

Program Assessment Plan

Online Fire Science Management AAS Degree Red Rocks Community College

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Presented by:

Renie DelPonte, *Dean of Instruction*
Paul Grant, *Fire Science Program Coordinator*
Diane Hegeman, *Associate Vice President of eLearning*
Rebecca Woulfe, *Director of eLearning*
Dave Brown, *Institutional Assessment*
Joan Smith, *Institutional Research*

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OVERVIEW

Institutional Mission and Purpose

Mission

To develop and support lifelong learners so that they may live fuller lives and add value to the communities in which they live and work.

Purpose

The purpose of Red Rocks Community College is to equip students for successful living and responsible citizenship in a rapidly changing local, national and world community. We provide accessible and affordable high-quality educational opportunities, which enhance personal growth and the development of intellectual abilities and job skills. In fulfilling our purpose, we also contribute to the cultural and economic development of the communities we serve.

Program Mission

The mission of the Fire Officer Management Program is to deliver a high quality fire officer training and certification program for current and future fire officers that exceeds national and state standards as well as the expectations of the students, departments, and the community as a whole.

The Fire Officer Management Program is designed to meet the needs of the firefighter with a goal of promotion, the fire officer wanting to excel in knowledge and skills, and the fire officer wanting to move into higher levels of management and administration.

The program also meets the Colorado Division of Fire Safety requirements for Fire Officer certifications, Colorado Metropolitan Certification Board standards (Pro Board), and all NFPA 1021 Standards for Fire Officer Professional Qualifications (guideline).

PROGRAM ASSESSMENT

Program Outcomes and Measures

The Online Fire Science Management Program will be able to:

- Demonstrate institutional support from the college in the areas of technology infrastructure, financial obligation, articulation policies, and articulation.
 - MEASURE: Institution provides a course management system for online course delivery.
 - MEASURE: Ongoing technical support for students and instructors.
 - MEASURE: Institution provides funding for Fire Science Management program technology infrastructure and online delivery support mechanisms.
 - MEASURE: Signed articulation agreements exist for transfer to 4-year schools.
 - MEASURE: Red Rocks Community College is accredited by a national accrediting organization to offer the Fire Science Management degree online.
- Meet or exceed student expectations of student services including technology support, tutoring, registration and admission services, and advising.
 - MEASURE: The majority (over 50%) of student feedback from Student Focus Groups indicates that student expectations are being met..
 - MEASURE: eLearning program assessment measures meet a minimum of “Effective” ratings for value-added student services. (see Appendix I)
- Meet or exceed student expectations in course quality.
 - MEASURE: 80% of student satisfaction ratings are at “agree” or “strongly agree” across all assessment measures in completed student opinion of online instruction surveys (see Appendix C) for FST courses.
 - MEASURE: Course instructors receive at least a “Meets Expectations” on all course assessment measures in the Course Evaluation Rubric conducted by academic supervisor (see Appendix D).
 - MEASURE: Course instructor implements all Quality Online Course Checklist items (see Appendix E).

- MEASURE: Five-year enrollment trend analysis indicates program growth.
- MEASURE: Course retention rates meet or exceed the national retention average for online courses.
- Meet or exceed industry and community standards for course content.
 - MEASURE: Industry advisory board made up of local fire officers and community members approves all Course Curriculum Guides competencies (see Appendix A) for FST management courses.
- Ensure that industry-approved competencies are assessed by instructors.
 - MEASURE: All FST management courses use a standardized syllabus outlining competencies and assessment strategies.
 - MEASURE: Student completion data indicates a passing grade at least 80% of the time, and a grade of “B” for at least 50% of all students.
 - MEASURE: Assessment measures demonstrate mastery of course competencies.
- Prepare students for industry promotion into higher levels of management and administration.
 - MEASURE: Post graduate survey (see Appendix G) results indicate that student educational goals were met at least 75% of the time.
 - MEASURE: Post graduate survey (see Appendix G) results indicate that students seeking promotion reached that goal at least 75% of the time.
- Prepare students for entry into Baccalaureate degree programs.
 - MEASURE: Post graduate survey (see Appendix G) results indicate that students seeking entry into a Baccalaureate program reached that goal.
 - MEASURE: Baccalaureate Institution Survey (see Appendix H) results indicate that Red Rocks Community College Fire Science Management graduates are sufficiently prepared for baccalaureate program with survey results having at least 80% of questions answered with “agree” or “strongly agree” responses.

