Handbook for Asynchronous Distance Learning
Course Design and Review
Danville Community College
Learning Resource Center
2014

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Purpose of the Handbook

Danville Community College has adopted the *Quality Assurance Plan for Distance Learning Asynchronous Courses (QAP)* to ensure the quality and effectiveness of its asynchronous and synchronous distance learning courses. (see Appendix A)   The QAP outlines in broad terms the necessary procedures and documentation required for asynchronous course development and evaluation. All distance learning courses must be academically sound and comparable in content and quality to similar courses offered on campus. Policies and procedures involving distance learning courses are generally the same as traditional course offerings and can be found in the DCC Policy Manual.

The purpose of this handbook is to acquaint you with the requirements of the QAP and to help guide you through the process of developing your asynchronous distance learning course. It also provides tips for effectively using technology for managing your course and interacting with students at a distance. This handbook supplements, but does not replace the Danville Community College Policy Manual. Faculty interested in developing an asynchronous distance learning course should begin with the following:

1. Discuss course development with the appropriate division dean.
2. Obtain a copy of the *Handbook for Asynchronous Course Design and Review* from the College's instructional designer in the TLT Center (797-8557).
3. Review the *Criteria for Course Selection* (Appendix B).
4. Review the *Distance Learning Development and Review Guide for Asynchronous Courses* (Appendix K). The Checklist provides a step-by-step process for successfully completing your asynchronous course and fulfilling the requirements of the DCC *Quality Assurance Plan for Distance Learning Asynchronous Courses* (Appendix A).

Preparation

Getting Started

Preplanning is crucial to the quality and effectiveness of your course and its success with students. In this handbook you will find planning activities that can help you in this endeavor.

Before you begin to develop your class, you should know how it feels to be a student in distance education. If you have never taken a correspondence course or enrolled in an online course yourself, you may want to do so to learn what is helpful/unhelpful to students. Ask a fellow faculty member who has two or three semesters of distance delivery under his or her belt to allow you to visit in their class. If you are interested in taking a course for credit anytime soon, try to find one online.

A wide range of literature devoted to the topic of distance delivery is available both online, in journals, and books. The College also provides many resources for those interested in developing distance courses. The DCC library owns a number of books devoted to online and distance teaching.

The Teaching, Learning, Technology Center provides workshops to train faculty in the use of the technology tools they may need for distance delivery. The workshops vary in length and topic. TLTC personnel are also available to work one-on-one with faculty and their project development. Also, the TLTC can provide resources such as research, and information about the availability of online courses and resources you may find of value as you begin development of your course.

Planning Your Course

Once you are ready to begin creating your distance course, here are a few considerations:

- Please review the Southern Regional Education Board's *Standards for Quality Online Courses* (Appendix E) and the Southern Association of Colleges and Schools' *Best Practices for Electronically Offered Degree and Certificate* Programs (Appendix F).   These documents can be used to guide preparation, content delivery, online skills, and other elements of quality online teaching.

- If this is a brand new course, is there a need for it? If your course doesn't make, all that work you've put into it is wasted. Determine the demand for your course. A good, old-fashioned marketing survey might be in order here.
- Is the course one that will translate well for distance? It would probably be a lot easier to teach creative writing at a distance than it would be to teach welding. There are those in the distance education realm who swear that anything can be taught at a distance, but is this feasible in your case?
- Is this course going to be offered only as a distance course? Is it a required course in a curriculum? If your course is required for a particular curriculum, at least one section of it should be taught on campus at least once during the year. Not everyone has access to computers.
- Are you planning to teach this course as a way to get more time into your day? True, you will not have to come to a classroom, but there is all that email... Teaching an online course will require just as much time as a face-to-face course.
- How are your organizational skills? Organization is key. Teaching at a distance requires careful attention to detail.
- Confer closely with your division dean. You may have a great idea for a course, but your division dean may not be interested in that course or may be looking for something else that you can teach.
- See the *Criteria for Course Selection*, (see Appendix B).

The Distance Education Course Review Process

The Peer Review Process

All distance education courses offered at DCC are required to undergo a comprehensive review process before they are offered in order to assure the academic quality and effectiveness of these courses. The first step in this process is getting approval for the development of the course from their division dean in order to set the development process into motion.

Once the course has been approved for development, the division dean should form a Peer Review Committee. The Peer Review Committee will evaluate the quality and effectiveness of the proposed course. The Peer Review Committee should meet as soon as possible thereafter to review the instructor's plan for the course. The Peer Review Committee will be composed of at least three persons: the instructor(s) developing the course, a faculty member chosen from within the academic discipline of

the proposed course (or as an alternative, someone from the program's advisory committee), and the College's instructional designer. The course developer may ask for additional reviewers if he or she wishes.   Instructors from other colleges may be chosen. Members of the Peer Review Committee must be approved by the Dean of the division offering the course.

The Committee will continue to serve in an advisory capacity as needed until the course is complete. At that time, the faculty course developer should have the course available for viewing in its final form. For example, a Web course should be posted on the Web, and its URL or Blackboard portal information available so that the reviewers can see it. The Peer Review Committee will review the course, and each of the faculty committee members will complete a *Review Checklist for Asynchronous Courses* (See Appendix C). A *Review Checklist for Asynchronous Courses, Annotation* will be provided as guidance (Appendix D). In addition to their knowledge of the subject area, reviewers are encouraged to use the *Standards for Quality Online Courses* and the *Best Practices for Electronically Offered Degree and Certificate* Programs as resources (see Appendices E and F).   The checklists will be tallied by the College's instructional designer and submitted for approval to the dean of the division in which the course will be offered.

The Administrative Review Process

The second part of the review process is the Administrative Review. If the course meets all criteria, the division dean will sign his/her approval on the Review Checklist for Asynchronous Courses (Appendix C) and submit it to the Vice President of Academic and Student Services or the Vice President for Workforce Services for final approval.

If the course does not meet all criteria, the division dean will submit a copy of the *Peer Review Checklist for Asynchronous Courses* with comments to the faculty member developing the course so that the appropriate changes may be made.

Once all revisions are made, the **course designer** will resubmit his or her course to the division dean so that the division dean can determine that the course has been adjusted to meet all criteria.

Once approved by the division dean, all copies of the approved *Review Checklist for Asynchronous Courses* will be sent to the Teaching, Learning, Technology Center to be kept

on file.

All disputes which may arise during the review process will be addressed by the reviewing division dean and the appropriate vice president.

It is the responsibility of all parties involved that the process proceeds in a timely fashion so that the course may be approved as soon as possible after it has been submitted for review.

All distance learning courses must undergo this comprehensive review process and meet all criteria established in the DCC *Quality Assurance Plan for Distance Learning Asynchronous Courses* before being placed on the schedule.

Course Design

Structuring Your Course

The academically sound distance course should be rich in content, provide for individual learning styles, encourage participation from students, provide strong interaction between the instructor and the students, and give constant feedback to the students.

Simply posting exercises and chapters from a textbook does not constitute an acceptable distance course. The course developer needs to pull in many resources for the students to use beyond the text. Resources from the World Wide Web, multimedia demonstrations, discussion boards, web pages, group projects, supplemental readings, chats, and video conferencing are only a few of the elements which can be used to enrich a distance course and provide for differences in learning styles.

