

Substantive Change Application

Distance Delivery

Background Information on Distance Delivery¹

Higher Learning Commission (HLC) policies outline when institutions need to notify the Commission about distance-delivered instruction and when they need to seek approval. (See policy 3.2(a) and the information below.)

This document defines the characteristics of distance delivery, specifies when institutions must notify the Commission or seek approval for distance delivery, and provides the form for seeking approval.

Commission Definitions for Distance-Delivered Courses and Programs

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

- Distance-delivered **courses** are those in which all or the vast majority (typically 75% or more) of the instruction and interaction occurs via electronic communication, correspondence, or equivalent mechanisms, with the faculty and students physically separated from each other.
- Distance-delivered **programs** are those certificate or degree programs in which 50% or more of the required courses may be taken as distance-delivered **courses**.

Reporting and Seeking Approval for Distance-Delivered Offerings

The chart below identifies the Percentage Brackets for determining the scope of distance delivery by an institution. The Commission determines the appropriate Percentage Bracket for each institution. Such determination is based on information provided by the institution in its Annual Institutional Data Update to the Commission or when it seeks and receives approval of a proposed change.

Percentage Bracket	Percentage of Distance-Delivered Offerings (calculations are based on degree programs, not certificates)
3	20% or more of total degree programs
2	At least 5%, but less than 20% of total degree programs
1	Initiation of distance-delivered offerings (as described below), but less than 5% of total degree programs
0	No activity

Higher Learning Commission policy requires an institution to seek the Commission’s prior approval if the institution plans to **initiate** or **expand** its distance-delivered offerings as described below. When initiation or expansion is anticipated, an institution must submit a substantive change request using the forms contained in this document.

Initiation occurs and a review is required when the institution:

- plans to initiate its first distance education degree program, even when it has been approved to offer distance education certificates or correspondence education degree programs or certificates;

- plans to initiate its first correspondence education degree program, even when it has been approved to offer correspondence education certificates or distance education degree programs or certificates;
- has initiated four distance education certificates and plans to initiate a fifth, unless the institution has already been reviewed and approved to offer one or more distance education degree programs; or
- has initiated four correspondence education certificates and plans to initiate a fifth, unless the institution has already been reviewed and approved to offer one or more correspondence education degree programs.

Expansion occurs and a review is required when the institution:

- plans to increase its current activity in distance education degree programs or its current activity in correspondence education degree programs to a higher Percentage Bracket.

In addition, the Commission may require a substantive change evaluation if the institution:

- has never had a focused review of distance or correspondence degree or certificate programs and is offering one or more programs or five or more certificates; or
- has a significant annual increase in enrollment.

In addition to reviewing distance-delivered courses and programs through its substantive change processes, the Commission evaluates delivery whenever it comprehensively reviews an institution. In these comprehensive reviews, the Commission examines the institution's capacity to provide education to its students and the quality of its performance in doing so, whether via distance delivery or traditional face-to-face modes. Comprehensive reviews examine curriculum, staffing, support services, access to appropriate laboratory and library resources, and all other facets of quality higher education.

Questions

For general questions on approval of distance-delivered programs, send an e-mail to changerequests@hlcommission.org or call 800-621-7440 x137. For institution-specific questions, contact the Commission staff liaison assigned to the institution by calling 800-621-7440 and asking to be transferred to the liaison.

¹ Wherever distance delivery is mentioned throughout this document it means distance or correspondence delivery. The following are the Federal definitions (2009) of distance and correspondence education:

Correspondence education means:

- (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor.
- (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student.
- (3) Correspondence courses are typically self-paced.
- (4) Correspondence education is not distance education.

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

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

Substantive Change Application, Part 1: General Questions
Distance Delivery

Note: Wherever distance delivery is mentioned it means distance or correspondence delivery.

Institution: Yavapai College **City, State:** Prescott, AZ

Name of person completing this application: Tom Hughes **Date Submitted:** 10/10/2011

Title: Director of Institutional Research **Phone:** 928.776.2205 **Email:** tom.hughes@yc.edu

The questions are designed to elicit brief, succinct, detailed information, rather than a narrative or references to extensive supporting documents. Do not attach other documents unless they are specifically requested in the questions.

The total submission should be no more than 10-12 pages on a single classification of change. The submission should be no more than 20 pages total on an application addressing multiple change requests.

