

Quality Criteria for Online Distance Education in the Philippines: A Delphi Study



University of
Batangas

Spirit. Intellect. Purpose.

INTRODUCTION

- Challenges confronting the Philippine Higher Education Institutions:
 - promoting the attainment of education
 - quality of education

INTRODUCTION

- Distance Education (DE)
 - brought about a wide range of possibilities and opportunities for LEARNERS, TEACHERS & EDUCATIONAL INSTITUTIONS
- Technology
 - provided DE with additional venue or means to connect with learners

INTRODUCTION

- **Philippine Setting**
 - CHED CMO 27 Series of 2005 “Policies and Guidelines on Distance Education”

“Quality is a work in progress and each organization should seek to measure quality in terms of its own distinctiveness, its own dynamic and mission and the people who embody it.”

Moore, 2005

Sloan Consortium

OBJECTIVE

- The study was undertaken to contribute to the development of a set of ***Dimensions of Quality*** and ***Quality Criteria*** for online distance education for a higher education institution in the Philippines.
- To be used as a ***Measure of Quality*** for institutions offering DE in the Philippines.

ONLINE DISTANCE EDUCATION defined

- “The use of the internet to access learning materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience.”

Anderson, 2008

REVIEW OF RELATED LITERATURE



The Sloan Consortium®
Individuals, Institutions and Organizations
Committed to Quality Online Education





- “Quality on the Line”
- 24 Benchmarks
 - 3 Institutional support benchmarks
 - 3 Course development benchmarks
 - 3 Teaching/learning benchmarks
 - 4 Course structure benchmarks
 - 4 Student support benchmarks
 - 4 Faculty support benchmarks
 - 3 Evaluation and assessment benchmarks



The Sloan Consortium®
Individuals, Institutions and Organizations
Committed to Quality Online Education

- **Five Pillars of Quality**
 - Learning effectiveness
 - Cost effectiveness
 - Institutional commitment
 - Access
 - Faculty Satisfaction
 - Student Satisfaction



- Adopted the Quality Course Standards used by the Southern Regional Education Board (SREB)
 - 14 Course content standards
 - 16 Instructional standards
 - 7 Student assessment standards
 - 7 Course management standards
 - 1 21st Century Skill standard



- Evaluates and certifies online and hybrid courses
- 40 specific elements categorized into 8 broad standards
 - Course overview and introduction
 - Learning objectives
 - Assessment and measurement
 - Resources and materials
 - Learner engagement
 - Course technology
 - Learner support
 - Accessibility



- Quality Standard Framework for Distance Education (13 criteria)
 - Policy and planning (11 elements)
 - Learners (9 elements)
 - Programme development (23 elements)
 - Course design (17 elements)
 - Course materials (8 elements with sub-elements)
 - Assessment (20 elements)
 - Learner support (23 elements)
 - Human resource strategy (15 elements)
 - Management and administration (28 elements)
 - Collaborative relationships (8 elements)
 - Quality Assurance (8 elements)
 - Information dissemination (7 elements)



اَوْبُو سَيِّدِي تَتَكُونُو لِي مَبَارَا
UNIVERSITI
TEKNOLOGI
MARA

- Q-Q 5Es Model
 - Quantity
 - Quality
 - Esprit de Corps
 - Economic
 - Efficiency
 - Effectiveness
 - Ethics

IN THE PHILIPPINES

- Which quality framework or standards should we use?
- Should we adapt a universally acceptable quality criteria or make our own?
 - variety of backgrounds
 - extent and level of program coverage
 - cultural considerations
 - differences in government policies

RESEARCH DESIGN AND METHODOLOGY

- 2 Phases
 1. Review of existing quality criteria in order to be able to develop a survey instrument.
 2. Delphi survey



