

ACCJC Accreditation Standards Changes for DE

Excerpts from [*Guide to Evaluating & Improving Institutions*](#) (ACCJC, January 2017 edition)

STANDARD I: MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY

A. Mission

I.A.1 Page 12

Question: Who are the intended students for the courses offered in DE/CE format? Are they similar to or different from students studying in traditional learning mode?

I.A.3 Page #13

Question: Has the institution considered in consultation with its key constituents if and how DE/CE is congruent with the mission? Does the mission include any statements related to its commitment to DE/CE?

I.A.4 Page #13

Question: Has the mission been reviewed to reflect the commitment to DE/CE and what was the rationale for the changes to the statement?

B. Assuring Academic Quality and Institutional Effectiveness

I.B.1 Page 14

Question: What parties are involved in the institution's dialog about the continuous improvement of student learning through DE/CE mode and how it compares with student learning in traditional programs?

I.B.2 Page 14

Question: What established policies and institutional processes guide the development and evaluation of courses and programs offered in DE/CE mode? Are they different from the policies and institutional processes that guide the development and evaluation of courses offered in traditional mode?

I.B.2 Page 15

Question: What is the role of faculty and how is discipline expertise or teaching knowledge and expertise in the field of DE/CE used for establishing quality for these courses?

I.B.2 Page 15

Question: What improvements to DE/CE courses and programs have occurred as a result of evaluation?

I.B.3 Page 15

Question: Has the college defined specific goals (institution-set standards) and objectives for the effectiveness of its DE/CE activities? How are these goals and objectives defined and communicated?

I.B.3 Page 15

Question: What data and/or evidence are used to communicate and analyze institution-set standards relevant to DE/CE?

I.B.5 Page 16

Question: Does the college have separate processes for the planning, approval, evaluation, and review of courses offered in DE/CE mode, or are the processes similar to those for courses offered in traditional face-to-face mode? How are these processes integrated into the college's overall planning process?

I.B.7 Page 17

Question: What mechanisms does the institution use to gather evidence about the effectiveness of DE/CE learning programs and related student and learning support services?

I.B.9 Page 17

Question: Are the assessment data collected for DE/CE different from data collected for traditional face-to-face education? What is the rationale? What types of assessment data does the college collect on learning programs and support services offered in DE/CE format?

C. Institutional Integrity

I.C.1 Page 18

Question: Through what means does the institution represent itself about its DE/CE programs? How are these means evaluated? Are they effective in reaching the potential students for DE/CE programs? How does the institution know that they are effective?

I.C.1 Page 18

Question: Does the institution provide information to the public on student achievement in DE/CE programs?

I.C.2 Page 18

Question: How does the institution address issues of academic freedom, student financial aid, and available learning resources as they apply to DE/CE? Are the means applied differently from traditional education? What is the rationale?

I.C.2 Page 18

Question: How does the catalog describe the instructional delivery applied in the DE/CE courses, programs, and degree offerings? How does the catalog present the interaction between faculty and students and the accessibility of faculty and staff to students?

I.C.4 Page 19

Question: How do students enrolled in DE/CE programs receive information about the institution's degrees and certificates and in what format is the information available for reference? How does the institution verify that DE/CE students receive a course syllabus that includes student learning outcomes,

and that individual sections of courses adhere to the course objectives/learning outcomes? (Federal Regulation)

I.C.7 Page 19

Question: How is the policy on academic freedom implemented and monitored in DE/CE courses and programs?

I.C.8 Page 20

Question: Does the institution have any prevention strategies in place to promote student verification? Are faculty members encouraged to promote student verification in the design of DE/CE courses? Is academic integrity including student verification covered in staff training and development? (For practices on student verification refer to WICHE Cooperative for Educational Technologies at: <http://wcet.wiche.edu/wcet/docs/cigs/studentauthentication/BestPractices.pdf> (Federal Regulation)

I.C.11 Page 20

Question: Does the institution promote its distance education in foreign locations? How does the promotion of these activities overseas align with the institution's mission and the objectives for its DE?

I.C.11 Page 20

Question: Does the institution enroll students who do not reside in the U.S. into programs? How does it ensure that the foreign students appropriately comply with the admission requirements for the programs? Are all students admitted to the programs recognized as U.S. students?