Submit the completed application as a single electronic document (in Adobe PDF format) emailed to changerequests@hlccommission.org.

Requested Change(s). *Concisely describe the change for which the institution seeks approval.*

Please Note: If submitting a change request for a new program *and* distance offerings or a new program *and* location, the institution should submit the New Program Application. Otherwise an institution submitting more than one change request should complete multiple applications, one for each type of change.

Requesting Permission to operate and elevate distance delivery to percentage bracket three in order to offer 20% or more of total degree programs.

Classification of Change Request. Check all boxes that apply to the change.

Note: not every institutional change requires prior review and approval. Review the [“Overview of Commission Policies and Procedures for Institutional Changes Requiring Commission Notification or Approval”](#) to make certain that current HLC policy requires the institution to seek approval.

<p>Change in mission or student body:</p> <p><input type="checkbox"/> change in mission</p> <p><input type="checkbox"/> change in student body</p>	<p>Five or more courses:</p> <p><input type="checkbox"/> at a degree level not now included in the institution's accreditation</p> <p><input type="checkbox"/> at an out-of-state or foreign location</p>
<p>New additional locations:</p> <p><input type="checkbox"/> in home state</p> <p><input type="checkbox"/> in other state(s) or in other country(ies)</p> <p>New branch campus:</p> <p><input type="checkbox"/> new or additional campus(es)</p>	<p>New academic program(s) requiring HLC approval:</p> <p><input type="checkbox"/> certificate <input type="checkbox"/> bachelor's</p> <p><input type="checkbox"/> diploma <input type="checkbox"/> master's/specialist</p> <p><input type="checkbox"/> associate's <input type="checkbox"/> doctorate</p>

<p>Consortial or contractual arrangement:</p> <p><input type="checkbox"/> Consortial arrangement</p> <p><input type="checkbox"/> Contractual arrangement</p> <p style="padding-left: 20px;"><input type="checkbox"/> The institution has completed the Screening Form for Contractual Arrangements and has been advised that approval is required. (If not, see the Substantive Change Screening Form for Contractual Arrangements)</p>	<p>Distance Delivery:</p> <p><input type="checkbox"/> Initiation of distance education</p> <p><input checked="" type="checkbox"/> Expansion of distance education</p> <p><input type="checkbox"/> Initiation of correspondence education</p> <p><input type="checkbox"/> Expansion of correspondence education</p> <hr/> <p>Other:</p> <p><input type="checkbox"/> Substantially changing the clock or credit hours required for a program</p>
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Institutional Context for Substantive Change Review. *In 1-2 paragraphs, describe the key dynamics — institutional mission and internal or external forces — that stimulated and shaped the change.*

The mission of Yavapai College is to provide high quality, convenient and cost-effective learning opportunities for the diverse populations of Yavapai County.

Yavapai College is the principle provider of public higher education for the diverse communities of central Arizona's Yavapai County. The region has experienced rapid growth during the past three decades and has a large and complex population of potential students. A significant number of the county's residents live in rural regions which are not near one of the college's two campuses or four centers. Building new sites to serve outlying students does not make strategic or financial sense as a critical mass is not present. Therefore to meet the primary mission of our institution, the college continues to develop and expand distance delivery opportunities.

Special conditions. *Underline YES or NO attesting to whether any of the conditions identified below fit the institution. If YES, explain the situation in the box provided.*

Is the institution, in its relations with other regional, specialized, or national accrediting agencies, currently under or recommended for a negative status or action (e.g., withdrawal, probation, sanction, warning, show-cause, etc.)?	YES <u>NO</u>	
Is the institution now undergoing or facing substantial monitoring, special review, or financial restrictions from the U.S. Dept. of Education or other federal or state government agencies?	YES <u>NO</u>	
Has the institution's senior leadership or board membership experienced substantial resignations or removals in the past year?	YES <u>NO</u>	

Is the institution experiencing financial difficulty through such conditions as a currently declared state of exigency, a deficit of 10% or more, a default or failure to make payroll during the past year, or consecutive deficits in the two most recent years?	YES <u>NO</u>	
Is the institution experiencing other pressures that might affect its ability to carry out the proposal (e.g., a collective bargaining dispute or a significant lawsuit)?	YES <u>NO</u>	

Approvals. Check the approvals that are required prior to implementing the proposed change and include documentation of the approvals to the request.

