Administration of Online Programs
OLC Quality Scorecard Suite

The Administration of Online Programs scorecard provides benchmarks and standards to help you evaluate your online learning programs in the areas of: Institutional Support, Technology Support. Course Development and Instructional Design, Course Structure, Teaching and Learning, Faculty Support, Learner Support and Evaluations and Assessment.

0 Deficient	1 Developing	2 Accomplished	3 Exemplary

Institutional Support

Item	Evaluation Criteria	Score
1	The institution's mission, value and strategic plan are inclusive of online learning and the structure for delivering online education supports the institution's mission, values and strategic plan.	
2	The institution has clearly defined and communicated the strategic value of online learning to all stakeholders (students, faculty, staff, community, etc.).	
3	The institution has a governance structure to enable clear, effective and comprehensive decision making related to online education.	
4	The institution has a process to enable systematic and continuous improvement related to the administration of online education.	
5	The institution has a process for strategic planning and resource allocation for the online program, including human and financial resources.	
6	The institution demonstrates sufficient resource allocation, including human and financial resources, in order to effectively support the mission of online education.	
7	The institution has policy and guidelines (including regional accrediting requirements) that confirm a student who registers in an online course or program is the same student who participates in and completes the course or program and receives academic credit. This is done by verifying the identity of a student by using methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) other technologies and practices effective in verifying student identification.	
8	The online program's strategic plan is reviewed for its continuing relevance, and periodically improved and updated.	

SUBTOTAL (out of 24) _____

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0	Deficient	1	Developing	2	Accomplished	3	Exemplary

Technology Support

Item	Evaluation Criteria	Score
1	The technology delivery systems are highly reliable and operable with measurable standards being utilized such as system downtime tracking or task benchmarking.*	
2	A centralized technology system provides support for building and maintaining the online education infrastructure. *	
3	A documented technology plan that includes electronic security measures (e.g., password protection, encryption, secure online or proctored exams, etc.) is in place and operational to ensure quality, in accordance with established accreditation standards and regulatory requirements. *	
4	Institutional technology systems [related to online programs] are administered in compliance with established data management practices such as the Information Technology Service Management (ITSM) standards, which include appropriate power protection, backup solutions, disaster recovery plans, etc.	
5	The institution has established a contingency plan for the continuance of data centers and support services in the event of prolonged service disruption.	
6	The course delivery technology is considered a mission-critical enterprise system and supported as such.	
7	Faculty, staff, and students are supported in the development and use of new technologies and skills.	

SUBTOTAL (out of 21) _____

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Course Development and Instructional Design

Item	Evaluation Criteria	Score
1	Guidelines regarding minimum requirements for course development, design, and delivery of online instruction (such as course syllabus elements, course materials, assessment strategies, faculty feedback) are in place, periodically reviewed and followed. *	
2	Course development guidelines are in place and followed to ensure courses are designed so that students develop necessary knowledge and skills to meet measurable course and program learning outcomes. *	
3	Instructional materials and course syllabi are reviewed periodically to ensure they meet online course and program learning outcomes. *	

0 Deficient	1 Developing	2 Accomplished	3 Exemplary

4	Student-centered instruction is considered during the course development process.	
5	There is consistency in the design of course navigation and utilization of course components to support student retention and quality.	
6	Course design promotes both faculty and student engagement.	
7	A process is followed that ensures that permissions (Creative Commons, Copyright, Fair Use, Public Domain, etc.) are in place for appropriate use of online course materials.	
8	Policies are in place to ensure instructional materials are easily accessible to the student and easy to use, with an ability to be accessed by multiple operating systems and applications.	
9	Usability tests are conducted and applied, and recommendations based upon Web Content Accessibility Guidelines (WCAGs) are incorporated.	
10	Instructional materials are easily accessed by students with disabilities via alternative instructional strategies and/or referral to special institutional resources.	
11	Curriculum development is a core responsibility for faculty (i.e., faculty should be involved in either the development or the decision making for the online curriculum choices). *	
12	The online course includes a syllabus outlining course objectives, learning outcomes, evaluation methods, books and supplies, technical and proctoring requirements, and other related course information, making course requirements transparent. *	
13	The course structure ensures that all online students, regardless of location, have access to library/learning resources that adequately support online courses. *	
14	Links or explanations of technical support are available in the course (i.e., each course provides suggested solutions to potential technical issues and/or links for technical assistance).	
15	Course embedded technology is actively used to support the achievement of learning outcomes. *	
16	Opportunities/tools are provided to encourage student-student collaboration (i.e., web conferencing, instant messaging, etc.) if appropriate.	
17	Expectations for assignment completion, grade policy and faculty response are clearly provided in the course syllabus. *	
18	Rules or standards for appropriate online student behavior are provided within the course.	

