Destination Accreditation Self Study 2013

CHANGE REQUEST

Greetings from...

WEST VIRGINIA NORTHERN COMMUNITY COLLEGE

Distance Delivery

Note: Wherever distance delivery is mentioned it means distance or correspondence delivery.

Institution: WEST VIRGINIA NORTHERN COMMUNITY COLLEGE   City, State: WHEELING, WV

Name of person completing this application: Michael Koon   Date Submitted: 10/31/2012

Title: VP and Institutional Liaison   Phone: 304-214-8967   Email: mkoon@wvncc.edu

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions.

The total submission should be no more than 10-12 pages on a single classification of change. The submission should be no more than 20 pages total on an application addressing multiple change requests.

Submit the completed application as a single electronic document (in Adobe PDF format) emailed to changerequests@hlcommission.org.

Requested Change(s). *Concisely describe the change for which the institution seeks approval.*

Approval to offer any of the WVNCC existing and future degrees and certificates through online delivery, as deemed appropriate by the College. Implementation of online programs is not intended to occur all at once, but to be implemented to meet the needs of the community as they arise.

Classification of Change Request. Check all boxes that apply to the change.

Note: not every institutional change requires prior review and approval. Review the "Overview of Commission Policies and Procedures for Institutional Changes Requiring Commission Notification or Approval" to make certain that current HLC policy requires the institution to seek approval.

Change in mission or student body: ☐ change in mission ☐ change in student body	**New academic program(s) requiring HLC approval:** X☐ certificate ☐ bachelor's ☐ diploma ☐ master's/specialist X☐ associate's ☐ doctorate
New additional locations: ☐ in home state ☐ in other state(s) or in other country(ies) **New branch campus:** ☐ new or additional campus(es)	**Distance Delivery:** ☑ Initiation of distance education ☑ **Expansion of distance education** ☐ Initiation of correspondence education ☐ Expansion of correspondence education
Consortial or contractual arrangement: ☐ Consortial arrangement	**Other:** ☐ Substantially changing the clock or credit hours required for a program

☐ Contractual arrangement	
☐ The institution has completed the Screening Form for Contractual Arrangements and has been advised that approval is required. (If not, see the Substantive Change Screening Form for Contractual Arrangements)	

Institutional Context for Substantive Change Review. *In 1-2 paragraphs, describe the key dynamics — institutional mission and internal or external forces — that stimulated and shaped the change.*

West Virginia Northern Community College's mission is to provide higher education empowering individuals to achieve academic and career goals leading to a competent workforce which excels in a global economy. The College responds to the educational, cultural and civic needs of the communities it serves by offering an accessible, safe, diverse, and high quality learning environment.

WVNCC has been offering courses through distance education for a number of years but has not sought approval for distance education programs because the College Strategic Plan since 2009 had been to seek approval at the same time as the institution had its regular comprehensive visit. The College was implementing processes with that target in mind and was careful to not advertise or imply that it had online programs. The change in the definition of distance education resulted in WVNCC being classified as offering distance education programs. Since the comprehensive visit was already scheduled when the final determination was made, the College, in consultation with the staff liaison, elected to continue with the original plan of including the Substantive Change as an embedded request within the visit.

WVNCC is dedicated to providing online learning experiences as demonstrated by long-term fiscal investments in the purchase and upgrading of institutional technologies and employment of a Distance Education Coordinator. The growth of online courses from 2006-2007 to 2010-2011 rose from 39 to 168, an increase of 431%. A corresponding growth in headcount during this same time period showed an increase of 418%. Increased enrollment in distance education is a strong indicator that WVNCC is making education accessible and meeting the needs and expectations of the communities it serves. The College further demonstrated its dedication to the online environment by providing training for faculty related to distance education learning and various online environments resulting in increased faculty interest in developing and teaching online courses.

WVNCC requests consideration of this Substantive Change Application, based on new HLC definitions, for initiation of Distance Delivery to offer certificate and degree programs online.

