

1. RESPONSIVE		A responsive campus anticipates and provides answers to student issues or questions in a timely manner. The campus gathers and responds to student feedback to foster data-driven decision making.		
		<i>Exceeds Expectations (3)</i>	<i>Meets Expectations (2)</i>	<i>Needs Improvement (1)</i>
1.1	Response Time	The campus and success coach respond to escalations within 1-7 hours (for urgent issues) and 1-11 hours (for non-urgent issues)	The campus responds to escalations within 8-12 hours (for urgent issues) and 12-24 hours (for non-urgent issues)	The campus and success coach take longer than 12 hours to respond to escalations (for urgent issues) and/or longer than 24 hours (for non-urgent issues)
1.2	Escalation Protocol	The campus consistently evaluates protocols to improve escalation paths and reduce response time.	The campus has defined escalation protocols for 100% of standard issues the campus needs to address	Some escalation protocols to student concerns are missing
1.3	FAQ's	FAQs are easily accessible and up-to-date, and are continuously updated as new questions come in (academic calendar, financial aid resources, registration deadlines, etc.)	The campus has prepared responses to 100% of standard frequently asked questions for responding to student concerns (e.g., the academic calendar, referral sources for financial aid assistance)	Some frequently asked questions by students are not documented with correct answers
1.4	Assessment	The campus takes an agile approach to continuous improvement: it regularly reviews program improvement data on a formative basis, bases future planning and budget on its findings, and makes timely changes based on data to improve the student experience	The campus participates regularly in the student survey process; The campus shares relevant student satisfaction data with Noodle Partners/ Campus regularly reviews program improvement data on a summative basis and bases future planning and budget on its findings	The campus surveys students but does not use all of the recommended items; Some relevant data are not shared with Noodle Partners
2. INCLUSIVE		An inclusive campus is one that equally values and supports the success and participation of online students. These campuses have trained all personnel on the unique needs of online learners and how to use technology for supporting online students. Staff at these campuses have the technology and competency to meet with students virtually. Every aspect of the campus is welcoming and accessible to all students (including online students) such that no population feels "less than" or "second class."		
		<i>Exceeds Expectations (3)</i>	<i>Meets Expectations (2)</i>	<i>Needs Improvement (1)</i>
2.1	Training/Professional development	Campus personnel, providers, and/or Noodle Partners team members communicate/share with others via presentations, publications, etc. the unique needs of online learners and how to use technology for supporting online student	100% of relevant campus personnel, providers, and Noodle staff are trained on the unique needs of online learners and how to use technology for supporting online students	Less than 100% of relevant campus personnel, providers, and Noodle staff are trained on the unique needs of online learners and how to use technology for supporting online students
2.2	Language on student communications	All students, including online students, see themselves represented in all communications	All student communications that online students will most frequently access have language that is inclusive of online learners.	Some student communication (e.g. websites) has language that ignores or excludes online students.
2.3	Scheduling interactions	Students are able to schedule interactions with 90% campus support services easily using a scheduling tool	Students are able to schedule interactions with critical campus support services (e.g. disability support, financial aid, personal counseling, academic advising, tutoring library services)easily using an automatic scheduling tool	Scheduling interactions with critical campus support services cannot be done with an automatic scheduling tool

2.4	Support modality	Students are able to interact with 90% of the services they need via video conferencing; Students receive support from critical services via real time chat	Students are able to conduct interactions with critical campus support services (e.g. disability support, financial aid, personal counseling, academic advising, tutoring library services) using a video conferencing too	Students are able to conduct interactions with critical campus support services (e.g. disability support, financial aid, personal counseling, academic advising, tutoring library services) using a video conferencing too
2.5	Policies	All policies use inclusive (on-campus & online) language	All policies pertaining to online students are inclusive of online students	Not all policies pertaining to online students are inclusive of online students
2.6	Fee	Online students can choose to pay for the services they need or want and opt not to pay for those not applicable or desired	Online students receive equitable (to on ground students) service for the fees they pay.	Online students pay for some campus services that are inaccessible or irrelevant or do not pay fees and do not receive support
2.7	Campus climate surveys	Campus climate surveys are developed specifically to assess the online student experience	Online students are included in campus climate surveys.	Online students are not considered in campus climate surveys.

3. SUPPORTIVE

A campus that is supportive of online learners has provided all services and support mechanisms that are necessary to facilitate online student success.