Communication is crucial. Students should be encouraged to communicate with the instructor and with one another. This should be a constant ongoing process. Your virtual classroom should become a community in which your students feel they are part of a group of learners with common goals. The instructor should answer each and every email within a reasonable time and participate in discussion boards. If the instructor does not participate in discussion boards, these will not be used by the students.

Emails, chats, conferences and discussion boards provide constant feedback to students if used consistently. Students learning at a distance tend to become anxious if they cannot tell where they stand. Group projects among students help develop that important sense of being part of a community.

The College's instructional designer can provide invaluable assistance in the design and structure of your course. Many modules and tutorials that can facilitate the development of your course have already been created. The instructional designer can also provide assistance and training in the use of Blackboard and other distance learning software and technology. Call 797-8557 for more information.

What Should I Include in My Course?

The most important thing for the course developer to understand in creating a new course is that students are not mind readers. Everything must be explained to them in detail. Do not assume anything - your students may not all know how to handle email, Blackboard, the Internet, discussion boards, etc. that your course may require. It is the instructor's responsibility to anticipate this and orient the students.

The Extended Syllabus

In a distance course, the syllabus takes on added importance. The extended syllabus, while requiring some upfront time, saves the instructor and student from confusion later on in the course. If something important is left off, the students will waste valuable time and that of others trying to find answers. If you are, for example, using Blackboard in your course, include a link to an online tutorial describing exactly how to access it and use it.

The Extended Syllabus Should:

- Contain far more information than a traditional class syllabus.
- Be written in a straightforward manner (use bold, italics, or underlining for major points).
- Omit extensive sections of narrative. Hands on tutorials work better.

Important Components:

- Administrative matters
- General course information
- Class information
- Other details related to classroom management

Administrative Matters Include:

- Course title, number and section, and instructor's name
- Clear identification of the instructor, qualifications, and personal information and a small photo, if possible, to compensate for the distance factor
- Contact information: Office hours, office location, phone number, email

address, and any other contact information
- Applicable school policies:
  - Add/drop dates and policies
  - College attendance policy including a statement on "No Shows/Withdrawal for Attendance" (a distance course can require attendance in the form of timely submission of assignments, periodic emails, participation in discussions, etc.)
  - Policy statement on academic dishonesty
  - Late paper/missed assignment policy
- Information about or links to where the student can get support for issues outside of class work:
  - Help desk information
  - Library and information resources
  - Tutoring
  - Testing
  - Advising
  - Counseling
  - Bookstore

General Course Information Includes:

- Expanded course description
- Pre-requisites, co-requisites, and admissions information
- Course goals, performance objectives, and outcomes
- A list of topics to be covered
- Required texts and other course materials
- Detailed course calendar including all due dates for class work
- Course requirements and grading system
- Clear instructions regarding student support. The instructor is the first in line for support and is responsible for all questions/ concerns regarding course content. The DCC IT and Distance support staff are responsible only for the course delivery hardware, in this case the Web server and the Blackboard system.

Class Information Includes:

- **Instructor Expectations**. Include academic and technical expectations which the instructor believes are important in order for the student to successfully complete the course. These can include some of the following:
  - **Expectation for Confidential Information.** The instructor must inform students of their rights to privacy and about DCC's Policies regarding

> confidential information.
> - **Netiquette expectations**. Communicate what you expect in terms of such things as creating an online environment of mutual respect and trust.
>   - Rules of conduct for participating in the discussion board
>   - Rules of conduct for email content
>   - "Speaking style" i.e. requirements for use of correct English as opposed to net acronyms
>   - Spelling and grammar expectations
> - **Communication and Interaction Expectations**.
>   - Faculty-student and student-student communication expectations; information about how interactions will be conducted (e.g.; discussion boards, chats, instant messaging, voice conferencing, other types of synchronous or asynchronous communication)
>   - Expected response times (e.g.; emails answered within 24 hours); timeline for when students can expect feedback or grades from assignments and tests from the instructor

- **Student Contact Information**. Include a statement requesting student phone numbers and email addresses, as well as a note that the email address will be / can be shared with the entire class for student interaction and student work groups.
- **Technology Expectations**. Define the level of technology proficiency the student is expected to have in order to successfully complete the course.
  - Information about **technical requirements** or additional hardware/software needed for the course and technical support.
  - Instructions for accessing Blackboard or other online systems or software, if applicable

Certain items that should be present on all syllabi developed for DCC distance classes include:

- Identification of the College,
- A notice to students that materials used in connection with the course may be subject to copyright protection,
- Alternative methods for contacting the instructor (telephone number(s), email address, Facebook, etc.),
- Notice of ADA and special needs accommodations and where to obtain

additional information

- Danville Community College promotes and maintains educational and employment opportunities without regard to race, color, sex, ethnicity, religion, gender, age (except when age is a bona fide occupational qualification), disability, national origin, or other non-merit factors. Danville Community College prohibits sexual harassment including sexual violence.
- The Virginia Community College System expects users of VCCS college web sites to abide by the spirit and terms of the *Information Technology Student/Patron Acceptable Use Agreement.* *http://www.dcc.vccs.edu/AboutDCC/IT/DCC%20Acceptable%20Use%20Agreement.pdf*
- DCC College and DL Support Services Links**.** This page resides on the DL website and contains all the support links and reference information that students need to successfully complete a DL course.
  - *Frequently Asked Questions about Distance Learning at DCC* (*http://www.dcc.vccs.edu/DistanceLearning/FAQ.htm*)

Course Contents and Structure

In addition to the extended syllabus, other components for your distance learning course should include the following:

- Distance Learner Readiness Inventory
- Orientation Information. If the orientation is online, the URL for the orientation needs to be provided along with access instructions. If the orientation is live or synchronous, then the location along with the date and time needs to be specified,
- All course notes, handouts, etc. should be readily accessible,
- Class assignments, as well as due dates and assessment criteria, are clearly stated.
- Supplemental materials such as reading lists, online resources, special tutorials should be readily accessible,
- Ample interaction between faculty and students and among students to include most if not all of the following:
  - Email,
  - Discussion Boards,
  - Chat,
  - Postings to the Web by students,

- ▪ Prompt and readily available grades,
- ▪ Group projects.
- • It is especially important that instructors participate in all activities. Students will not take the time for these unless the instructor is an active participant,
- • **Of special importance:** Course work that involves little more than exercises from a textbook is not sufficient. The instructor should provide plenty of supplemental material to correspond to class lectures. Distance courses that do not contain these kinds of supplemental materials are little more than correspondence courses and do not correlate to classroom instruction, which is the major concern of the *Quality Assurance Plan for Distance Learning*.

Assessment

Assessment is especially crucial to distance courses. Methodology regarding assessment of student assignments must be clearly stated throughout the course. Assessment of student assignments must be timely, ongoing, consistent, and available to the student. When examinations are employed (paper, online, demonstrations of competency, etc.), they should take place in circumstances that include firm student identification. It is important to ensure the integrity of student work.