- Internal (faculty, board) approvals
 - System approvals (for an institution that is part of a system)
 - State approval(s) for requests other than for Distance Delivery
 - For Distance Delivery only: process in place to ascertain and secure state approval(s) as required
 - Foreign country(ies) approvals (for an overseas program or site)
 - No approval required
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Specialized Accreditation

Complete this section only if specialized accreditation is required for licensure or practice in program(s) covered by this change application.

- The institution has already obtained the appropriate specialized accreditation. Attach a copy of the letter from the agency granting accreditation.
 - The institution has begun the process of seeking or plans to seek specialized accreditation. Specify the name of the agency and the timeline for completing the process. (If approval is a multi-stage process, the institution should contact the HLC staff liaison to discuss the timeline before submitting this change application form.)
 - The institution does not plan to seek specialized accreditation. Provide a rationale for not seeking this accreditation.
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Changes Requiring Visits

Complete this section only if the institution is already aware that the proposed change will need to be reviewed through a visit. (If the institution is unsure whether a visit is required, the Commission will advise the institution based on the information provided in the change application.)

- Request to schedule a Change Visit.
 If a Change Visit has already been planned in consultation with Commission staff, specify the date set for the visit: October 10 & 11, 2011
 - Request to add a proposed change to an already scheduled visit. Specify type of visit and date scheduled: _____
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Whether the change will be reviewed through a separate Change Visit or embedded in an already scheduled visit, the following schedule will apply.

1. The institution files Part 1 of this change form at least 4 months before the visit. If the visit has not already been scheduled, this filing will initiate the process of scheduling the visit.
2. The institution files Part 2 of this change form at least 2 months before the scheduled visit. If the change will be embedded in an already scheduled visit, the form should be filed as an attachment to the report prepared for that visit.

Please note: The Commission plans to update the change forms annually, on or about September 1 of each year. However, if a Change Application form was accessed more than 90 days prior to filing, it is recommended that the institution visit <http://www.ncahlc.org/change> to ensure that there have been no changes in the application form in the intervening time.

<h2>Substantive Change Application, Part 2: Topic-Specific Questions</h2> <h3>Distance Delivery</h3>
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Submitting a Substantive Change Request

Attach the "Substantive Change Application–General Questions" as page one of this application. That completed form and the answers to the questions below will constitute the request for approval of a substantive change. It will be provided to future HLC review processes.

Name of Institution: Yavapai College

Part 1. Characteristics of the Change Requested

1. Briefly describe the planned initiation or expansion of distance delivery the institution is requesting permission to operate.

Yavapai College has been offering online courses for over a decade to provide educational opportunities to its students. Up to this point, only courses and not certificates or programs have been available through distance delivery methods. Yavapai has been very successful with the growth of online learning over the past several years. Online courses at Yavapai College follow the industry standard and best practices for this modality. Complete programs are a natural and necessary development to meet the College Mission.

2. Include a list of all proposed certificate and degree programs planned in the initiation or expansion of distance delivery. For each degree program or certificate:
 - a. Indicate the Classification of Instructional Programs [CIP codes, program name, and additional description (optional)]. CIP codes are established by the U.S. Department of Education's National Center for Education Statistics. More information is available at <http://nces.ed.gov/ipeds/cipcode/>.
 - b. Specify the program level.
 - c. Specify if it is distance education or correspondence education.
 - d. Specify all modalities of delivery.

<input type="checkbox"/> Audio conferencing	<input type="checkbox"/> internet
<input type="checkbox"/> Broadband lines	<input type="checkbox"/> microwave
<input type="checkbox"/> cable	<input type="checkbox"/> open broadcast
<input type="checkbox"/> closed circuit	<input type="checkbox"/> satellite
<input type="checkbox"/> correspondence	<input type="checkbox"/> videocassettes, dvds, and cd-roms
<input type="checkbox"/> fiber optics	<input type="checkbox"/> wireless communication devices
 - e. Identify date the offerings will be launched (MM/DD/YYYY).

Video Game Development

- (a.) CIP 50.0411 – Game and interactive media design
 - (b.) Certificate
 - (c.) Distance education
 - (d.) Online
 - (e.) 01/18/2012
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Management

- (a.) CIP 52.0201 – Business Administration and Management General
- (b.) Certificate
- (c.) Distance education
- (d.) Online
- (e.) 01/18/2012

3. What organizational structures are in place to ensure effective oversight, implementation, and management of the institution’s distance-delivered offerings?