Administrative processes/support

		Exceeds Expectations (3)	Meets Expectations (2)	Needs Improvement (1)
3.1	Conduct/Title IX	Specific content, policies, training, and resources are contoured to online behavior and how these topics show up in the online environment. Students can easily access information about what Title IX is, how to resolve a Title IX concern, and how to get involved in building an inclusive environment for their program/school/campus.	Students are able to virtually attend conduct and judicial hearings; Students can sign any judicial-related paperwork online; Students are able to submit code of conduct or Title IX allegations online; Code of Conduct handbook is available on campus website	Students must attend conduct and judicial hearings on campus or over the phone; Students have to mail in signed paperwork or come to campus; Students are not able to submit code of conduct and Title IX allegations online
3.2	Academic processes	Students are able to complete academic processes using mobile app or chat	Students are able to complete academic processes their computer	Students are required to complete academic related process (add/drop, registration, withdrawal, etc.) on campus or mail in forms
3.3	ID Card	ID cards are automatically generated and shipped to online students; Virtual ID cards are available to add to a 'wallet' app on mobile phones or LMS	Students are able to apply for an ID card online; ID cards are shipped to students	Students are required to come to campus to get an ID card
3.4	Immunization	Student immunization data are automatically updated in student accounts	Student immunization requirements are defined; Immunizations can be submitted and tracked online	Immunization requirements are unclear or require students to come to campus to submit verification
3.5	Technology Support	Students can access tech support via chat 24/7; A robust knowledge base is provided to answer student questions before they are asked; Automation functions to answer student questions efficiently	Students have access to tech support 24/7; Introduction to the technology needed for the program is included within orientation (or in a separate orientation); Required software is accessible to online students	Tech support is available for minimal hours, or not available to online students; Required software is not accessible to online students; Students do not have access to a virtual orientation on required technology
3.6	Financial aid/billing	Students have access to financial literacy training and resources from time of deposit through graduation Students can set up payment plans online	Students can accept aid online; Students are able to view their financial aid package online; Students are able to pay their bill online	Students do not have access to accept aid online Students cannot pay their bill online

3.7	FERPA	Students can request and receive a copy of their records digitally	Students are able to request a copy of their records online and receive them in the mail; Students can sign a FERPA release online	Students have to come to campus to get a copy of their records
Personal Support				
		<i>Exceeds Expectations (3)</i>	<i>Meets Expectations (2)</i>	<i>Needs Improvement (1)</i>
3.8	Orientation	Students complete an orientation that includes only the information they do not yet know. Orientation provides pathways for students to start friendships with one another. Students in orientation can find and connect with other students who share similar interests or needs.	An orientation is provided to students with information appropriate to the time in their program (e.g. information needed later will be provided later), using the LMS used for the courses, and simulates a course experience; The orientation has measurable learning outcomes	An orientation experience is available to students but it may be missing important information or have information students do not need at the time of entry; the orientation takes place outside of the LMS, the orientation is not modeled after courses; The orientation lacks measurable learning outcomes
3.9	Health Services	Students can virtually meet with campus physicians; student health insurance offers nationwide coverage	Students have the option to opt into health insurance; Students who do not opt-in and/or students are not assessed a fee if health insurance is not available to distance learners; Students can access on campus health services if they prefer; Student immunization requirements are defined; Immunizations can be submitted and tracked online	Students do not have access to obtain campus health insurance or to on campus health services even if they prefer; Students are assessed a fee for campus health insurance regardless of whether it is available
3.1	Disability Support Services	Students have remote access to a list of apps and resources available to support various accommodations both registered and unregistered (e.g. Augustana University)	Students are able to register their disability online	Students do not have access to register their disability online
3.11	Counseling Services	Students have access to national support hotlines and organizations; Text or app based support is made available to students; Students have access to support for continued mental health support needs	There is a defined protocol for a student who is a threat to oneself or others but does not live locally; online students have access to support services when in crisis	Students do not have access to counseling services; No crisis support personnel is available
3.12	Veteran's Services	University fosters virtual veteran gatherings for veterans to connect; Veteran-specific support (e.g. career and personal counseling) is available virtually	Students have access to Veteran support services	Students do not have access to veterans support services
3.13	Career Counseling	Staff are dedicated to working with graduate student career services who can offer discipline-specific advice; Online events are offered on career building topics; Alumni/student mentoring is offered online; Webinars and trainings specific to graduate students are offered	Students have access to online job posting platforms, internship resources and services; A Career Counselor can meet individually with online students for resume/career support; Career based workshops are accessible to online students	Career counseling is not available to online students; Workshops are not available to online students