**INTERNATIONALLY
ACCEPTED QUALITY
CRITERIA AS DISCERNED
FROM REVIEW OF
RELATED LITERATURE**

QUALITATIVE QUESTION

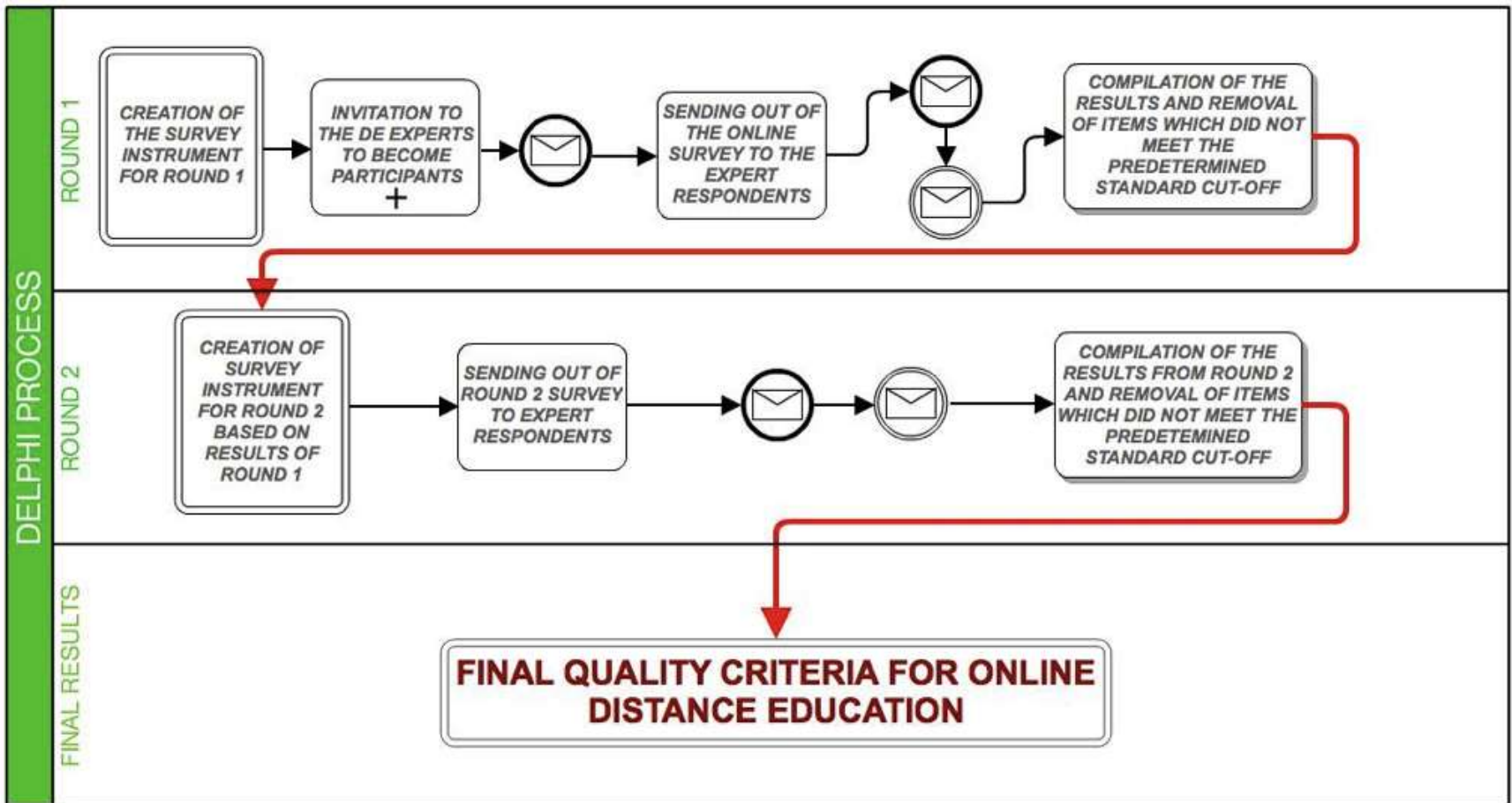
CMO 27 SERIES OF 2005

PHASE I

- CHED CMO 27, Series of 2005 “Policies and Guidelines on Distance Education
- CHED CMO 2, Series of 2008 “Policies, Standards and Guidelines on Transnational Education
- North American Council for Online Learning (NACOL)
- National Education Association (NEA)
- Southern Regional Electronic Campus (SRE)
- Western Cooperative for Educational Telecommunication (WCET)
- The Institute for Higher Education Policy

PHASE II

- The Delphi Survey
 - Iterative survey
 - Quantitative or Qualitative questions of both
 - Experts do not interact with each other
 - Anonymity is essential
 - A Facilitator or researches coordinates
 - Feedback mechanism



SELECTION OF THE PANEL OF EXPERTS

- Membership in the CHED Technical Panel for Distance Education
- Faculty and/or administrator of an online DE course or program in an HEI
- Faculty of UPOU's Master of Distance Education Program
- Officer of the Philippine Society for Distance Learning (PSDL)
- Officer of the Philippine e-Learning Society (PeLS)

PROCESS

- Participation was sought via email
- Once with consent a URL was sent for the online survey
- Non-responders were reminded of the study via email

CONTENTS OF THE 1ST ROUND SURVEY INSTRUMENT

- Demographic data of the expert respondents (age, sex, years of experience in DE, affiliations)
- “What characteristics do you think should a good quality online distance education course or program demonstrate? Please list as many characteristics as you think are necessary.
- Table for the Dimensions of Quality (7)
- Table for Quality Criteria (56)

DELPHI SURVEY ROUND 1

Thank you for participating in this Delphi study. The goal of the study is to get a consensus from a panel of DE experts regarding what criteria of quality should be applied to online distance education courses and programs in the Philippines.

This is the first round of the Delphi survey. The survey will take approximately 30-40 minutes. Upon completing the survey, please click "submit" at the end of the questionnaire.

Your answers will be anonymized. But I would appreciate your filling in the following personal details.