I.C.11 Page 20

Sources of Evidence: Examples for Standard I

A. Mission

Evidence I.A Page 22

Evidence: Evidence of analysis of how the institution's mission statement is developed, approved, and communicated to all stakeholders taking the institution's commitment to DE/CE into consideration

Evidence I.A Page 22

Evidence: Evidence of the process used for identifying the students interested in enrolling in DE/CE

Evidence I.A Page 22

Evidence: Evidence of analysis of the relevance of DE/CE programs and services for the community

Evidence I.A Page 22

Evidence: List of the institution's DE/CE courses and programs

B. Assuring Academic Quality and Institutional Effectiveness

Evidence I.B Page 23

Evidence: Evidence of institutional dialog about the continuous improvement of student learning in DE/CE mode

Evidence I.B Page 23

Evidence: Evidence that clearly stated and measurable goals and objectives guide the college community in making decisions regarding its priorities related to DE/CE

Evidence I.B Page 23

Evidence: Evidence of evaluation of progress on the achievement of goals and objectives related to DE/CE

Evidence I.B Page 23

Evidence: List of all DE/CE courses/programs

Evidence I.B Page 23

Evidence: Evidence of quantitative and qualitative data that support the analysis of achievement of goals and objectives for DE/CE

Evidence I.B Page 23

Evidence: Evidence of mechanisms for allocation of resources to plans for DE/CE

Evidence I.B Page 23

Evidence: Evidence of periodic and systematic assessment of the effectiveness of DE/CE

Evidence I.B Page 23

Evidence: Evidence that the assessment data is effectively communicated to the appropriate constituencies

Evidence I.B Page 23

Evidence: Evidence of current reviews of programs and support services including library services related to DE/CE and examples of improvements

C. Institutional Integrity

Evidence I.C Page 23

Evidence: Evidence of policies and practices related to identification of students enrolled in DE/CE courses

STANDARD II: STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

A. Instructional Programs

II.A.1 Page 24

Question: How does the institution choose the fields of study in which it offers DE/CE programs? What stakeholders are consulted about the choices of study in which the institution offers DE/CE and how are they consulted? (Federal Regulation)

II.A.2 Page #25

Question: How are competency levels and measurable student learning outcomes determined for DE/CE? Are they different from those selected for traditional programs? What is the rationale?

II.A.2 Page #25

Question: What is the role of faculty in this process? Has the institution established advisory committees with expertise in DE/CE, and if so what is their role?

II.A.2 Page #25

Question: What teaching methodologies are commonly used in DE/CE programs? How are methodologies selected? Do faculty discuss the relationship between the selected teaching methodologies and student performance?

II.A.2 Page #25

Question: Are there policies that dictate satisfactory progress in DE/CE courses/programs?

II.A.2 Page #25

Question: What types of data are available for DE/CE program evaluation? Does the evaluation include a curricular review?

II.A.2 Page #25

Question: How is the relevancy of a program offered in DE/CE mode determined?

II.A.2 Page #25

Question: How are results of evaluation of programs in DE/CE mode used in institutional planning?

II.A.4 Page #26

Question: By what criteria and processes does the institution decide to offer developmental, pre-collegiate, continuing and community education, short-term training, international student, or contract education programs in DE/CE mode? (Federal Regulation)

II.A.4 Page #26

Question: Which of these (or other) categories of courses and programs does the institution offer in DE/CE mode?

II.A.5 Page #27

Question: What is the process for establishing and evaluating each type of course and program offered in DE/CE mode? How does the college determine the appropriate credit type of its courses and programs offered in DE/CE mode? (Federal Regulation)

II.A.7 Page #28

Question: What assessment of student learning styles that relate to teaching in DE/CE mode has the college performed?

II.A.7 Page #28

Question: How does the institution demonstrate that it is meeting the needs and learning styles of its students? How are faculty and staff informed and kept up-to-date about learning needs and pedagogical approaches related to DE/CE?

II.A.7 Page #28

Question: Do courses in DE/CE mode include multiple ways of assessing student learning?

II.A.7 Page #28

Question: What teaching methodologies are commonly used in DE/CE programs? How are methodologies selected? Do faculty discuss the relationship between the selected teaching methodologies and student performance?