Special conditions. *Underline YES or NO attesting to whether any of the conditions identified below fit the institution. If YES, explain the situation in the box provided.*

Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?	~~YES~~ **NO**	
Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Dept. of Education or other federal or state government agencies?	~~YES~~ **NO**	
Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?	~~YES~~ **NO**	

Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?	~~YES~~ **NO**	
Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?	~~YES~~ **NO**	

Approvals. *Check the approvals that are required prior to implementing the proposed change and include documentation of the approvals to the request.*

√ **Internal (faculty, board) approvals**

☐ System approvals (for an institution that is part of a system)

☐ State approval(s) for requests other than for Distance Delivery

☑ For Distance Delivery only: process in place to ascertain and secure state approval(s) as required

> Note: Institution and State system have begun process to secure state approvals. Process is currently "on hold" as status of requirement at Federal level is being resolved.

☐ Foreign country(ies) approvals (for an overseas program or site)

☑ No approval required

Specialized Accreditation

Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

☐ The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.

☐ The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)

☐ The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation.

Changes Requiring Visits

Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. (If the institution is unsure whether a visit is required, the Commission will advise the institution based on the information provided in the change application.)

☐ Request to schedule a Change Visit.

> If a Change Visit has already been planned in consultation with Commission staff, specify the date set for the visit: _____

☑ **Request to add a proposed change to an already scheduled visit. Specify type of visit and date scheduled: _Comprehensive Insitutional Visit – March 4-6, 2013_____**

Whether the change will be reviewed through a separate Change Visit or embedded in an already scheduled

visit, the following schedule will apply.

1. **The institution files Part 1 of this change form at least 4 months before the visit**. If the visit has not already been scheduled, this filing will initiate the process of scheduling the visit.
2. **The institution files Part 2 of this change form at least 2 months before the scheduled visit.** If the change will be embedded in an already scheduled visit, the form should be filed as an attachment to the report prepared for that visit.

Please note: The Commission plans to update the change forms annually, on or about September 1 of each year. However, if a Change Application form was accessed more than 90 days prior to filing, it is recommended that the institution visit http://www.ncahlc.org/change to ensure that there have been no changes in the application form in the intervening time.

Substantive Change Application, Part 2: Topic-Specific Questions
Distance Delivery

Submitting a Substantive Change Request

Attach the "Substantive Change Application–General Questions" as page one of this application. That completed form and the answers to the questions below will constitute the request for approval of a substantive change. It will be provided to future HLC review processes.

Name of Institution: **WEST VIRGINIA NORTHERN COMMUNITY COLLEGE**

Part 1. Characteristics of the Change Requested

1. Briefly describe the planned initiation or expansion of distance delivery the institution is requesting permission to operate.

    WVNCC's HLC Statement of Affiliation Status report, effective 4/20/2011, lists the College's current DE course offerings in the subject areas of Computer Programming, Liberal Arts and Sciences, Criminal Justices, and Business Commerce. These courses were listed because of the 50% rule and Northern has not actually implemented full distance delivery programs. Therefore this Change Request Application requests authorization to implement certificate and degree programs via DE delivery and anticipates expansion in the future. Expansion of online programs would be progressive, with selection and implementation based on the needs of the communities as they arise.

2. Include a list of all proposed certificate and degree programs planned in the initiation or expansion of distance delivery. For each degree program or certificate:

    The following tables identify all current degree programs (Table 1) and certificate programs (Table 2) that meet the newly revised definition for Distance Education, i.e. 50% or more of courses available online. All of these, with approval, would have an official launch date as "online programs" of Fall 2013.

    TABLE 1. CURRENT DEGREE PROGRAMS MEETING DISTANCE EDUCATION DEFINITION:

Program Name	CIP code	Program Level	DE / CE	Modalities

Associate in Arts:
    Concentrations: General, English,
    History, Psychology, Social Science
		AA	DE	Internet

Associate in Science		AS	DE	Internet
Business Administration		AAS	DE	Internet
Accounting, Business Studies		AAS	DE	Internet
Business Administration, Business Studies		AAS	DE	Internet
CIT: Microsoft Applications/Support Desk		AAS	DE	Internet
Early Childhood Care and Education		AAS	DE	Internet
Human Services		AAS	DE	Internet
Executive Administrative Assistant, Business Studies		AAS	DE	Internet
Criminal Justice		AAS	DE	Internet
Health Information Technology		AAS	DE	Internet
Power Plant Technology		AAS	DE	Internet