3.14	Equity and Inclusion	Equity and inclusion programming is offered specifically to online students; online students can join or create equity/inclusion-based groups	The campus has services for students from historically marginalized populations; Information about services is posted on websites; Campus personnel are available who understands intersections of identity	The campus does not have services for students from historically marginalized populations; information is missing from websites or requires a visit to campus to understand; No campus personnel are available to talk with online students about the intersection of their identity
3.15	Success Coaching Support	Success coach anticipates student concerns and seeks proactive resolution; Coach analyzes student data and activity to uncover themes and makes recommendations for improvement	Student-to-coach ratio is approximately 1:130 allowing ample time for dedicated support, coach proactively builds relationships with students through series of communications and meetings; coach monitors student progress in courses and follows up if benchmarks are missed during (and at the end of) the semesters ; Coach collaborates with campus personnel, including, faculty to help resolve student issues and support student success; Coach response and resolve times are tracked to ensure efficient and accurate support; Coaches are available night and weekends to support students;	Success coaching specific to online students is not offered; Coach serves in a reactive capacity online (does not reach out to students unless they have questions); Coach metrics are not monitored and/or routinely fall below KPI expectations; Coach available only during campus business hours
3.16	Success Coaching - Student Engagement	Coach recognizes opportunities for and advocates for student community building; Success coach hosts fun challenges within chat channels; Success coach offers opportunities for virtual get togethers via video conferencing; Success coach sets up study groups for students	Success coach facilitates the Virtual Student Union by posting information, answering student questions, creating opportunities for student engagement; Success coach regularly posts in the Virtual Student Union;	Success coach is not engaged, or is minimally engaged, with students in the VSU

Academic Support

		<i>Exceeds Expectations (3)</i>	<i>Meets Expectations (2)</i>	<i>Needs Improvement (1)</i>
3.17	Pre-assessment of skills	Students work with their peers to develop areas that need to be built; an online assessment gives students automatically prompts students with skill-building activities based on performance	Students take an assessment to understand what skills they need to build in order to be successful in the program; A method for building skills is available online	There is no assessment of skills priority to entering the program or a method for building those skills
3.18	Writing Support/Tutoring	Specific graduate-level tutors and writing support staff are available to graduate students; Tutors offer workshops on common issues that are challenging for students	Students are able to submit their writing for review online; students have access to tutoring via webcam during nights and weekends	Students do not have access to writing support/tutoring; Writing support/tutoring offered is specific to undergraduate students
3.19	Textbooks	Students have the option to download/access ebook/audiobook versions of the textbook or course readers	Textbooks are available to be shipped to students	Textbooks cannot be shipped to students.
3.2	Degree Tracking	Students can receive updates and alerts about their degree progress through the webpage/app; students can apply for transfer credits and course waivers through the webpage	Students have access to track their degree completion through a webpage	Students do not have access to virtually track degree completion

3.21	Academic Advising	Students can chat with an academic advisor about their questions; Academic advisors proactively send information to students pertaining to their degree progress	Students are able to meet with an academic advisor who can give information on academic-progress related questions (degree progress, transfer credits, elective choices, placement, etc.)	No individual is responsible for providing academic advising to online students
3.22	Library Services	Students have the ability to access all library services via a mobile app; Students have access to e-textbooks available for checkout; Students can request PDF copies of textbooks/documents/etc. not yet available online	Library workshops and tutorials are accessible remotely; Students can access a librarian for support	Students have access to search databases online
3.23	Graduate Support Services	Students have access to IRB training virtually; Campus offers access to virtual grant search tools; Other graduate student-specific services exist on the campus	Students can access some of the IRB training, grant search tools, and some graduate student-specific services virtually	Students do not have access to graduate student support services
3.24	Alumni services	Virtual and geographically-based meetups are offered for alumni, Alumni are able to mentor current students virtually, Alumni can access career resources and presentations virtually	On ground alumni services reach out to all alumni, including the online students. Alumni services offers workshops and meetups virtually.	No alumni services are offered virtually and/or online students are not included in alumni services programming

4. ENGAGING

An engaging campus is one in which vibrant communities of students and professors engage with each other with the same or better levels of engagement as the campus-based programs from those schools.

Co-Curricular

		<i>Exceeds Expectations (3)</i>	<i>Meets Expectations (2)</i>	<i>Needs Improvement (1)</i>
4.1	Student Organizations	Online students can and do create their own student organizations; multiple student organizations led by online students exist	Online students are welcome and able to participate in any student organization (that is available to on ground graduate students); Online students can create their own student organizations although few do	Fewer than half of relevant student organizations are able to include online students fully; Few online students create their own organizations; the support for creating an online student organization may not exist or be fully developed.
4.2	Student Government	Student government groups include an equitable balance of all student perspectives, including those who attend online, onground and both. Meetings are held virtually to allow access for all students; funding to events is allocated equitably across access modalities; issues discussed address the needs of all students, including those attending online programs. Voting procedures are accessible to all students.	The online student perspective is represented in the schools' student government; Online students are eligible and encouraged to participate in student governance, and meetings are held virtually to facilitate their participation.	The online student perspective is not yet included in the school's student government
4.3	Commencement	Students can participate in commencement on campus or online.	Students can participate in on ground commencement	Students can only view the streaming on ground commencement (no attempt to include virtual participants)
4.4	Campus Events	Students participate in most campus events, by either coming to campus (if convenient) or attending and interacting with streamed events.	Online students are welcome and able to participate in about half of all-campus and all-school events	Fewer than half of all-campus or all-school events are accessible to online student participation.