* Required

Name: *

Gender (please tick): *

- Male
- Female

Age (please tick): *

- 25-30
- 31 - 35
- 36 - 40
- 41 – 45
- 46 – 50
- 51 – 55
- 56 – 60
- 61 – 65
- 66 – 70
- > 70

Your Institution or Organization *

Your involvement among the following: (please tick all that apply) *

CHED Technical Panel member

Administration

Faculty

Technical Support

Library Services

Other:

Officer of

PSDL

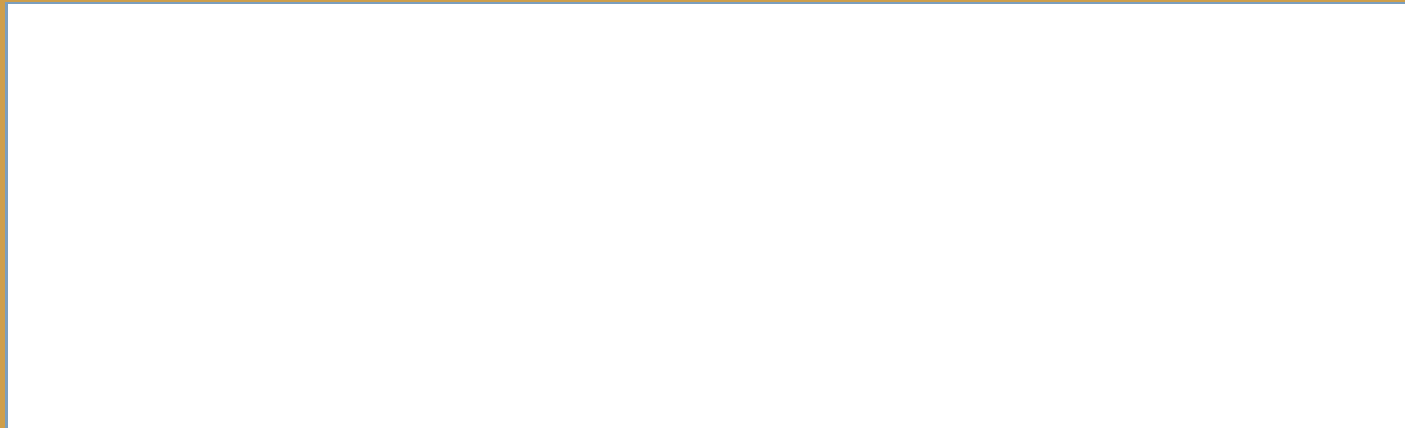
PeLS

Number of years engaged in DE: *

DELPHI SURVEY ROUND 1

* Required

1. What characteristics do you think should a good quality online distance education course or program demonstrate? Please list as many characteristics as you think are necessary. *



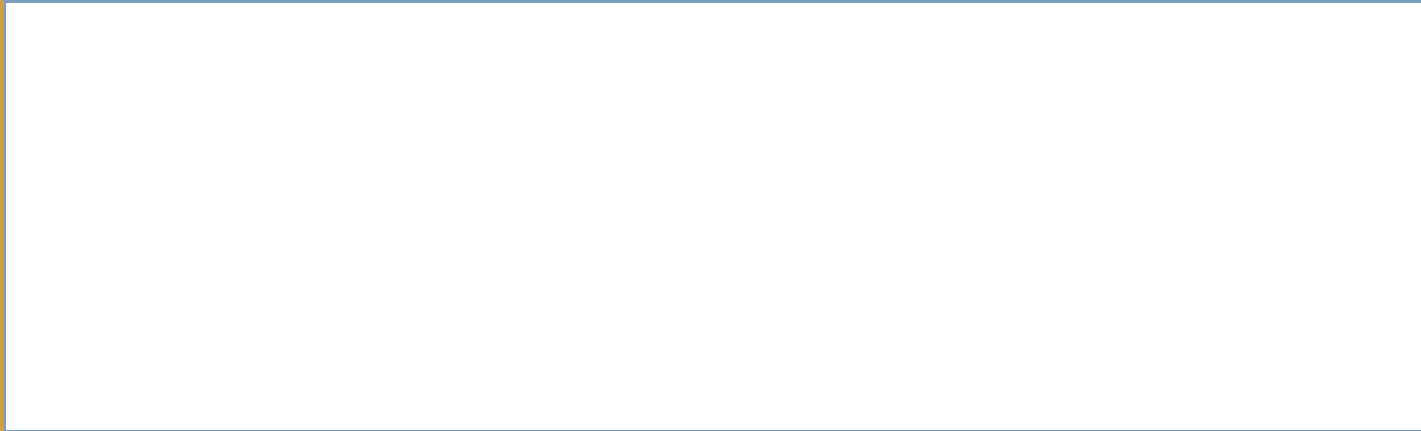
SCORING

- Contents of each table was scored using a **LIKERT SCALE** with 1 being the lowest and 4 being the highest score
- Pre-determined Criteria:
 - Concurrence value of 70%
 - Weighted mean of 3 and above

