Distance Delivery Education Plan
2015

Approved by the Distance Delivery Education Committee: April 2, 2015
Approved by the Cabinet: April 8, 2015
Approved by Board of Trustees: April 20, 2015
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I. OVERVIEW

A. Introduction
Illinois Eastern Community Colleges have been offering online courses since 2001. Currently, IECC offers approximately 150 online courses taught by 60 full-time and part-time faculty. Over 250 online courses have been submitted for approval and development. There were 389 sections of online classes taught in Fiscal Year 2015.

<table>
<thead>
<tr>
<th>Term</th>
<th>FY 2011</th>
<th>FY 2012</th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>FY 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sections of Online Classes</td>
<td>372</td>
<td>386</td>
<td>341</td>
<td>347</td>
<td>389</td>
</tr>
<tr>
<td>Unduplicated Headcount</td>
<td>2,839</td>
<td>2,499</td>
<td>2,040</td>
<td>2,313</td>
<td>2,480</td>
</tr>
</tbody>
</table>

The purpose of the Distance Delivery Education Plan is to provide an institutional strategy and financing structure to support and promote district-wide distance delivery opportunities. The plan outlines the required procedures, training, and support to assist faculty with distance delivery course and program development and to build peer-to-peer support for students’ online learning. The Distance Delivery Education Plan provides increased direction and leadership for online instruction, including strategies and goals to help achieve the vision of IECC’s Distance Delivery Education Program.

B. Vision
The vision of IECC’s Distance Delivery Education Plan is to support an educational program that provides excellence in teaching, learning, public service, and economic development through high quality distance-delivered courses, programs, and services that respond to the needs of the students and the communities we serve. Distance-delivered learning is envisioned as an alternate delivery method utilized to achieve the overall mission of IECC.

C. Mission Statement
The mission of IECC’s Distance Delivery Education Program is to provide students with excellence in instruction through high quality online courses, programs, and services.

D. Definitions
Distance-delivered education at Illinois Eastern Community Colleges involves any formal approach to student learning in which the majority of instruction occurs while the instructors and learners interact synchronously or asynchronously through various technologies to facilitate the educational experience. Distance-delivered instruction responds to the needs and goals of students and faculty providing flexible, accessible programs and courses, and takes place in the form of online instruction via the Internet and hybrid courses. IECC provides academic and learning resources, student support services, technical and administrative support, for all forms of distance-delivered programs and courses.
Online Courses
An online course is a course that has been specifically approved for delivery via the Internet, and is taught predominantly utilizing asynchronous instructional methods. Courses are 100% online if there are no scheduled face-to-face meetings and all instruction is via online communications and services. Traditional forms of face-to-face communications should be replaced with online communication tools such as email, chat, discussion boards, phone, and other tools. Courses may require face-to-face proctoring, digital signatures, photo ID’s or other methods of identification to validate student identity for assessment.

Hybrid Courses
A hybrid course combines online and traditional face-to-face classroom instruction to promote student learning. A designated percentage of the course is delivered face-to-face and the remaining percentage is delivered in the online environment. The online based portion of the course reduces the number of face-to-face contact hours. These face-to-face hours are instead replaced by online activities, assignments, and exams. The distribution of face-to-face and online requirements will vary based on the demands of a given curriculum. All hybrid courses will be required to be at least 50% traditional face-to-face with no more than 50% online.

Learning Management System (LMS)
Learning Management System (LMS) refers to the software used by IECC for distance delivery. IECC currently uses Desire2Learn/Brightspace (D2L).

E. Higher Learning Commission Approvals and Definitions
In May of 2007, IECC submitted a Request for Institutional Change: Degree programs offered through Distance Delivery Methods to the Higher Learning Commission (HLC). An on-site HLC Focus Visit was conducted at IECC on February 4-5, 2008. IECC completed the Readers’ Panel review process and the recommendation to approve IECC’s distance delivery program was considered at the Institutional Actions Council on June 23, 2008 and validated by the HLC’s Board of Trustees. In July 2008, Illinois Eastern Community Colleges received notification from the Higher Learning Commission on their approval to extend IECC’s accreditation to include distance delivery of seven online degrees.

In July of 2012, a Distance Delivery Confirmation Report on IECC’s expansion of its distance-delivered offerings was developed and submitted to the Higher Learning Commission. On December 6, 2012, IECC received formal notification from HLC on the Institutional Actions Council approval of IECC’s expansion of distance education up to 100% of total degree programs.

The Higher Learning Commission (HLC) uses the following definitions for the purpose of applying its policy on distance delivery to its accredited and candidate institutions:

- Distance-delivered courses are those in which all or the vast majority, typically 75% or more of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other.

