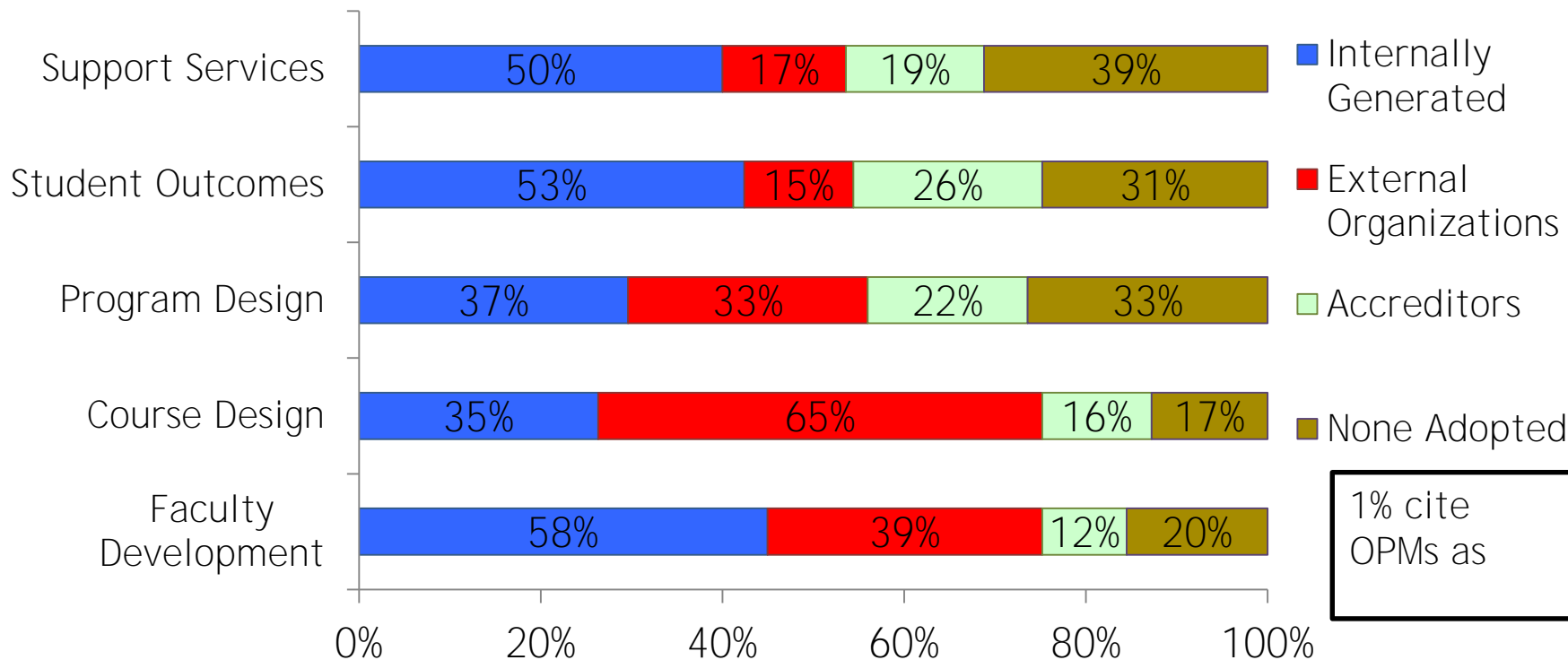
But do Chief Online Officers have enough data?



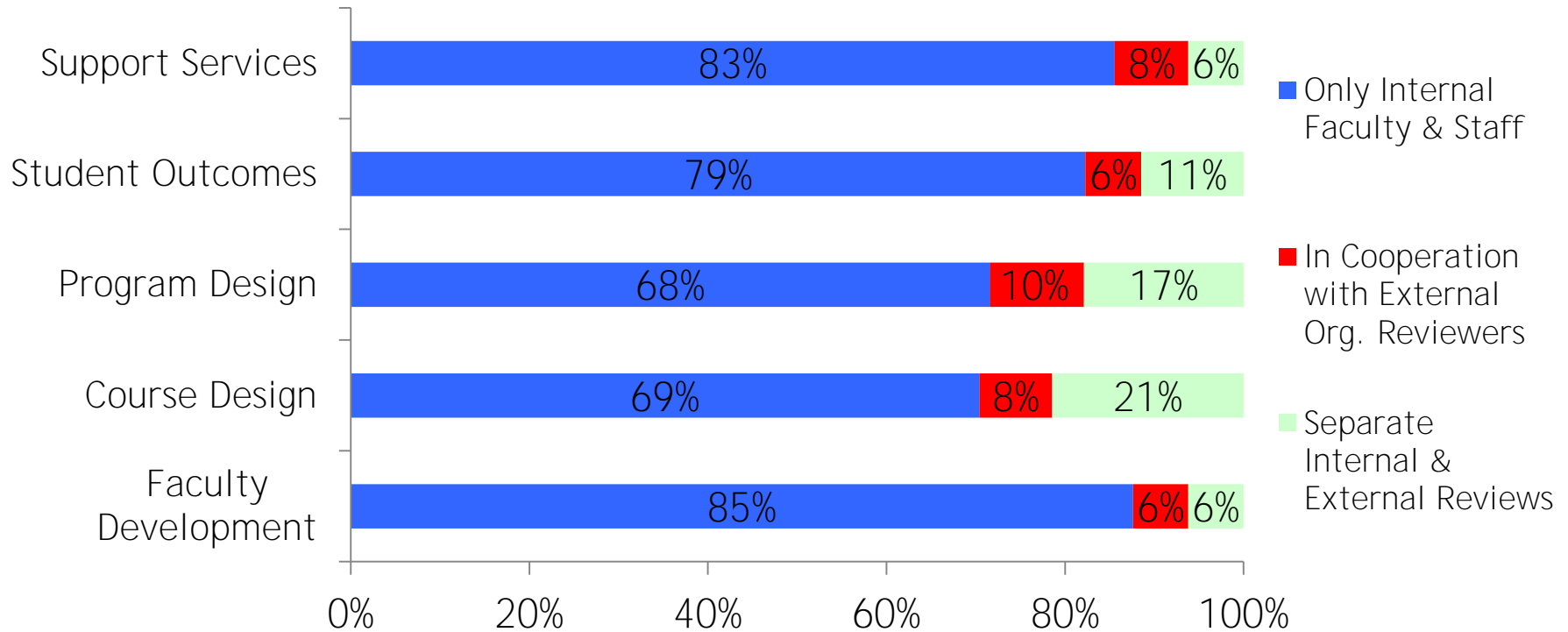
Implementing Quality Assurance Principles