2. CHED CMO 27 Series of 2005 as well as CMO 2 Series of 2008 stipulates the following dimensions of quality for DE programs in the Philippines. Please indicate your opinion of each dimension by ticking your preferred value from 1 to 4. The values correspond to the following: *

	4 = Very Important	3 = Important	2 = Slightly Important	1 = Not at all Important
Institutional Qualifications	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional Management and Commitment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Curriculum Development and Approval	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructional Material Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Delivery Mode and Strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Assessment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Support Services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. What other dimensions of quality should be included for online DE programs and why? *



« Back

Continue »

DELPHI SURVEY ROUND 1

* Required

4. Please indicate your opinion of each of the quality criteria for online DE listed below by ticking one of the values given. The values mean the following: *

4 = Very
Important

3 = Important

2 = Slightly
Important

1 = Not at all
Important

A complete and clear course overview and syllabus is provided to the student at the beginning of the course. The overview and syllabus include course policies and requirements, deadlines, the grading system, and contact details of the faculty-in-charge.

A faculty development program is in place for faculty to update their academic knowledge, knowledge of distance education, and knowledge and skills in the use of relevant instructional technologies.

Course design provides opportunities for appropriate instructor-student interaction, student-student interaction and student-content interaction.



Course goals and objectives are clearly stated and their attainment is measurable.

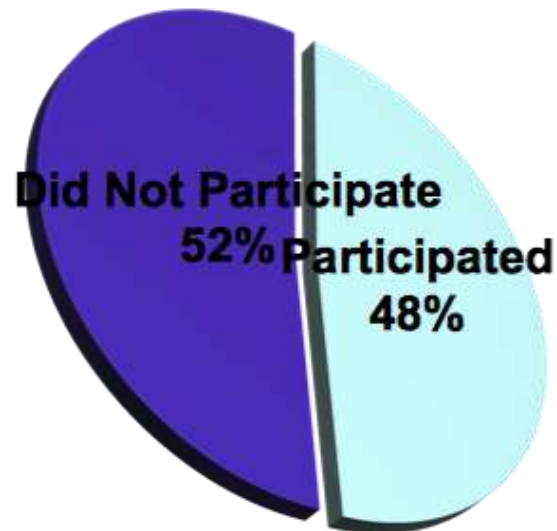


Course instruction and activities are designed in such a manner that students are engaged in active learning while taking into consideration a variety of learning styles and preferences while encouraging students to bring real-life examples into the distance education classroom. They enable students to engage in higher-order thinking (analysis, synthesis and evaluation), critical reasoning activities, and thinking in increasingly complex ways.



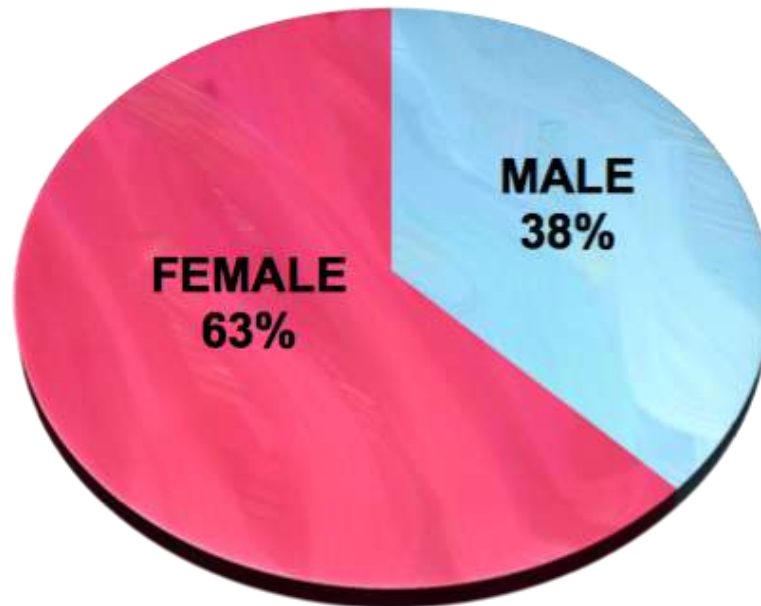
RESULTS

- Respondents:
 - 33 expert respondents were identified
 - 16 or 48.48% joined the study