- Distance-delivered programs are those certificate or degree programs in which 50% or more of the required courses may be taken as distance-delivered courses.
The following are the Federal definitions (2009) of distance and correspondence education:

**Distance Education:**
Education that uses one or more of the technologies listed in paragraphs (1) through (4) to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. The technologies may include:

1. The internet;
2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices;
3. Audio conferencing; or
4. Video cassettes, DVDs, and CD-ROMs, if the cassettes, DVDs, or CD-ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3).

**Correspondence education:**
(1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.

(2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.

(3) Correspondence courses are typically self-paced.

(4) Correspondence education is not distance education.

**F. Strategies and Goals**
The following strategies and goals identify a broad category of tasks supporting the vision of the Distance Delivery Education Plan and address opportunities for improvement which complement IECC’s Strategic Plan.

- Maintain a fully functional website with clear and easy access to all institutional courses, programs, and support services with technology that is universally accessible to all persons to ensure compliance with the Americans with Disabilities Act.
- Provide training and technical support for students, faculty and staff.
- Provide adjunct faculty training and incentives to improve faculty involvement, expertise and quality.
- Provide training and support initiatives for new faculty.
- Maintain access to comprehensive online student support services including college orientation, admissions and registration, financial aid, bookstore services, LMS, grades and other online support services.
- Maintain established standards and criteria for distance-delivered courses to ensure quality and consistency.
- Maintain analysis of the Help Desk services and availability to meet student and faculty needs for distance delivery.
- Maintain, evaluate, and improve online tutorial services as determined by Help Desk feedback, student surveys, and faculty input.
• Apply and maintain assessment of student learning between the face-to-face and distance delivery environment.
• Implement the Quality Matters Rubric to online and hybrid courses as new courses are developed and modified.
• Monitor and adjust online course tuition and fees as necessary.
• Establish and build partnerships between IECC and high schools, colleges, businesses, and governmental agencies to share information and to support distance-delivered education and career development.
• Define distance-delivered course scheduling services.
• Expand distance-delivered courses and programs by determining the demand for these courses from the student, employer, community, and market perspectives.

G. Target Population
Currently, the majority of online students are from within the regional area. IECC continues to develop and provide additional distance delivery courses to accommodate scheduling and transportation needs of students within the IECC service area. However, declining local populations, social and economic changes, and student demand for online and hybrid courses are requiring IECC to re-shape the delivery of education in ways that reflect the needs of the community and the broader education marketplace and working environment.

State Authorization Status
All U.S. States require post-secondary educational institutions to be legally authorized to provide post-secondary educational instruction in their states. Many of these state laws and regulations also apply to distance-delivered courses. As such, Illinois Eastern Community Colleges (IECC) division of online/distance education programs must be authorized in certain states prior to offering fully online courses and programs to students in those states. The purpose of this approval process is to comply with any state authorization requirement applicable to IECC online/distance educational programs.

Below is a list of states IECC is approved to offer distance-delivered courses in.

<table>
<thead>
<tr>
<th>Arizona</th>
<th>California</th>
<th>Colorado</th>
<th>Connecticut</th>
<th>Delaware</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida</td>
<td>Georgia</td>
<td>Hawaii</td>
<td>Idaho</td>
<td>Illinois</td>
</tr>
<tr>
<td>Indiana</td>
<td>Iowa</td>
<td>Kansas</td>
<td>Kentucky</td>
<td>Louisiana</td>
</tr>
<tr>
<td>Maine</td>
<td>Michigan</td>
<td>Mississippi</td>
<td>Missouri</td>
<td>Montana</td>
</tr>
<tr>
<td>Nebraska</td>
<td>Nevada</td>
<td>New Hampshire</td>
<td>New Jersey</td>
<td>New Mexico</td>
</tr>
<tr>
<td>New York</td>
<td>Ohio</td>
<td>Oklahoma</td>
<td>Oregon</td>
<td>Rhode Island</td>
</tr>
<tr>
<td>South Carolina</td>
<td>South Dakota</td>
<td>Texas</td>
<td>Utah</td>
<td>Vermont</td>
</tr>
<tr>
<td>Virginia</td>
<td>Washington</td>
<td>West Virginia</td>
<td>Wisconsin</td>
<td></td>
</tr>
</tbody>
</table>

**Important Note for Prospective Students:** If you are considering an academic program that leads to a professional license in your state, it is highly recommended that you first seek guidance from the appropriate licensing agency in your home state BEFORE beginning the academic program located outside your state.
H. Funding
Funding strategies have been developed to assist IECC’s Distance Delivery Education Plan to provide high quality online instruction and support for both students and faculty. The District regularly monitors and adjusts online course tuition and fees to assist with the cost and effectiveness of online delivery. Staffing and resource requirements for online education are incorporated into the District’s budget and Strategic Plan. Total online hours, revenue, and expenses are presented below allowing IECC to project revenues and expenses for future online learning.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Credit Hours Generated</td>
<td>8,678</td>
<td>8,641</td>
<td>9,269</td>
</tr>
<tr>
<td>Revenue</td>
<td>1,491,624</td>
<td>1,551,662</td>
<td>1,651,131</td>
</tr>
<tr>
<td>Expense</td>
<td>1,468,220</td>
<td>1,467,489</td>
<td>1,618,762</td>
</tr>
<tr>
<td>Net Profit</td>
<td>23,404</td>
<td>84,773</td>
<td>32,369</td>
</tr>
</tbody>
</table>