In addition to the assessment instruments utilized by the instructor for evaluating student mastery of course content, Danville Community College employs the *Quality Assurance Plan for Distance Learning Asynchronous Courses* (Appendix A) to evaluate and document the quality and effectiveness of its distance learning courses and programs.

Publishing Your Course

Asynchronous Distance Learning

Asynchronous-- Any time, any place. Courses can be online, print based, video or CD/DVD delivery. The student does not need to be in the same location as the instructor or fellow classmates or be available for instruction at the same time. The work of both the students and their instructor is accomplished outside of the traditional classroom. Students may only appear on campus to pick up course work and to take examinations. Delivery methods used by DCC in asynchronous distance learning include the following:

Video courses

DCC uses courses delivered via DVD that are produced during live traditional classroom-based sessions of established academic courses. These programs combined with a print package provide a complete distance learning course. Content and presentation of instruction are identical to established academic courses taught in traditional classrooms. Video courses can be delivered to students through checkout of the DVDs.

The *Quality Control Measures for Distance Learning Videos* (see Appendix L) is used to ensure the physical quality of DVDs used for distance learning.

Blackboard Web Delivery

The most common way of delivering a distance course at DCC is now online using the Blackboard course management system. Blackboard is easy to use and many DCC students are familiar with it already. If you have not yet explored Blackboard, you may wish to attend one of the numerous workshops on the product conducted through the TLT Center, or you may arrange for individual training.

When you are ready to begin posting your course to Blackboard, contact the Blackboard Administrator so that your course may be activated for you.

In some cases an online course may be offered by other means such as a textbook publisher or other private vendor.

Getting Help: Contact Information

Danville Community College

(434) 797-2222

(800) 560-4291

434.688.0136 (vp)

http://www.dcc.vccs.edu

Bookstore

(434) 797-8426

LAC (Testing)

(434) 797-8404

http://www.dcc.vccs.edu/LRC/LAC/testingcenter.htm

Mary M. Barksdale Library

(434) 797-8555

http://www.dcc.vccs.edu/lrc/library/library.htm

Counseling and ADA

(434) 797-8460

http://www.dcc.vccs.edu/Directory/Directory/Counseling.htm

Financial Aid

(434) 797-8438

http://www.dcc.vccs.edu/studentServices/FinancialAid/financial_aid.htm

Registration

(434) 797-8467

http://www.dcc.vccs.edu/StudentServices/registration.htm

Distance Learning Contacts:

Director of Learning Resources and Distance Learning

(434) 797-8454

Instructional Design Specialist

(434)797-8557

Blackboard and Web Administrator

(434) 797-8557

Distance Learning HELP DESK

(434) 797-8557
http://www.dcc.vccs.edu/DistanceLearning/FAQ.htm

Appendix A

Quality Assurance Plan for Distance Learning
Asynchronous Courses

The Distance Learning Program at Danville Community College (DCC) enables students to achieve their educational goals through the electronic delivery of academically sound courses and educational support services. The Southern Association of Colleges and Schools defines distance education as the following:

> Distance education is a formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. A distance education course may use the internet; one-way and two-way transmission through open broadcast, closed circuit, cable microwave, broadband lined, fiber optics, satellite, or wireless communications devices; audio conferencing; or video cassettes, DVD's, and CD-ROMs if used as part of the distance learning course or program.

Danville Community College's distance learning courses and programs provide the same academic standards, rigor, quality, and content as traditional on-campus courses. Danville Community College has implemented the *Quality Assurance Plan for Distance Learning* to ensure the quality and effectiveness of its distance learning courses. The College embraces the standards established by the Southern Regional Education Board in the <u>*Standards for Online Courses*</u> as part of its quality assurance efforts. As a member of the Virginia Community College System (VCCS), DCC uses the <u>*eLearning Best Practices and Guidelines*</u> to facilitate cooperation among the colleges of the VCCS.

Danville Community College employs the categories and instruments listed below to evaluate and document the quality and effectiveness of its distance learning courses and programs. The results of evaluation will be reported in Step 9 of the College's annual review of its strategic plan.

- Peer Review - a Peer Review Committee composed of at least three persons: the instructor(s) developing the course, a faculty member(s) chosen

from within the academic discipline of the proposed course (or as an alternative, a member of the program's advisory committee), and the College's instructional designer, will review the course prior to delivery. Reviewers will use the criteria established in the *Standards for Online Courses* and the DCC *Review Checklist for Distance Learning Courses* to evaluate the quality and effectiveness of the proposed course. An asynchronous course must meet 100% of the criteria outlined in the *Checklist* or make note of non-applicable criterion.

- Administrative Review – prior to course delivery, the dean of the division in which the course is to be offered will review the course using the criteria established in the *Standards for Online Courses* and the DCC *Review Checklist for Distance Learning Courses, Administrator.* An asynchronous course must meet 100% of the criteria outlined in the *Checklist* or make note of non-applicable criterion.

- Master Syllabi – in order to foster consistency and quality in college programs, all distance learning courses must utilize the Master Syllabus as the basis for course design and development of the course.

- Technology and Technical Support Services – the appropriateness of the technology used for course delivery and the adequacy of technical support services will be evaluated each semester by the Director of Learning Resources and Distance Learning using the *Distance Learning Course Evaluation, Student Survey* and the *Distance Learning Course Evaluation, Faculty Survey*. Results of the surveys will be reported to the Director of Learning Resources and Distance Learning.

- Academic and Student Support Services – the adequacy of academic and student support services will be evaluated each semester by the Director of Learning Resources and Distance Learning using the *Distance Learning Course Evaluation, Student Survey* and the *Distance Learning Course Evaluation, Faculty Survey*. Results of the surveys will be reported to the Dean of Student Success and Academic Advancement and the Director of Learning Resources and Distance Learning.

- Outcomes assessment – the following outcomes will be collected by the Office of Institutional Planning, Effectiveness, and Research:

  - Student Achievement and Learning - grades in distance learning

courses will be compared with comparable sections of the same or related course offered in traditional formats.

- Student Retention and Completion Rates - retention and completion rates in distance learning courses will be compared with comparable sections of the same or related course offered in traditional formats.

- Student Outcomes – Student Learning Outcomes (SLOs) are identified and assessed at the division level. Course SLOs are the same regardless of the mode of delivery.

- Student Satisfaction Survey – student satisfaction with their distance learning experience will be evaluated each semester by the Director of Learning Resources and Distance Learning using the *Distance Learning Course Evaluation, Student Survey* (Appendix H). Results of the survey will be reported to the appropriate division dean.

- Faculty Satisfaction Survey – faculty satisfaction with their distance learning experience will be evaluated each semester by the Director of Learning Resources and Distance Learning using the *Distance Learning Course Evaluation, Faculty Survey* (Appendix I). Results of the survey will be reported to the appropriate division dean.

- Faculty Evaluation – All instructional faculty, regardless of the mode of instruction, will be evaluated using the College's established evaluation procedures as outlined in the DCC Policy Manual. The *Distance Learning Course Evaluation, Student Survey* will be utilized as part of the faculty evaluation process.