TABLE 2. CURRENT CERTIFICATE PROGRAMS MEETING DISTANCE EDUCATION DEFINITION:

Program Name	CIP code	Program Level	DE / CE	Modalities
Accounting, Business Career Studies		CAS	DE	Internet
Computer Information Technology: Microsoft Applications		CAS	DE	Internet
Medical Billing and Coding Specialist		CAS	DE	Internet
Small Business Management, Business Career Studies		CAS	DE	Internet

3. What organizational structures are in place to ensure effective oversight, implementation, and management of the institution's distance-delivered offerings?

   ❖ A Distance Education Coordinator position, reporting to the Vice President of Academic Affairs, was created in 2008. The DE Coordinator works with Division Chairs and Program Directors to create and offer distance education course offerings utilizing Blackboard format.
   ❖ The DE Coordinator is charged with responsibility for assisting faculty with course design and maintenance, instructor training, coordination of academic offerings, faculty and student assistance.
   ❖ The WVNCC Distance Education Committee is charged with overview of Distance Education Policies and Procedures in conjunction with the Vice President of Academic Affairs.
   ❖ WVNCC is affiliated with the *Quality Matters* program, a quality improvement program licensed by the West Virginia HEPC. Training began in May 2012 on the use of the QM rubric for course assessment with additional training in the future for in-house course reviewers.

4. Does the institution have a separately identified organizational unit for providing or marketing the distance-delivered offerings? **(X) Yes** ( ) No
   If yes, please explain how this separate unit coordinates with other academic and administrative units across the institution to ensure the consistency and quality of offerings.

   ❖ The Distance Education Coordinator reports to the Vice President of Academic Affairs and is responsible for oversight, implementation, and management of Distance Education offerings in conjunction with Academic Division Chairs and Program Directors.
   ❖ The DE Coordinator is also responsible for arranging training on topics related to distance education.
   ❖ The DE Coordinator is available to assist faculty one-on-one in the development of online courses.

5. If the institution is planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.)

   ❖ The College's Blackboard Learning Systems is housed on the WVNET (West Virginia Network) servers. WVNET is a service organization housed in Morgantown which provides telecommunications and computing services within West Virginia to most colleges and universities and also to the K-12 system and various state agencies. Beginning in Spring 2013, WVNET will be utilizing Banner imports to create course shells in the LMS, to batch create student accounts, and to batch enroll/un-enroll students within the LMS into appropriate courses.

6. If the institution is planning any involvement with other accredited higher education institutions in key operations identified above, provide the name(s) of the other institutions and the nature of the involvement.

      NOT APPLICABLE

7. Operational Data

Operational Data	Last year (actual tallies)	This year (estimate)	Next year (projected)
A. Total number of academic programs (i.e., counting different majors at all levels). Do not include certificates.	29	29	No Change
B. Total number of programs in item A above available via distance delivery (i.e., 50% or more of courses available as distance-delivered courses)	16	16	No Change
C. Percentage of programs available via distance delivery (100 x B/A)	55.2%	55.2%	

Part 2. Institution's History with Distance-Delivered Offerings

8. Briefly describe the institution's experience with distance-delivered offerings.

- ❖ 1988. Several faculty members were using the Telecom system to deliver courses between the two campus locations.
- ❖ 1993. VAX system available; used by some instructors to enhance student-student interactions.
- ❖ 1995. Focus on Internet research development. Several courses utilized Internet research as a complete course or as a course component. Some of these courses eventually became online courses.
- ❖ 1995. "Going the Distance" workshop introduced Web Development (FrontPage) and 3-D software resulting in a moderate increase in distance education courses.
- ❖ 1999. WebCT Campus Edition adopted to develop and offer complete online courses.
- ❖ 1999 to 2004. The College provided training in other Web Development tools such as KD, Netscape Communicator, and Microsoft FrontPage to enhance distance education.
- ❖ 2005 to 2006. Title III grant funding ("Strengthening Institutions Program") used to conduct workshops in WebCT Campus Edition, WebCT Vista-3, and WebCT Vista-4 where a number of faculty members were trained in utilizing WebCT tools. The result was a significant increase in online courses.
- ❖ 2006 to 2007. Faculty introduced to Podcast and Vodcast in an effort to integrate multimedia in online courses. Faculty were also introduced to commercially available packages (E-packs) for delivering online courses and for supplemental instruction.
- ❖ 2008. Blackboard Vista introduced; faculty migrated courses to the new system.
- ❖ 2012. Blackboard Learn 9.1 became the College's CMS and all online, hybrid, and web-enhanced courses were migrated to the new system during the summer term. The number of distance education course offerings continues to increase as the faculty are becoming acquainted with the functions and utility of tools in the CMS.
- ❖ WVNCC is a participating institution in the SREB (Southern Regional Education Board) Electronic Campus.

