

Distance Education Checklist

Survey for New River Community and Technical College

Ramona Munsell & Associates

Anne Farmer

New River Community and Technical College Distance Education Checklist

Name: _____

Date: _____

Part A: Demographic Information

Please circle ALL of the appropriate responses for the following questions:

Name:		
Date:		
Are you a full-time or part-time instructor?	Full-Time	Part-Time
Which location is your "home" campus?	Beckley	Ghent
	Lewisburg	Princeton
	Summersville	
Which types of courses have you taught for New River?	IVN	WebCT/ANGEL (100% online)
	CART (100% online)	Web-Enhanced (hybrid)
	Traditional (off-line)	
Do you believe you have adequate skills and confidence to teach an IVN class?	Yes	No
Circle the topics that you believe you have adequate knowledge of:	Web-based course design	Use of web-based course development tools
	Online student support services	Posting a syllabus online
	Putting course content online	Engaging students using online discussions or email
	Developing and delivering online assessments/quizzes	Tracking student progress online
	Incorporating graphics, animations, video or other media elements into a course	Using PowerPoint
	Backing up, downloading, and restoring online course information	Accessing student information via Web Self Service and posting grades online
Circle the instructional support services that you feel are currently adequate:	Instructional media development	Opportunities to share instructional experiences with colleagues
	Instructional design and course development	Opportunities to learn more about excellent teaching
	IVN support	Help Desk support

Part B: Distance Education

Please score the extent to which the institution's Distance Education program meets each criterion below according to the following scale. Please note that "distance education" refers to IVN and WEBCT courses.

- | | | | | |
|---------|---------------|--------------|----------|-----------|
| 1 | 2 | 3 | 4 | 5 |
| Not Met | Minimally Met | Somewhat Met | Well Met | Fully Met |

Curriculum and Instruction (Institutional Level)	Score
1. The institution's faculty assumes responsibility for and exercises oversight over distance education, ensuring both the rigor of programs and the quality of instruction.	
2. The institution's distance education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the utilization of revenue derived from the creation and production of software, instructional materials, or other media products.	
3. The institution provides appropriate faculty support services specifically related to distance education.	
4. The institution provides appropriate training for faculty who teach in distance education programs.	
5. Academic standards for distance education courses are the same as those for courses delivered in traditional classrooms.	
6. Courses are well developed, coherent and complete.	

Evaluation and Assessment	Score
1. The institution assesses student capability to succeed in distance education programs.	
2. The institution evaluates the educational effectiveness of its distance education programs (including assessments of student learning outcomes, student retention, and student satisfaction) to ensure comparability to campus-based programs.	
3. The institution ensures the integrity of student work and the credibility of the degrees and credits it awards through distance education.	
4. The institution has criteria in place to assess the student's knowledge and technical skills to undertake the distance course.	
5. Distance education courses result in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.	
6. Student achievement in the distance courses is appropriately assessed.	

Library and Learning Resources	Score
1. The institution ensures that time and place bound students have access to and can effectively use appropriate library resources.	
2. The institution monitors whether students make appropriate use of learning resources.	
3. The institution provides laboratories and/or facilities, and equipment appropriate to the distance courses or programs.	
4. The institution provides equipment appropriate to the distance courses or programs.	
5. Distance courses meet the guidelines of the Americans with Disabilities Act and the Rehabilitation Act Amendments in Section 508.	
6. Enrolled students have reasonable, adequate access to online student services appropriate to support their learning (i.e., financial aid, counseling, library resources).	
7. All necessary instruction and support infrastructure is in place to serve the off-campus student.	

8. The institution provides support services including training specifically related to teaching by an electronic or distance format for off-site course developers.	
--	--

Student Services	Score
1. The institution provides adequate access to the range of student services appropriate to support the distance programs for the place and time bound student, including admissions, financial aid, academic advising, delivery of course materials, placement, and counseling.	
2. The institution provides an adequate means for resolving student complaints.	
3. The institution ensures that students admitted possess the knowledge and equipment necessary to use the technology employed in the program.	
4. The institution provides sufficient aid to students who are experiencing difficulty using the required technology.	

Facilities and Finances	Score
1. The institution possesses reliable equipment required for IVN distance education.	
2. The institution provides sufficient support services relative to IVN instruction.	
3. The institution's long range planning, budgeting, and policy development processes reflect the facilities, staffing, equipment and other resources essential to the viability and effectiveness of the distance education program.	

ADDITIONAL COMMENTS: _____

This checklist is based on *Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs Distance Education Checklist* developed by Dr. James W. Jackson, Professor Emeritus, Texas A & M for the Western Cooperative for Educational Telecommunications (WICHE, 2003).