- Meet requirements for state and federal fire safety certification programs.
 - MEASURE: *Paul: how do you know state and federal requirement are met? Is there a test?*

- Deliver all course content online to address the scheduling needs of the professional fire fighter.
 - MEASURE: All of FST Officer Management courses available in an online format.
 - MEASURE: All of General Education required courses for the Fire Science Management AAS degree available in an online format.

- Meet or exceed faculty expectations of faculty services including professional development opportunities, compensation, and technology support.
 - MEASURE: 80% of faculty satisfaction ratings are at “agree” or “strongly agree” in the Faculty Feedback Survey (see Appendix F) for FST courses.
 - MEASURE: During each academic calendar year, at least 1 professional development opportunity per semester is made available to all FST instructors.

Assessment Strategies

Program Assessment Strategies

The following strategies are used to assess the Fire Science Management Program:

- Student Focus Groups
- eLearning program assessment rubric (Appendix H)
- Course retention rates
- Course enrollment numbers
- Industry approval of all course outcomes
- Post-graduate survey
- Baccalaureate Institution survey

Course Quality Assessment Strategies

The following strategies are used to assess the Fire Science Management Courses:

- Student Focus Groups
- Student Opinion of Instruction (Appendix C)
- Supervisor evaluation using Course Evaluation Rubric (Appendix D)
- Instructor self-evaluation using Quality Online Course Checklist (Appendix E)
- Course retention rates
- Student completion rates

Student Learning Assessment Strategies

The following strategies are used to assess student learning in the Fire Science Management Program:

- Standardized syllabus with learning assessment plan
- Training provided for new instructors on assessing student learning
- Ongoing professional development with topics on assessment

Reporting Strategies

How do we want to report the results of our assessment?

Program Assessment Results:

- Course retention rates
- Course enrollment numbers
- Post-graduate survey results
- Baccalaureate Institution survey results
- eLearning Program assessment results

Course Quality Assessment Results:

- Student Opinion of Instruction results
- Student completion rates

Student Learning Assessment Results:

- Mastery of course outcomes

SUMMARY

Program Assessment Rubric

Program Outcome:	Basic	Effective	Exemplary
Institutional Support	Institution provides student service support (registration, grades, etc.) for the program. Institution has met accreditation requirements for degree program.	Institution provides financial, technical, and student service support for the program. Institution provides articulation agreements for program for advanced degrees.	In addition to effective measures, institution wholly supports the technological, marketing, and additional student support services of the program.
Student Services	Minimum student services are available in academic, administrative, and technical areas.	Students are provided with the necessary services as deemed appropriate by program leadership. Students' academic, administrative, and technology needs are met.	Program leadership is confident in services available to students. Student feedback loops report positive student opinion of student services.
Course Quality	Quality standards are in place. Instructors understand the value of a continual evaluation and improvement cycles to regularly improve course quality.	All courses meet or exceed program leadership standards. Student feedback on Student Opinion of Instruction reinforces quality standards.	Courses are exemplary, using a variety of learning activities, assessment strategies, and student interaction. Instructors model high-quality teaching and learning tools for other faculty members.
Industry Requirements	Learning outcomes have been reviewed by industry advisory board and revisions recommended.	All learning outcomes have been approved by industry advisory board and meet or exceed industry standards.	All learning outcomes have been approved by industry advisory board and meet or exceed industry standards. Program in place for continual review and improvement.
Student Learning Outcomes	Course syllabi outline learning objectives and the associated assessment methodologies. Program leaders provide professional development in the area of assessment of student learning.	Instructors employ a variety of learning activities and assessment strategies to assure student learning outcomes are met. Students are aware of assessment plan and encouraged to provide feedback.	Assessment strategies are an integral part of all courses. Faculty and students are in alignment and work together to assure that learning outcomes are met and assessed in a manner that meets a variety of learning styles.

