

**OFFSITE SUBJECT SPECIALIST’S NON-DEGREE  
COMPLIANCE ASSESSMENT FORM**

# Instructions

The questions on this Compliance Assessment Form are designed to assist off-site subject specialists in determining whether the institution’s educational offerings meet the intent of DEAC Accreditation Standards III and VI.C. This rating form is for the evaluator’s use only. Evaluators are not limited to the questions on this rating form. This rating form is for the evaluator’s use only. Evaluators do not need to send this rating form to DEAC.

DEAC evaluators decide whether institutions meet, partially meet, or do not meet accreditation standards. For any ratings of “partially meets” or “does not meet”, the evaluator must provide a “required action” that instructs the institution on what it needs to provide in order to demonstrate compliance with the identified standard. Evaluators should be careful to review institutions based only on the accreditation standards. Any recommendations beyond the scope of the accreditation standards should be provided in the suggestions section.

Findings guidelines:

* **Meets Standard:** The institution’s educational offerings demonstrate compliance with the intent of the accreditation standard or core component.
* **Partially Meets Standard:** The institution’s educational offerings demonstrate compliance with some, but not all, of the elements contained in the accreditation standard or core component.
* **Does Not Meet Standard:** The institution’s educational offerings do not demonstrate compliance with a majority of the elements contained in the accreditation standard or core component.

Off-site subject specialists should refer to the *DEAC Accreditation Handbook and Guide for Self- Evaluation* for any further clarification on institutional requirements.

# Institution Information

Name of Institution: Name of institution

Date of Review: Date of review

Name of Program: Name of program

# Accreditation Standards

## Standard III: Program Outcomes, Curricula, and Materials

1. **Description of Program Outcomes:** Program outcomes are clearly defined, simply stated, and indicate the benefits for students who are reasonably capable of completing the educational offering. Course learning outcomes are linked to program outcomes as identified by the institution and are consistent with the curricula offered.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe how it develops program outcomes? |  |  |  |
| Did the institution provide its program outcomes for each educational offering? |  |  |  |
| Did the institution describe how it verifies that all program outcomes are current and relevant based on research, comparison, subject matter experts, and advisory council input? |  |  |  |
| Did the institution describe how the program outcomes guide the development of curricula content? |  |  |  |
| Did the institution describe how course outcomes are mapped to program outcomes? |  |  |  |
| Did the institution provide its curriculum maps for all educational offerings? |  |  |  |
| Did the institution describe how it provides prospective students with information that helps them determine whether the program meets their educational goals based on stated program outcomes? |  |  |  |
| **Standard III.A. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. **Appropriate Program Outcomes:** The program outcomes are measurable and reasonably attainable through distance education. Appropriate program outcomes clearly communicate the knowledge, skills, and abilities students will obtain upon completion of the educational offering. Program outcomes reflect the level of student achievement expected that promotes critical thinking, ethical reasoning, social responsibility, global citizenship, civic engagement, or lifelong learning as applicable to the educational offerings.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe how it verifies that program outcomes are measurable and reasonably attainable through distance education? |  |  |  |
| Are the institution’s program outcomes measurable and reasonably attainable through distance education? |  |  |  |
| Did the institution describe how the program outcomes communicate the expected knowledge, skills, or abilities that students will gain upon completion of the educational offerings? |  |  |  |
| Did the institution describe how the program outcomes are appropriate to the type and level of credential being awarded (e.g., non-degree, undergraduate degree, graduate degree, and/or doctoral degree)? |  |  |  |
| Did the institution describe how the program outcomes promote the development of critical thinking, ethical reasoning, social responsibility, global citizenship, civic engagement, or lifelong learning, as applicable to the educational offerings? |  |  |  |
| Did the institution describe how program outcomes are comparable to the program outcomes of similar programs offered at appropriately accredited institutions? |  |  |  |
| Are the institution’s program outcomes comparable to the program outcomes of similar programs offered at appropriately accredited institutions? |  |  |  |
| **Standard III.B. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. **Curricula Delivery:** All curricula and instructional materials are appropriately designed and presented for distance education. Online materials sufficiently support the curriculum and are delivered using readily available, reliable technology.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s curricula and instructional materials appropriately designed to promote effective distance education study? |  |  |  |
| Does the institution use adequate technology to effectively deliver all curricula and instructional materials? |  |  |  |
| Does the institution have an adequate process for maintaining up-to-date technology and ensuring its reliability? |  |  |  |
| **Standard III.C. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

