QM Guidelines for Quality Course Sharing for Home Institutions (HIs): Self-Assessment

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Intended for Institutions Offering Course Sharing Opportunities

Instructions for use: This document is intended for institutions meeting the definition of "Home Institution" as shown below. It is provided as a self-evaluation tool to identify and document how the institution is addressing four fundamental principles for quality in course sharing. This tool can be used to target areas for improvement and to organize evidence of practice for both internal and external stakeholders.

Home Institutions (HIs): Home Institutions are where students are matriculated and enrolled to study for degrees or certificates. Home Institutions maintain quality control and oversight of academic curriculum, and they enroll students in courses at partner institutions (Teaching Institutions - TIs) in order to fill the gap and/or help students further their academic progress to achieve their learning goals. Home institutions retain enrollments and recognize/transcribe students' credits from TIs without the need for credit transfer.

Consider the following student-centered DEFINITION OF QUALITY IN COURSE SHARING in your responses: A quality online course-sharing experience is one in which the student can further their academic progress by seamlessly enrolling in a well-designed and supported online course, offered outside their home institution, with transparent expectations and requirements, taught by a qualified and well-prepared instructor, recognized and appropriately transcribed by the home institution without the need for credit transfer.

HOW WELL DOES YOUR INSTITUTION ADDRESS THE FOLLOWING FOUR PRINCIPLES?

1 Transparency of Expectations and Requirements

Information is shared between engaged institutions, with students, and with external stakeholders as necessary, to ensure student expectations are met and learning goals are achieved. Transparency is necessary to i) develop and/or support a course sharing arrangement, ii) inform students in the selection of courses, and iii) provide students with information they need for the successful completion of the course.

Guidelines for Home Institution (HI):

A. Course-share solution or agreement clearly identifies what information will be shared and how relevant information will be shared between the institutions in advance of student enrollment in TI course

Which of the following are documented information sharing expectations BETWEEN INSTITUTIONS?

Information to be shared between HI and TI	This information is shared <u>between institutions</u> prior to enrollment?	Information sharing protocol is DOCUMENTED?	Where/how is this information shared (e.g. in a course-sharing agreement, within a course-sharing platform, direct file sharing, etc.)? Link to the source document where possible.
Course learning outcomes or objectives	☐ Yes ☐ No	☐ Yes ☐ No	
Competencies in CBE courses	☐ Yes ☐ No	☐ Yes ☐ No	
Faculty credentials	☐ Yes ☐ No	☐ Yes ☐ No	
Institutional contacts	☐ Yes ☐ No	☐ Yes ☐ No	
Grading schemes/structures	☐ Yes ☐ No	☐ Yes ☐ No	

Information to be shared between HI and TI	This information is shared between institutions prior to enrollment?	Information sharing protocol is DOCUMENTED?	Where/how is this information shared (e.g. in a course-sharing agreement, within a course-sharing platform, direct file sharing, etc.)? Link to the source document where possible.
Student grades	☐ Yes ☐ No	☐ Yes ☐ No	
Student drops and withdrawals on a timely basis	☐ Yes ☐ No	☐ Yes ☐ No	
Student conduct, complaints, etc.	☐ Yes ☐ No	☐ Yes ☐ No	
Student accommodation needs	☐ Yes ☐ No	☐ Yes ☐ No	
Institutional policies at TI that students need to comply with	☐ Yes ☐ No	☐ Yes ☐ No	
Academic and student support services provided by TI and how they can be accessed	☐ Yes ☐ No	☐ Yes ☐ No	

B. Provide students with information to guide and assist their course selection and enrollment

Which of the following do you provide to STUDENTS to guide their course selection /enrollment?

Information to be shared with STUDENTS	Is this information shared prior to student enrollment in a TI course?	Where/how is this information shared (e.g. within a dedicated course sharing platform, through the institution's website, through an academic advisor, through a course sharing counselor, etc.)?
Communicate to students how TI courses map to or align with HI courses and otherwise fulfill program requirements.	☐ Prior ☐ Upon/After Enrollment ☐ Not Provided	
For CBE courses, communicate competencies students are expected to master as well as any and all unique instruction methods to help ensure that the CBE courses are acceptable, meet accreditation requirements and further students' academic progress.	☐ Prior ☐ Upon/After Enrollment ☐ Not Provided	
Communicate to students requirements and expectations for completing the course to achieve learning goals, including what successful completion of the selected course means and the timing of when the learning will be recognized and credit will be transcripted.	☐ Prior ☐ Upon/After Enrollment ☐ Not Provided	

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Information to be shared with STUDENTS	Is this information shared prior to student enrollment in a TI course?	Where/how is this information shared (e.g. within a dedicated course sharing platform, through the institution's website, through an academic advisor, through a course sharing counselor, etc.)?
Provide current course syllabi or otherwise explain to students institution/course policies, course schedule and delivery format, technical and/or proctoring requirements, associated costs such as textbooks or required lab kits, highlighting policies and practices that differ from what students expect at HI.	☐ Prior ☐ Upon/After Enrollment ☐ Not Provided	

C. Provide students with information they need for the successful completion of the course to achieve their learning goals.

