

Self-Review Under the Standards --- Distance Education

Suggested Rating for Columns in the Worksheet:

Self Review Rating

- 1= We do this well; area of strength for us
- 2= Aspects of this need our attention
- 3= This item needs significant development
- 0= Does not apply or not enough evidence to address

Importance to address at this time

- A= High priority
- B= Lower priority
- C= Does not need to be addressed at this time

Standard 2. Achieving Educational Objectives Through Core Functions

The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning. It demonstrates that these core functions are performed effectively and that they support one another in the institution's efforts to attain educational effectiveness.

Criteria for Review	Guidelines	Self-Review	Importance to address at this time)	Evidence/Evaluation
Teaching and Learning				
2.5 The institution's academic programs actively involve students in learning, challenge them to achieve high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.	The institution promotes interaction and provides numerous tools to facilitate this in the distance education environment. The institution's Learning Management System provides multiple communication methods for faculty and students and facilitates timely and ongoing feedback about student performance.	2	A	<ul style="list-style-type: none"> ▪ Policy statements and reviews for new course proposals and syllabi for distance learning and online courses incorporate standards for student engagement and provision of systematic feedback [UPS 411.103 and UPS 411.104] ▪ The Faculty Development Center provides frequent workshops to support faculty teaching online and distance modalities. ▪ Comparative evidence is lacking about outcomes for online or off-site programs versus main campus offerings for the same degree program.
Support for Student Learning				
2.10. Regardless of mode of program delivery, the institution regularly identifies the characteristics of its students and assesses their needs, experiences and levels of satisfaction. This information is used to help shape a learning-centered environment and to actively promote student success.	The institution's policy on grading and student evaluation is clearly stated, and provides opportunity for appeal as needed; and periodic analyses of grades and evaluation procedures are conducted to assess the rigor and impact of these policies.	2	B	<ul style="list-style-type: none"> ▪ All online degree programs are at the master's level and include appropriate criteria for student success and effective engagement. ▪ Student opinions are collected in every section of credit-bearing courses at CSUF, regardless of the mode of delivery. ▪ Policies on grading are available on the web and regularly updated [UPS 300.020]. ▪ Online programs also provide "boot camps" that orient students to the technical needs and support services available under the programs. See for example, M.S. in Instructional Design & Technology – http://msidt.fullerton.edu

<p>2.13. Student support services—including financial aid, registration, advising, career counseling, computer labs, and library and information services—are designed to meet the needs of the specific types of students the institution serves and the curricula it offers.</p>	<p>The Institution provides a wide variety of student services including financial aid, registration, Library and information services via the Internet and by phone or e-mail for the convenience of both campus and distance education students.</p>	<p>2</p>	<p>B</p>	<ul style="list-style-type: none"> ▪ Student services at the Irvine Branch campus are staffed for academic advising, computer and IT support, a branch library, and registrar functions --- www.fullerton.edu/irvinecampus. ▪ Electronic links for students at other off-site locations are available on the CSUF web site; many support units provide evening operating hours.
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Synthesis/Reflections on Standard Two

1. After completing this analysis, what are the 2 or 3 most important issues that should be emphasized in the Review under this Standard?

- Basic access to student resources and support services online are consistent with the learning environment provided at the home campus.
- Faculty Development Center support is readily available for instructional delivery and assessment of student learning for distance education. However, we lack evidence regarding faculty users' perceptions and concerns about these tools and methods a year or later after they are applied to class sections.

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** for the Preparatory Review? For the Educational Effectiveness Review?

- Strengths include the ability of the institution learning management system to capture and store interaction data on interactions.

3. Looking again at the overall quality and effectiveness of the institution’s data gathering and systems, what are **areas to be addressed or improved** for the Preparatory Review? For the Educational Effectiveness Review?

- Comparative, systematic analyses of the student use of these support services for a sample of distance education programs may be conducted to identify differences between the experiences of distance learners and main campus learners seeking the same degrees.
- Retention and graduation rates for a sample of distance education programs are not readily available and should be compiled.

Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Sustainability

The institution sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning.