I. Distance Delivery Education Committee
The Distance Delivery Education Committee was established in 2003 and includes district-wide faculty, staff, and administration. The purpose of the committee is to assist, monitor, and evaluate the District’s distance delivery courses. The Committee serves many functions including: reviewing online courses, evaluating online learning issues, monitoring distance delivery trends, making recommendations, and maintaining the Distance Delivery Education Plan. Commencing April 2012, term limits for faculty members serving on the committee were set to a three-year term limit. The DDEC will select new faculty member(s) to the committee with the approval of campus Deans of Instruction.

J. Distance Delivery Education Committee Members May 2015

**District**
Chris Cantwell - Dean, Academic & Student Support Services/Chief Academic Officer
Alex Cline – Director, Information and Communications Technology
Jeff Gumbel – Coordinator, Web and Online Learning Services
Jane Frazier – Faculty (2013)
Carrie Hallam – IT Trainer

**Frontier Community College**
Paul Bruinsma – Dean of Instruction

**Lincoln Trail College**
David Carpenter– Dean of Instruction
Chuck Bennett – Information Systems Technician
Brandon Weger- Director, TRIO Upward Bound - East
Susan Polgar – Part-time Faculty (2015)
Vicky Bonelli – Director, Learning Resource Center
Olney Central College
Jeff Cutchin – Dean of Instruction
Kristi Urfer – Faculty / Director of Online Learning
Logan Marshall - Faculty (2015)
John Kendall – Faculty (2015)
Carmen Jones – Faculty (2015)

Wabash Valley College
Robert Conn – Dean of Instruction
Drew McMurray – Faculty (2015)
Diana Spear – Assistant Dean, Student Services
Scott Balding – Faculty (2015)
II. SUPPORT SERVICES

A. Faculty Support
Faculty support and training are provided at the colleges as identified below:

- Learning Management System (LMS) instruction and workshops
- Director of Online Learning
- Coordinator, Web and Online Learning Services
- Information Technology Trainer/Support
- Faculty and Staff Resource Technology Centers in libraries
- IECC Help Desk
- D2L online tutorials and iPad apps
- Email updates and suggestions with how-to instructions
- Center for Teaching & Learning (CTL) www.iecc.edu/ctl
- Best Practices document
- Quality Matters (QM) course template located in D2L
- Adobe Connect is a fully hosted for Web Meetings, Webinars and eLearning

Additionally, a training template course is available in the LMS (D2L) to assist faculty with the structure of a course and how to effectively use the new LMS system.

B. Student Support
Students new to online and/or hybrid courses are required to complete an introductory course, CIS 1104, Intro to Online Learning which prepares them for distance-delivered courses. Once enrolled in an online and/or hybrid course, students have access to a wide range of support services including IECC’s portal system Entrata. These services provide links to class listings, Help Desk, email, registration, transcripts, LMS, grades, online documentation, and other online student support services.

The following elements, information, and portal for online students is included on the IECC website www.iecc.edu.

- Online course schedules
- Course material requirements and acquisition options with contact information
- Student Services contact information for each college campus
- Learning Resource Centers (libraries) online resources
- CIS 1104 Intro to Online Learning information
- Definition of online courses
- Online instructors and technical support contacts
- Computer system requirements
- Frequently Asked Questions
- Bookstore information

CIS 1104 Intro to Online Learning
CIS 1104 Intro to Online Learning is a course designed for students to learn the LMS System, how to access services, and determine if the online/hybrid learning environment is right for them. CIS 1104 is a fully online course available to faculty, students, and staff. The course provides an assessment of a student's skill and ability to effectively learn via courses
instructed by distance delivery. Topics covered include evaluating a student’s learning style, accessing audio and video components, and utilization of web based learning tools.

The course is free and offered at a variety of times for the student’s convenience. Students are awarded 0.5 credit hours upon successful completion of the course.

Students who have completed online courses at other institutions may receive a waiver from the CIS 1104 requirement, based on student records verification. The College Dean of Instruction may waive the CIS 1104 requirement based upon faculty recommendation.