4.5	Peer Engagement	Students easily find one another, message one another, meet with one another through the virtual platform. The community facilitator or success coach helps students connect, and arranges at least one well attended meet up in a common physical location each term. The Dean's and faculty's travel schedule is coordinated to include meetups when pockets of online students are living close to where the Dean or faculty will be traveling. The chat channels are filled with students talking to one another about events, coursework, jobs, families. Students produce, collaborate on and share content in the virtual student union. Students participate in the virtual student union as described above.	Students can find and connect with one another, but few actually do so. Campus events are streamed but few online students participate. There is no coordinated effort to bring online students together, but it may be happening in small measures organically. There are a few posts from students in the VSU.	There is no venue or person to help students connect to one another. There is only a weak attempt, if any, to connect online students to campus events.
4.6	Product for Engagement/ LMS	The LMS is configured to allow for student groups to be created, meet, collaborate and communicate; for students to find one another in the system, search and find affinity groups, and communicate in real time with one another, within and across cohorts, inside and outside of class.	The LMS is configured to allow for students to communicate with one another but is missing some of the functionality in the "exceeds" column. Program provides a Virtual Student Union (VSU) platform for students to connect outside of the virtual classroom.	The LMS does not have any social functionality other than what can be done during a course.

Curricular Engagement

		<i>Exceeds Expectations (3)</i>	<i>Meets Expectations (2)</i>	<i>Needs Improvement (1)</i>
4.7	Course design for engagement	See the EPIIC rubric for a more detailed assessment A score of 4 or 5 on engagement on the EPIIC rubric exceed expectations	See the EPIIC rubric for a more detailed assessment A score of 3 on engagement on the EPIIC rubric exceed expectations	See the EPIIC rubric for a more detailed assessment A score of 1 or 2 on engagement on the EPIIC rubric exceed expectations
4.8	Student engagement with asynchronous course content	100% of students review all videos completely, viewing some more than once; students attempt all ILOs; all students contribute to forums and discussion boards, with at least 50% of students contributing new resources.	80% of students view 100% of videos in their entirety. All students attempt the ILOs. All students participate in the discussion boards, with 25% contributing new information beyond the assignments.	Most students view 50% or less of most videos. Some students skip some of the ILOs. Engagement with the discussion board is only as assigned, no contributions of outside resources are being shared by students.
4.9	Student engagement in synchronous course time	Attendance averages 95% per session; students actively engage session topics in the chat function; there is a diversity of students asking questions or participating (not just the same few people). Students feel like "time flies in these sessions" - they find it engaging and enjoyable, and some want to carry the conversation on after class. All cameras are on the whole session. Students have an opportunity to give input/feedback on the live sessions at the end of every session.	Attendance averages 95% per session; students actively engage session topics in the chat function; there is a diversity of students asking questions or participating (not just the same few people) . Students feel like "time flies in these sessions" - they find it engaging and enjoyable, and some want to carry the conversation on after class. All cameras are on. Students have an opportunity to give feedback in at least 50% of sessions.	Attendance averages 80% or lower per session; few students speak up during the session - maybe the same 1-2 people talk. Little happens in the chat box about the session content. Not all students have their cameras on. Feedback is solicited in 10% of sessions if at all.

4.1	Student engagement with faculty	<p>Students and faculty connect before and after class. Office hours are highly attended. Faculty know students by name. Students and faculty share other (appropriate) aspects of themselves with each other. Students are very satisfied with the access they have to their faculty. Students attend office hours, workshops led by faculty. Students invite faculty to participate in webinars. Faculty and community facilitators model an attitude of acceptance and inquiry.</p>	<p>Faculty make themselves available to students before or after class, and at least 26% of students have made use of those office hours. Faculty know the names of students in their classes. Students are satisfied with faculty accessibility and responsiveness. Students attend webinars hosted by faculty.</p>	<p>Students and faculty rarely connect outside of class sessions. Fewer than 25% of students attend office hours. No faculty offer webinars for students. Faculty do not seem to know all the names of the students in their courses.</p>
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