Program Outcome:	Basic	Effective	Exemplary
Post-graduate Student Success	Systems are being put in place to monitor post-graduation success rates.	Post-graduation and baccalaureate institution surveys indicate that 50% or more of students completing the course have met their educational goals.	Post-graduation and baccalaureate institution surveys indicate that 80% or more of students completing the course have met their educational goals.
State and Federal Requirements	Paul?	Paul?	Paul?
Course Delivery	Students and industry are surveyed regularly for course delivery needs. Many classes are offered in a couple different formats.	All required courses for the program are available in a variety of delivery formats including online and accelerated. Program leaders continual monitor student needs for delivery platforms.	The program is a model program for the diversity of program delivery. Classes are available online, traditional, and accelerated to meet the diverse needs of the student population. Systems are in place to recognize the need for change and new course offerings or delivery methods can be incorporated quickly.
Faculty Services	Program leadership designing a faculty support program that includes faculty development, recognition, and peer-to-peer interaction.	Faculty feel supported by the program leadership and the institution. Compensation plans are in place that encourage faculty to continue teaching. Professional development opportunities are available on a regular basis. A network of support is available for full-time and part-time instructors.	The program creates an exemplary model for training and supporting faculty. Recognition programs and mentoring opportunities available in addition to traditional professional development opportunities. Creative and novel teaching learning strategies are encouraged.

Assessment Timelines

Annually

- Fall — Industry Advisory Board reviews course outcomes.
- Summer — Update eLearning program assessment rubric
- Spring — Send out Post-graduate surveys
Send out Baccalaureate Institution surveys

Each Semester

- Semester Start — Faculty training for new instructors
- Semester Start — Instructor goes through self-evaluation using Course Evaluation Rubric and modifies course
- Semester Start — Instructor makes modifications to course based on feedback from Student Opinion of Instruction and Supervisor review from previous semester
- Mid Semester — Instructor makes modifications to assessment plan based on feedback from Student Opinion of Instruction, course retention and completion data, and supervisor review
- Mid Semester — Hold a student focus group meeting
- Mid Semester — Instructor attends at least one professional development opportunity
- Mid Semester — Supervisor reviews course quality using Course Evaluation Rubric
- Semester End — Send out Student Opinion of Instruction
- Semester End — Report final course enrollment numbers
- Semester End — Calculate course retention rates
- Semester End — Calculate course completion rates

APPENDIXES

Appendix A: **Course Curriculum Guide Competencies**

FST 201 Instructional Methodology (Fire Instructor I, II) 3 credits

Covers the role and responsibility of the fire service instructor. Includes oral communication skills, concepts of learning, planning and development of lesson plans, instructional materials and delivery methods, testing and evaluations, records and reports, and demonstration of instructional abilities. Fire Instructor I State Certificate is available.

- Utilize the competencies identified in the National Fire Protection Association (NFPA), Standard 1041, levels 1 & 2.
- Analyze the management and operation of a training division and company training
- Discuss the safety of firefighters on the fire ground, in training and general on-the-job safety
- Use nationally recognized training techniques
- Discuss record keeping, and state and national reporting requirements

FST 204 Fire Codes and Ordinances 3 credits

Covers familiarization and interpretation of national, state and local codes, ordinances and laws which influence the field of fire prevention. Fire code and life safety code are reviewed and referred to throughout the course.

- Utilize the competencies identified in the National Fire Protection Association (NFPA), Standard 1031, Inspector Level 2
- Apply the requirements of the Uniform Fire Code to practical job and inspection situations

FST 205 Fire Cause Determination 3 credits

Covers the proper method(s) of conducting basic fire investigation, determining area and point of origin, cause and methods of fire spread, recognition and preservation of evidence. Includes arson law, Constitutional law, interviewing, court procedures and testimony.

