ACCREDITATION: ENABLING INSTITUTIONAL PIVOTING CAPABILITY, SHAPING STUDENTS' ONLINE LEARNING EXPERIENCE

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ABSTRACT

The study utilized data from 1,800 basic education and college respondents selected through random sampling to determine the technical, learner, teacher, and learning environment factors that contribute to online learning success. An ordinal logistic regression of these variables showed that gadgets, learning platforms or applications, technical support, internet access, pace, lively discussions, schedule adherence, information availability, LMS content, time for independent study, and a suitable learning environment were significant determinants of online learning satisfaction. Chi-square tests revealed that accreditation presence and levels were significantly associated with online learning satisfaction. A higher proportion of respondents in programs with higher accreditation levels tended to report high satisfaction ratings than those in programs with no or low accreditation level. A significant association was found between online learning satisfaction and post-normal preferred learning modality. More than half of the respondents preferred either fully online or a combination of online and in-person classes, which implies that online learning will continue after the current pandemic. One recommendation is to equip students with the needed tools and information as well as carefully design a learning environment that balances social interaction with independent study. The study likewise offers insights into the role of accreditation in enabling the pivoting capability of institutions, reinforcing the benefits that accreditation provides to programs, and shaping students' online learning experience.

Keywords: accreditation, institutional pivoting capability, online learning satisfaction, online learning success factors