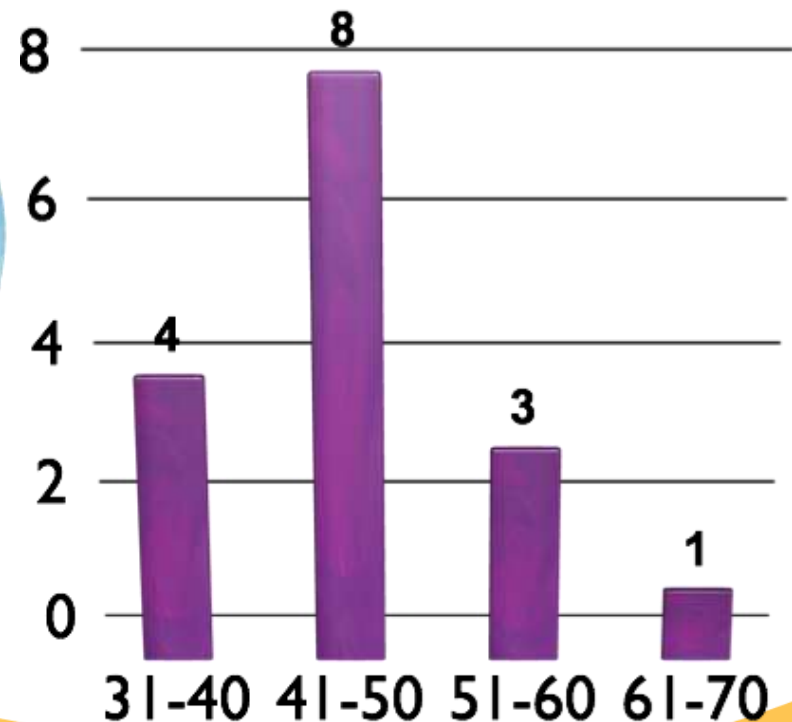


RESULTS ROUND 1

GENDER DISTRIBUTION

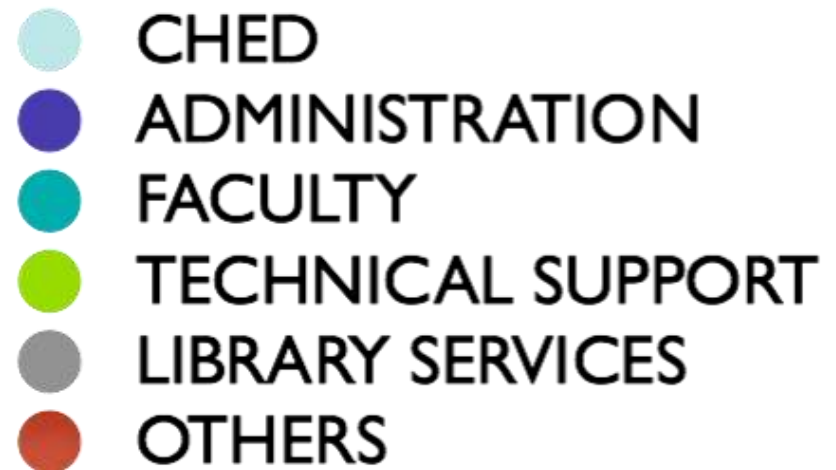
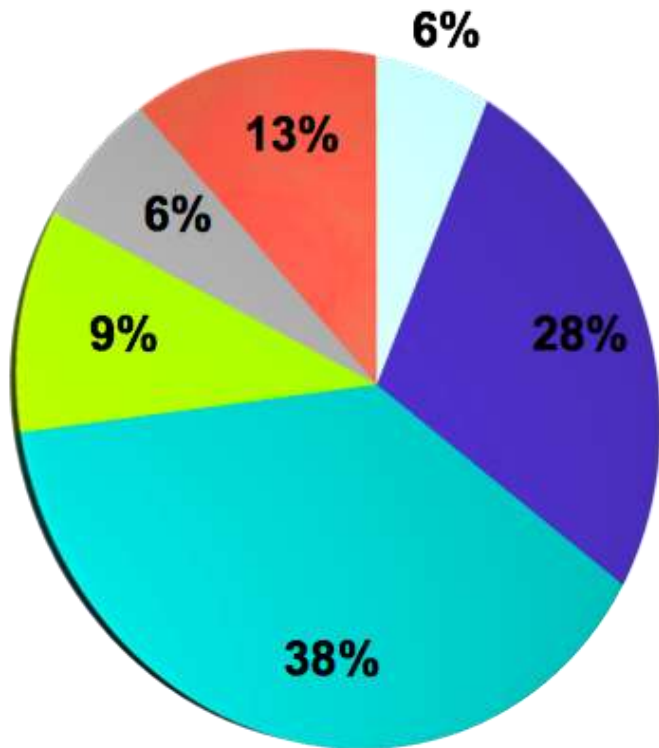