- Define Fire Investigation terminology.
- Conduct Fire Scene investigations.
- Document fire scenes.
- Collect fire scene evidence.
- Interview and interrogate witnesses and suspects.
- Conduct post-incident investigations.
- Present fire scene investigation information.

FST 206 Fire Company Supervision and Leadership (Fire Officer I) 3 credits

Covers fire department organization, management philosophies, leadership traits, time management, group dynamics, communications, motivation counseling, conflict resolution, and employee discipline. Meets components of Fire Officer I State Certificate.

- Utilize the competencies identified in the National Fire Protection Association (NFPA), Standard 1021, Levels 1 & 2.
- Analyze management functions, decision making, ethics, communication, motivation, managing time and stress, report writing, basic budgeting, discipline and leadership skills.

FST 207 Firefighting Strategy and Tactics II 3 credits

Focuses on tactics and strategies associated with transportation emergencies and fires, high-rise fires, below-ground incidents, confined space emergencies, and special rescue situations.

- After completion of this course, students will demonstrate a knowledge for the application of various methods of fire suppression techniques for transportation emergencies, high-rise fires, below-ground fires and emergencies, confined space emergencies and special rescue situations; codes and standards related to the above types of emergencies.

FST 251 Fire Service and the Law 3 credits

Provides the professional fire officer with detailed information on federal, state and local laws, ordinances, and civil and criminal liabilities that impact the fire service. Includes the OSHA and NFPA standards in-depth, as well as pensions, Workman's Compensation, drug testing, union bargaining agreements and other topics.

- Upon completion of this course the student should understand the "Law" as it pertains to the Fire Service. The student should demonstrate this competency by completing the assigned activities and scoring a minimum of 70% on a written test.
- Upon successful completion of this course the student should be able to:
 - Understand the "Law," as well as civil and criminal actions.
 - Describe the organization of fire departments and parties to safety
 - Describe the liabilities and legal duties of fire prevention bureaus.
 - Understand salary, compensation pensions, and employee termination for the fire service.
 - Understand duty owed by the public to the fire department
 - Understand liabilities of firefighters and the city's liability for acts of its fire department.

FST 253 Fire Ground Organization and Command 3 credits

Focuses on fire ground management, resource availability, management and deployment, Integrated Management System and all related components, communications, problem solving, and table top exercises.

- Upon completion of this course students will demonstrate a knowledge for the management of emergency operations; utilization of available resources; identification and recognition of incident development and control progress; all components of an integrated management system.

FST 255 Fire Service Management 3 credits

Serves as the basic management course for present and potential members of the fire service, and for students and members of other fire science-related professions. Introduces the student to current management practices and philosophies and real-world applications from the supervisor's point of view. Covers decision making/problem solving, communication skills, conflict resolution, creativity and innovation, as well as the role of the manager in supervising personnel and programs, e.g., motivation, leadership, counseling, ethics, and handling discipline and grievances.

- Discuss current basic management theory, practices and philosophies, and how they relate to management in the Fire Service.
- Analyze the duties of a manager in areas of planning, organizing, coordinating, delegating and controlling.
- Identify the differences in basic responsibilities and duties of the manager from the level of supervisor to top management.
- Identify and analyze the management skills necessary to become an effective manager, such as: excellent communication skills, strong decision-making/problem-solving abilities, good team building skills, the ability to be creative and innovative, strong leadership skills, the ability to create a motivating environment, good group dynamic skills, and a strong work ethic.
- Discuss the roles/responsibilities of the Fire Officer in managing personnel problems in the areas of conflict resolution, coaching, counseling, and handling discipline and grievances.
- Discuss the differences between managing and leading.
- Identify and evaluate the unique management problems associated with the Fire Service.