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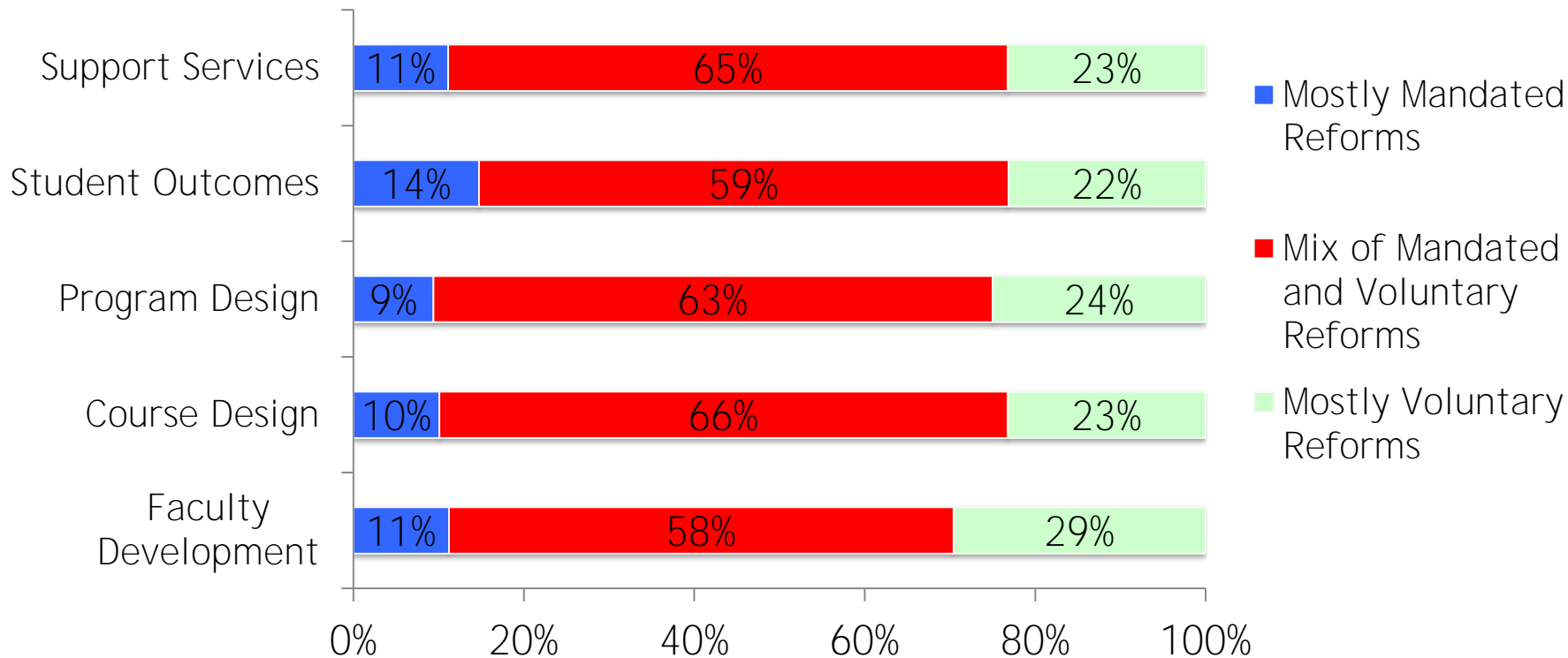
Where do schools turn for quality standards?



Who participates in quality assurance reviews?



Are QA reforms mandated or voluntary?



Your Comments and Questions

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Look For:

Publication of the 2018 CHLOE Survey Results @ March 2019

Next CHLOE Survey of Chief Online Officers @ March/April 2019

2019 Quality Matters Research Webinar Series:

qualitymatters.org/research

The logo for CHLOE, consisting of the letters 'CHLOE' in a bold, white, serif font, set against a dark teal rectangular background.