9. If the Higher Learning Commission approves the institution's initiation or expansion of distance delivery, what future growth does the institution anticipate (e.g., in the next six months, three years, 10-20 years)?

    ❖ Within the next six months, HLC approval to offer total programs via distance education delivery will result in the College's ability to move forward with marketing current programs allowing total access online.
    ❖ Other academic programs would be considered for online implementation through the current Program Assessment process completed by Program Directors and faculty, as well as through needs analyses to determine the expectations and needs of the communities of interest.

10. How does the institution plan to manage this growth?

    ❖ Distance Education growth requires financial, technical, and human resources. This joint planning effort would involve The DE Coordinator, VPAA, and Program Directors, as well as personnel from admissions, finance, marketing, and enrollments management.
    ❖ The WVNCC Distance Education committee would be involved in the need for policy and procedure revisions necessary for growth.

Part 3. Institutional Planning for Distance-Delivered Offerings

11. What impact might the proposed initiation or expansion of distance-delivered offering(s) have on challenges identified as part of or subsequent to the last comprehensive visit or reaffirmation panel and how has the institution addressed the challenge(s)?

    ❖ A primary challenge identified during the last comprehensive visit involved assessment.
    ❖ WVNCC developed an Assessment Plan to include assessment of students, courses, programs, and administrative departments on a recurring cycle.
    ❖ Academically, the assessment of courses and programs offered via distance delivery becomes part of this annual assessment plan.
    ❖ Administratively, the assessment of resources for DE will be completed by the DE Coordinator and VP of Academic Affairs.

12. How does the institution determine the need to expand or initiate a distance-delivered offering? If the institution offers a traditional program now, how does it decide whether to start offering this program via distance delivery?

    ❖ Conversion of existing courses to the online format can be proposed in writing by the faculty, Division Chair or the Distance Education Coordinator with approval based on student need and sufficient enrollment.
    ❖ New courses, traditional or DE, must be approved by the Curriculum Committee. The Vice President of Academic Affairs has final approval of all new distance education course offerings.
    ❖ Decisions to convert an existing program to distance delivery, to offer a distance education "track" along with the traditional, on-campus program, or to develop a new distance education program will be based on input/requests from all communities of interest with final approval by the VPAA.

13. How does the institution plan for changes and future expansion of the role distance delivery plays in the institution? Who is involved? How do new ideas and initiatives originate, and how are they examined and evaluated?

    ❖ Planning for changes and expansion of the role of DE within the College includes the DE Coordinator, Division Chairs, Program Directors, DE Committee, the Vice President of Academic Affairs, faculty, Cabinet, and students. New ideas can and do originate from any of the aforementioned individuals and/or groups and all are involved in the examination and evaluation of any new ideas or initiatives.

14.   How does the institution ensure that financial planning and budgeting for distance-delivered offerings are realistic? What are the institution's projected revenues and expenses?

   ❖   Budgeting for distance education is part of the Academic Affairs budgeting process. Input from the Business Office and the CFO/Vice President of Administrative Services is utilized for planning purposes. The College periodically reviews the expenses associated with distance education and has established distance education fees to help offset costs that exceed expenses of standard course delivery.

15.   How does the institution assure that promotion, marketing, and enrollment of its distance-delivered offerings stay in balance with its actual resources and technical capabilities?