Protocol or process	Do you have this?
Process for ensuring students are provided with necessary information about proceeding and succeeding within the course.	☐ Yes – If you marked yes, please fill out the additional information at the bottom of this document to answer the question: How do you ensure online course quality? ☐ No

2 Student Learning Experience and Support

Overview Statement: *Processes are in place and executed to ensure students are supported from course selection/enrollment to successful completion of course, resulting in a quality learning experience to achieve learning goals and further academic progress.*

Which of the following protocols or processes do you have in place to support students and provide a quality learning experience?

Protocol or process	Do you have this?	If yes, what evidence demonstrates its effectiveness in supporting students?
A process to enroll students in TI courses that is simple and user-friendly for any actions required of students	☐ Yes ☐ No	
Orientation for students on HI requirements as well as institutional policy differences, if any, between HI and TI for enrolled students	☐ Yes ☐ No	
Orientation for students about how they can access technology, academic, and accessibility support services while enrolled in the TI course.	☐ Yes ☐ No	
Orientation for students about critical terminology used at TI that differs from HI	☐ Yes ☐ No	
A process to convey student accommodation needs to the course instructor and appropriate Accessibility Offices at the TI	☐ Yes ☐ No	

Protocol or process	Do you have this?	If yes, what evidence demonstrates its effectiveness in supporting students?
Information or orientation on contacts at HI and TI for student questions and concerns	☐ Yes ☐ No	
Information that can help students engage and succeed in online learning	☐ Yes ☐ No	
Processes for intervention and problem resolution for issues students encounter while taking courses at TI - including who students should appeal to at HI and how to alert the TI	☐ Yes ☐ No	
Process for students to provide feedback to the HI about their experience in the TI course, similar to the feedback they would be providing in an HI course	☐ Yes ☐ No	
Process to ensure courses are well-designed to support students and provide a quality learning experience.	☐ Yes – If you marked yes, please fill out the additional information at the bottom of this document to answer the question: How do you ensure online course quality? ☐ No	

3 Student Progress and Success

Overview Statement: *Students are provided with learning opportunities and support that help them succeed and advance their academic progress.*

Which of the following protocols or processes do you have in place?

Protocol or process	Do you have this?	If yes, what evidence demonstrates its effectiveness in supporting students?
Process for advising students on courses that meet their learning goals and/or fulfill their program/degree requirements	☐ Yes ☐ No	
Process for identifying and selecting courses that are well aligned to specific learning goals to further students' academic progress	☐ Yes ☐ No	
Process for ensuring the selected course is designed and structured to facilitate students' achievement of desired learning goals.	☐ Yes – To respond, please reference the section below on how you Ensure Online Course Quality. ☐ No	

4 Recognition of Learning

Overview Statement: *Processes are in place and executed to ensure student learning is recognized and transcripted at HI without required student action.*

Which of the following protocols or processes do you have in place to recognize student learning?

Protocol or process	Do you have this?	Where/how is this information documented? (Link to documentation where possible).
Agreed upon process for TI's role in ensuring courses meet compliance requirements for accreditation, licensing and/or state reciprocity agreements as relevant (e.g. identifying accreditation status)	☐ Yes ☐ No	
Process, including identification of requirements, for selecting TI courses eligible for transcription	☐ Yes ☐ No	
Process for identifying TI courses that meet specific program and licensing requirements	☐ Yes ☐ No	
Process to automatically and consistently award credit for successful completion of TI courses, without any required student action	☐ Yes ☐ No	
Process to transcript credits for successfully completed TI courses in fulfillment of pre-identified discipline-specific requirements and learning goals or outcomes, without any required student action	☐ Yes ☐ No	

HOW DO YOU ENSURE ONLINE COURSE QUALITY?

At the course level, how do you determine if a TI COURSE is well designed, taught by well-prepared and supported instructors, and provides students with information, resources and support they need for the successful completion of the course to achieve their learning goals?

☐ We don't have specific expectations for TI courses.
☐ We provide TI with a list of expectations courses need to meet.
☐ We provide TI with a list of expectations and ask for evidence that courses have met them.
☐ We review courses to determine if expectations are met.
☐ We select courses that have been certified for quality or offered by institutions with third-party recognition for well-designed courses and well-prepared and supported instructors.

If you have expectations, do they comply or align with any of the following? Check all standards that apply.

☐ QM Standards for Quality in Course Sharing for Teaching Institutions (TIs)
☐ QM Rubric Standards for Higher Education, 7th Edition
☐ Other: _____

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