The college’s strategic planning process addresses changes and future expansion for all delivery methods. Groups involved include the President’s Leadership Team, Faculty Senate, Program Advisory Boards, and the Strategic Enrollment Management Committee.

All courses/programs regardless of delivery method are subject to the college’s annual budgeting process. YC has an established technology infrastructure that supports all delivery methods. Cost assessment is part of the process in establishing a new course or program. Additionally, the college participates in the Kansas Study, a national project specific to community colleges that provides instructional cost data benchmarks

All programs and general education areas undergo an annual program review process that provides five-year trend data in areas of enrollment, average class size, course success rates, and graduates. Likewise, course and instructor evaluations are conducted each semester.

4. Does the institution have a separately identified organizational unit for providing or marketing the distance-delivered offerings? () Yes (**X**) **No**

If yes, please explain how this separate unit coordinates with other academic and administrative units across the institution to ensure the consistency and quality of offerings.

5. If the institution is planning any involvement by external organizations (other than accredited higher education institutions) in key operations as identified below, provide the information requested for each planned involvement. (Note that such involvement by a parent company or by one of its subsidiaries external to the institution in any of these operations should be reported.)

Type of involvement	Name(s) of external organization(s)	% of Involvement
A. Recruitment and admission of students	Not Applicable	
B. Course placement and advising of students	Not Applicable	
C. Design and oversight of curriculum	Not Applicable	
D. Direct instruction and oversight	Not Applicable	
E. Other Support for delivery of instruction	Not Applicable	

6. If the institution is planning any involvement with other accredited higher education institutions in key operations identified above, provide the name(s) of the other institutions and the nature of the involvement.

Not Applicable

7. Operational Data (Degree Programs only)

Operational Data	Last year (actual tallies)	This year (estimate)	Next year (projected)
A. Total number of academic programs (i.e., counting different majors at all levels)	25	29	30
B. Total number of programs in item D above available via distance delivery (i.e., 50% or more of courses available as distance-delivered courses)	7	5	5
C. Percentage of programs available via distance delivery (100 x E/D)	28%	17%	17%

Part 2. Institution’s History with Distance-Delivered Offerings

8. Briefly describe the institution’s experience with distance-delivered offerings.

Yavapai College has been offering online courses for over a decade to provide educational opportunities to its students. Other forms of distance education such as telecourses were offered at even an earlier date. Up to this point, only courses and not certificates or programs have been available through distance delivery methods. Yavapai has been very successful with the growth of online learning over the past several years. Online courses at Yavapai College follow the industry standard and best practices for this modality. Complete programs are a natural and necessary development to meet the College Mission.

9. If the Higher Learning Commission approves the institution’s initiation or expansion of distance delivery, what future growth does the institution anticipate (e.g., in the next six months, three years, 10-20 years)?

	6 months	3 Years	10-20 Years
% of total institutional credit hours in distance-delivered courses	25%	35%	50%
% of degree programs delivered as distance delivery	17%	20%	40%

10. How does the institution plan to manage this growth?

All enrollment is managed strategically to ensure program viability and student success. Programs are managed from their academic division area; however, all new programs go through a district-wide curriculum approval process that involves faculty, administration, and advisory committees. All programs have gone through annual program review processes.

Part 3. Institutional Planning for Distance-Delivered Offerings

11. What impact might the proposed initiation or expansion of distance-delivered offering(s) have on challenges identified as part of or subsequent to the last comprehensive visit or reaffirmation panel and how has the institution addressed the challenge(s)?

In Yavapai's last comprehensive visit (2003) the lack of a formal, systematic strategic planning process was identified as a deficiency. The college now employs a robust and transparent planning system. The strategic planning process puts the college in a sound position to evaluate online programs.

12. How does the institution determine the need to expand or initiate a distance-delivered offering? If the institution offers a traditional program now, how does it decide whether to start offering this program via distance delivery?

Proposals for distance-delivered courses and programs are initiated from within instructional areas. Once a program is identified, it goes through the curriculum process that assesses:

- Technology available to offer course/program
- Student demand
- Occupation demand
- Course/Program cost
- Qualified faculty

13. How does the institution plan for changes and future expansion of the role distance delivery plays in the institution? Who is involved? How do new ideas and initiatives originate, and how are they examined and evaluated?

