



**Illinois Eastern Community Colleges**

# **Distance Delivery Education Plan 2017**

**Approved by the Distance Delivery Education Committee: April 4, 2017**

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**Approved by Board of Trustees: May 16, 2017**

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**ILLINOIS EASTERN COMMUNITY COLLEGES  
DISTANCE DELIVERY EDUCATION PLAN**

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## I. OVERVIEW

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### A. Introduction

Illinois Eastern Community Colleges have been offering online courses since 2001. Currently, IECC offers approximately 200 online courses taught by 75 full-time and part-time faculty with over 370 online courses submitted for approval and development. There were 423 sections of online classes taught in Fiscal Year 2017.

#### Online Course Enrollment IECC Fact Book 2017

| Illinois Eastern Community Colleges<br>Online Course Enrollment |         |         |         |         |         |
|---|---------|---------|---------|---------|---------|
| Term  | FY 2013 | FY 2014 | FY 2015 | FY 2016 | FY 2017 |
| Sections of Online Classes                                      | 341     | 347     | 389     | 413     | 423     |
| Unduplicated Headcount  | 2,040   | 2,313   | 2,480   | 2,667   | 2,358   |

Source: Citrix: Online Schedule Report and IECC Fact Book Online Macro

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 (DDEP) 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 deliver exceptional education and services to improve the lives of our students and to strengthen our communities.

### 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 forums, 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.

## E. Higher Learning Commission Approvals and Definitions

In December 2012, IECC received approval from HLC to offer 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**.

Below 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 and maintain the Quality Matters Rubric in online and hybrid courses.
- 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.
- 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; SARA and NC-SARA**

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.

The MHEC State Authorization Reciprocity Agreement is an interstate compact that addresses institutional need for state authorization between member states. On a national level, SARA oversight occurs through the National Council for State Authorization Reciprocity Agreements ([NC-SARA](#)). The national council works with the regional compacts ([MHEC](#), [NEBHE](#), [SREB](#), & [WICHE](#)) to administer SARA agreements for their member states.

Illinois passed the Illinois Distance Learning Act, [Public Act 098-0792](#), in 2014, paving the way for Illinois' participation in SARA. Illinois became a SARA state in July, 2015, through the Midwest Higher Education Compact ([MHEC](#)). The Illinois Board of Higher Education ([IBHE](#)) is the authorizing agency for higher education in Illinois and is the lead/portal agency for Illinois participation in SARA. At this time 47 states are SARA approved. [Map of NC-SARA approved states](#).

IECC became an institutional participant in the SARA initiative December 21, 2015. We are listed on NC-SARA's website [NC-SARA](#). If/when a student enrolls from a non-participating SARA state the Director of Online Learning contacts the state representative for Distance Delivery of said state to seek approval for that student.

### **H. Funding**

Funding strategies have been developed 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.

**I. Distance Delivery Education Committee (DDEC)**

The DDEC 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 program. 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.

**Distance Delivery Education Committee Members May 2017****District**

Jeff Cutchin - 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

Tara Buerster - Director of Human Resources

Brandon Weger - Program Director of Student Learning Assessment

**Frontier Community College**

Paul Bruinsma - Dean of Instruction

**Lincoln Trail College**

David Carpenter - Dean of Instruction

Chuck Bennett - Information Systems Technician

Susan Polgar - Part-time Faculty (2015)

Vicky Bonelli - Director, Learning Resource Center

**Olney Central College**

TBD - Dean of Instruction

Kristi Urfer - Faculty / Director of Online Learning

Logan Marshall - Faculty (2015)

John Kendall - Faculty (2015)

Jason Hortin - Faculty (2016)

**Wabash Valley College**

Robert Conn - Dean of Instruction

Drew McMurray - Faculty (2015)

Tiffany Cowger - Assistant Dean, Student Services

Scott Balding - Faculty (2015)

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## II. SUPPORT SERVICES

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### A. Faculty Support

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

- 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/Brightspace online tutorials and iPad apps
- Email updates and suggestions with how-to instructions
- Center for Teaching & Learning (CTL) [www.iecc.edu/ctl](http://www.iecc.edu/ctl)
- Online Course Development Starter Packet
- Quality Matters (QM) course template located in D2L/Brightspace
- Adobe Connect for Web Meetings, Webinars and eLearning

### B. Student Support

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. Information and a portal for online students is included on the [IECC homepage](#).

#### CIS 1104 Intro Learning Services Online

It is highly recommended that students new to online/hybrid courses complete an introductory course CIS 1104 Intro Learning Services Online. The course is 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, first is the IECC Help Desk. To provide easy access to our students and faculty a link is available on every IECC website page, portal system, and next to every online course. 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. Printed materials provided to students also contain a link to the Help Desk. 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. The FY16 Student Satisfaction Survey indicated that 98% of the 528 responding students were either satisfied or very satisfied with the 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.

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.

#### **Copyright Compliance**

All Learning Resource Centers at IECC have a policy manual that contains current copyright policies. Additionally, IECC has created a website with links to multiple aspects of U.S. Copyright Law. Included is a 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**

Each IECC bookstore has an online textbook ordering system to provide convenient access to textbooks and other materials.

All IECC bookstores are in compliance with the HEOA of 2008 Section 112, 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.

#### **Student Services**

Information regarding all courses is accessible via the IECC website and Entrata portal. 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.

### Advisement

The IECC online catalog and Academic websites are updated on a regular 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, testing, transfer options, and information regarding all courses is accessible via the IECC website and Entrata portal.