II.A.9 Page #28

Question: What policies does the institution have for the award of academic credit for DE/CE programs? Are the policies similar to the traditional programs? What is the rationale for the decision? Are these policies regularly reviewed, including review of the extent to which they are suited for DE/CE? (Federal Regulation)

II.A.10 Page #29

Question: How does the institution develop, implement, and evaluate articulation agreements for DE/CE programs? What principles apply to the transfer of credit from other DE/CE programs where articulation arrangements do not exist? (Federal Regulation)

II.A.10 Page #29

Question: What principles apply for the approval of granting of credit for prior work experience in the institution's DE/CE programs?

II.A.12 Page #30

Question: Are any of the institution's general education courses offered in DE/CE mode? What is the rationale for this decision and is it stated clearly in its catalog? How is it communicated to all stakeholders?

II.A.12 Page #30

Question: What criteria does the college use to assure that the required skill level of students in DE/CE courses and programs meet collegiate standards and rigor?

II.A.12 Page #30

Question: By what means does the institution ensure that the students develop the listed skills in DE/CE mode? How does the institution know that these means are effective?

II.A.16 Page #31

Question: How does the college evaluate the effectiveness of its courses and programs offered in DE/CE mode? Is the process similar to courses and programs offered in traditional mode? What is the rationale?

II.A.16 Page #31

Question: What types of data are available for DE/CE program evaluation? Does the evaluation include a curricular review?

II.A.16 Page #31

Question: How are results of evaluation of programs in DE/CE mode used in institutional planning? What changes/improvements in programs have occurred as a result of the consideration of program evaluations?

B. Library and Learning Support Services

II.B.1 Page 31

Question: How are comparable services provided to DE/CE students and students at off-site locations? (Federal Regulation)

II.B.1 Page 31

Question: What is the availability of electronic access to library materials and learning support services? (Federal Regulation)

II.B.2 Page 32

Question: What information about the learning needs of DE/CE students is provided by instructional faculty and staff to inform the selection of library resources?

II.B.2 Page 32

Question: What equipment to support student learning is available to students studying in DE/CE mode?

II.B.2 Page 32

Question: By what means is the library collection made available to students with remote access to the institution? How does the institution know that these means address the learning needs of the students?

II.B.2 Page 32

Question: What information does the library use to determine whether it is enhancing student achievement of identified learning outcomes for students studying in DE/CE mode?

II.B.3 Page 32

Question: Does the evaluation of library and other learning support services include assessment of use, access, and relationship of the services to intended student learning outcomes for DE/CE programs? Does the evaluation include input by faculty, staff, and students?

C. Student Support Services

II.C.1 Page 33

Question: How does the institution identify the needs for support services related to DE/CE programs, and how does it ensure that these needs are addressed? By what means does the institution assure the quality of its student support? (Federal Regulation)

II.C.1 Page 33

Question: How does the college prepare and monitor DE/CE students to be successful?

II.C.1 Page 33

Question: Are counseling and other student support services available for DE/CE students?

II.C.2 Page 33

Question: Does the college know where its DE/CE students come from? Are there state authorization requirements if there are out-of-state students?

II.C.2 Page 33

Question: How does the institution determine that students admitted to its DE/CE programs are able to benefit from these programs? How is this information taken into consideration in admissions policies and procedures?

II.C.2 Page 33

Question: What improvements have been made to the effectiveness of these services? Do the student support services expand as the growth of DE/CE expands?

II.C.3 Page 34

Question: How does the institution assure access to appropriate, comprehensive, and reliable services, such as but not limited to orientation, tutoring, counseling, and delivery of materials to students with remote access to information? (Federal Regulation)

II.C.5 Page 34

Question: Are these or comparable services available to online students and students attending other locations?

II.C.5 Page 34

Question: How does the institution develop, implement, and evaluate counseling and/or academic advising and how do these initiatives ensure that the needs of DE/CE students are effectively addressed?

II.C.5 Page 35

Question: Does the evaluation of counseling and/or academic advising include how it enhances DE/CE student development and success?

II.C.7 Page 36

Question: What processes are used to evaluate the effectiveness of practices and tools of admissions for DE/CE programs? Are they different from the tools and practices used for traditional programs? What is the rationale?