SUBTOTAL (out of 54) _____

NOTES _____

0 Deficient	1 Developing	2 Accomplished	3 Exemplary

Teaching and Learning

Item	Evaluation Criteria	Score
1	Student-to-Student and Faculty-to-Student interaction are essential characteristics and are encouraged and facilitated. *	
2	Instructors use effective strategies to create a presence in the course.	
3	Feedback on student assignments and questions is constructive and provided in a timely manner. *	
4	Students are provided access to library professionals and resources to help locate, analyze, evaluate, synthesize, and ethically use a variety of information resources.	

SUBTOTAL (out of 12) _____

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Faculty Support

Item	Evaluation Criteria	Score
1	Faculty have access to university policy about intellectual property and it addresses online learning.	
2	The institution ensures faculty receive training, assistance, and support to prepare faculty for course development. *	
3	Technical assistance is provided for faculty during online course development. *	
4	Faculty have access to training, online resources and support related to Fair Use, plagiarism, and other relevant legal and ethical concepts. *	
5	The institution ensures faculty receive training, assistance, and support to prepare faculty for teaching online. *	
6	Faculty are provided on-going professional development related to online teaching and learning.	
7	Technical assistance is provided for faculty during online teaching. *	
8	Clear standards are established for faculty engagement and expectations around online teaching (e.g. response time, contact information, etc.) and periodically reviewed.	
9	Faculty are informed about institutionally supported education technologies and the selection and use of new tools.	

0 Deficient	1 Developing	2 Accomplished	3 Exemplary

SUBTOTAL (out of 27) _____

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Learner Support

Item	Evaluation Criteria	Score
1	Before starting an online program, students are advised about the program to determine if they have access to the minimum technology skills and equipment required. *	
2	Before starting an online program, students have access to information about programs, including admission requirements, tuition and fees, books and supplies, technical and proctoring requirements, and student support services. *	
3	Students have access to required course materials in print and/or digital format, such as ISBN numbers for textbooks, book suppliers, and delivery modes prior to course enrollment.	
4	Opportunities are provided to engage students with the program and institution in order to minimize feelings of isolation.	
5	Program demonstrates a student-centered focus that also addresses online student needs rather than trying to fit existing on-campus services to the online student.	
6	Institutional communications (website, email, letters, etc.) provide clear and timely information to students on where to enlist assistance (advising, billing, library, etc.).	
7	Students are provided noninstructional support services such as admission, financial assistance, registration/enrollment, etc.	
8	Throughout the duration of the course/program, students have access to appropriate technical assistance and technical support staff. *	
9	Students have access to effective academic and career counseling.	
10	Students have access to personal counseling.	
11	Policy, processes and resources are in place to support students with disabilities.	
12	Support personnel are available to address student questions, problems, bug reporting and complaints. *	
13	Throughout the duration of the course/program, students have access to training and information they will need to secure required materials through electronic databases, interlibrary loans, government archives and any new services offered. *	

0 Deficient	1 Developing	2 Accomplished	3 Exemplary

		Score
14	Online tutoring is available as a learning resource.	
15	The institution and/or the instructor provides guidance/tutorials for students in the use of all forms of technologies used for course delivery.	

SUBTOTAL (out of 45) _____

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Evaluation and Assessment

Item	Evaluation Criteria	Score
1	The program is assessed through an evaluation process that applies specific established standards. *	
2	A variety of data (academic and administrative information) are used to regularly and frequently evaluate program effectiveness and to guide changes toward continual improvement. *	
3	Intended learning outcomes at the course and program level are reviewed regularly to ensure alignment, clarity, utility, appropriateness and effectiveness. *	
4	Course evaluations collect feedback on the effectiveness of instruction and the quality of online course materials in relation to faculty performance evaluations.	
5	A process is in place and followed for the institutional assessment of faculty online teaching performance.	
6	A process is in place and followed for the assessment of support services for faculty and students.	
7	A process is in place and followed for the assessment of student retention in online courses and programs.	
8	Program demonstrates compliance and review of accessibility standards (Section 508, etc.).	
9	A process is in place and followed for the assessment of stakeholder (e.g., learners, faculty, staff) satisfaction with the online program.	

SUBTOTAL (out of 27) _____

NOTES _____

| 0 Deficient | 1 Developing | 2 Accomplished | 3 Exemplary |

Scorecard Summary

Evaluation Category	Score
Institutional Support *(24 points)*	
Technology Support *(21 points)*	
Course Development and Instructional Design *(33 points)*	
Course Structure *(21 points)*	
Teaching and Learning *(12 points)*	
Faculty Support *(27 points)*	
Learner Support *(45 points)*	
Evaluation and Assessment *(27 points)*	

TOTAL (out of possible 210) _____

* Adapted from Institute for Higher Education Policy's Quality on the Line: Benchmarks for Success in Internet-based Distance Education (2000).