FST 256 Fire Service EMS Management 3 credits

Addresses budgeting, staffing, training, and equipment issues; transportation, standard of care, and protocols; operations, communications, incident and disaster management, and legal issues associated with EMS operations.

- Demonstrate a knowledge of several types of EMS delivery methods;
- standards and laws associated with infection control; issues associated with patient care, medical control, and protocols; issues associated with disaster management and critical incident stress; community master planning and interaction with outside agencies.

FST 257 Fire Department Administration 3 credits

Focuses on the operations of volunteer and combination fire departments, compliance with standards and ordinances, funding, recruiting, hiring and retaining employees, funding and budgeting, organizational planning and public relations.

- Upon completion of this course students will be able to demonstrate a knowledge for the elements associated with the organization, management and administration of a volunteer or combination fire and emergency services department. Students will address components of NFPA 1021, and issues directly related to volunteer organizations such as: Training, recruiting, policies and regulations, safety, standards and personnel issues.

FST 275 Special Topics: Fire Analysis Thesis 3 credits

Provides students with a vehicle to pursue in depth exploration of special topics of interest not previously offered. Includes National Fire Academy courses, VFIS courses, NFPA certification courses or other special subject classes that do not fall under the standard FST curriculum.

- To be determined by the individual instructor. A specific course description, list of competencies and topical outline will be developed. This information will be filed in the department and with the registrar for placement in the curriculum master file.

Appendix B: Sample Course Syllabus

Course Information

(Course Title) Art Appreciation

(Course Number) ART110

(Course Dates) August 23 – December 10, 2004

(Course Description) Introduces the cultural significance of the visual arts, including media, processes, techniques, traditions, and terminology. (Available from course catalog.)

Instructor Information

(Instructor Name) Rebecca Woulfe

(Instructor Contact Information) 303-914-6444

rebecca.woulfe@rrcc.edu, I respond to my email once a day M-F

(Office Hours) Tuesdays, 1 – 4 pm and Fridays, 9 – 11 am

(Instructor Bio) optional

Required Texts

(Textbook Information) Living With Art by Mark Getlein, 6th edition ISBN 0-07-231726-4, McGraw-Hill Higher Education

Course Objectives

(Course Objectives)

Upon completion of Art Appreciation, students will be able to:

- Understand the terminology of visual arts.
- Develop an appreciation of arts and their traditions within the context of a global perspective.
- Acquire visual literacy and improve analytical critical thinking skills.
- Demonstrate knowledge about various media and techniques, both traditional and contemporary.
- Continue to enjoy visual art.
- Demonstrate the ability to select and apply contemporary forms of technology to solve problems or compile information.
- Write and speak clearly and logically in presentations and essays.
- Read, analyze, and apply written material to new situations.

(Available online from CCCNS Curriculum Guide, www.cccs.edu)

Course Outline

(Unit or Weekly Outline of Course Content, may or may not include dates)

This is NOT a self-paced course. You are expected to complete course work in the semester based on posted dates.

Unit 1: The Meaning of Art

Week 1: Formal Visual Elements

Week 2: Principles of Design

Week 3: Art as Aesthetic

Week 4: The function of art in society

Week 5: Creativity and Style

Week 6: Assessment of Unit 1

Unit 2: Media

Week 7: Two-dimensional Media

Week 8: Three-dimensional Media

Week 9: Design and Crafts

Week 10: Camera, Electronic and Multi-media Processes

Week 11: Assessment of Unit 2

Unit 3: Historical and Contemporary Global Perspective

Week 12: Prehistoric and Ancient Worlds to the Middle Ages (medieval)

Week 13: The Renaissance and Baroque, Mannerism and Rococo Periods

Week 14: The Modern World

Week 15: Assessment of Unit 3

(Available online from CCCNS Curriculum Guide, www.cccs.edu)

Evaluation Methods

(Evaluation methods)

Reading Assignments for each unit = 30 points

Quizzes (10) = 100 points

Threaded Discussions (10) = 50 points

Short Papers (3) = 60 points

Photo Essays (3) = 60 points

TOTAL POINTS = 300

Grading Policies

Letter Grade/Percentile:

A = 93 – 100 (279 – 300 points)

B = 86 – 92 (258 – 278 points)

C = 79 – 85 (237 – 257 points)

D = 70 – 78 (210 – 236 points)

F = 0 – 69 (209 or < points)

Incompletes

Include information regarding your stand on Incompletes

General Policies

Registration/Withdrawal Student Responsibility

It is the responsibility of the student to complete all required registration/withdrawal requirements, including the purchase of books. Specific dates, requirements, and information are available at the Red Rocks Community College web site: www.rrcc.edu. Not withdrawing within the proper time limit will cause the student to receive a letter grade based upon his/her current standing in the class at the end of the course session.

Academic Integrity

At RRCC, academic integrity is the ethical foundation upon which the academic community pursues professional, administrative and scholarly endeavors. Everyone associated with the college's academic community has a responsibility for establishing, maintaining and fostering understanding and respect for academic integrity. Following are some principles associated with academic integrity to which we expect students to adhere:

- Assume responsibility and take credit only for the words and/or ideas in an

academic exercise that are expressly one's own.

- Use information, computer programs, disks, another student's work, study aids, and/or other materials only when allowed by the instructor.
- Remove materials from the library, labs and other college facilities only when an official representative of the college grants permission.
- Use copyrighted materials only with permission.
- Refuse to help another commit an act of academic dishonesty.

Academic dishonesty is the intentional act of fraud when an individual claims credit for the work of another, uses unauthorized materials, or fabricates information in any scholarly exercise. Academic dishonesty also includes, but is not limited to, forging educational documents, damaging or destroying the works of another, or assisting others in acts of academic deception. If you are aware of an incident of academic dishonesty, please report the occurrence to a faculty member, department chair or administrator. Those committing academic dishonesty will be subject to disciplinary action: failing the assignment or course, and/or being expelled from the college.

Learning or Physical Disability

If you have a learning or physical disability that will require special accommodations, please notify me by the end of the second week of the course session of enrollment.

Student Grievances

Please consult Student Handbook.

Appendix C: Student Opinion of Instruction Survey Instrument

Please review the following statements about the course content and instructor and indicate whether you agree or disagree with each one.

	Strongly Agree	Agree	Disagree	Strongly Disagree
This course was well organized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall I Plan on taking future online courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This course used a variety of tools and methods to help me learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During this course I received clear statements of course objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This course provided a way for me to monitor my progress	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During this course I received clear statements of course assignments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During this course I improved my ability to solve problems relating to the course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Instructor/Facilitator of this course was willing to help me solve problems related to the course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During this course I was encouraged to think for myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Instructor/Facilitator of this course provided opportunities for me to interact/work with other students in the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
During this course I found my performance evaluated in a manner consistent with course material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Instructor/Facilitator of this course responded to my requests for assistance/feedback in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course focused on the essential concepts and elements related to the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall this course met my learning expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This course encouraged me to participate in the learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall I found the course web site easy to use	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Approximately how many miles do you live from the college?

- 0-5 miles
- 6-10 miles
- 11-20 miles
- 21-25 miles
- More than 25 miles

Work Status

- Full-Time
- Part-Time (less than 30 hours per week)
- Currently Not Working

Age Group

- Under 18
- 18-24
- 25-29
- 30-49
- 50 or older

Marital Status

- Married/Domestic Partnership
- Single
- Separated
- Divorced
- Widowed/Widower

Ethnicity

- Anglo-American
- African-American
- Hispanic
- Native American
- Asian

Education

- No High School Diploma
- High School Diploma/GED
- Two Year Degree
- Four Year Degree
- Graduate Degree

In how many online courses are you currently enrolled?

- One
- Two
- Three
- Four

From where do you access this course's web site?

- Home
- Work
- On-Campus
- Other

Gender

- Female
- Male

How many online courses have you successfully completed, not including this class?