Sources of Evidence: Examples for Standard II

A. Instructional Programs

Evidence II.A Page 39

Evidence: Evidence that DE/CE offerings align with the institution's mission

Evidence II.A Page 39

Evidence: Evidence that the quality of all DE/CE programs is consistently assessed to determine that it meets a high standard

Evidence II.A Page 39

Evidence: Evidence of the annual growth in headcount enrollment into DE/CE programs

Evidence II.A Page 39

Evidence: Evidence of analytical reviews demonstrating that instructional programs are relevant to the interest, needs, and goals of the students served in DE/CE courses and programs offered by the institution

Evidence II.A Page 39

Evidence: Evidence that students are achieving stated learning outcomes developed for the DE/CE programs

Evidence II.A Page 39

Evidence: Evidence of assessment of student achievement data for students enrolled in DE/CE programs

Evidence II.A Page 39

Evidence: Evidence of institution-set standards for student achievement and student learning

Evidence II.A Page 39

Evidence: Evidence that the institution considers how instruction is delivered and how it assesses that delivery of DE/CE programs is both appropriate and current

Evidence II.A Page 39

Evidence: Evidence that data has been analyzed for DE/CE and face-to-face students in order to compare student achievement and attainment of expected learning outcomes?

Evidence II.A Page 39

Evidence: Evidence of review of assessment results from DE/CE programs and utilization for improvement of student learning and student achievement

Evidence II.A Page 39

Evidence: Evidence of procedures to design, identify learning outcomes for, approve, administer, deliver and evaluate DE/CE courses and programs. Evidence of the role played by advisory committees and faculty with expertise in DE/CE

Evidence II.A Page 39

Evidence: Evidence of the role played by advisory committees and faculty with expertise in DE/CE

Evidence II.A Page 39

Evidence: Evidence that DE/CE programs are appropriately sequenced to provide the bases for subsequent courses

Evidence II.A Page 39

Evidence: Evidence that DE/CE courses are of sufficient content, breadth, and length to permit the student to learn and practice expected knowledge, skills, and abilities

Evidence II.A Page 39

Evidence: Evidence that diverse methods of instruction are used that address student needs, and learning styles are appropriate for DE/CE

Evidence II.A Page 39

Evidence: Evidence of regular, systematic evaluation and review of DE/CE courses and programs

Evidence II.A Page 39

Evidence: Evidence that evaluation results are used for improvement

Evidence II.A Page 39

Evidence: Evidence that the rationale for offering general education in DE mode is communicated to students, employers, and other constituencies

Evidence II.A Page 40

Evidence: Evidence that clear and complete information about degrees and certificates offered in DE/CE mode is made available to students in publications and course syllabi

Evidence II.A Page 40

Evidence: Evidence that transfer policies are made available to students and how they apply to DE/CE

Evidence II.A Page 40

Evidence: Evidence that articulation agreements including DE/CE courses exist and are regularly evaluated

Evidence II.A Page 40

Evidence: Evidence that publications and other representations of the college that relate to its DE/CE activities are clear and accurate

Evidence II.A Page 40

Evidence: Evidence that the college has appropriate and effective mechanisms in place to verify that the students registered are the students participating in the DE/CE courses/programs and receiving the credit (student identity)

Evidence II.A Page 40

Evidence: Evidence that student attendance in DE/CE courses/programs is monitored

Evidence II.A Page 40

Evidence: Evidence that the mechanisms for student verification appropriately protect the students' privacy

Evidence II.A Page 40

Evidence: Evidence of how these policies on academic honesty are disseminated to students enrolled in DE/CE programs

Evidence II.A Page 40

Evidence: Evidence that the college's admission policies are applied to students who do not reside in the U.S and who are not U.S. nationals

B. Library and Learning Support Services

Evidence II.B Page 41

Evidence: Evidence that the library and other student learning support services (LSS) promote DE/CE courses/programs and take into the account the needs of students

Evidence II.B Page 41

Evidence: Evidence that the library and LSS provide support in a timely manner

Evidence II.B Page 41

Evidence: Evidence that evaluations of library resources include and address the needs of students with remote access to the library and LSS

Evidence II.B Page 41

Evidence: Evidence that the library and LSS enhance achievement for students studying in DE/CE mode

Evidence II.B Page 41

Evidence: Evidence that the college provides appropriate instructions for the use of the library and LSS to students enrolled in DE/CE courses

Evidence II.B Page 41

Evidence: Evidence that there is access to library and LSS for remote students/staff, and there are institutional policies on remote access, including personnel policies that describe access provided to educational staff