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**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. **Comprehensive Curricula and Instructional Materials:** Curricula and instructional materials are sufficiently comprehensive for students to achieve the stated program outcomes. Their organization and content are supported by reliable research and practice. The organization and presentation of the curricula and instructional materials reflect sound principles of learning and are grounded in distance education instructional design principles. The curricula and instructional materials reflect current knowledge and practice. Curricula and instructional materials are kept up-to-date, and reviews are conducted and documented on a periodic basis. Instructions and suggestions on how to study and how to use the instructional materials are made available to assist students to learn effectively and efficiently.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution describe the principles of learning it follows throughout the curriculum development process? |  |  |  |
| Is the institution’s curriculum organization and content grounded in distance education instructional design principles and supported by sound research? |  |  |  |
| Does the institution provide appropriate study instructions for students? |  |  |  |
| Does the institution provide appropriate instructions for accessing and using instructional materials? |  |  |  |
| Does the institution follow a consistent process for verifying that all curricula and instructional materials are up to date and reflect current knowledge and practice? |  |  |  |
| Does the institution follow a curriculum review schedule? |  |  |  |
| Does the institution follow a consistent process for identifying and correcting content errors in curricula and instructional materials between regularly scheduled program reviews? |  |  |  |
| Does the institution follow a consistent process for ensuring that curricula and instructional materials are sufficiently comprehensive for students to achieve the stated program outcomes? |  |  |  |
| Are the organization and content of the institution’s curricula supported by reliable research and practice? |  |  |  |
| Does the institution’s curriculum reflect current knowledge and industry practice? |  |  |  |
| **Standard III.D. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

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**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

* 1. The institution maintains an Advisory Council for each major group of programs or major subject matter discipline it offers. The Advisory Council includes members not otherwise employed or contracted at the institution, consisting of practitioners and employers in the field for which the program prepares students. Advisory Councils:
     1. meet at least annually;
     2. provide advice on the current level of skills, knowledge, and abilities individuals need for entry into the occupation; and
     3. provide the institution with recommendations on the adequacy of educational program outcomes, curricula, and course materials.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution use an advisory council or other means to obtain external/industry feedback on its educational activities? |  |  |  |
| Did the institution provide evidence of advisory council meetings and feedback received? |  |  |  |
| **Standard III.D.1. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

* 1. The institution determines whether courses in a program require any prerequisites. The institution also determines whether courses are offered in a prescribed sequence to maximize student achievement of program outcomes.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution use a consistent process for determining whether courses in a program require prerequisites? |  |  |  |
| Does the institution use an adequate process for determining whether courses should be offered in a prescribed sequence to maximize student achievement of program outcomes? |  |  |  |
| **Standard III.D.2. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. **Curricula Development and Delivery:**
   1. Qualified persons competent in distance education instructional design practices work with experts in their subjects or fields to develop the content of all curricula and prepare instructional materials.
   2. The institution describes its model for distance education delivery such as: correspondence, online, or hybrid.
   3. Any contracting with a third party for educational delivery is conducted in accordance with DEAC Processes and Procedures, Part Two, Section XIX F.4. and F.5., Changes in Educational Offerings."

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution provide a copy of its curriculum development manual? |  |  |  |
| Are the institution’s curriculum content developers (e.g., subject matter experts) appropriately qualified? |  |  |  |
| Did the institution provide evidence of curriculum content developers’ qualifications? |  |  |  |
| Are the institution’s distance education instructional designers appropriately qualified? |  |  |  |
| Did the institution provide evidence of instructional designers’ qualifications? |  |  |  |
| Does the institution follow adequate processes for verifying that all curriculum content developers are competent in distance education instructional practices, or does the institution follow adequate processes for coordinating the work of curriculum content developers with qualified instructional designers? |  |  |  |
| Are both the institution’s curriculum content developers and the curriculum development process adequate for ensuring that the curricula are aligned with stated program outcomes? |  |  |  |
| Are the institution’s curricula appropriately aligned with stated program outcomes? |  |  |  |
| Did the institution appropriately define its model for distance education delivery as either correspondence, online, or hybrid (e.g., a combination of online learning with in-residence components)? |  |  |  |
| Does the institution contract with any third parties for education delivery? |  |  |  |
| Does the institution adequately describe any third-party educational delivery contracting it conducts? |  |  |  |
| Did the institution provide copies of its contracts for third-party educational delivery? |  |  |  |
| Does the percentage(s) of education delivered by third parties comply with DEAC Processes and Procedures, Part Two, Section XIX. F.4. and F.5., Changes in Educational Offerings? |  |  |  |
| **Standard III.E. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. **Academic Units of Measurement:** The institution documents policies and procedures used to define the chosen academic unit of measurement. Academic units are measured by either clock hours or credit hours.
   1. Clock Hours