The college's strategic planning process addresses changes and future expansion for all delivery methods. Groups involved include the President's Leadership Team, Faculty Senate, Program Advisory Boards, and the Strategic Enrollment Management Committee.

14. How does the institution ensure that financial planning and budgeting for distance-delivered offerings are realistic? What are the institution's projected revenues and expenses?

All courses/programs regardless of delivery method are subject to the college's annual budgeting process. YC has an established technology infrastructure that supports all delivery methods. Cost assessment is part of the process in establishing a new course or program. Additionally, the college participates in the Kansas Study, a national project specific to community colleges that provides instructional cost data benchmarks.

15. How does the institution assure that promotion, marketing, and enrollment of its distance-delivered offerings stay in balance with its actual resources and technical capabilities?

Yavapai's goal in offering online programs supports the college's mission of providing high quality, convenient, and cost effective learning opportunities to Yavapai county residents. Marketing and enrollment decisions are within our service area and are similar regardless of course/program delivery method. For instance, enrollment caps are driven by discipline specific recommendations regardless of delivery method.

16. What controls are in place to ensure that the information presented to students in advertising, brochures, and other communications will be accurate?

Instructional areas work with the Marketing office to ensure accurate information in all marketing materials/communications. The college's Compliance workgroup also ensures that programs meet marketing requirements as required by the federal government.

Part 4. Curriculum and Instructional Design

17. How does the institution assure good instructional design in its distance-delivered offerings? How are the institution's faculty and quality control mechanisms involved in the instructional design process?

Faculty use a YC Recommended Guidelines for Online Instruction rubric. An instructional design team from the Teaching & eLearning Support (TELS) Department will evaluate all proposed online programs, certificates using this model. A Teaching Online workshop is offered to all new online and hybrid faculty. Instructional design is a primary topic.

Yavapai's Pathway's Quality Initiative demonstrates our commitment to ensuring the quality of performance for all instructional modalities. This project is faculty driven and focused on the following objectives:

1. Determine if there is a difference in the quality of education provided through online versus face-to-face delivery methods;
2. Determine if Yavapai College provides student support services necessary to ensure an equitable education for students registered in both online and face to face classes.
3. Evaluate the architecture of the online learning environment, both from infrastructure and course development standpoints.

18. What processes and procedures will the institution use for technology maintenance, upgrades, back up, remote services, and for communicating changes in software, hardware or technical systems to students and faculty?

YC actively monitors (space, faults, connectivity, speed, etc) its servers for problems via a NMS. All of our Windows servers have virus/malware protection installed and updated. We judiciously review the contents of patches and the risk/reward associated with software updates. YC utilizes software from Commvault to address our backup need in the district. We inform students, faculty, and staff about changes in hardware and software with numerous methods. YC displays LMS information with Blackboard or within the Luminis Portal. In addition, we have the ability to send out targeted email and announcements to update our constituents about changes.

19. How does the institution assure that it provides convenient, reliable, and timely services to students or faculty needing technical assistance, and how does it communicate information about these services?

YC recently selected Perceptis to be the 24/7 Tier 1 Help Desk provider. Perceptis will begin at the start of the fall 2011 semester. The Teaching & eLearning Support (TELS) group focuses on the online environment. Requests can be made through email, telephone, or by walk-in visits to the TELS office. The TELS team consults within the ITS group and conducts research to ensure that suggested solutions are as reliable as possible. Students and faculty can find technical support information on the Yavapai College website and within the courses themselves. Each Blackboard course by default contains a navigation element that directs students to an online learning support webpage. Instructors are also encouraged to add support information to their courses. There is a system wide Newsflash sent out via email to targeted groups, as well as a Blackboard Announcements for important information.

20. What is the institution's experience, if any, in collaborating with other institutions or organizations to provide distance-delivered education?

YC researches best practices in online learning by collaborating via social media with other institutions. Staff in distance learning also attend local and national conferences and collaborate with others. Listservs, email and other communication tools are used to network with others.

21. If the institution is planning partnerships or agreements with external organizations or institutions as identified in Questions 5 and 6, how will the institution ensure that students can use these services effectively? Not applicable.

Part 5. Institutional Staffing and Faculty Support

22. How does the institution staff distance-delivered programs? How does this differ from the institution's processes for staffing traditional programs?

