CCI Online Evaluation Plan

UNC Charlotte Academic Policy: Evaluation of Distance Education & Online Offerings (Policy approved 11-29-18)

Policy #	Goals	CRAC #		Measurement Method	Time Frame	Responsible Person / Entity	Benchmark	Outcome	Action
1	Online learning is integrated into the institution's mission, vision, and planning processes. Each academic college will articulate processes surrounding online learning and its development, implementation, and evaluation in academic planning for their respective departments. The institution will provide sufficient resources to support both the financial and technological needs of its programs. In addition, the institution will ensure the integrity of its online courses and programs. Policies related to secure student registration and enrollment are in place, as specified in the Distance Education and Correspondence Education Policy statement and academic integrity as stated in University Policy 407.	1 & 2	8 & 9	Annual review of academic programs, curricula and procedures by the College Undergraduate and Graduate Curriculum (Education) Committees, faciltated by the respective Associate Dean.	Annually	Associate Deans for Undergraduate and Graduate studies		1-page committee report	
2	The development of online learning policies and respective online courses and programs will follow the standard processes for curriculum approval according to each academic college and the University.	3		Online course policies will follow standard curriculum processes as outlined by the University, College, and Unit curriculum commitees.	Annually	College & Unit Curriculum Committees		(Updated) online course policies	
3	Online courses will be comparable in rigor to face-to-face instructional formats. Each academic college will develop and maintain a plan that ensures the use of best practices for online learning as related to the specific discipline. The college plan will include benchmarking to face-to-face courses if offered, and its policies on course enrollments, expectations of student work, course design, course objectives, and the provision for a supportive learning environment for student-to-student and student-to-faculty interaction. For any wholly online degree program, the college plan will include a pathway to timely graduation.	4		Online courses will be reviewed to ensure rigor compared to traditional formats. Rigor may be evaluated based on comparable assessments / evaluation methods, grade distributions, etc. Faculty will use best practices to design and facilate online courses. Faculty may consult with CTL for support. Graduation rates are reported for all online programs according to University, College, and Unit policies.	Annually	Program / Unit Directors working with the Director of Assessment, Planning, and Accreditation		Annual assessment report	
4	Each academic college will develop and maintain a process for the evaluation of its online courses and programs and the support services provided. The college will also use the results of the evaluation for improvement. Inclusion of the following is required: assessment of student learning and improvement plan, online course and/or program evaluation including examples of student work and student and faculty interaction, student evaluations, support services, use of appropriate technology, and retention efforts. Student services for online courses will be supported by the University and specific distance education programs will be supported by the School of Professional Studies (SPS).	5 & 7		Evaluation of programs and support services are reviewed annually according to University, College, and/or Unit accreditiation processes. Each unit will describe their curricular review and accreditation processes through SLO annual reports, examples of student data, etc.	Annually	Director of Assessment, Planning, and Accreditation, working with Program / Unit Directors		Annual assessment report, Course Peer evaluation reports	
5	Each academic college will identify the selection and training processes for faculty responsible for delivering online courses to ensure faculty are educationally and/or experientially qualified to deliver online courses to ensure academic rigor. Faculty may use multiple pathways, including internal or external reputable sources, to demonstrate their competency in online course design and teaching and learning. The Center for Teaching and Learning is one resource provided by the University to assist in the training and support of faculty regarding best practices, online course design, and the learning management system.	6		Full time and part time faculty are hired by each department using standard recruitment and hiring processes. Faculty assigned to teach online courses are expected to have gone through documented College, Unit, CTL and/or Quality Matters training on best practices for online teaching and learning. Online courses are evaluated using a peer and self review process (outlined in accompanying documents for asynchronous and synchronous online courses). The college already has a process for evaluation and will follow the frequency of normal college procedures for online courses as well. Faculty incorporate professional development in annual review processes.	Recommended at the time of hire / reappointment / assignment to teach online courses, or as suggested by the Unit Director responsible for the faculty member	Unit Directors working with the Director of Assessment, Planning and Accreditation		Annual assessment report and/or college annual report	