Approved by Vice President's Council, March 22, 2011
Approved by the College Management Team, May 4, 2011

Criteria for Course Selection

The following criteria should be used when selecting a course to be taught via distance learning:

Potential Enrollment
- Do topics, title and segments have high interest?
- Is interest level documented by any data?
- Is the course of general appeal or does it target a relatively small group of potential students?
- Potential Longevity
  - Will the subject matter become obsolete too soon to permit long-term (2-4 years) utilization without major revisions?
  - Is the course material too topical to allow long-term (2-4 years) appeal?

- Adaptability to Delivery by Distance Learning
  - Will the course be comparable in academic quality to on-campus offerings?
  - Is the proposed course construction consistent with the distance learning philosophy?
- Cost
  - Is the estimated cost within reasonable limits for anticipated use?
  - Will delivery of the course be cost-effective for time needed by distance learning staff?
  - Does the proposed course have potential marketability to other colleges?
- Curriculum Relationship
  - Is the course directly related to other courses?
  - Is the course transferable?
  - Is the course a general education requirement, elective course, or completely separate from existing curricula?
  - Is the course a prerequisite or lead-in to another course?

Review Checklist for Asynchronous Courses
Quality Assurance Plan for Distance Learning
Danville Community College

Instructions: Use this checklist to evaluate the quality and effectiveness of the proposed asynchronous distance learning course.   For each of the following criteria, place a " ✔ " in the appropriate column to rate the extent to which the criteria has been met. To meet the DCC *Quality Assurance Plan for Distance Learning Asynchronous Courses* review expectations, an asynchronous course must meet 100% of all criteria outlined in the *Review Checklist for Asynchronous Courses*. Items that "Partially Meets Criteria" or "Does Not Meet Criteria" must be modified to meet the standards for quality and effectiveness outlined in the *Checklist* prior to being offered. The College recognizes that not all courses are alike and therefore the standards for quality and effectiveness may differ. If specific criterion in the *Review Checklist for Asynchronous Courses* does not apply to the course being reviewed, a statement of non-applicability should be made in the "Comments" section of the *Checklist*. The Dean of the division in which the course is to be offered and the Vice President of Academic and Student Services will make the final determination if the course meets the expectations of the *Quality Assurance Plan for Distance Learning* and will be offered for enrollment.

Course being reviewed: _____

Division: _____ **Date**: _____

CRITERIA	Meets Criteria	Partially Meets Criteria	Does not Meet Criteria	COMMENTS
Course Introduction and Orientation				

1. The course clearly states the following items:
   a. Notice of ADA and special needs accommodations
   b. Policy statement on academic dishonesty
   c. Late paper/missed assignment policy
   d. Required texts and other course materials
   e. Alternative methods for contacting the instructor (telephone number(s), email address, Facebook, etc.)
   f. Course pre-requisites and co-requisites
   g. College attendance policy including a statement on "No Shows/Withdrawal for Attendance"
   h. A list of topics to be covered
	a. ____
	
	b. ____
	c. ____
	d. ____
	e. ____
	
	f. ____
	g. ____
	
	h. ____
		a. ____
		
		b. ____
		c. ____
		d. ____
		e. ____
		
		f. ____
		g. ____
		
		h. ____
			a. ____
			
			b. ____
			c. ____
			d. ____
			e. ____
			
			f. ____
			g. ____
			
			h. ____	

2. The course clearly states the technological expertise students need and what technology they must have to successfully complete the course.				

CRITERIA	Meets Criteria	Partially Meets Criteria	Does not Meet Criteria	COMMENTS
3. Instructions for how students are to access course components and get started in the course are clearly stated.				
Learning Objectives and Outcomes				
4. The SCHEV/DCC educational objectives to be covered are clearly defined.				
5. Assignments, tests, and other assessments are clearly supportive of topic mastery and the assessment of SCHEV and DCC Educational Objectives designated in the Master Syllabi.				
6. The course grading procedure is clearly stated.				

CRITERIA	Meets Criteria	Partially Meets Criteria	Does not Meet Criteria	COMMENTS
7. Academic standards and course content are equivalent to those of comparable courses delivered on campus.				
8. Learning outcomes are equivalent to learning outcomes of comparable courses delivered on campus.				
9. The course is consistent with the institution's role and mission.				
Communications				
10. The methods and expectations for interaction between the instructor and students are clearly defined.				
11. The methods and expectations for interaction between students are clearly defined.				

CRITERIA	Meets Criteria	Partially Meets Criteria	Does not Meet Criteria	COMMENTS
12. Standards for instructor availability and instructor/student interaction, including timely and frequent feedback about student progress are clearly stated.				
13. Expectations for etiquette when communicating online using Blackboard, discussion boards, email, etc. are clearly defined.				
Learning Resources				
14. The course links to or provides clear instructions on how to access library and information resources.				
15. The course links to or provides a clear a description of tutoring services offered.				
16. The course links to or provides a clear description of proctored testing services.				

CRITERIA	Meets Criteria	Partially Meets Criteria	Does not Meet Criteria	COMMENTS
17. Students and the instructor are given the opportunity to evaluate the adequacy of learning resources.				
Faculty Support				
18. The faculty is provided with adequate technology and software to effectively support instruction and communication.				
19. Appropriate training and professional development has been provided for the faculty teaching the course.				
20. Adequate technical support is provided for the faculty teaching the course.				
21. Qualified faculty provides appropriate supervision of the course.				

CRITERIA	Meets Criteria	Partially Meets Criteria	Does not Meet Criteria	COMMENTS
22. Faculty-to-student ratios are appropriate for the subject matter of the course, mode of delivery, and technology involved.				
Student Support				
23. The course links to or provides a clear description of student support services including counseling, advising, financial aid, and student activities.				
24. The course links to or provides clear instructions on how to contact the distance learning "Help Desk" for technical support issues.				
25. Students and the instructor are given the opportunity to evaluate the adequacy of student support services.				
Course Design and Structure				

CRITERIA	Meets Criteria	Partially Meets Criteria	Does not Meet Criteria	COMMENTS
26. The technology and mode for delivering the course is appropriate and supports the learning objectives and outcomes.				
27. The course is organized so that navigation through its various components is logical, consistent, and easily discerned.				
28. All instructions for accessing resources, materials, and using course components are complete and easily understood.				
29. Instructional material is easily accessible, i.e. file formats are universal rather than proprietary.				
30. A variety of delivery modes are included to take into account the various student learning styles.				

CRITERIA	Meets Criteria	Partially Meets Criteria	Does not Meet Criteria	COMMENTS
31. A procedure for validating weekly attendance and participation is established. At least one assignment is due the first week of class. A student Bio is a good first assignment.				
32. All materials and resources used in the course comply with federal copyright law.				
33. The course complies with the requirements established by the Americans with Disabilities Act.				

I have reviewed this proposed asynchronous distance learning course and verify that it meets all of the standards for quality and effectiveness stated in the criteria above.