IECC Help Desk
Students, faculty and staff are provided a wide range of technical support options. The first line of support relies on the IECC Help Desk. The Help Desk is accessible via phone, email, and online request form and is operated by the District IT Department. Normal hours of support are 8:00 a.m. to 4:30 p.m. Monday-Friday. Use of the online Help Desk Request form is recommended outside of those hours for evening and weekend support. To provide easy access to our students and faculty a link is available on every IECC website page, in the portal system, and next to every online course. Printed materials provided to students also contain a link to the Help Desk. Similarly, IECC has two Help Desk structures to track issues and resolutions in order to provide better service to the students and faculty. The Help Desk website is located at www.iecc.edu/helpdesk.

A Help Desk follow-up survey was established to gauge satisfaction rates and assessment of service and is one of our main objectives for Information Technology’s Student First Initiative. This survey is tallied annually in an effort to monitor, adjust, review, and improve Help Desk performance. According to our survey results, 98% of the 198 students that submitted the survey indicated they were satisfied with Help Desk services.

C. Learning Resources and Services
Library Services
Online library services include a wide variety of resources online that are available virtually anywhere to students, faculty, and staff. The four IECC libraries maintain websites and provide access to online electronic resources including e-books, articles, journals, magazines, and images via an authentication system. Some available research tools include CQ Researcher, Facts.com, EbscoHost Electronic Journals Service, AccessScience and American History Online. The library catalog may be accessed through each of the college websites or by direct URL www.iecc.edu/library.

Items may be requested online by using a current, valid/active library card and must be picked up at the library. A link to request a library card is available inside the Entrata portal. Library cards are mailed to online students. The IECC libraries are members of the Consortium of Academic and Research Libraries in Illinois (CARLI) which offers IECC students, faculty, and staff resource sharing of over 36 million items from 85 Illinois academic libraries. Library staff may be contacted via email for assistance at each at www.iecc.edu/library.

Copyright Compliance
All Learning Resource Centers at IECC have a policy manual that contains current copyright policies. Additionally, IECC has created a web page regarding copyright for all four IECC library web pages at www.iecc.edu/copyrightinformation. The website includes links to multiple aspects of U.S. Copyright Law, Fair Use Checklist for faculty including a scenario
and solution section of typical academic concerns and infractions showing what to do instead of violating copyright. Presentations covering copyright issues and Fair Use doctrine have been offered for faculty and staff at various workshops through IECC.

**Bookstores**
Consistent approach for course material acquisition by students is set to ensure that all students regardless of location are provided the same method for obtaining books and/or related material required for a course. An online textbook ordering system has been established for each bookstore to provide convenient access to textbooks and other materials, the web page for all four IECC bookstores is at www.iecc.edu/bookstore.

- Each bookstore maintains its online textbook ordering site with up-to-date book listings for the current and upcoming term. Special requirements or materials required for courses are provided.
- Each college lists bookstore contact information for students and provides steps for using the online book ordering system.
- Bookstores clearly list all pertinent book details such as title, author, ISBN, and price prior to class registration.
- Bookstores ensure that students know that unbundled textbooks are available and they can order component pieces as needed.
- Students are responsible to initiate contact with the providing college’s bookstore to obtain required course material.
- Students are required to obtain course material in a timely manner, in relationship to the start date of each course.

All IECC bookstores were in compliance with the above HEOA requirement on Textbook Information and Cost Containment. Textbook information (ISBN, course materials, and cost information) is available to students when class schedules are released and prior to registration. Institutions were required to be in compliance with the Higher Education Opportunity Act of 2008, Section 112, on Textbook Information and Cost Containment. As outlined, institutions were required to disclose in their course schedules, “to the maximum extent practicable,” the International Standard Book Number (ISBN) of every required and recommended textbook and supplemental materials and retail price information. Publishers are required to provide faculty with information on price, copyright dates of the three previous editions, any substantial revisions between a new edition and prior iterations, whether the textbook is available in any other format and at what price and to supply textbooks in bundled and unbundled formats.

**Student Services**
Student Services information regarding all courses is accessible via the IECC website and Entrata portal www.iecc.edu/services.

- Course schedules
- Program requirements and outlines
- Registration, tuition, and fees
- Calendar
- Admission policies

Distance Education Students Residing Outside of Illinois: Each state has its own approval process for out-of-state institutions offering distance education. While Illinois Eastern Community Colleges endeavors to offer all of its courses
and programs to as wide an audience as possible, all IECC distance education courses and programs may not be available in all states. Currently, we do not offer distance courses and programs in the following states: Alabama, Alaska, Arkansas, District of Columbia, Maryland, Massachusetts, Minnesota, North Carolina, North Dakota, Pennsylvania, and Wyoming. To check the status of programs available in a particular state, visit www.iecc.edu/page.php?page=ADVI&nest=ONLL_STATE.

Student Services contact information is readily available from all IECC webpages. Support is offered by means of face-to-face, phone, online request form, and email.