Criteria for Review	Guideline	Self-Review	Importance to address at this time	Evidence/Evaluation
Fiscal, Physical, and Information Resources				
3.6. The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. For on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kinds to support and maintain the level and kind of education offered. These resources, services and facilities are consistent with the institution’s purposes, and are appropriate, sufficient, and sustainable.	The institution, as a part of its central technology infrastructure, provides resources to support both on campus and distance students through an extensive array of online services provided through the institution’s website, a robust and reliable learning management system, online Library services, e-mail system, and online faculty development resources. These services are maintained and upgraded on a rigorous schedule and are central to the operation of the institution.	1	C	<ul style="list-style-type: none"> ▪ Technical capacities are evidenced by the funding and staffing levels committed to I.T. activities. ▪ Faculty Development Center training programs such as the use of Blackboard and other course management tools are regularly scheduled and encouraged for all faculty who deliver online and technology-mediated instruction. ▪ Periodic investment occurs in maintaining licensures and software upgrades – at both university-wide and degree program levels.

<p>3.7. The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.</p>	<p>The institution provides complete information technology resources for its on campus and distance students through a central Information Technology organization that not only provides student and faculty technology services but also provides the technology needs of the entire institution.</p>	<p>1</p>	<p>C</p>	<p>The CSU "Common Management System" implementation is under development and the student module will provide devices to more closely monitor student progress at off-site locations and for those enrolled in online degree programs. Records from the central I.T. unit provide details about infrastructure investment and the frequency of software upgrades.</p>
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Synthesis/Reflections on Standard Three

1. After completing this analysis, what are the 2 or 3 most important issues that should be emphasized in the Review under this Standard?

- The institution, as a part of its central technology infrastructure, provides resources to support both on campus and distance students through an extensive array of online services. Each college has full-time Information Technology staff support which provides focused assistance that supplements the functions of the central I.T. unit. Relative levels of college-based support are uneven, which can impact responsiveness to faculty needs in technology support.

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** for the Preparatory Review? For the Educational Effectiveness Review?

- The Office of Institutional Research and Analytical Studies as well as the central I.T. unit can provide high quality evidence about our technological capacity to address status conditions and recent institutional progress.
- Faculty grants are awarded for technological innovation and instructional modification for online and off-site delivery.
- The structure and results of special "boot camps" and workshop sessions for students in online programs will be detailed in the Capacity and Preparatory Review.

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved** for the Preparatory Review? For the Educational Effectiveness Review?

Campus priorities in distance education and more systematic monitoring of student progress will be integrated into the Ed Effectiveness Review.

Standard 4. Creating an Organization Committed to Learning and Improvement

The institution conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities at different levels of the institution, and to revise institutional purposes, structures, and approaches to teaching, learning, and scholarly work.

Criteria for Review	Guidelines	Self-Review	Importance to address at this time	Evidence/Evaluation
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Commitment to Learning and Improvement

<p>4.6 Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution. The faculty takes responsibility for evaluating the effectiveness of the teaching and learning process and uses the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.</p>	<p>The institution has clear, well-established policies and practices for gathering and analyzing information that leads to a culture of evidence and improvement.</p>	<p>2</p>	<p>B</p>	<ul style="list-style-type: none"> ▪ The policy on assessment of student learning calls for systematic activities and encourages the use of multiple measures and diverse assessment methods [UPS 300.022]. ▪ Newer online degree programs have a greater tendency to use well-defined direct measures of student learning, while other off-site programs follow the diverse paths of their on-campus departments.
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Synthesis/Reflections on Standard Four

1. After completing this analysis, what are the 2 or 3 most important issues that should be emphasized in the Review under this Standard?

- The university lacks evidence about student retention and progress toward degree completion for online and off-site programs.
- Indirect measures of student learning are prevalent than are direct assessment indicators among several programs.

2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional **strengths** for the Preparatory Review? For the Educational Effectiveness Review?

- Policy statements are well established and documented.
- The prioritization of distance learning activities and integration of those into strategic planning are lacking.

3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are **areas to be addressed or improved** for the Preparatory Review? For the Educational Effectiveness Review?

- Retention studies and degree-completion studies comparing student satisfaction with support services for online and on-campus programs would be informative.
- Given that many of the distance education programs are at the graduate level, their core academic work and culminating experiences should not be compromised by distance from the main campus or by delivery conditions that may be at levels of support lower than those available to matriculating students on the main campus.

Summative Questions

1. Who participated in preparing this self inventory? What approach was used in completing the worksheet?

The University's AVP for Academic Programs and Director of Distance Education.