- None
- One
- Two
- Three
- Four
- Five or More

In how many "on-campus" courses are you currently enrolled?

- None
- One
- Two
- Three
- Four
- Five or More

What are the things you liked best about this course?

What recommendations do you have for improving this course for future students?

Appendix D: **Course Evaluation Rubric**

	Outstanding	Exceeds Expectations	Meets Expectations
Encourage contact between students and faculty	<input type="checkbox"/> Student feels confident in ability to contact faculty, connect with other students and easily navigates through course material. Asynchronous communication used frequently. Faculty member uses announcements to keep students informed. Detailed syllabus included.	<input type="checkbox"/> Student is able to contact faculty via email and has asynchronous system for student-student contact. Course materials easy to find. Clear expectations are outlined in syllabus.	<input type="checkbox"/> Student requires self-direction in order to discern how to contact faculty and fellow students. Course content loosely organized. Little or no use of announcements by faculty.
Develop reciprocity and cooperation among students	<input type="checkbox"/> Several tools are available for students to collaborate. Technology tools include organized groups, document sharing, and group-based communication tools.	<input type="checkbox"/> Students are encouraged to share information and are given ample opportunity to discuss information and share documents via discussion board.	<input type="checkbox"/> Group work is sporadic and optional. Student probably does not feel connected to group.
Use active learning techniques	<input type="checkbox"/> Student is given a variety of means to interact with course content. Content is well-organized. Meaningful learning activities and diverse assessment methods are incorporated. Additional learning available through linked resources.	<input type="checkbox"/> Learning activities address adult learning preferences and a variety of learning activities and assessment methods are used.	<input type="checkbox"/> Sufficient content is available to meet learning objectives. Assessment strategies are also aligned to objectives.
Give prompt feedback	<input type="checkbox"/> Student receives prompt (within 48 hours) feedback on assignments and quizzes. Instructor uses online grade book to post grades and outlines turn-around times in syllabus.	<input type="checkbox"/> Student receives feedback on assignments and quizzes within 1 week. Instructor uses technology to track grades and provides pertinent information to students.	<input type="checkbox"/> Instructor uses traditional methods for grade book. Feedback on assignments and quizzes irregular.

	Outstanding	Exceeds Expectations	Meets Expectations
Emphasize time on task	<input type="checkbox"/> Student provided with clear guidelines on how to complete assignments and steps necessary for task/project completion. Instructor available through online or face-to-face office hours for further guidance.	<input type="checkbox"/> Student provided with clear guidelines on deadline and completion steps for projects and assignments. Student can contact instructor via email for more information.	<input type="checkbox"/> Student provided with due dates and can access more information from instructor via email.
Communicate high expectations	<input type="checkbox"/> Syllabus reflects high expectations through grading criteria. Instructor models appropriate use of technology in class. Faculty member regularly encourages students to succeed and explore using online communication tools.	<input type="checkbox"/> Syllabus reflects high expectations through grading criteria. Faculty member encourages individuals to succeed using online communication tools.	<input type="checkbox"/> Grading criteria included in syllabus. No individual encouragement.
Respect diverse talents and ways of learning	<input type="checkbox"/> Student provided with a variety of learning activities and assessment methods. Audio, visual, and kinesthetic learning styles addressed. Student feels comfortable approaching instructor with ideas for independent projects and assessment.	<input type="checkbox"/> Instructor addresses audio, visual, and kinesthetic learning styles through diverse learning activities. A variety of assessment methods available to student.	<input type="checkbox"/> Instructor provides a variety of learning activities and assessment methods.

Online Course Evaluation Rubric based on *Seven Principles of Effective Teaching: A practical lens for evaluating online courses* Chickering & Gamson, 1987.