AGE DISTRIBUTION



RESULTS ROUND 1

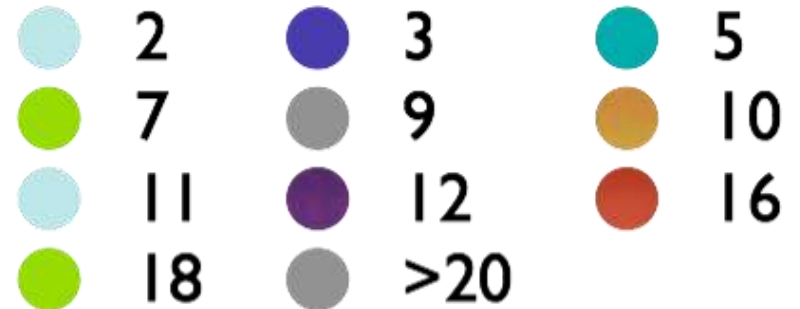
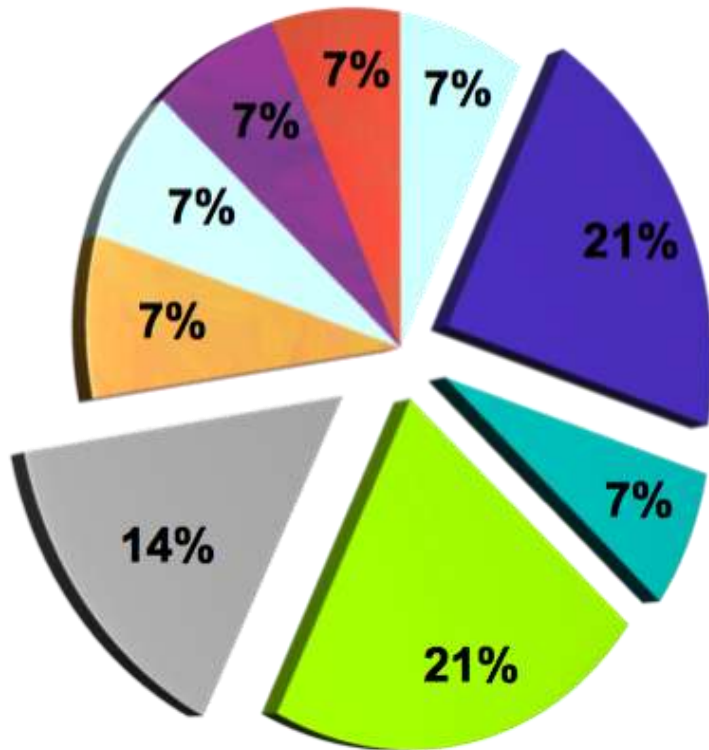
INVOLVEMENT IN DE



Majority had multiple functions serving as faculty while at the same time having other responsibilities also associated with DE.

RESULTS ROUND 1

YEARS IN DE



AVERAGE YEARS : 8.13

MAJORITY : 3 YEARS AND 7 YEARS

SHORTEST: 2 YEARS

LONGEST: >20 YEARS

ADDITIONAL QUALITY CRITERIA

- Faculty engaged in online teaching are provided with incentives such as but not limited to Merit Pay
- Courses developed include in their syllabi research in Open Distance eLearning (ODeL) and related areas
- Well-equipped learning centers are available and are conducive to learning
- There is a provision for synchronous online interaction such as “Backchannel communication or Backchanneling” (secondary electronic communication that takes place at the same time or in synchronous with a conference, lecture or faculty-led activity)

DIMENSIONS OF QUALITY

DIMENSIONS OF DISTANCE EDUCATION	% Concurrence	Weighted Mean
Institutional Qualifications	87.50	3.80
Institutional Management and Commitment	100	4.00
Curriculum Development and Approval	100	4.00
Instructional Material Development	100	4.00
Delivery Mode and Strategies	100	3.93
Student Assessment	100	3.93
Student Support Services	100	3.87

QUALITY CRITERIA

- All 56 quality criteria got a weighted average of 3 and above and a concurrence of above 70%
- No quality criteria were removed for the second round

DELPHI SURVEY ROUND II

- All 7 Dimensions of Quality were retained.
- All 56 Quality Criteria were retained.
- There was an addition of 4 quality criteria from the answers to the qualitative question.

DELPHI SURVEY ROUND 2

Thank you for participating in this Delphi study. The goal of the study is to get a consensus from a panel of DE experts regarding what criteria of quality should be applied to online distance education courses and programs in the Philippines.

We will now proceed to the second round of the Delphi survey. For this round the answers given by the panel of DE experts to round 1 were analyzed and issues mentioned that were not included in the previous survey have been included as additional criteria. These do not have their mean stated for this round. The original set of criteria is included, this time with the mean value and percentage of agreement in round 1. Criteria with a mean of less than 3 and a percentage agreement of less than 70% are not included.

This round will take approximately 30-40 minutes to answer. Upon completing the survey, please click "submit" at the end of the questionnaire.

