

Site Visit Team Guide

Assessment and Commentary Addressing Program Use of Distance Education

NOTE: Please ensure that all options/tracks and modalities are delineated in the Introductory Section of the Site Visitors' Report.

1. Mission and Administrative Capacity

- How is distance education defined by the program/governing organization? What is included?
- Is the distance education program design and mode of delivery congruent with the mission and philosophy of the governing organization? Of the nursing program?
- Are there opportunities for participation in the governance of the governing organization for the students enrolled and faculty teaching in the distance education sections/tracks? Is there evidence of participation?
- What is the impact of the distance education courses/tracks/program on the nurse administrator in terms of authority? Responsibility?
- What is the impact of the distance education courses/tracks/program on the policies of the governing organization? Nursing unit? Are the policies consistent and accessible?

2. Faculty and Staff

- Is the faculty (full- and part-time) responsibility and authority for oversight of the distance education courses/track/program clear?
- Does the faculty have adequate time to interact with the distance education students? Do they have the technical skill required?
- Are the faculty provided with the support and equipment necessary to ensure quality in the distance courses/tracks? What training or professional development has been provided to the faculty?
- What is the impact of the distance options on the faculty workload?

3. Students

- Do the students enrolled in the distance courses/tracks have access to comparable resources as the on-campus students?
- How do the students access student services?
- Does the program have an effective method for verifying student identification for those students enrolled in distance modalities?
- Are student policies for the distance students comparable to the campus-based students? If not, how do they differ?
- Do the policies related to education and financial records address the needs of the distance learning students?

- Is the information about the program including the distance learning modalities current, accurate, clear, and consistent?
- Is the information related to distance modalities accurate and reflective of the practices and policies associated with distance learning?

4. Curriculum

- Have the course materials been appropriately designed (or re-designed) for a distance learning framework?
- Are the courses comparable for the distance and on-campus students?
- Are the experiences comparable for the laboratory and clinical courses for the distance and on-campus students? If not, how do they differ?
- What methods have the faculty employed to ensure that distance students are able to achieve the student learning outcomes?
- How do the evaluation methods differ for the distance and on-campus students?
- How do the faculty ensure a rigorous and comprehensive review of the distance learning courses/tracks/modalities?

5. Resources

- Is technical support available for students and faculty when needed? Are the hours and level of support sufficient to meet the needs of faculty and students?
- What type of course development support is available to the faculty?
- What evidences are provided to demonstrate adequate financial support for the technology being utilized?
- What access do distance learning students have for resources such as the library/learning center?
- Are the learning resources including the technology being utilized adequate?
- Current? Comprehensive?
- Do the faculty have input into the technology being utilized? Are there policies in place to ensure that faculty and students have input?
- How are the resources evaluated? Are evidences provided that the review is rigorous and ongoing?

6. Outcomes

- Are there evidences of evaluation for the courses/tracks/programs offered?
- Does the program effectively evaluate the learning outcomes for the students enrolled in distance learning?
- Does the program evaluate student learning outcomes and program outcomes by cohort (method of program delivery) before they are aggregated?
- Have strategies been identified for any areas in which levels of achievement/outcomes are not met related to the distance learning?