

Institutional Effectiveness

The College maintains overall effectiveness and quality in distance education through a variety of processes.

- The College uses standard course syllabi for both its traditional and distance education classes. While additional instructions and/or directions may be necessary for distance education classes, the course syllabus, grading structure, textbook, and student learning outcomes remain the same regardless of the method of delivery.
- Professional development is required for all instructors teaching a distance education course. Professional development workshops cover both pedagogy and skills in the use of technology.
- Feedback from students using the College's standard course/instructor evaluation form is also used to maintain overall effectiveness and quality. These forms are distributed electronically to the students and provide useful feedback for the improvement of distance education courses.
- The College requires a peer review and approval process for all proposed distance education course before they are offered to the students. The process is detailed in the Faculty Oversight section of this Distance Education Policy. Prior to the commencement of the peer review process, the Division Chair must review the course curriculum. After the Division Chair reviews the proposed course, said course must then pass a committee peer review process that includes approval of the course structure and instructional media to be used in the course. Finally, following the ultimate approval based on the Quality Matters (QM) rubric score, the course is offered in a distance learning mode of delivery.

Given the aforementioned methods of evaluation, the College ensures the overall effectiveness and quality of courses taught via the distance learning process.