

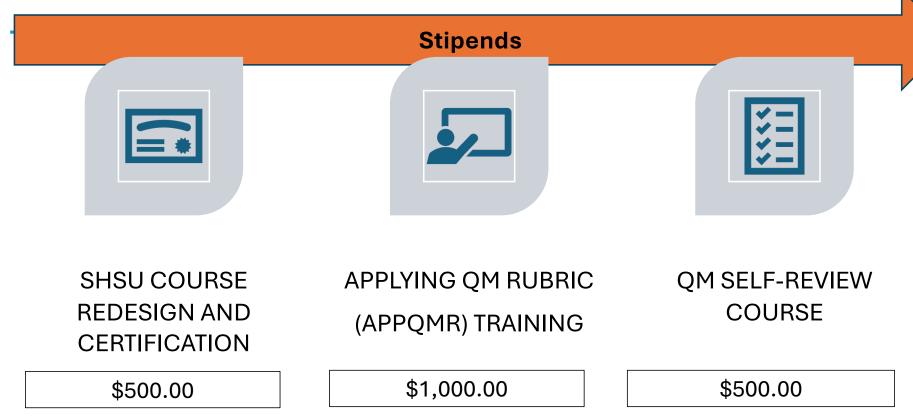
Quality Matters Updates

SRSU Fall 2024 Instructional Services Brown Bag Event -Alpine Campus

September 20, 2024

Quality Matters Faculty Development

Faculty Incentives for Participation



APPQMR Training Registration

WHO: All SRSU faculty – full or part-time – who have completed the SHSU Course Redesign certification between summer 2022 thru present are eligible.

WHEN: January 2 – 16, 2025

INSTRUCTOR: Dr. Jennifer Haan



OR register by <u>clicking here</u>

Key Findings from the Quality Matters CHLOE 9 Report

Institutions Respond to Sustained Online Demand

Overview of the CHLOE 9 Report

Click here to access full report

Focus on the changing landscape of online education post-pandemic

Survey of Chief Online Learning Officers (COLOs) in U.S. higher education institutions

The CHanging Landscape of Online Education

Impact of COVID-19

- Disrupting instruction and engagement norms
- Forcing most institutions to adopt emergency remote learning
- Continued increased online demand
- Emergency specific reactions versus long-lasting strategic responses

CHLOE 9

- Higher education has been dramatically advanced by the pandemic (in terms of both student demand and course and program investment) but
- Adaptation, support, and strategy are works in progress.

Student Demand

High demand for online options among students; online classes often fill first

Online program
enrollment is growing
faster than oncampus enrollment

Integration of Online Learning into Institutional Strategy

Variation across sectors; public two-year institutions are leading in strategic integration

Emphasis on recruiting new students through online offerings

Strategic Priorities

Focus on creating online versions of oncampus courses and degrees

Expanding online non-degree programs and employer partnerships

Financial Insights

Online programs are a net revenue generator for the majority of institutions

Flat or increasing budgets for online learning, but adequacy of resources remains a concern

Barriers and Challenges

Faculty autonomy and tensions with institutional mission are primary barriers

Budget constraints and lack of online expertise among administrators

Outsourcing and Third-Party Servicers (TPS)

Increased regulation and oversight concerns

Institutions maintaining current partnerships amid uncertainty

Policy Focus: Al and RSI

Varied use of Al across institutions; positive sentiment from COLOs but mixed faculty attitudes

Compliance with Regular and Substantive Interaction (RSI) regulations

Future Directions

Continued growth in online learning; strategic focus on scaling and differentiation

The importance of quality assurance and support for online students

Conclusion

Online learning as a critical component of institutional strategy

Need for continued adaptation and investment in online education

Questions and Discussion

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