**Financial Aid**
Financial Aid information regarding all courses is accessible through the IECC website and Entrata portal www.iecc.edu/financial.

- FAFSA online application (Free Application for Federal Student Aid)
- Frequently Asked Questions (FAQ)
- Policies and standards
- Loans, grants, and scholarship details and applications
- College contacts
- Student rights

**Advising**
The IECC online catalog and Academic websites are updated on a monthly basis with the IECC Catalog printed annually. Online programs are linked to current program or certificate brochures, course descriptions, and to IECC’s bookstores where ISBN’s are available for e-books and textbooks. Marketing and advertising of our distance delivery courses and programs are through various mediums, which is consistent with our traditional courses. Advising information regarding all courses is accessible via the IECC website and Entrata portal www.iecc.edu/advisement

- IECC catalog
- Transfer options
- Advisor contacts
- Testing

**Tutoring**
Tutoring services and contact information are listed on the main IECC website and in the Entrata portal system. Students can access tutoring via phone, online and face-to-face. Links to other tutoring resources are also listed for external services. www.iecc.edu

**Writing Labs**
Distance learners needing assistance with the editing and revision of academic essays have access to IECC’s O.W.L., the online writing lab available through D2L. The IECC O.W.L. has a discussion forum to ask a tutor questions, a drop box for submitting academic essays for review, and many other helpful tools to assist each student. Students can enroll by contacting the Learning Skills Center at their campus or their instructor.
III. COMPLIANCE AND POLICIES

A. Secure Login and Pass Code
IECC assigns a secure login and pass code to each student. All students registering for a course through our administrative system are assigned unique identification numbers, which correspond with a specific username for each student. Each student establishes their own password; all students are required to change their password semi-annually in the spring and fall semesters. Passwords must meet complex criteria and are stored with hash encryption.

B. Section 508 of the Federal Rehabilitation Act (ADA)
IECC complies with Section 508 of the Federal Rehabilitation Act, the most prominent and accepted set of guidelines for accessibility. http://section508.gov/Section-508-Of-The-Rehabilitation-Act. Desire2Learn/Brightspace maintains a high level of ADA compliance which can be found at www.Desire2Learn/Brightspace.com/products/accessibility.

C. IECC Appropriate Use of Information Technology Resources Policy (200.2)
In pursuit of its mission to provide educational opportunities and public services to the colleges of southeastern Illinois, the Board of Trustees of Illinois Eastern Community Colleges ("IECC" or the "District") provides access to “information technology and resources" (as defined in IECC Policies and Procedures 200.2) for students, faculty and staff members and other authorized users within institutional priorities and financial capabilities.
### A. Online Course Development Process

IECC’s Online Course Development Process provides a framework for systematically planning, developing, and adapting courses, instruction, and programs based on student learning needs and requirements. All approved courses, certificates and Associate Degree programs must flow through an approval process. The Online Course Development Process has four basic stages:

- **Design Stage**
  - Determine need for online course(s) and programs
  - Analyze online student audience
  - Verify online educational goals and objectives are addressed
  - Verify academic standards of IECC are met

- **Development Stage**
  - Create content outline
  - Review existing materials
  - Organize, select, and develop content, materials and methods
  - Verify content meets or exceeds quality directives using the QM Rubric

- **Evaluation Stage**
  - Review goals and objectives by Peer-to-Peer review or Online Education Committee
  - Collect and analyze evaluation data

- **Revision Stage**
  - Review and analyze feedback from evaluation processes
  - Develop and implement revision plan

Instructors interested in teaching online courses need to evaluate their ability to instruct online based on the quality directives listed in Section D. Instructors who meet the quality directives must complete and submit to their College Dean of Instruction the Online Course Approval Form for Online Courses.

Advanced approval by the CEO is required to receive compensation for developing and teaching an online course. The Online Course Approval Form is located on the IECC Intranet page.

### B. Online Course Development Compensation

As indicated by the current Memorandum of Agreement between the Board of Trustees of Illinois Eastern Community Colleges, District 529 (“Board”) and the Illinois Eastern Community Colleges Education Association, IECCEA-NEA (“Association”), the Board and the Association hereby agreed to the following Online Course Compensation:

To the extent the Board elects to assign a faculty member to develop and teach an Internet Course, and then a one-time stipend of Three Hundred Fifty Dollars ($350.00) per load hour, in addition to the faculty member’s regular salary, will be paid to such faculty member the first time he or she teaches the course. When the same faculty member teaches the course on subsequent occasions, then no stipend or additional compensation shall be paid.
Online Course Inactivity

Developed Online Courses will be considered “inactive” if that course has not been offered for four consecutive semesters, including summer. A list of inactive courses is provided to the Dean of Instruction annually for review to see if another campus or instructor would like to offer the course. A course listed as inactive may be redeveloped by any college faculty member by submitting an Online Course Approval Form. The standard approval process will then be followed. The Online Course Compensation agreement listed above will apply to the approved faculty for redevelopment, if that faculty member has not received stipend compensation in the past for that specific course development.