Evidence II.B Page 41

Evidence: Description of remote access practice, i.e., computer based, circulation of volumes, etc., for each remote site or population

Evidence II.B Page 41

Evidence: Evidence of the effectiveness of the remote access to LSS

Evidence II.B Page 41

Evidence: Description of use of library and LSS by remote users – students and faculty

C. Student Support Services

Evidence II.C Page 42

Evidence: Evidence that student support services promote successful learning in DE/CE courses/programs

Evidence II.C Page 42

Evidence: Evidence that the catalog containing the specified items and other policies are made available to DE/CE students in an appropriate format

Evidence II.C Page 42

Evidence: Description of the services provided that are developed to address the needs of students with remote access to the institution

Evidence II.C Page 42

Evidence: Data on use of support services by remote users, students as well as faculty

Evidence II.C Page 42

Evidence: Evidence that the institution assesses DE/CE student needs for services and effectively provides them

Evidence II.C Page 42

Evidence: Evidence of how the college considers and ensures that equitable access includes it students enrolled in DE/CE courses/programs

Evidence II.C Page 42

Evidence: Evidence that the means used to ensure equitable access are regularly evaluated and that they are effective

Evidence II.C Page 42

Evidence: Evidence that activities encouraging personal development are appropriately made available to students with remote access to the institution

Evidence II.C Page 42

Evidence: Evidence that the institution develops, implements, and evaluates counseling and/or academic advising that takes into account the needs of students enrolled in DE/CE programs

Evidence II.C Page 43

Evidence: Evidence that those responsible for counseling/ advising are trained to address the needs of students enrolled in DE/CE programs and address these needs in a timely manner

Evidence II.C Page 43

Evidence: Evidence that the institution develops, implements, and evaluates the effectiveness of services in enhancing student understanding and appreciation of diversity that are adapted to the online teaching and learning environment

Evidence II.C Page 43

Evidence: Evidence that admissions practices and placement instruments are regularly evaluated and that they are effective for DE/CE students

Evidence II.C Page 43

Evidence: Evidence that analysis of review of student service programs includes verification that services contribute to student learning outcomes achieved through DE/CE programs

Evidence II.C Page 43

Evidence: Evidence that the institution maintains a file of student complaints/grievances that identify complaints/grievances filed by DE/CE students

STANDARD III: RESOURCES

A. Human Resources

III.A.1 Page #44

Question: Does the institution advertise specifically for personnel with expertise and experience in DE/CE?

III.A.1 Page #44

Question: How does the college decide whether an applicant is well qualified in the field of DE/CE? Has the institution formulated specific selection criteria?

III.A.1 Page #44

Question: To what extent does the institution involve personnel with experience in DE/CE in the recruitment of new personnel?

III.A.2 Page #45

Question: How does the college identify faculty expertise in DE/CE instruction?

III.A.2 Page #45

Question: What analyses and discussions have led the institution to determine the qualifications of faculty and staff involved in offering DE/CE?

III.A.2 Page #45

Question: By what methods does the college define and evaluate "effective teaching" in its hiring processes for faculty to be involved in DE/CE? How is that effectiveness judged?

III.A.4 Page #45

Question: What analyses and discussions have led the institution to determine the qualifications of faculty and staff involved in offering DE/CE?

III.A.5 Page #45

Question: Do evaluation criteria specifically measure the effectiveness of personnel in performing their duties related to DE/CE activities?

III.A.5 Page #45

Question: To what extent do the evaluation processes identify areas for improvement of duties related to DE/CE activities, including faculty's interest in future involvement in this field or need for development?

III.A.6 Page #46

Question: After analyzing appropriate data, what discussions have faculty had about the need to, and how to improve learning outcomes in DE/CE? What plans have been made?

III.A.6 Page #46

Question: What changes have faculty made in teaching methodologies to improve learning in DE/CE mode after evaluation and analysis of evidence of effectiveness?

III.A.7 Page #46

Question: By what means does the institution determine appropriate staffing levels for each program and service involved in the offering of programs and courses in DE/CE mode?

III.A.7 Page #46

Question: How does the institution decide on the organization of administrative and support staffing for DE/CE mode?

III.A.7 Page #46

Question: How effectively does the number and organization of the institution's personnel work to support its DE/CE programs and services? How does the institution evaluate this effectiveness?

