COAA Online Evaluation Plan (Draft)

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

Policy #	Goals	CRAC #	Measurement Method	Time Frame	Responsible Person	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 offerings. 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 policies.	Annually	College Curriculum Committee			
2	The development of online learning policies and respective online course offerings 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			
3	Curricula for online offerings will be comparable in rigor to traditional 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 traditional 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 by programs to ensure rigor compared to traditional formats. Rigor may be evaluated based on comparable assignments, comparable evaluation methods, grade distributions, or other means. 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 that might be created in the future according to University, College, and Unit policies.		Unit Director/Chairs via Program Coordinators/Directors			
4	Each academic college will develop and maintain a process for the evaluation of its online offerings and the support services provided and demonstrate its use of 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 & faculty interaction, student evaluations, support services, use of appropriate technology, and retention efforts. Student services for online offerings will be supported by the University and specific distance education programs will be supported by the Extended Academic Programs and its processes are clearly defined.	5 & 7	Evaluation of programs and Support services are reviewed annually according to University and/or Unit accreditation processes. Each unit will describe their curricular review process:accreditation processes, SLO's annual reports, Maintain example of student work	Annually	College Curriculum Committee			
5	Each academic college will identify the selection and training processes for faculty responsible for delivering online offerings to ensure faculty are educationally and/or experientially qualified to deliver online offerings 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 of Teaching 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	Faculty Full time and part time are hired by each department using standard recruitment and hiring processes. Minimal expectation: CTL DE Online Teaching course or "Designing Effective Online Courses"UNC System workshop or Quality Matters teaching certificate or other documented training ; faculty are evaluated with online courses with the same process for face to face. Faculty incorporate professional development in annual review processes.	At time of hire and at time of Reappointment	Unit Director/Chair			