



## Annotated Program Criteria

### Online Program Design

Criteria	Evidence to Submit	Annotations	Met	Not Met	Additional Evidence and Reforms Needed
1. Each program put forward includes measurable learning objectives, outcomes, or competencies. All included programs (i.e., those submitted as examples and those that are not) are expected to reflect the QM Online Program Design criteria or be on a path to doing so.	For each included program, provide a list of program learning objectives, outcomes, or competencies and an estimate of the program's level of compliance regarding measurable learning objectives, outcomes, or competencies (e.g., 100%, 75%, 50%, less than 50%).	For applications that include more than five individual programs, data should be presented for five programs only that reflect the range of programs offered; these five programs should be a representative sample of programs from different subject areas and levels of instruction.			
2. The learning objectives, outcomes, or competencies of the individual courses are consistent with the program objectives, outcomes, or competencies.	Provide an alignment map or table showing how course-level objectives, outcomes, or competencies map back to the program-level objectives in each of the programs put forward. Access to a number of representative courses must be provided to reviewers	The purpose of course access is to allow reviewers to verify that course and program objectives, outcomes, or competencies are appropriately related. <a href="#">Example</a> reprinted			

	to confirm the relationship between course and program objectives.	with permission from Stevenson University.			
<b>3.</b> Courses in the program have been developed by instructional design teams, at least some of whose members have completed professional development in best practices in online course design, or by faculty who have had this professional development.	Provide documentation that all online courses have either been designed with participation of QM-trained faculty or QM-trained instructional design staff.	At a minimum, the definition of “QM professional development” means having successfully completed a QM workshop in <i>Applying the Quality Matters Rubric</i> or <i>Improving Your Online Course</i> .			
<b>4.</b> All online courses in the program or programs seeking certification are aligned with the relevant Quality Matters Rubrics.	Document that all newly designed courses are expected to meet QM Standards, and that older courses have been revised according to the following practices: <b>1)</b> A minimum of 3 QM-Certified courses for each program covered under the program review and an official, qualified internal or QM Preparatory Review for the remaining courses in the program; <b>Note:</b> A qualified internal course review uses QM tools and is conducted by a minimum of 2 reviewers who	For applications that include more than five programs, examples may be drawn from five programs (see Criterion #1). Statements about alignment with QM Standards should apply to <i>all</i> programs. The required official QM Course Reviews serve as a benchmark for the qualified internal course review process.			

	<p>have completed either the Applying the Quality Matters Rubric (APPQMR) or the Improving Your Online Course (IYOC) workshop, at least one of whom is also a QM-Certified Peer Reviewer or Master Reviewer.</p> <p>2) A statement that any future qualified internal QM Course Reviews will be conducted by teams of two or three QM reviewers who have taken QM professional development; and</p> <p>3) A statement that all courses in the programs seeking certification will be reviewed at least once every five years, based on the most recent QM Rubric.</p>				
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## Online Teaching Support

Criteria	Evidence to Submit	Annotations	Met	Not Met	Additional Evidence and Reforms Needed
1. At least 85% of all online instructors, including part-time faculty, have received professional development in online teaching prior to their online teaching assignment or, in the case of new instructors, are concurrently receiving professional development and are prepared to be effective and responsive online instructors.	<b>Provide</b> <b>1)</b> A statement of policy and practices for preparation of online instructors, plus <b>2)</b> The syllabi of courses and/or workshops offered to prepare faculty for the online classroom, and <b>3)</b> A report on the percentage of faculty teaching online who have successfully completed these courses and/or workshops.	All new online instructors must be required to be professionally developed unless they present evidence of prior professional development. Optional (voluntary) professional development for new online teachers <i>does not</i> meet this criterion, even if incentives to faculty are included. At least 85% of legacy teachers (those, if any, approved to teach online before current policies were implemented)			

		<p>must have undergone professional development.</p> <p>Where possible, reviewers should be provided access to online teaching preparation courses and workshops.</p>			
2. The institution or program has provisions for ongoing pedagogical support or mentoring of faculty, including part-time and adjunct faculty new to online teaching.	<p><b>Provide</b></p> <p><b>1)</b> A description of institutional policy that addresses ongoing support for online faculty, and</p> <p><b>2)</b> Documentation of how this commitment is being implemented.</p>	<p>Strategies for providing such support may vary. Some programs use faculty mentors. Others use the staff resources of an instructional support office. Reviewers should be open to unique ways of providing such support.</p>			
3. The program encourages ongoing professional development for instructors engaged in online course delivery and provides internal professional development activities and/or financial	<p><b>Provide</b></p> <p><b>1)</b> Documentation that the institution or program encourages and supports further professional development of faculty who teach online through internally sponsored activities or external professional development, and</p>	<p>A persuasive response should not only describe the opportunities encouraged and supported by the program but the proportion of program faculty who actually take</p>			