   ❖   Monitoring the use of resources devoted to DE is the responsibility of the Distance Education Coordinator in conjunction with the VPAA. Responsibility for resource allocation for marketing, enrollment management, technical support, etc. resides with other administrators and these administrators are involved in decisions regarding resource allocations for distance education.

16.   What controls are in place to ensure that the information presented to students in advertising, brochures, and other communications will be accurate?

   ❖   Information contained in advertising, brochures, and other communications originate from the Distance Education Coordinator or the Community Relations office. All information is reviewed routinely for accuracy by the DE Coordinator and/or Community Relations office personnel.

Part 4. Curriculum and Instructional Design

17.   How does the institution assure good instructional design in its distance-delivered offerings? How are the institution's faculty and quality control mechanisms involved in the instructional design process?

   ❖   DE courses are reviewed by the DE Coordinator prior to the start of the semester.
   ❖   Quality Matters standards are applied to the DE course. Faculty training has been initiated in the use of the Quality Matters rubric.
   ❖   All new DE faculty are required to meet with the DE Coordinator for extensive training in good practices in instructional design and delivery.
   ❖   As the College migrated from Blackboard Vista to Learn 9.1, all faculty teaching online courses were required to attend one-on-one training sessions with the DE Coordinator.

18.   What processes and procedures will the institution use for technology maintenance, upgrades, back up, remote services, and for communicating changes in software, hardware or technical systems to students and faculty?

   ❖   The College's Blackboard CMS is hosted by WVNET (West Virginia Network). WVNET is responsible for all system maintenance, upgrades, back-ups, and remote services. WVNET communicates any changes in the CMS (service packs, software or hardware issues) to the Distance Education Coordinator and/or to the Institutional Technology Department. Any changes or issues that will directly impact students and/or faculty are communicated to them via email as needed.

19.   How does the institution assure that it provides convenient, reliable, and timely services to students or faculty needing technical assistance, and how does it communicate information about these services?

   ❖   The DE Coordinator serves as the help desk for students and faculty needing assistance with the use of Blackboard Learn. Information is provided in the Online Student Handbook and on the Online Courses webpage. Technical issues having to do with Blackboard on the WVNET server are addressed by WVNET.

20. What is the institution's experience, if any, in collaborating with other institutions or organizations to provide distance-delivered education?

   ❖ Northern has partnered with Kanawha Valley Community and Technical College in Charleston, WV, to deliver the Power Plant Technology program online.

21. If the institution is planning partnerships or agreements with external organizations or institutions as identified in Questions 5 and 6, how will the institution ensure that students can use these services effectively?

   Not Applicable.

Part 5. Institutional Staffing and Faculty Support

22. How does the institution staff distance-delivered programs? How does this differ from the institution's processes for staffing traditional programs?

   ❖ The DE Coordinator and Division Chairs collaborate in staffing distance-delivered courses. Division chairs staff all traditional sections.
   ❖ Priority in staffing both traditional and distance-delivered courses is given to full-time faculty members. Any courses remaining unstaffed after priority is given to full-time faculty are staffed with qualified, adjunct faculty by the DE Coordinator.

23. What is the institution's process for selecting, training, and orienting faculty for distance delivery? What special professional development, support, or released time does the institution provide for faculty who teach distance-delivered offerings?

   ❖ Full-time faculty volunteer to teach DE courses either as part their assigned course workloads or as adjunct instructors.
   ❖ Full-time faculty are not given release time to teach distance education courses.
   ❖ Adjunct faculty are recruited by the DE Coordinator and are approved according to their credentials by the Division Chair and the DE Coordinator.
   ❖ All faculty are provided with one-on-one training and support in the usage of Blackboard, instructional design, and Quality Matters. In addition, workshops are offered in related technology areas such as lecture capture, podcasting, etc.

24. How does the institution assure copyright compliance and keep distance delivery faculty aware of institutional policies on using others' intellectual property?

   ❖ Northern is currently developing a copyright policy. A copyright training webinar was offered to faculty in November 2012.

Part 6. Student Support

25. How does the institution assure that distance delivery students have access to necessary student and support services (e.g., institutional information, application for admission, registration, tutoring or academic support, advising, financial aid, tuition payment, career counseling and placement, library resources, complaint processes)? How does the institution provide them information about using these services, and how does it monitor and evaluate their use of these services?