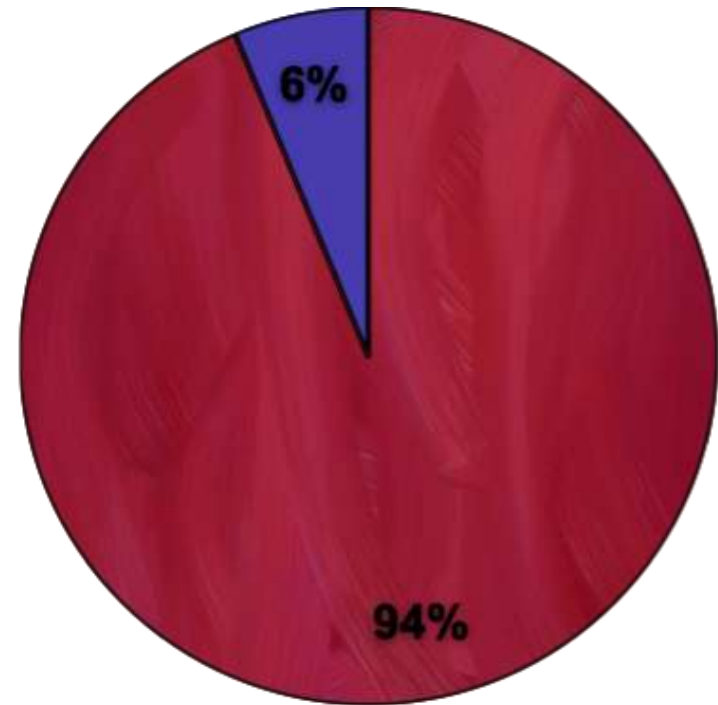
Your answers will be anonymized. But I would appreciate your filling in your name for tracking purposes. Thank you.

* Required

Name *

DELPHI SURVEY ROUND 2

- From the initial 16 respondents in the first round only 15 completed the second round



QUALITY CRITERIA ELIMINATED

CRITERIA	% of Concurrence	Weighted Mean
Graduate tracer studies are conducted to verify career placement.	93.33	2.93
The institution has Level III accreditation or is a Center of Excellence in the field in which it has a DE course or program.	80	2.93

DIMENSIONS OF QUALITY

Dimensions of Quality	Round 1			Round 2			Comparison of Round 1 and 2		
	% of Concurrence	Wt Mean	SD	% of Concurrence	Wt. Mean	SD	T-value		Significance
Institutional Qualifications	87.50	3.80	0.54	93.33	3.80	0.77	1.19	0.252	ns
Institutional Management and Commitment	100	4	0	93.33	3.80	0.77	1.86	0.083	ns
Curriculum Development and Approval	100	4	0	93.33	3.80	0.77	1.83	0.088	ns
Instructional Material Development	100	4	0	93.33	3.80	0.77	1.86	0.083	ns
Delivery Mode and Strategies	100	3.93	0.25	93.33	3.87	0.52	1.52	0.150	ns
Student Assessment	100	3.93	0.34	93.33	3.67	0.62	1.95	0.070	ns
Student Support Services	100	3.87	0.40	93.33	3.73	0.59	1.69	0.111	ns

QUALITY CRITERIA WITH SIGNIFICANT DIFFERENCE BETWEEN ROUND 1 & 2

Quality Criteria	Round 1			Round 2			Comparison of Round 1 and 2	
	% of Concurrence	Wt Mean	SD	% of Concurrence	Wt. Mean	SD	T-value	
A complete and clear course overview and syllabus is provided to the student at the beginning of the course. The overview and syllabus include course policies and requirements, deadlines, the grading system, and contact details of the faculty-in-charge.	100	4.00	0	93.33	3.67	0.62	2.55	0.02
A faculty development program is in place for faculty to update their academic knowledge, knowledge of distance education, and knowledge and skills in the use of relevant instructional technologies.	100	4.00	0	93.33	3.67	0.82	2.30	0.036

QUALITY CRITERIA WITH SIGNIFICANT DIFFERENCE BETWEEN ROUND 1 & 2

Quality Criteria	Round 1			Round 2			Comparison of Round 1 and 2	
	% of Concurrence	Wt Mean	SD	% of Concurrence	Wt. Mean	SD	T-value	
Delivering online distance education courses or programs is consistent with the mission, vision and goals of the institution.	100	3.88	0.34	93.33	3.67	0.62	2.45	0.02
Faculty members have access to the prerequisite technology to teach online and are assisted in the transition from classroom teaching to DE instruction.	100	4.00	0	93.33	3.67	0.82	2.30	0.036

QUALITY CRITERIA WITH SIGNIFICANT DIFFERENCE BETWEEN ROUND 1 & 2

Quality Criteria	Round 1			Round 2			Comparison of Round 1 and 2	
	% of Concurrence	Wt Mean	SD	% of Concurrence	Wt. Mean	SD	T-value	
Student service personnel provide immediate and accurate feedback.	100	3.75	0.45	93.33	3.40	0.63	2.55	0.02
Technical assistance in course development is available to faculty, who are encouraged to use it.	100	3.94	0.25	93.33	3.60	0.83	2.18	0.04
Technical support is available to the student throughout the duration of the course or program.	100	3.94	0.25	93.33	3.60	0.83	2.18	0.04
The course design includes the use of multimedia and visual resources.	100	3.81	0.54	93.33	3.47	0.64	2.44	0.02