Instructor _____

Course _____

Academic Year _____ Student Enrollment _____

Appendix E: Quality Online Course Checklist

Course

- Set color and menu preferences
- Turn on/off tools as necessary

Tests

- If images are used, check to see if they imported
- Check each question for alignment
- Check format of answers
- Reset point value of answers
- Create test access for students (location)
- Reset test settings

Content

- If images are used, check to see if they imported
- Set-up course menu if necessary
- Move content to correct content area if necessary
- Adjust content settings if necessary

Quality Assurance

Contact between instructor and students

- Response time to student email is clear (and timely) in syllabus
- Student is given several options for contacting the instructor
- Instructor plans to participate regularly in discussion boards and/or chats
- Includes clear, concise, well-organized syllabus

Cooperation among students

- Tools are provided for students to collaborate. For example: peer review using email or discussion board, students attach papers or projects to share with other students, student homepages incorporated, use of groups for projects, opportunity to discuss class concepts through discussion board or chat.

Active Learning

- Assignments are meaningful to students
- A variety of learning activities incorporated to address different learning styles
- A variety of assessment strategies are used
- Additional resources made available (links, books, etc.)

Prompt Feedback

- Instructor indicates in syllabus that students will receive prompt feedback on assignments and quizzes.
- Students can access grades online
- Deadlines and turnaround times are indicated in syllabus

Time on task

- Instructions for assignments and assessments are clear
- Instructor office hours available in-person or online

High expectations

- Syllabus indicates grading criteria
- Instructor models appropriate use of technology
- Students are encouraged to succeed and explore

Diverse talents and learning styles

- Audio, visual, and kinesthetic learning styles addressed
- Students able to approach instructor with ideas for independent projects and assessment

Appendix F: **Faculty Feedback Survey Instrument**

Appendix G: **Post Graduation Survey Instrument**

Appendix H: **Baccalaureate Institution Survey Instrument**

Appendix I: eLearning Program Assessment Rubric

	Basic	Effective	Exemplary
Quantitative			
Number of Courses	Less than 10% of courses online Less than 1% hybrid/course component CTE programs exploring offerings as appropriate	At least 1 online offering for student in each category of the AA and AS Completion of one CTE degree 50% or more hybrid/course component	All classes in the AA and AS degree have an online section Three or more CTE online degrees as appropriate 100% of classes with minimum of a course component
Annual enrollment (duplicated)	2750 enrollees, 275 AFTE	5000 enrollees, 500 AFTE	7000 enrollees, 700 AFTE
Cost/FTE	TBD	TBD	TBD
Profit Margin	Dependence on campus general fund	0% profit (revenue covers all costs)	8% profit after all costs covered
Qualitative			
Student satisfaction with course quality	Students use traditional course opinion polls (Student Opinion of Instruction [SOIs]) to indicate course satisfaction. Student responses to quality questionnaires are positive at least 65% of the time.	Students are given more opportunities to comment on course quality including SOIs, and focus groups. Student responses to quality questionnaires are positive at least 65% of the time.	Students are given many opportunities to comment on course quality including SOIs, focus groups, and random surveys. Student responses to quality questionnaires are positive at least 80% of the time.
Student satisfaction with online course technical support	Technical support questions are answered within 48 hours (M-F).	Students are surveyed via email each semester for quality responses. Responses are positive at least 65% of the time. Technical support questions are answered within 24 hours (M-F).	Students are surveyed via email each semester for quality responses. Responses are positive at least 80% of the time. Technical support questions are answered within 24 hours (M-F).
Faculty satisfaction with technology and pedagogy support	Technical support questions are answered with 48 hours (M-F). Evaluations are optional at the end of training sessions.	Technical support questions are answered within 24 hours (M-F). Evaluations emailed after one-to-one sessions and after workshops. Response are positive at least 65% of the time.	Faculty are surveyed after meeting with eLearning support staff for quality indicators. All workshops give faculty an opportunity to evaluate them. Responses to surveys/evaluations are positive at least 80% of the time.
Value added services	Very few value-added services.	Administration and eLearning team research and determine necessary value-added services. Basic services are available to online students. Value-added services are added to the program on a regular basis.	There are many value-added services available to students and faculty including online tutoring, mentoring, rewards and recognition, professional development opportunities, and access to student services.