Course Developer(s)

Name: _____ Division: _____ Date: _____

Name: _____ Division: _____ Date: _____

Faculty Reviewer(s)

Name: _____ Division: _____ Date: _____

Name: _____ Division: _____ Date: _____

DCC Instructional Designer

Name: _____ Division: _____ Date: _____

Division Dean

Name: _____ Division: _____ Date: _____

Vice President of Academic and Student Services

Name: _____ Division: _____ Date: _____

Approved by Vice President's Council, October 19, 2010
Approved by the College Management Team, May 4, 2011

Appendix D

Review Checklist for Asynchronous Courses with Annotation
Quality Assurance Plan for Distance Learning
Danville Community College

Instructions: The *Review Checklist for Asynchronous Courses, Annotation* will assist you to evaluate the quality and effectiveness of the proposed asynchronous distance learning course.   For each criterion set forth in the *Review Checklist for Asynchronous Courses*, the reviewer is provided with suggested "Considerations and Examples" that may assist in the evaluation. The "Considerations and Examples" do not prescribe what is required to meet the criteria. Each course is different and should therefore be judged on its own merits. The "Considerations and Examples" represent possible elements that may be present when meeting the criteria.

CRITERIA	CONSIDERATIONS AND EXAMPLES
Course Introduction and Orientation	

1. The course clearly states the following items:
  a. Notice of ADA and special needs accommodations
  b. Policy statement on academic dishonesty
  c. Late paper/missed assignment policy
  d. Required texts and other course materials
  e. Alternative methods for contacting the instructor (telephone number(s), email address, Facebook, etc.)
  f. Course pre-requisites and co-requisites
  g. College attendance policy including a statement on "No Shows/Withdrawal for Attendance"
  h. A list of topics to be covered
	Look for specific statements of:
	  • ADA services and how learners can gain access to these services.
	  • Copyright compliance.
	  • Academic dishonesty
	  • Late paper/missed assignment policy
	  • Course pre-requisites and co-requisites
	  • College attendance policy including a statement on "No Shows/Withdrawal for Attendance"
	  • Contact information
	Consider:
	  • Linking directly to student policy handbook.
	  • Link specifically to page and/or section of the College's policy manual..
	  • Link to specific College web pages.
	  • Look for definitions of plagiarism and copyright.
	  • Look for rules about quoting sources.

CRITERIA	CONSIDERATIONS AND EXAMPLES
2. The course clearly states the technological expertise students need and what technology they must have to successfully complete the course.	Are hardware, web browser, and software requirements specified? Operating system, processor speed, plug-ins and connection speed should also be specified. Is the level of technology proficiency the student is expected to have in order to successfully complete the course clearly defined? Prerequisite skills in the use of technology should be identified. The course should describe what skills and knowledge of Internet and software applications are needed.
3. Instructions for how students are to access course components and get started in the course are clearly stated.	All distance courses should have instructor contact information listed on the DCC course schedule along with a note stating that the instructor should be contacted for info to start class. Is a course orientation provided? If the orientation is online, the URL for the orientation needs to be provided along with access instructions. If the orientation is live or synchronous, then the location along with the date and time needs to be specified. All course notes, handouts, etc. should be readily accessible. Look for clear instructions on how students can obtain needed plug-ins and software packages, text books, and other course components.
Learning Objectives and Outcomes	
4. The SCHEV/DCC educational objectives to be covered are clearly defined.	• Instructors should list course objectives within the course and/or post the official college course outline. • Goals and objectives are measurable and clearly state what the students will know or be able to do at the end of the course.
5. Assignments, tests, and other assessments are clearly supportive of topic mastery and the assessment of SCHEV and DCC Educational Objectives designated in the Master Syllabi.	Evidence that learning activities are tied to course objectives and outcomes. Consider listing appropriate objectives within each learning unit/activity. Content and assignments are of sufficient rigor, depth and breadth to teach the objectives being addressed. Learning activities align with assessment and course objectives. Examples of inconsistency: (1) The objective is to be able to "write a persuasive essay" but the assessment is a multiple choice test.

CRITERIA	CONSIDERATIONS AND EXAMPLES
	(2) The objective is to "demonstrate discipline-specific information literacy" and the assessment is a rubric-scored term paper, but learners are not given any practice with information literacy skills on smaller assignments. Examples of objective/assessment alignment: • A problem analysis assessment to evaluate critical thinking skills. • Multiple choice quiz to test vocabulary knowledge. • A composition to assess writing skills. The types of assessments used are appropriate for the online environment and assure the integrity of the learner's work. Examples that DO meet the standard: • Submission of text or media files by Blackboard Assignment Tool. • Quizzes with time limitations, printing disabled and other security measures. • Multiple assessments which enable the instructor to become familiar with individual learners' work and which discourage "proxy cheating" (someone other than the learner completing and submitting work) Examples that do NOT meet the standard: • Required assessments that cannot be submitted online, such as a lab practicum in a science course. • A course in which the entire set of assessments consists of 5 multiple choice tests taken online, with no enforced time limit, the print function enabled, and minimal security features in place.

CRITERIA	CONSIDERATIONS AND EXAMPLES
6. The course grading procedure is clearly stated.	Look for clarity of presentation to the learner here, not the simplicity or complexity of a given grading system itself. A relatively complex grading system can still be unambiguous and easy to understand. Example: - A list of all activities, tests, etc. that will affect the learners' grade clearly stated at the beginning of the course. - List the grading scale itself and any weighting applied to different types of work within the course.
7. Academic standards and course content are equivalent to those of comparable courses delivered on campus.	Academic standards, content, and assignments are aligned with the master syllabus for the course.
8. Learning outcomes are equivalent to learning outcomes of comparable courses delivered on campus.	Learning outcomes are aligned with the Learner Outcomes of the master syllabus for the course.
9. The course is consistent with the institution's role and mission.	The course supports and contributes to the College's mission.
Communications	
10. The methods and expectations for interaction between the instructor and students are clearly defined.	Information about how interactions will be conducted (e.g.; discussion boards, chats, instant messaging, voice conferencing, other types of synchronous or asynchronous communication) is clearly stated. The student requirements for course interaction are clearly stated. Example: Students required to participate in discussions are told how many times each week they must post original comments, how many times they must post responses to other's comments, what the quality of the comments must be, how the comments will be evaluated, and what grade credit they can expect for various levels of performance. Students need to feel that the instructor is close at hand; however, the opportunities for interaction will vary with the discipline of the course.