   ❖ The WVNCC website provides links to student support services including:
      • Electronic Admissions Applications
      • Admissions counselors and placement testing information
      • Bookstore site with online textbook ordering
      • Library resources

- • Business Office information
- • Student Activities
- • Disability Services
- ❖ Northern On the Web provides students the ability to:
  - • Register for courses following meetings with academic advisors
  - • Check the status of financial aid, including identification of holds placed on the student
  - • View course schedules and unofficial transcripts and run degree evaluations
- ❖ Academic support resources available to students include:
  - • Faculty contact information on website. Faculty accessibility via email and/or phone.
  - • GradesFirst Program with links to academic advisors
  - • Tutoring services available by phone or online, including access to Smarthinking.com via the Student Portal and WVNCC's Online Tutoring Center in Blackboard

26. How does the institution measure and promote interactions among distance delivery students and faculty (e.g., email, online chats, discussion groups, phone or streaming audio, "office hours," cyber buddies/mentors and tutors)?

- ❖ Online faculty are required to interact with students enrolled in their courses either through Blackboard communication tools (messages, discussions, chat room, etc.), by phone, or by campus email on a regular and timely basis.
- ❖ Responsiveness to and interaction with students is assessed as part of the semester course evaluations.
- ❖ Faculty are available to students via WVNCC email and/or by phone.
- ❖ Virtual "office hours" are often scheduled in Blackboard.
- ❖ Tutoring is embedded into Blackboard courses often to provide students quick access to help.
- ❖ Students enrolled in Blackboard courses are included in a Blackboard Tutorial course, monitored by the DE Coordinator, with tutorial discussion forums for students to ask questions about Blackboard and communicate with each other as part of a learning community.

27. How does the institution assure that the distance delivery students it enrolls and to whom it awards credit and credentials are the same ones who did the work and achieved the institution's learning goals (student authentication)?

The College uses the following student authentication methods, some course-specific:
- ❖ Student ID/User ID and password or passphrase (all courses)
- ❖ Physical proctoring for exams (e.g. test centers)
- ❖ In-person presentations or other interactions
- ❖ Writing style software for anti-plagiarism (Turnitin).

28. How does the institution protect student identity and personal information?

For the protection of student identity and personal information, the College utilizes the following methods:
- ❖ Each student is issued an identification number versus using their social security number.
- ❖ The institution follows FERPA guidelines – employees verify a student's identity prior to providing information.
- ❖ Students are issued identification cards and are required to use them.
- ❖ Many documents are imaged with the paper copies being destroyed.
- ❖ Directory information is defined and listed in the catalog.

Part 7. Evaluation and Assessment

29. How does the institution assess, review, and evaluate quality in distance-delivered offerings?

- ❖ Courses are being reviewed each semester for quality of design using the Quality Matters rubric
- ❖ Course Assessment is completed each semester according to the College's Assessment Plan's assessment cycle. This assessment applies to all traditional and online courses.
- ❖ Full-time faculty teaching online are evaluated by the Division Chair as part of the standard

faculty evaluation process.

30. How are the measures and techniques the institution uses for distance-delivered offerings equivalent to those used to assess and evaluate traditional face-to-face offerings? If there are differences, why are these differences appropriate?

- ❖ Online courses are assessed the same as traditional classroom courses as part of the Assessment Plan based on objectives, content, presentations, and outcomes.
- ❖ Online course design is evaluated using the Quality Matters rubric.

31. How does the institution assess the learning of the students it educates in its distance-delivered offerings to ensure that they achieve the levels of performance that the institution expects and that its stakeholders require?

- ❖ Course-level assessment measures learning by objectives.
- ❖ Student success rates in distance education courses are also used as a measure of student performance.

32. How does the institution encourage and ensure continuous improvement of its distance-delivered offerings?

- ❖ Course reviews utilizing the Quality Matters rubric serve to identify areas for improvement.
- ❖ Faculty receive feedback on reviews and assistance as needed with making any and all necessary or recommended improvements to their courses.