The institution documents its implementation and application of policies and procedures for determining clock hours awarded for its courses and programs. A clock hour is one instructional hour. One instructional hour is defined as 50 minutes of instruction in a 60-minute period.

* 1. Credit Hours

The institution documents its implementation and application of policies and procedures for determining credit hours awarded for its courses and programs. The assignment of credit hours must conform to commonly accepted practices in higher education. A credit hour is defined as an amount of work represented by intended learning outcomes and verified through evidence of student achievement in academic activities.

* 1. Credit Hour Definition

Semester and quarter hours are equivalent to the commonly accepted and traditionally defined units of academic measurement. Academic degree or academic credit-bearing distance education courses are measured by the learning outcomes normally achieved through 45 hours of student work for one semester credit1 or 30 hours of student work for one quarter credit.2

1*One credit/semester hour is 15 hours of academic engagement and 30 hours of preparation.*

*2One quarter hour credit is 10 hours of academic engagement and 20 hours of preparation.*

* 1. Documenting Credit Hours

The institution demonstrates that each course and program requires the appropriate amount of work needed for students to achieve the level of competency defined by institutionally established course/program outcomes. The institution measures and documents the amount of time it takes the average student to achieve learning outcomes and specifies the academic engagement and preparation time.

All student work is documented in the curricula materials and syllabi, including a reasonable approximation of time required for students to complete the assignments. Evaluation of student work is identified as a grading criterion and weighted appropriately in the determination of a final course grade.

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| **Questions** | **Yes** | **No** | **N/A** |
| Did the institution provide its policy for determining and assigning academic units of measurement? |  |  |  |
| Is the institution’s process for measuring and documenting the amount of time it takes the average student to achieve the learning outcomes (as a means of assigning academic units of measurement) adequate, based on accepted best practices? |  |  |  |
| Does the institution follow adequate processes for verifying and documenting that all academic units of measurement are assigned based on the level of educational offering? |  |  |  |
| Are all assigned academic units of measurement appropriate, based on the level of educational offering? |  |  |  |
| **Standard III.F. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. **Educational Media and Learning Resources:** Learning resources for faculty and students are available and appropriate to the level and scope of program offerings. Program designers, faculty, and instructors effectively use appropriate teaching aids and learning resources, including educational media and supplemental instructional aids, when creating programs and teaching students. The institution provides faculty and students with access to learning resources, libraries, or resource-related services that are appropriate for the achievement of program learning outcomes.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution offer learning resources that are designed to adequately support the educational offerings? |  |  |  |
| Are all student learning resources appropriate to the level and scope of the educational offerings? |  |  |  |
| Are all faculty learning resources appropriate to the level and scope of the educational offerings? |  |  |  |
| Do program designers, curriculum developers, and faculty appropriately integrate teaching aids, learning resources, educational media, and supplemental instructional aids when creating educational offerings? |  |  |  |
| Are learning resources, libraries, and resource-related services adequate to support students’ achievement of program learning outcomes? |  |  |  |
| Are learning resources regularly reviewed and updated to continue to meet student and faculty needs? |  |  |  |
| Does the institution employ or contract with an appropriately qualified librarian, based on the level and scope of educational offerings? |  |  |  |
| **Standard III.G. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. **Examinations and Other Assessments:** Examinations and other assessment techniques provide adequate evidence of the achievement of stated learning outcomes. The institution establishes and enforces grading criteria that it uses to evaluate and document student attainment of learning outcomes.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution use appropriate examinations and assessments throughout the curricula? |  |  |  |
| Are the examinations and assessments adequate to measure student achievement of stated program outcomes? |  |  |  |
| Does the institution adequately monitor and measure results of examinations and assessments to ensure that students are achieving the stated program outcomes? |  |  |  |
| **Standard III.H. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

**Required Actions:** Provide the required actions necessary for the institution to demonstrate compliance with the accreditation standards. Each required action must correspond to an accreditation standard or a core component.