CRITERIA	CONSIDERATIONS AND EXAMPLES
	Look for examples such as: • An actively used and well organized instructor-facilitated discussion board. • Optional "electronic office hours" provided in the chat room or chat sessions on selected topics, archived/edited and posted as a FAQ for other students. An invitation for the class to email the instructor with individual concerns.
11. The methods and expectations for interaction between students are clearly defined.	A clear statement of requirements is particularly important when a type of interaction (e.g. participation in a discussion) is not optional. What are the penalties for non-participation? Impact on grade etc.? Example: • Self-introduction exercise; group discussion postings; group projects; peer critiques, etc. • Students required to participate in discussions are told how many times each week they must post original comments, how many times they must post responses to other's comments, what the quality of the comments must be, how the comments will be evaluated, and what grade credit they can expect for various levels of performance.
12. Standards for instructor availability and instructor/student interaction, including timely and frequent feedback about student progress are clearly stated.	Students need clear information about how quickly the instructor will respond and how frequently he or she is available. Informing students about instructor response and availability times prevents unreasonable expectations from developing (such as anticipating a response from an email in the middle of the night). Look for clear standards for instructor response time for key events and interactions, including e-mail turnaround time, time required for grade postings, discussion postings, etc. Also look for clear standards for instructor availability, including e-mail response time, degree of participation in discussions, and availability via other media (phone, in-person) if applicable. This criterion does not prescribe what that response time and availability ought to be.
13. Expectations for etiquette when communicating online using Blackboard, discussion boards, email, etc. are clearly defined.	Expectations of learner conduct online should be clearly stated, however brief or elaborate they may be. Do not evaluate the expectations themselves. Consider explanations of

CRITERIA	CONSIDERATIONS AND EXAMPLES
	• Rules of conduct for participating in the discussion board • Rules of conduct for email content • "Speaking style" requirements i.e. use correct English as opposed to net acronyms. • Spelling and grammar expectations, if any.
Learning Resources	
14. The course links to or provides clear instructions on how to access library and information resources.	Online learners need to know about and be able to obtain access to educational resources by remote access. Information on these resources should be readily visible in an online class; clear instructions on how to access them should be provided. Examples: • A link to DCC Library. The DCC Library web site will provide clear instructions on how to obtain library and information resources: http://www.dcc.vccs.edu/lrc/library/library.htm • The instructor mails to learners a custom CD he has prepared for the course. • An explanation of how to obtain full text journal articles is provided in the assignment that requires their use.
15. The course links to or provides a clear a description of tutoring services offered.	Link to DCC Tutoring Center: http://www.dcc.vccs.edu/lrc/tutoring/tutoringcenter.htm The DCC Tutoring Center web site will provide clear instructions on how to request tutoring services.
16. The course links to or provides a clear description of proctored testing services.	Link to DCC Testing Center: http://www.dcc.vccs.edu/LRC/LAC/testingcenter.htm The DCC Testing Center web site will provide clear instructions on how to send and receive testing material for both the instructor and the students.
17. Students and the instructor are given the opportunity to evaluate the adequacy of learning resources.	Does the course calendar include a provision for the administration of the *Distance Learning Course Evaluation, Faculty Survey* and the *Distance Learning Course Evaluation, Student Survey*?
Faculty Support	

CRITERIA	CONSIDERATIONS AND EXAMPLES
18. The faculty is provided with adequate technology and software to effectively support instruction and communication.	• Adequate technology for teaching online includes access to a current computer, printer, and other necessary hardware for course design, delivery, and management. • An adequate Internet connection, email, an online course management system such as Blackboard, and appropriate software such as the MS Office Suite. • Depending on the requirements of the course, other technology and software may be needed.
19. Appropriate training and professional development has been provided for the faculty teaching the course.	Appropriate training and professional development may include: • Blackboard training • Online course development training • Online teaching theory and practice seminars • Training in the use of specialized software and hardware
20. Adequate technical support is provided for the faculty teaching the course.	Adequate technical support may include: • Course design assistance • Blackboard administration and support • Web Master and web support • E-mail support • IT support • A college maintained "Help Desk" • A FAQ webpage.
21. Qualified faculty provides appropriate supervision of the course.	
22. Faculty-to-student ratios are appropriate for the subject matter of the course, mode of delivery, and technology involved.	
Student Support	

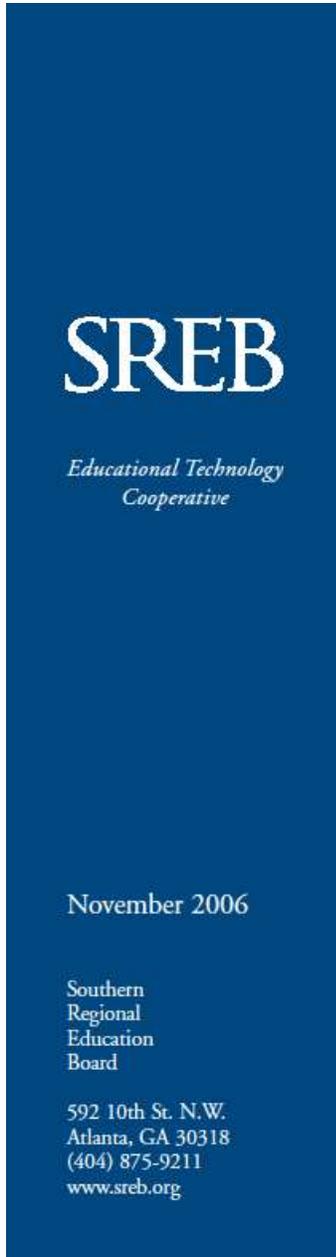| CRITERIA	CONSIDERATIONS AND EXAMPLES
23. The course links to or provides a clear description of student support services including counseling, advising, financial aid, and student activities.	A description of student support services is provided. Clear instructions regarding how students may obtain student support services are provided. The instructor is the first in line for support and is responsible for all questions/concerns regarding course content including assignments, assessment, how to login, how to use Blackboard and other software, and how to upload files. Information about or links to where the student can get support for issues outside of class work include: ▪ Help desk information ▪ Library and information resources ▪ Tutoring ▪ Testing ▪ Advising ▪ Financial aid ▪ Counseling ▪ Bookstore ▪ ADA Office
24. The course links to or provides clear instructions on how to contact the IT and distance learning "Help Desk" for technical support issues.	The DCC IT and Distance support staff are responsible for the course delivery hardware: in this case the Web server and the Blackboard system. Technical support covers questions about such topics as inoperative passwords for email, Blackboard, and the SIS, and information on the availability of system resources. It does not include help with course content, assignments, assessment, and academic or student support services Look for evidence that students have access to technical support services from within the course. The purpose is not to review the adequacy of those services on an institutional level. Examples: • A clear description of the services, including a link to a technical support website(s). • An email link to an online learning helpdesk. • A phone number(s) for an online learning helpdesk. • A link to the Distance Learning FAQ web page.

CRITERIA	CONSIDERATIONS AND EXAMPLES
25. Students and the instructor are given the opportunity to evaluate the adequacy of student support services.	Does the course calendar include a provision for the administration of the *Distance Learning Course Evaluation, Faculty Survey* and the *Distance Learning Course Evaluation, Student Survey*?
Course Design and Structure	
26. The technology and mode for delivering the course are appropriate and supports the learning objectives and outcomes.	As standards of delivery mode change over time (for example, from 28.8 modems to broadband) the reviewers may want to judge as a team whether or not course tools, media, and delivery modes meet current standards for widespread accessibility. Look for tools and media in the course that help learners actively engage in the learning process, rather than passively "absorbing" information. Examples: automated 'self-check' exercises requiring learner response; animations, simulations, and games that require learner input; software which tracks learner interaction and progress; use of discussion tools with automatic notification or 'read/unread' tracking feature. Students who have the required technical equipment and software should be able to view and access the materials online. Materials used in a face-to-face class may not work well in an online course without modification. All instructional materials are presented in a format appropriate to the online environment. Examples of some visual format problems: • Text size may be too inconsistent for typical View/Text Size setting. • Large text files are presented without table of contents or unit numbering; hyperlinks may improve students' access to information • Multimedia files require plug-ins or codes students do not have. • Science lab courses may include learning activities that are not easily conducted in an online environment.