resources to seek appropriate opportunities for this purpose, externally.	<b>2)</b> Evidence of participation numbers/rates.	advantage of these opportunities.			
<b>4.</b> The program has a robust process to collect, distribute, and use learner feedback to inform teaching practices.	<b>Provide</b> <b>1)</b> A description of data collection practices and continuous improvement feedback practices; <b>2)</b> Examples of data reports reflecting learners' feedback and satisfaction with instructor's presence, availability, and teaching practices; and <b>3)</b> Examples of reforms adopted.	A persuasive response will link the learner feedback to specific issues and reforms in the preparation and ongoing support for teachers in the program.  It should not be assumed that raw data speak for themselves. Analysis and interpretation of the data are necessary to determine the effectiveness of the teaching support services and to pinpoint areas for improvement. A <i>Data Analysis Cover Sheet</i> is provided for this purpose.			
<b>5.</b> The institution or program has issued recommendations, guidelines, or formal	<b>Provide</b> <b>1)</b> An institutional policy or published guidelines that address the issue of faculty	If possible, learner satisfaction with access to teachers in the program should			

policies, on instructor response time and availability appropriate to support and engage online learners.	availability and responsiveness to learners, and <b>2)</b> Survey data on the level of learner satisfaction with instructor availability and responsiveness.	be compared to external benchmarks to demonstrate superior performance.			
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## Online Learner Support

Criteria	Evidence to Submit	Annotations	Met	Not Met	Additional Evidence and Reforms Needed
<b>1.</b> Direct and indirect support for online learners should include remote access to the following services: <ul style="list-style-type: none"> <li>• Orientation to online study</li> <li>• Technical support</li> <li>• Academic advising</li> <li>• Proctoring and student authentication</li> <li>• Tutoring</li> <li>• Grade appeals</li> <li>• Remote library access</li> <li>• Accessibility services</li> <li>• Records and registration</li> <li>• Financial Aid services</li> <li>• Billing</li> </ul>	<b>Provide</b> <b>1)</b> A list of links to the listed services (and others that may be relevant), <b>2)</b> An explanation of how each service supports the online learner and promotes learner success, and <b>3)</b> A plan to address any identified gaps in service.	An effective response to #2 includes a brief statement from <i>each</i> support service regarding its goals and services for the online learner and how it meets them.			



<ul style="list-style-type: none"> <li>• Institutional and student policies</li> </ul>					
<p>2. A robust process to collect, distribute, and use learner feedback to inform and improve learner support efforts.</p>	<p><b>Provide</b></p> <p><b>1)</b> A description of data collection, distribution, and feedback mechanisms to improve learner support efforts;</p> <p><b>2)</b> Representative survey data addressing learner satisfaction with online campus services over the past three years; and</p> <p><b>3)</b> Documentation of any changes in policy, organization, and resources that have been influenced by learner feedback.</p>	<p>It should not be assumed that raw data speak for themselves. Analysis and interpretation of the data are necessary to determine the effectiveness of support services and to pinpoint areas for improvement. A <i>Data Analysis Cover Sheet</i> is provided for this purpose.</p>			



## Online Learner Success

### General Statement:

The Program, whether at the institutional, departmental, or individual program level, must make a case for how it wishes the success of its learners to be judged. No common set of benchmarks will be used, but the review team must be persuaded that

- 1) The definition of success makes sense for the organization, and
- 2) There is credible, longitudinal data to demonstrate that learner success is being achieved at a high level.

Criteria	Evidence to Submit	Annotations	Met	Not Met	Additional Evidence and Reforms Needed
1. The organization must present a definition of learner success consistent with its philosophy, history, mission, and goals, and mindful of its resources and the characteristics of its learner population.	A reasoned essay drawing on the factors listed above and how they are directly connected to the evidence to make the case for how the institution, department, or program wishes to be judged regarding learner success.				
2. Identify 3-5 measures based on hard data and/or surveys that demonstrate the extent to which learners are	<ol style="list-style-type: none"> <li>1) Identify each indicator and</li> <li>2) The source of data to measure the extent of learner success, based on that indicator.</li> </ol>	<i>Examples of measurable criteria that might be considered are:</i> <ol style="list-style-type: none"> <li>1) Retention;</li> </ol>			

<p>succeeding according to the adopted definition of learner success.</p>	<p><b>3)</b> Explain how each of the measures is related to the definition of learner success,  <b>4)</b> Present a minimum of three consecutive years of data for each indicator; and  <b>5)</b> Explain how the data are being interpreted (e.g., what percentage of learners are expected to meet each measure and to what extent), and how they relate to established benchmarks (e.g., national data and research findings).</p>	<p><b>2)</b> Course completion;  <b>3)</b> Graduation rates – compared to established benchmarks for successful programs or institutions of the same type;  <b>4)</b> Capstone assessments that demonstrate achievement of programmatic or institutional learning objectives;  <b>5)</b> Summative assessment of learners, particularly those using nationally recognized assessment instruments;  <b>6)</b> Learning outcome reports using data collection rubrics or other tools, demonstrating learners' achievement of established goals, objectives, or competencies;  <b>7)</b> Alumni survey data demonstrating</p>			
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		<p>learners' opinions regarding whether their program contributed to career success; and</p> <p><b>8)</b> Learner employment data indicating the percentage of learners employed in a field related to their academic program within six months of graduation.</p>			
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