



Assessment for Continuous Improvement

All accreditors (specialized, regional and national) have expectations that courses are being assessed and continuously improved for the purpose of ensuring a quality student learning experience. For courses delivered via the Campus platform, Campus facilitates this process by providing assessment data to both institutions involved.

Teaching Institution

The teaching institution has authored a course, and they have designated instructors who are qualified to teach the course. That course is taught centrally on the Campus Learn platform, enabling students from multiple institutions to experience the same course. When the course is complete, the teaching institution receives a URL from Campus. This URL provides instructor-level access to everything that happened during the course. This includes student assignment files, scores on rubrics, grade data, participation data, and the results of the student end-of-course satisfaction survey (de-identified, Appendix A).

Campus recommends that the teaching institution place this URL in a blank course shell on their own LMS so that the Campus version of the course can be tracked, managed and archived using the same data governance processes that are already in place at the institution. Only instructors or administrators would have access to the “course” and it provides the teaching institution with long-term access to all aspects of the course in the case of a student appeal or the need for an analysis of key assessment data.

On a course-by-course basis then, teaching institutions would have:

- Students' grades
- Students' end-of-course satisfaction survey results
- Records of all papers and projects submitted
- Records of the timing of student submissions and instructors' responses
- Records of the volume of work in the course (for clock-hour calculations)
- Access to Acrobatiq® reports of student and instructor activity

Home Institution

The home institution is the student's home institution. It is the school where the student is a degree-seeking student. The home institution has an interest in ensuring that the Campus courses they are offering to students are providing a quality experience for students. The home institution is often including these courses on the student's transcript as if it were their own course. The following data will be provided to the home institution regarding the courses they make available to students at their institution.



- The number of the **home** institution's students who have received A, B, C, D, F or W (withdrawal) grades
- The number of the **other** institution's students who have received A, B, C, D, F or W (withdrawal) grades
- Aggregate student ratings on each question of the end-of-course survey (Appendix A). These responses are from all students who take the course- not the home institution's students alone.
- Qualifications of the course author
- Qualifications of all instructors
- Course syllabus

Additionally, all Campus courses follow Department of Education rules for distance education, WCAG AA ratings for accessibility, and basic instructional design standards from the Quality Matters ® rubric.

Accreditor Perspectives

Campus has discussed our model with several accreditation officials and institutional representatives. Their perspectives on institutional responsibilities are as follows.

Teaching Institution

- Analyze the Campus data available to you for the purposes of continuous improvement and programmatic alignment.
- Commit funds to maintaining the course in response to the data (beyond textbook edition updates), just as you would any other course.
- Show that you have appropriately qualified faculty to maintain the course and provide time for these faculty to do so.
- Maintain access to archived course data in ways that facilitate expedient responses to student and faculty concerns.
- Provide distance education that complies with accessibility standards, federal regulations, and industry standards for online learning.
- Choose appropriately qualified faculty to deliver instruction.

Home Institution

- Show that you have a process for regularly evaluating the value of alternative learning options that you decide to make available to your students.
 - Is it accomplishing what you intended (ie. providing flexibility, saving time or money, providing access to new credentials)?
 - Are students satisfied with the learning experience? Did it feel like a waste of their time and money?
 - Are students successful in the experience? What percentage fail or withdraw?
- Show that you value student and instructor feedback related to these offerings.



- Who is making decisions to continue or discontinue the offering? Do they have adequate access to make informed decisions?
- Revisit the MOU with the provider of the alternative learning (ie. the Campus Sky League) on a regular basis, +/- every 3 years.



Appendix A

End of Course Survey

Responses are collected on a Likert scale from strongly disagree to strongly agree, 1-5.

Instructor-specific delivery

1. The instructor was organized, well prepared, and used synchronous Circle meeting time efficiently.
2. The instructor provided actionable feedback on assignments.
3. The instructor responded to questions within 48 hours.
4. The instructor graded assignments within 7 days.
5. Any assignment or Circle meeting due dates provided by the instructor were well-communicated.
6. The instructor cared about students, their progress, and successful course completion.

Course Materials

1. The assigned text and readings were valuable.
2. Video and audio instructional materials increased my interest in the subject matter.
3. Learning modules were organized in a manner that helped me understand underlying concepts.
4. The assignments helped me stay engaged in learning the subject matter.
5. I enjoyed taking this course because of the materials and assignments.

Course Structure

1. Expectations for student learning were clearly defined.
2. Student learning was fairly assessed (e.g., through quizzes, exams, projects, and other graded work).
3. The course workload was appropriate for the course level.

Teaching Assistants

1. The TA stimulated thought and discussion during the Circle meetings.
2. The TA provided effective feedback or responses.

NPS

1. I would recommend this course to others. (scale 1-10)

Open response questions:

- What did you like most about this course?
- What changes would you recommend?