CRITERIA	CONSIDERATIONS AND EXAMPLES
27. The course is organized so that navigation through its various components is logical, consistent, and easily discerned.	Elements that may facilitate user access may include: • A course overview • Clear statements about how to get started in the course. • The course is organized into units and lessons. • Unit overviews describe the objectives, activities and resources that frame the unit. It includes a description of the activities and assignments that are central to the unit. • Each lesson includes a lesson overview, content and activities, assignments and assessments to provide multiple learning opportunities for students to master the content. • A detailed course calendar including all due dates for class work and tests. • If information is included in the course syllabus, students should be directed to the syllabus at the onset of the course. A useful idea is a "Read Me First" or "Start Here" button or icon on the course home page, linking students to start-up information.
28. All instructions for accessing resources, materials, and using course components are complete and easily understood.	Everything must be explained to the students in detail. Do not assume anything - students may not all know how to handle email, Blackboard, the Internet, discussion boards, etc. that your course may require. It is the instructor's responsibility to anticipate this and orient the students. • Instructions should provide a general course overview, guide the new student to explore the course website, and tell what to do first, rather than list detailed navigational instructions for the whole course. • Be written in a straightforward manner (use bold, italics, or underlining for major points). • Omit extensive sections of narrative. Hands on tutorials work better. • Course resources, materials, and components should be clearly defined and, when appropriate, instructions on how to use them provided. Links can also be provided.
29. Instructional material is easily accessible.	If some of the course resources, including textbooks, videos, CD-ROMs, etc., are unavailable within the framework of the course website, investigate how learners would gain access to them, and examine their ease of use. Examples: • If textbooks and/or CDs are used, titles, authors, publishers, ISBN numbers, copyright dates, and information as to where copies can be obtained, are listed. • A navigation button is devoted to "Resources" and appropriately tied in with the overall course design. • Required software plug-ins are listed, along with instructions for obtaining and installing the plug-ins.

CRITERIA	CONSIDERATIONS AND EXAMPLES
	• File formats are universal rather than proprietary. • All course notes, handouts, etc. should be readily accessible, • Class assignments, as well as due dates and assessment criteria, are clearly stated, • Supplemental materials such as reading lists, online resources, special tutorials should be readily accessible.
30. A variety of delivery modes are included to take into account the various student learning styles.	Look for tools and media in the course that help learners actively engage in the learning process, rather than passively "absorbing" information. Examples: automated 'self-check' exercises requiring learner response; animations, simulations, and games that require learner input; software which tracks learner interaction and progress; use of discussion tools with automatic notification or 'read/unread' tracking feature.
31. A procedure for validating weekly attendance and participation is established. At least one assignment is due the first week of class. A student Bio is a good first assignment.	Ways to take attendance in your distance course: • A weekly discussion board attendance check in • A weekly assignment. • Students may be required to view the Announcements page weekly (the grade center displays the last date of login for students and course statistics show where and when a student has been inside a course in Blackboard)
32. All materials and resources used in the course comply with federal copyright law.	The course provides a "notice to students that materials used in connection with the course may be subject to copyright protection." An active link to more general information resources may also be provided. • http://www.dcc.vccs.edu/lrc/LRC/copyright.htm • Danville Community College is committed to promoting an environment of respect for and responsible use of the intellectual property of others. It is the policy of the College to comply with all state and federal copyright laws. Although a work may be accessible on the Internet or through other electronic means and contain no statement of copyright, copyright law provides that such works are protected by copyright. Use of copyrighted materials is prohibited without the permission of the copyright holder or under the provisions of federal copyright laws. The full text of the United States Copyright Law, Title 17, United States Code, Sect. 101, et seq. can be found at http://www.copyright.gov/title17/ . Additional information on copyright can be found at http://www.dcc.vccs.edu/lrc/LRC/copyrightteachact.htm .

CRITERIA	CONSIDERATIONS AND EXAMPLES
	Evidence of copyright compliance is shown. Examples: • Statements of credit for borrowed documents. • Learning Object Repository information is given for objects included in the course.
33. The course complies with the requirements established by the Americans with Disabilities Act.	ADA compliance is the most fluid of the review standards. Blackboard offers features that implement ADA. Look for a notice of ADA and special needs accommodations and where learners may gain access to ADA services.

Appendix E

SREB

Educational Technology Cooperative

Standards for Quality Online Courses

November 2006

Southern
Regional
Education
Board

592 10th St. N.W.
Atlanta, GA 30318
(404) 875-9211
www.sreb.org

Double click on the page above to open the *Standards for Quality Online Courses* document.

Appendix F

Commission on Colleges
Southern Association of Colleges and Schools

Best Practices
for
Electronically Offered Degree and Certificate Programs

http://www.sacscoc.org/pdf/commadap.pdf

Appendix G

Student Readiness Inventory

The Student Readiness Inventory can help students determine their own readiness for distance learning:
(http://www.dcc.vccs.edu/DistanceLearning/Distance_learning_quiz.pdf)

Appendix H

Distance Learning Online Course Evaluation, Student Survey

Appendix I

Distance Learning Online Course Evaluation, Instructor Survey

Appendix J

VCCS Intellectual Property Policy
Section 12

The development and administration of all Danville Community College distance learning courses shall be governed by the VCCS Intellectual Property Policy (Section 12) as stated in the VCCS Policy Manual (http://www.vccs.edu/about/where-we-are/policy-manual/).

Appendix K

Distance Learning Course Development and Review Guide
Asynchronous Courses
Danville Community College
Learning Resources and Distance Learning

Instructor: _____ Course: _____ Date:_____

This checklist will guide you through the process of ensuring that your distance learning course meets the criteria outlined in the DCC *Quality Assurance Plan for Distance Learning.* The College's instructional designer can provide invaluable assistance with developing your course. Please have the appropriate person initial each step after its completion. When completed, this checklist will be kept on file in your course development folder in the TLT Center.