III.A.14 Page #48

Question: What professional development programs relevant for DE/CE personnel does the institution support and/or provide?

III.A.14 Page #48

Question: How does the institution determine the professional development needs of its personnel involved in DE/CE?

B. Physical Resources

III.B.1 Page #49

Question: What research and analysis process does the institution use to identify the need for equipment and other facilities to support and assure the integrity and quality of its programs and services provided in DE/CE mode?

III.B.1 Page #49

Question: What mechanisms does the college employ to evaluate how effectively equipment and facilities meet the needs of programs and services in DE/CE mode?

III.B.2 Page #49

Question: What processes are used to ensure that program and service needs determine equipment replacement and maintenance for DE/CE?

III.B.2 Page #49

Question: How well does the institution meet its equipment needs for distance education? Are the equipment needs included in the facilities evaluations that the institution conducts?

III.B.3 Page #49

Question: What evaluation process does the institution use to assess the use of its facilities? Does the process also include the needs for equipment used for course offerings in DE mode? How often does the evaluation occur?

III.B.4 Page #50

Question: How do long range capital plans support improvement goals and reflect projections related to equipment needed for DE/CE?

C. Technology Resources

III.C.1 Page #50

Question: How does the institution evaluate the effectiveness of technology in meeting its range of needs? How effectively are those needs met? (Federal Regulation)

III.C.1 Page #50

Question: How does the institution make decisions about technology services, hardware, and software to ensure that the needs of faculty responsible for DE/CE are met?

III.C.1 Page #50

Question: Whether technology is provided directly by the institution or through contractual arrangements, are there provisions for reliability, disaster recovery, privacy, and security to ensure that the technology platform for distance education courses and programs is reliable and sustainable? (Federal Regulation)

III.C.2 Page #51

Question: How does the institution make decisions about use and distribution of its technology resources in relation to DE/CE?

III.C.2 Page #51

Question: What provisions has the institution made to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty when offering its DE/CE courses and programs? (Federal Regulation)

III.C.2 Page #51

Question: What evidence is there that the institution bases its technology decisions on the results of evaluation of program and service needs and that the evaluation includes the needs related to DE/CE?

III.C.4 Page #51

Question: How does the institution assess the need for information technology training related to DE/CE?

III.C.4 Page #51

Question: What technology training and information does the institution provide to students and personnel engaged in DE/CE courses and programs? Is the training different from training and information to students and personnel engaged in a traditional teaching mode? What is the rationale?

III.C.5 Page #52

Question: What provisions has the institution made to assure a robust and secure technical infrastructure, providing maximum reliability for students and faculty when offering its DE/CE courses and programs?

D. Financial Resources

III.D.1 Page #52

Question: Does the institution's budget provide sufficient resources for the effective planning, maintenance, implementation and enhancement of DE courses, programs and services as well as personnel development?

Sources of Evidence: Examples for Standard III

A. Human Resources

Evidence III.A Page 58

Evidence: Evidence about how the institution determines human resource needs of DE/CE programs and services

Evidence III.A Page 58

Evidence: Evidence the institution has a reasonable means for deciding what employee qualifications are needed for positions with teaching responsibility for DE/CE courses

Evidence III.A Page 58

Evidence: Evidence there are practices in place to determine that an applicant is well qualified to teach DE/CE courses

Evidence III.A Page 58

Evidence: Evidence that personnel evaluation includes issues related to online teaching and that the institution uses the results of personnel evaluation for improvement

Evidence III.A Page 58

Evidence: Evidence the institution evaluates the effectiveness developing student learning outcomes and assessment of teachers, tutors, and others involved in DE/CE teaching-learning process

Evidence III.A Page 58

Evidence: Evidence that professional development supports faculty performance in developing and assessing student learning outcomes in DE/CE mode

Evidence III.A Page 58

Evidence: Evidence the institution applies an ethics document or documents for all personnel that appropriately addresses aspects of teaching in DE/CE mode into consideration

Evidence III.A Page 58

Evidence: Evidence about how the institution uses identified teaching and learning needs to determine professional development opportunities for faculty involved in online DE/CE

B. Physical Resources

Evidence III.B Page 59

Evidence: List of sites where the institution offers 50% or more of a program degree or certificate by DE/CE

Evidence III.B Page 59

Evidence: Evidence a substantive change review request was submitted to ACCJC

Evidence III.B Page 59

Evidence: Evidence that the institution provides adequate facilities and equipment for its DE programs and services

Evidence III.B Page 59

Evidence: Evidence that equipment supports the needs of the DE/CE modes of delivery the college offers

Evidence III.B Page 59

Evidence: Evidence the institution has considered the cost related to the maintenance and sustainability of its DE/CE offerings when making decisions about facilities and equipment

Evidence III.B Page 60

Evidence: Evidence the institution has replacement and maintenance plans for online equipment, teaching and services.