**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

1. **Student Integrity and Academic Honesty:** The institution publishes clear, specific policies related to student integrity and academic honesty. The institution affirms that the student who takes an assessment is the same person who enrolled in the program and that the examination results will reflect the student’s own knowledge and competence in accordance with stated learning outcomes.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s student integrity and academic honesty policies adequate? |  |  |  |
| Does the institution consistently enforce its student integrity and academic honesty policies? |  |  |  |
| Are the institution’s procedures for verifying student identity effective? |  |  |  |
| **Standard III.I. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

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**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

* 1. Non-Degree Programs

Institutions meet this requirement by using a secure login and passcode, administering proctored assessments, or by other means of secure technology.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s procedures adequate for determining (1) that the student who takes the assessment is the same person who enrolled in the program and (2) that the assessment results reflect the student’s own knowledge and competence in accordance with stated learning outcomes? |  |  |  |
| Did the institution describe how it meets the requirement for student identity by using a secure login and passcode, administering proctored assessments, or by employing other means of secure technology? |  |  |  |
| **Standard III.I.1. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

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**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

## Standard VI: Academic Leadership and Faculty Qualifications

1. **Instructors, Faculty, and Staff:** Faculty/instructors are qualified and appropriately credentialed to teach the subject at the assigned level. The institution employs a sufficient number of qualified faculty/instructors to provide individualized instructional service to each student. The institution maintains faculty/instructor résumés, official transcripts, and copies of applicable licenses or credentials on file. Faculty/instructors are carefully screened for appointment and are properly and continuously trained on institutional policies, learner needs, instructional approaches and techniques, and the use of instructional technology. The institution regularly evaluates faculty and administrator performance using clear, consistent procedures. The institution assures that faculty are appropriately involved and engaged in the curricular and instructional aspects of the educational offerings. Faculty are assigned responsibilities based on their degree qualifications and/or area(s) of expertise.

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| **Questions** | **Yes** | **No** | **N/A** |
| Are the institution’s faculty/instructor qualifications appropriate for the subject areas taught and the credential level of programs offered? |  |  |  |
| Does the institution employ or contract with a sufficient number of qualified faculty/instructors to provide individualized instructional service to students? |  |  |  |
| Does the institution maintain adequate documentation to demonstrate that faculty/instructors are appropriately qualified? |  |  |  |
| Does the institution follow consistent processes for screening faculty/instructors for appointment? |  |  |  |
| Are faculty/instructors continuously trained in institutional policies, learner needs, instructional approaches and techniques, and the use of instructional technology? |  |  |  |
| Does the institution regularly evaluate faculty/instructor and staff performance? |  |  |  |
| Are faculty/instructors appropriately involved and engaged in the curricular and instructional aspects of the educational offerings? |  |  |  |
| Are faculty assigned responsibilities based on their degree qualifications and/or area(s) of expertise? |  |  |  |
| **Standard VI.C. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

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**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.

* 1. Non-Degree

Instructors teaching technically- or practice-oriented courses have practical experience in the field and possess current licenses and/or certifications, as applicable.

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| **Questions** | **Yes** | **No** | **N/A** |
| Does the institution have adequate policies on required qualifications for faculty teaching non-degree courses? |  |  |  |
| Are the qualifications for faculty teaching non-degree courses consistent with accepted best practices? |  |  |  |
| Does the institution make any exceptions to qualifications for faculty teaching non-degree courses? If so, are they appropriate? |  |  |  |
| **Standard VI.C.2. – Meets, Partially Meets, Does Not Meet, or Not Applicable** | Choose a finding. | | |

**Comments:** Provide comments to support the finding based on the institution’s responses and evidence provided prior to and during the on-site visit.

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**Suggestions:** Suggestions are those recommendations that are not required to meet minimum accreditation standards but are provided to the institution as an opportunity for growth and improvement.