1. ___ Obtain a copy of the *Handbook for Asynchronous Course Design and Review* from the College's instructional designer in the TLT Center. {Instructional designer}

2. ___ Review criteria for course selection (Appendix B, *Handbook for Asynchronous Course Design and Review).* {Faculty developer}

3. ___The proposed distance learning course is approved for development by the appropriate division dean. {Division dean}

5. ___ The Peer Review Committee is formed by the appropriate dean. The Peer Review Committee will meet as many times as needed but will be required to meet at least twice during the course development process. {Faculty developer, Division dean}

6. ___The committee will meet at the beginning of the course development process to review course development criteria as set forth in the *Review Checklist for Asynchronous Courses* (Appendix C, *Handbook for Asynchronous Course Design and Review).* {Faculty developer, Division dean}

7. ___ Peer Review Committee will meet at the completion of course development to review the proposed course using the *Review Checklist.* Each member will submit a completed *Review Checklist* to the College's instructional designer. {Instructional designer}

8. ___ Instructional designer forwards *Review Checklists* to appropriate division dean. {Division dean}

9. ___ Division dean reviews the course using the *Review Checklist for Asynchronous Courses* form. If course revisions are needed, the dean's Review Checklist with appropriate comments is returned to the faculty course developer for course modification. {Division dean}

10. ___ When the course meets the standards for quality and effectiveness outlined in the *Quality Assurance Plan for Distance Learning,* the *Review Checklist for Asynchronous Courses* form is signed by the division dean. Copies are sent to the faculty course developer(s) and the College instructional designer. All other completed paperwork including the above-mentioned forms should be returned to the College instructional designer to keep on file for future reference. {Division dean}

QUALITY CONTROL MEASURES
FOR DISTANCE LEARNING VIDEOS

Through the use of recorded media, Danville Community College offers instruction via telecourses to students through the checkout of courses delivered on DVDs. The telecourses are either produced by the College or purchased commercially. Student DVDs are copied from the master, checked out to distance learning students at orientation, and then returned to the Learning Assistance Center or to the instructor at the semester's end to be reused the following semester.

Safeguards and procedures for ensuring the technical quality of telecourse DVDs are as follows:

- During duplication, all DVDs are spot-checked for problems by a staff member.

- When DVDs are returned by the student, a staff member ensures that all the DVDs have been returned, that they are in the correct order, and that their physical condition (label, cover, etc.) is satisfactory.

- Students are told at orientation that if they are having any technical problems with the videos to contact their instructor immediately.

- If problems with DVDs do occur, the student may return the disc to the instructor and it is usually replaced immediately. If a replacement is not available, one is made and the student has the DVD within two days. If necessary, the replacement of DVD can be initiated by a phone call and handled by mail.

- As students return DVDs, they are asked to identify any problems with the DVDs and corrective action is taken.

- Each semester the DLR&DL and Distance Learning collects data in the form of student and faculty surveys to evaluate the technical quality of the video portion of distance learning courses.

- Defective DVDs are replaced as needed.

Appendix M

DCC Mission, Goals, and General Education Objectives

<u>Vision Statement</u>

Danville Community College will be the college of choice in our region for exemplary educational programs and services.

<u>Mission Statement</u>

Danville Community College is committed to providing quality comprehensive higher education and workforce programs and services to promote student success and to enhance business and community development.

<u>College Goals</u>

The seven goals of the College are:

1. **Educational Programs:** The College will provide quality credit and non-credit educational programs and instruction.
2. **Faculty and Staff:** The College will have an excellent faculty and staff.
3. **Academic and Student Services:** The College will provide quality services to assist students in achieving their academic and personal goals.
4. **Educational Environment:** The College will have facilities, equipment, and technology that enhance an effective learning environment.
5. **Outreach Programs:** The College will have a comprehensive outreach program.
6. **Community Relations:** The College will foster effective partnerships.
7. **Resources:** The College will obtain and use resources to achieve its mission and goals.

<u>DCC General Education Goals and Student Learning Outcomes*</u>

Danville Community College graduates will demonstrate competency in the following general education areas:

1. Communication

A competent communicator can interact with others using all forms of communication, resulting in understanding and being understood. DCC graduates will demonstrate the ability to:

    1.1 understand and interpret complex materials;

    1.2 assimilate, organize, develop, and present an idea formally and informally;

    1.3 use standard English;

    1.4 use appropriate verbal and non-verbal response in interpersonal relations and group discussions;

    1.5 use listening skills; and

    1.6 recognize the role of culture in communication.

2. Critical Thinking

A competent critical thinker evaluates evidence carefully and applies reasoning to decide what to believe and how to act. DCC graduates will demonstrate the ability to:

2.1 discriminate among degrees of creditability, accuracy, and reliability of inferences drawn from given data;

2.2 recognize assumptions, or presuppositions in any given source of information;

2.3 evaluate the strengths and relevance of arguments on a particular question or issue;

2.4 weigh evidence and decide if generalizations or conclusions based on the given data are warranted;

2.5 determine whether certain conclusions or consequences are supported by the information provided; and

2.6 use problem solving skills.

3. Cultural and Social Understanding

A culturally and socially competent person possesses an awareness, understanding, and appreciation of the interconnectedness of the social and cultural dimensions within and across local, regional, state, national, and global communities. DCC graduates will demonstrate the ability to:

3.1 assess the impact that social institutions have on individuals and culture—past, present, and future;

3.2 describe their own as well as others' personal ethical systems and values within social institutions;

3.3 recognize the impact that arts and humanities have upon individuals and cultures;

3.4 recognize the role of language in social and cultural contexts; and

3.5 recognize the interdependence of distinctive world-wide social, economic, geo-political, and cultural systems.

4. Information Literacy

A person who is competent in information literacy recognizes when information is needed and has the ability to locate, evaluate, and use it effectively. DCC graduates will demonstrate the ability to:

4.1 determine the nature and extent of the information needed;

4.2 access needed information effectively and efficiently;

4.3 evaluate information and its sources critically and incorporate selected information into his or her knowledge base;

4.4 use information effectively, individually, or as a member of a group, to accomplish a specific purpose; and

4.5 understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.

5. Personal Development

An individual engaged in personal development strives for physical

well-being and emotional maturity. DCC graduates will demonstrate the ability to:

    5.1 develop and/or refine personal wellness goals; and

    5.2 develop and/or enhance the knowledge, skills, and understanding to make informed academic, social, personal, career, and interpersonal decisions.

6. Quantitative Reasoning

A person who is competent in quantitative reasoning possesses the skills and knowledge necessary to apply the use of logic, numbers, and mathematics to deal effectively with common problems and issues. A person who is quantitatively literate can use numerical, geometric, and measurement data and concepts, mathematical skills, and principles of mathematical reasoning to draw logical conclusions and to make well-reasoned decisions. DCC graduates will demonstrate the ability to:

    6.1 use logical and mathematical reasoning within the context of various disciplines;

    6.2 interpret and use mathematical formulas;

    6.3 interpret mathematical models such as graphs, tables, and schematics and draw inferences from them;

    6.4 use graphical, symbolic, and numerical methods to analyze, organize, and interpret data;

    6.5 estimate and consider answers to mathematical problems in order to determine reasonableness; and

    6.6 represent mathematical information numerically, symbolically, and visually, using graphs and charts.

7. Scientific Reasoning

A person is competent in scientific reasoning adheres to a self-correcting system of inquiry (the scientific method) and relies on empirical evidence to describe, understand, predict, and control natural phenomena.
DCC graduates will demonstrate the ability to:

    7.1 generate consistent arguments based on empirical evidence;

    7.2 distinguish a scientific argument from a non-scientific argument;

    7.3 reason by deduction, induction, and analogy;

    7.4 distinguish between causal and correlational relationships; and

    7.5 recognize methods of inquiry that lead to scientific knowledge.

Complements Virginia Community College System General Education Goals and Student Learning Outcomes (www.vccs.edu)
Note: Reaffirmed by DCC Curriculum Committee, March 27, 2014.