C. Criteria for Online Courses

A course is considered an “Online Course” when it meets or exceeds the following criteria:

- One hundred percent of course content is online, including tests, handouts, and presentations, excluding textbooks and/or other physical materials, proctored testing, and requires students to log in and complete online assignments at least 3-4 times per week.
- The course has been reviewed at least one month prior to the start date. College Deans, peers and/or Distance Delivery Education Committee member(s) review content for adaptability to online format and for quality control. Courses not containing the required elements or minimal content will be noted to the College Dean as an unacceptable online course and will be returned to the instructor for revision and resubmission. The College Dean determines the dates the course will be offered online. Courses are subject to an initial review prior to being offered and a full review after the course is active, and as needed.
- Desire2Learn/Brightspace (D2L) is the Learning Management System utilized for online courses.
- Support is the responsibility of the individual faculty member.
- Tools and content necessary for an online course are listed below. These are used as guidelines, depending on subject area, not all courses will utilize each tool listed.
  1. Email
  2. Syllabus
  3. Discussion board or other communication tools
  4. Content module or other resources
  5. Dropbox for posting assignments
  6. Clearly defined goals and outcomes, if not specified in syllabus
  7. Assessment, if used, should be done online via assessment tools or by proctored delivery
  8. Content formats should be standard programs such as Word, HTML, PDF, or RTF
  9. Instructor contact and office hour information
  10. Technical support contacts

- Online instruction utilizes the learning methods listed below:
  1. Reciprocal teaching through a dialogue between teachers and students regarding segments of course content. The dialogue is structured by the use of four strategies: summarizing, question generating, clarifying, and predicting.
  2. The Learner-Centered atmosphere facilitates the exploration of meaning. Learners must feel safe and accepted. They need to understand both the risks
and rewards of seeking new knowledge and understanding. New meaning should be acquired through a process of personal discovery.

3. Active learning encourages active participation for the construction of knowledge by placing students in situations which compel them to read, speak, listen, think deeply, and write. Active learning puts the responsibility of organizing what is to be learned in the hands of the learners themselves, and ideally lends itself to a more diverse range of learning styles.

4. Higher level thinking skills are emphasized including: analysis, synthesis, and evaluation.

5. Promotion of group collaboration and cooperative learning is encouraged.

D. Quality of Online Instruction
Online instruction requires dedication to detail and quality content. Instructors should evaluate their decision to instruct online by considering their own technical abilities and their ability to transmit knowledge to learner-controlled systems.

The core standards of an online course should address the areas identified below:

- provide for reciprocal teaching,
- be learner-centered,
- encourage active participation and knowledge construction,
- be based on higher level thinking skills of analysis, synthesis, and evaluation,
- promote active learning,
- allow group collaboration and cooperative learning,
- provide multiple levels of interaction,
- focus on real-world problem solving.

Quality online instruction will adhere to the criteria noted below:

- Courses offered online will adhere to the same high quality standards as required by courses offered in the traditional face-to-face classroom.
- Online courses will be reviewed by the Distance Delivery Education Committee or peer-to-peer review for quality, content, and to verify the core QM standards have been met.
- Online course instructors will satisfy the Illinois State Board of Education requirements, the educational and professional standards and requirements of the Higher Learning Commission, the Illinois Community College Board, and Illinois Eastern Community Colleges and as mandated by the Illinois Articulation Initiative for IAI-applicable courses.
- Online instructors should have at least one semester of traditional face-to-face or hybrid course teaching experience prior to developing and implementing an online course.
- Online instructors are encouraged to contact the Information Technology Department or Director of Online Learning before setting up a new course.
- Online instructors are encouraged to register for CIS 1104, Intro to Online Learning, to experience online learning from the students’ perspective.
- Online instructors are encouraged to participate in D2L and QM training offered by the district or other institutions providing formal training.
- Problems, concerns, and other issues shall be handled in accordance to policies and standards in place for traditional courses.
E. Quality Matters Rubric Program
In January 2014 IECC joined the Quality Matters Program for Higher Education and Agencies. The Quality Matters Program is a nationally recognized, faculty centered peer review process designed to certify the quality of online courses and components. Colleges and universities across and beyond the U.S. use the tools in developing, maintaining, and reviewing their online courses and faculty training. The QM rubric has been developed for online and hybrid courses and programs. The rubric creates standardized modules with time estimate standards tying all course and program outcomes and objectives to HLC criteria. The QM rubric offers a roadmap for aligning course outcomes, assignments, unit objectives, performance criteria in each module.