QUALITY CRITERIA WITH SIGNIFICANT DIFFERENCE BETWEEN ROUND 1 & 2

Quality Criteria	Round 1			Round 2			Comparison of Round 1 and 2	
	% of Concurrence	Wt Mean	SD	% of Concurrence	Wt. Mean	SD	T-value	
The course is evaluated regularly for effectiveness – i.e. whether it meets the intended course outcomes and program standards. The findings are used as a basis for improvement of the course.	100	3.88	0.34	93.33	3.53	0.83	2.18	0.04
The distance education program or unit has its own mission and vision statement, as well as academic policies (e.g. admission and retention policies, grading policy, completion policy) that are clear and easy to understand.	100	3.81	0.40	86.66	3.47	0.92	2.18	0.04

QUALITY CRITERIA WITH SIGNIFICANT DIFFERENCE BETWEEN ROUND 1 & 2

Quality Criteria	Round 1			Round 2			Comparison of Round 1 and 2	
	% of Concurrence	Wt Mean	SD	% of Concurrence	Wt. Mean	SD	T-value	
The faculty in-charge (i.e. the instructor or course facilitator) creates a warm and inviting atmosphere that promotes the development of a sense of community among participants.	100	3.88	0.34	93.33	3.60	0.63	2.18	0.04
The faculty in-charge (i.e. the instructor or course facilitator) has academic credentials in the field in which he or she is teaching, the minimum qualification being that of a Master's degree in the field of specialization.	100	3.94	0.25	93.33	3.47	0.83	2.67	0.018

QUALITY CRITERIA WITH SIGNIFICANT DIFFERENCE BETWEEN ROUND 1 & 2

Quality Criteria	Round 1			Round 2			Comparison of Round 1 and 2	
	% of Concurrence	Wt Mean	SD	% of Concurrence	Wt. Mean	SD	T-value	
The institution has been granted by CHED the “Permit to Operate” and/or “Recognition” to provide programs via the distance education mode and has a “Certification of Compliance” from the CHED Quality Assurance System for Distance Education.	100	3.81	0.40	93.33	3.53	0.64	2.44	0.02
The institution has a strategic and financial plan for online distance education course and program offerings.	100	3.94	0.25	93.33	3.47	0.83	3.10	0.007

QUALITY CRITERIA WITH SIGNIFICANT DIFFERENCE BETWEEN ROUND 1 & 2

Quality Criteria	Round 1			Round 2			Comparison of Round 1 and 2	
	% of Concurrence	Wt Mean	SD	% of Concurrence	Wt. Mean	SD	T-value	
The institution has Level III accreditation or is a Center of Excellence in the field in which it has a DE course or program.	87.5	3.44	0.89	80	2.93	0.80	3.31	0.005
There is technical support for faculty especially in course management.	100	3.94	0.25	86.66	3.53	0.92	2.32	0.035

QUALITY CRITERIA WITH SIGNIFICANT DIFFERENCE BETWEEN ROUND 1 & 2

Quality Criteria	Round 1			Round 2			Comparison of Round 1 and 2	
	% of Concurrence	Wt Mean	SD	% of Concurrence	Wt. Mean	SD	T-value	
Faculty members have taken a course via distance education and are able to apply experiences as a distance education student to develop and implement successful strategies for online teaching.	87.5	3.44	0.73	100	3.33	0.49	2.15	0.04
Student learning outcomes in distance education courses are assessed and compared with student learning outcomes achieved by traditional methods.	100	3.63	0.50	80	3.20	0.77	2.33	0.03

HIGHLY SIGNIFICANT

- The institution has a strategic and financial plan for online distance education course and program offerings.
- The institution has Level III accreditation or is a Center of Excellence in the field in which it has a DE course or program.
- Faculty members have taken a course via distance education and are able to apply experiences as a distance education student to develop and implement successful strategies for online teaching.

Criteria
Digital
Age
Quality
Accessibility
Distance
Teaching
Learning
Open Internet
eLearning
Education
Reach
Dimensions
Online

CONCLUSION

- 7 Dimensions of Quality
- 58 Quality Criteria

SURVEY INSTRUMENT FOR ONLINE DISTANCE EDUCATION

- Each Quality Criteria were classified according to the Dimensions of Quality



RECOMMENDATIONS

- The Survey Instrument developed can be used by HEIs to evaluate their Online Distance Education Programs whether existing or in the development phase.
- The Survey Instrument can be used as a self-evaluation tool prior to undergoing accreditation from external agencies.

RECOMMENDATIONS

- Further studies can be done to refine the Survey Instrument to define the following:
 - categorizing into DEVELOPING, ONGOING and WELL- ESTABLISHED DE Program
 - categorizing criteria into COURSE REQUIREMENTS, PROGRAM REQUIREMENTS & INSTITUTIONAL REQUIREMENTS

SalamatPo
Thank You
DelphiStudy
UniversityofBatangas
DistanceEducation
Dimensions
Criteria
Quality
Online
MuchasGracias
eLearning