The TELS Department provides resources, training and support in educational technology for students and faculty at Yavapai College. The primary focus is online/hybrid delivery, although face-to-face courses are supported through the same avenue.

23. What is the institution's process for selecting, training, and orienting faculty for distance delivery? What special professional development, support, or released time does the institution provide for faculty who teach distance-delivered offerings?

The TELS Department offers a Teaching Online workshop to new faculty teaching in the online/hybrid environment. It requires 3 hours of in-person training and two weeks of intensive online training. A \$300 stipend is provided for the Teaching Online workshop if completed with 90 points or higher. The Summer/Winter Institutes are a multi-day teaching and learning event for all full-time and adjunct faculty focusing on best practices in the classroom (online and F2F), as well as technology topics for enhancing the student learning experience. The Summer Institute is held in May and the Winter Institute is held in December.

24. How does the institution assure copyright compliance and keep distance delivery faculty aware of institutional policies on using others' intellectual property?

Newly hired faculties attend an orientation workshop that clarifies copyright issues and plagiarism. Trainings are available at the Institutes and by request. The Yavapai College Administrative Policy and Procedures Manual also contain guidelines for using copyrighted material. Access to copyrighted material used in online courses is restricted by the need for each student to authenticate themselves when logging in to Blackboard. Links to videos hosted on our streaming server are only visible to students while they are enrolled in the course.

Part 6. Student Support

25. How does the institution assure that distance delivery students have access to necessary student and support services (e.g., institutional information, application for admission, registration, tutoring or academic support, advising, financial aid, tuition payment, career counseling and placement, library resources, complaint processes)? How does the institution provide them information about using these services, and how does it monitor and evaluate their use of these services?

The YC website continues to evolve to support distance education. There is a portal system targeted toward Student Business where nearly every service and source of information can be accessed. Each service area has a webpage providing an explanation of its role and what it offers to students. There is also a Student Orientation to Online Learning (both online and in-person). A student consumer information webpage also exists to provide future and current students with information on tuition/fees, financial aid, complaint process and other information as required in the reauthorized Higher Education Act. As the online enrollment grows, YC has selected Perceptis for 24/7 Tier 1 Help Desk support.

26. How does the institution measure and promote interactions among distance delivery students and faculty (e.g., email, online chats, discussion groups, phone or streaming audio, "office hours," cyber buddies/mentors and tutors)?

Interaction is important from the faculty-student and student-student perspective. Trainings are provided on how to use Blackboard's communication tools. Instructors are made aware of best practices for communicating and encouraging interaction among online students. YC Recommended Guidelines for Online Instruction is a tool for instructors to utilize. More specialized training is also offered that focuses on a variety of software tools such as chat, video conferencing, wikis, etc.

27. How does the institution assure that the distance delivery students it enrolls and to whom it awards credit and credentials are the same ones who did the work and achieved the institution's learning goals (student authentication)?

Students wishing to pay in state tuition must, based on state law, provide identification that proves their United States citizenship. Students have a username/password which authenticates access into our portal system and CMS.

28. How does the institution protect student identity and personal information?

College policy number 5.23 addresses identity theft prevention measures. Also within the college's student information system, Banner, there are multiple levels of security to protect student data.

Part 7. Evaluation and Assessment

29. How does the institution assess, review, and evaluate quality in distance-delivered offerings?

Instructors and Deans can use the [YC Recommended Guidelines for Online Instruction](#) to ensure their courses meet the recommended standards. The TELS team is available for consultation

30. How are the measures and techniques the institution uses for distance-delivered offerings equivalent to those used to assess and evaluate traditional face-to-face offerings? If there are differences, why are these differences appropriate?

Institutional Research administers the same basic course end survey to online and F2F. However, the instrument for online courses asks five additional questions specific to online learning.

31. How does the institution assess the learning of the students it educates in its distance-delivered offerings to ensure that they achieve the levels of performance that the institution expect and that its stakeholders require?

All courses, whether online or F2F have the same learning outcomes that need to be assessed, as well as same curriculum process for being offered.

32. How does the institution encourage and ensure continuous improvement of its distance-delivered offerings?

The Institutes offer professional development for instructors that emphasize tools and strategies for online learning. The TELS group maintains online resources for instructors to get help with common issues and to evaluate their own courses. The continuous loop of evaluation and redesign where needed is stressed.