Quality Matters is faculty driven through peer-to-peer review. The process is a continual self-review process of teaching for faculty providing for feedback and therefore improving each other’s hybrid and online courses which in turn will provide an improved learning experience for our students. Master course templates with time estimate standards and learning outcomes identification will be created within each course. Courses will be structured with a student centered and friendly format. With the implementation of QM, a process for continuous improvement is the framework for quality assurance efforts and provides professional development for faculty making the transition into distance education.

F. Review and Course Approval
To ensure that an online course meets IECC’s definition, content, and quality, a review process has been developed. Online courses are reviewed at least one month prior to the course start date by a subset of the DDEC or peer-to-peer review for initial readiness. Courses not containing the required elements or low content are not approved as acceptable online courses. Courses not meeting the criteria can be resubmitted for subsequent review and evaluation. Courses are evaluated at various stages as noted below.

• Design stage
  1. Determine need for online courses and programs
  2. Analyze student audience
  3. Need/value evaluated against face-to-face courses

• Development (pre-student)
  1. Outline content using QM Rubric
  2. Ensure course meets or exceeds Definition and Quality directives
  3. Course is reviewed through Peer-to-Peer and/or Distance Delivery Education Committee for approval

• Post student
  1. Content/value evaluation based on student post evaluation survey
  2. Continued faculty self-review to meet QM standards

The review and course approval process is outlined on the following page.
Process for Requesting Distance-Delivered Course by Faculty

Faculty

College Dean

College President

Dean Academics/CAO

Director of Human Resources

Chief Executive Officer

Course Development

Peer-to-Peer or DOL & IT Review

Not Approved

Course Approved

Course is offered to Students

Ongoing Peer-to-Peer Review

Dean & Faculty

Not Approved

Report
G. Online Course Ownership
College or joint ownership of inventions and/or materials developed or prepared by an employee exists when any one, or a combination, of the following conditions applies:

- When the invention and/or material bear a direct relationship to, or is made or developed in connection with the employee’s duties and responsibilities as an employee of the Board.
- When the invention and/or material is made or developed with a contribution of college facilities, equipment (owned or rented), materials, funds, information, or of time and services of full-time faculty members and/or students.
- When the invention and/or material is made or developed in performance of college commissioned projects including private and government sponsored grants by the college.

Online courses developed by faculty meet all three conditions above and therefore are owned by the District.

H. Class Size and Loads
Class size and instructional load is determined by the College Dean, in consultation with the instructor. Additionally, decisions about the number of online sections an individual faculty member may teach each term are made by the College Deans.

I. Required Logins and Response Time
Faculty members teaching online courses are expected to login regularly and frequently with enrolled students. Faculty members should respond to student questions within 48 hours. The number of logins required to provide the student with a quality learning experience will be determined by the Dean of Instruction. Such criteria include assessment of the difficulty of the course content, the credit hours involved, the course length, the number of students enrolled in the course and such other factors determined by the Dean of Instruction to be required. Logins are monitored via a report accessible to the Dean of Instruction.

J. Student Complaint Policy
The Student Complaint Policy [www.iecc.edu/studentcomplaint](http://www.iecc.edu/studentcomplaint) applies to all formal student complaints at Illinois Eastern Community Colleges, except for complaints regarding sexual harassment or student readmission petitions (page 29-20 in the 2014-2015 College catalog). Traditional face-to-face and online students must follow the steps outlined in the catalog for complaints including, but not limited to, academic, grading, and institutional decisions that directly affect the student.

K. Student Survey
Two weeks prior to finals week each semester an online survey is activated for each online course which a student is enrolled. This survey addresses a wide range of issues regarding the student’s online experience. The purpose of the survey is to gauge the student experience and gather pertinent comments. Survey results are made available to Deans, faculty and Distance Delivery Education Committee. Faculty will receive survey results four weeks after the completion of the semester in an anonymous format.
L. Student Step-by-Step Process
Step-by-Step process to take an online course is listed below:

1. Assess if a desired course is offered online.
2. Assess personal and technical abilities as well as the time commitment necessary for success in online education.
3. Complete the online application form, including email contact information, and pay applicable fees as necessary.
4. Receive notification from Student Services via email or mail at which time:
   a. Student may be required to provide verification of ASSET, COMPASS, ACT or SAT testing.
   b. Student may be required to complete placement testing.
   c. Student may need to verify prerequisites for particular courses have been met.
   d. New online students will be required to take *CIS 1104 Intro to Online Learning*.
5. Registration may occur by calling Student Services once all conditions above are met.
6. After registration, the student is typically given their Entrata information with registration whether in person, by mail, or at student orientation. They also have the option to obtain this information by contacting the Help Desk.
7. Within seven days of course registration the student will be required to pay tuition or a student may be registered into a course and billed for the expenses. Students electing the second option will have a specified number of days to make payments or receive approval of other financial arrangements. Students must adhere to the registering college’s tuition and fee payment policies. Payment may be made in person, by mail, or by credit card by phone or on Entrata.
8. Students should contact the offering college’s bookstore or the online textbook ordering system to acquire, if any, course materials for a particular course. If more than one course is being taken, the student is responsible for contacting each of the offering institution’s bookstores for course material. Course material requirements will be provided on the website.
9. Once registered, the student will be contacted by email or mailed letter providing directions to proceed within each registered course. Online instructors for each registered course will be responsible for posting course information on the Student Information System-Entrata. Students, in general, will be contacted one week prior to the start date of the online course. *CIS 1104* students will be contacted within a week of registration in the course.
10. Students in *CIS 1104* will be notified online or via email of either their completion of the course or additional requirements needed to satisfy completion requirements. *CIS 1104* is to be completed PRIOR to registering for any other online course.
11. Final class grades must be accessed online via the IECC Entrata portal as are grades for traditional face-to-face classes.

M. Online Course Instructions for Students by Faculty

• Online instructors are responsible for posting the following course information online.
  1. course prefix/number, title, and course reference number (CRN)
  2. instructor name, contact address, email address, and phone number
  3. course materials requirements
  4. login directions and credentials, if needed
• Online instructors are responsible for maintenance of the course content to ensure it continues to meet identified standards.
• Online instructors address all issues concerning content questions and redirect all technical issues to the IECC District Office Information Technology Department.
N. Learning Management System (LMS)

- The Information Technology Department (IT) is responsible for the district wide LMS, currently Desire2Learn/Brightspace (D2L). Budgeting for servers and maintenance of those systems are part of the District's Technology Plan. We have achieved a high availability level of 24/7/365 with very limited down time for upgrades only. This provides faculty and students with access to the LMS during times convenient for them. Full back-ups are completed daily and stored off site by the vendor, D2L. In addition, faculty may backup their course for their own archive and use.
- Desire2Learn/Brightspace LMS is a hosted system located at the vendor site.

When scheduled maintenance, upgrades or outages occur notification takes place via online postings in the District’s portal and/or email notifications are sent and/or postings are placed on the District’s main website. Timelines for major upgrades or new systems are posted and distributed in various electronic formats well before action is taken.
V. Assessment and Evaluation

A. Assessment of Student Learning
IECC is committed to high academic standards and to the assessment of student learning outcomes and academic achievement. In an effort to help faculty organize and maintain assessment reporting, IECC utilizes Compliance Assist and Baseline. Both programs help with strategic planning program review, learning and posting outcome assessment results, and preparation for HLC accreditation. Baseline provides an integrated, coordinated, and comprehensive assessment approach which can be used by all faculty and staff desiring to create a survey.

IECC participated in the HLC Academy for the Assessment of Student Learning focusing on student learning and designed to build institution-wide commitment to assessment of student learning. IECC’s Students First! Assessment Initiative and academy participation is working to ensure that assessment is multi-level, multi-dimensional, and directly applies to all instruction. Assessment of student learning outcomes in distance-delivered courses does not differ substantially from traditionally taught courses and is being integrated into IECC’s overall assessment of student learning. Results of the assessment of student learning drive changes that promote quality in instruction and success in student learning. Faculty that assess, review, and evaluate courses teach both face-to-face and online with consistent learning criteria and course objectives/outcomes.

The Desire2Learn/Brightspace (D2L) LMS offers a variety of assessment and reporting options. Reports, rubrics, and learning outcomes are all features IECC is exploring in D2L to assess student learning and incorporate those results into Compliance Assist.

In 2013, IECC purchased Turnitin, a leading academic plagiarism checker technology for teachers and students. Turnitin is now integrated with D2L to offer a seamless connection between the two products. Turnitin is another tool expanding our validation check capabilities for all face-to-face, hybrid, and online courses. The software provides online plagiarism detection, grammar check, with grading tools allowing faculty to electronically review, comment and mark-up student work.

B. Evaluation of Online Faculty
The evaluation of online faculty follows the same process as currently established by IECC for face-to-face instruction. Any faculty member’s class/course may be visited by the Dean of Instruction. The Faculty Evaluation Form used by administration is located on the forms page of the IECC Intranet.

C. Evaluation of the Distance Delivery Education Plan
The Distance Delivery Education Plan is a dynamic process that adapts to changes in technology, student needs, occupational demands and community and economic assessments. Evaluation of the Distance Delivery Education Plan is done through the Distance Delivery Education Committee. Assessment data that is compiled through student and faculty surveys and trends noted in community, occupational and economic development will be considered in improving the Distance Delivery Education Plan. The Plan continues to be driven by quality in instruction and delivery, student, faculty and community needs, community requirements, economic development, technology availability and the global educational market.