Evidence III.B Page 60

Evidence: Evidence the institution uses its facilities and equipment, including those related to DE/CE, effectively

Evidence III.B Page 60

Evidence: Evidence of procedures for approving proctored sites

C. Technology Resources

Evidence III.C Page 61

Evidence: Evidence about how the institution evaluates how well its technology meeting the needs of its DE/CE programs and services

Evidence III.C Page 61

Evidence: Evidence about how the institution makes decisions for the needs of technology services, facilities, hardware, and software related to DE/CE programs

Evidence III.C Page 61

Evidence: Evidence about how the institution evaluates the effectiveness of its technology and ensures that the technology used for its DE/CE offerings is current

Evidence III.C Page 61

Evidence: Evidence the institution assesses the need for information technology training for students and personnel involved in distance education

Evidence III.C Page 61

Evidence: Evidence that training is designed to meet the needs of students and personnel involved in DE/CE

Evidence III.C Page 61

Evidence: Evidence that the training is provided in a format that best suits the needs of students and personnel involved in DE/CE

Evidence III.C Page 61

Evidence: Evidence that sufficient and timely support is provided to personnel and students

Evidence III.C Page 61

Evidence: Data on the use of the technology support provided by the institution

Evidence III.C Page 61

Evidence: Evidence the institution bases its technology plans on the needs of DE/CE programs and services

Evidence III.C Page 61

Evidence: Evidence about how the institution includes the needs related to online teaching and learning in the assessment of the technology needs of its programs and services

Evidence III.C Page 61

Evidence: Evidence that technology resource decisions related to online teaching are based on the results of evaluation of program and service needs

D. Financial Resources

Evidence III.D Page 62

Evidence: Copies of the institution's costs or a separate budget for DE/CE

Evidence III.D Page 62

Evidence: Evidence that fiscal planning takes into consideration the short-term as well as long-term investment needs related to the teaching through electronic means

Evidence III.D Page 62

Evidence: Evidence of appropriate control and quality mechanisms for external contracts for the provision of technology and/or support needed for DE/CE

STANDARD IV: LEADERSHIP AND GOVERNANCE

A. Decision-Making Roles and Processes

IV.A.4 Page 63

Question: Have programs, degrees, and certificates available 50% or more via DE/CE been reviewed through the ACCJC Substantive Change process?

B. Chief Executive Officer

C. Governing Board

D. Multi-College Districts or Systems

Sources of Evidence: Examples for Standard IV

A. Decision-Making Roles and Processes

Evidence IV.A Page 73

Evidence: Evidence that includes copies of governance policies and procedures, the composition of governance bodies, minutes of meetings, and documents showing the roles relevant faculty play in reviewing and planning student learning including in DE/CE programs and services

Evidence IV.A Page 73

Evidence: Evidence that the governance structures, processes and practices include opportunities for staff, faculty and students involved in DE/CE to provide input to the development of the institution

Evidence IV.A Page 73

Evidence: Evidence that a Substantive Change Proposal was submitted to the Commission when 50% or more of a program, degree, or certificate is offered through DE/CE

B. Chief Executive Officer

C. Governing Board

Evidence IV.A Page 74

Evidence: Evidence the governing board has taken the quality of the institution's DE/CE into consideration in the development of the relevant policies.

Evidence IV.A Page 74

Evidence: Examples of governing board statements on DE/CE program quality and integrity.

Potential District vulnerabilities:

Relevant campus constituents: (Board, Administration, Faculty, Classified, Students, Campus Committees, Departments, Other?)

Potential DE opportunities for resources or infrastructure improvements:

Relevant campus constituents: (Board, Administration, Faculty, Classified, Students, Campus Committees, Departments, Other?)

D. Multi-College Districts or Systems