### 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 external tutoring resources are also provided.

### **Writing Labs**

Distance learners needing assistance with the editing and revision of academic essays have access to O.W.L., the online writing lab available through D2L/Brightspace. 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.

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## **III. COMPLIANCE AND POLICIES**

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### **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](http://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.

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## IV. PROCEDURES

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### A. Online Course Development Process

IECC's Online Course Development Checklist provides a framework for planning, developing, 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.

- Complete Online Course Approval Form
- Create Syllabi using Master Course Syllabus as a Guide
- Order Textbook and Materials
- Build course in D2L/Brightspace using the Quality Matters Standards Rubric
- Instructor will be added to the Quality Matters course in D2L/Brightspace
- Review the Starter Packet for Developing an Online Course
- Contact IT Trainer/Support for Building a Course
- Contact the Director of Online Learning to schedule an initial course review
- It is highly suggested taking CIS 1104 if this is your first time teaching an online course
- Course will be reviewed 4 weeks before but no later than first offering by the Director of Online Learning and IT Trainer/Support
- Course will have follow-up Peer-to-Peer reviews

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

### 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. An inactive course may be redeveloped by another 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.

### B. Online Course Development Compensation

Advanced approval by the CEO is required to receive compensation for developing and teaching an online course. As indicated by the current MOA 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.

### 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.
- A new online course must submit for review at least one month prior to the start date. The Director of Online Learning, Information Technology Trainer/Support person, and/or peers review content for adaptability to online format and for quality control using the Quality Matters Standards Rubric. 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 Quality Matters Standards review and approval by the Director of Online Learning or Information Technology Trainer/Support before the class begins.
- Support is the responsibility of the individual faculty member.
- *Course content should utilize the IECC district LMS, D2L/Brightspace, as the primary system. If external resources are used such as MyMathLab, MindTap, CengageNOW, etc. this supplement/source should be noted. In addition, the Dean, Director of Online Learning and IT Department will be provided with access to the external resources for review and evaluation of content. This includes:*
  - *Name of the external resources with provider contact information.*
  - *URL/location of the resources.*
  - *Resources support website and/or phone numbers.*
  - *UserID and password to access resources as the faculty or separate administrative user.*
  - *Faculty will be responsible for directing students to external resources support services.*

### 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. Quality online instruction will adhere to the Quality Matters Standards Rubric and 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 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 IT Trainer/Support 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/Brightspace 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 Standards Rubric**

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 Standards 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 the Director of Online Learning or Information Technology Trainer/Support person. Courses not meeting the QM Standards are not approved as acceptable online courses. Courses not meeting the QM Standards can be resubmitted for subsequent review and evaluation.

### **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 applies to all formal student complaints at Illinois Eastern Community Colleges, except for complaints regarding sexual harassment or student readmission petitions (p. 29-30 of the 2016-2017 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.

### **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 may be required to take *CIS 1104 Intro Learning Services Online*.
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 IECC 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 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.
10. Final class grades must be accessed online via the IECC Entrata portal as are grades for traditional face-to-face classes.

### **M. Learning Management System (LMS)**

The Information Technology Department (IT) is responsible for the district wide LMS. D2L/Brightspace is a hosted system located at the vendor site.

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. In addition, faculty may backup their course for their own archive and use.

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.

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## **V. Assessment and Evaluation**

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### **A. Assessment of Student Learning**

IECC is committed to high academic standards and achievement through the assessment of student learning outcomes. In an effort to help faculty organize and maintain assessment reporting, IECC has collaborated with Campus Labs. The Campus Labs platform offers integrated software and cloud-based assessment tools for higher education. The corporate mission focuses on empowering and transforming colleges and universities through strategic data insights. The products offered by Campus Labs help with strategic planning, program review, outcome assessment, institutional effectiveness, and preparation for HLC accreditation.

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 has worked 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.

D2L/Brightspace offers a variety of assessment and reporting options. Reports, rubrics, and learning outcomes are all features IECC uses to assess student learning and incorporate those results into Campus Labs' Outcomes module. IECC also utilizes Turnitin, a leading academic plagiarism checker technology for teachers and students. 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. End of Course Survey**

In the fall of 2016, IECC began to pilot End of Course Surveys to elicit quality feedback from students. Following the end of a term, the End of Course Survey data, both qualitative and quantitative, provides instructors insight and perspective to improve all modalities of the teaching and learning environment. Once again, IECC works with Campus Labs to provide an online survey experience thus ensuring the ability to capture data from students taking online courses. The Campus Labs' Course Evaluation module not only administers the End of Course Surveys but also provides data enriched reports to the faculty for their review.

In order to have a highly effective End of Course survey, faculty participation is key. Such strategies as informing students about the survey or even allowing time in class for the survey to be completed lead to higher response rates. For online or hybrid courses, strategies may include posting an announcement in D2L/Brightspace or embed in the course content section. The survey is confidential with measures are applied to protect student's anonymity. Faculty can view survey results only after submission of final grades.

**C. 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, Director of Online Learning, and Information Technology Trainer. The Faculty Evaluation Form used by administration is located on the forms page of the IECC Intranet.

**D. Evaluation of the Distance Delivery Education Plan**

The DDEP is a dynamic process that adapts to changes in technology, student needs, occupational demands and community and economic assessments. Evaluation of the Plan is done through the Director of Online Learning and 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 DDEP. 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.