Institution: Western Nevada College

Course Code: AIT 198Western062216
Course Number: AIT 198
Course Name: Special Seminar on Manufacturing
Course Representative: Emily Howarth

Review Start Date: 2016-06-29
Review End Date: 2016-08-03
Review Type: QM-Managed Review

General Standard 1: Course Overview and Introduction: The overall design of the course is made clear to the learner at the beginning of the course.

Overview Statement: The course overview and introduction set the tone for the course, let learners know what to expect, and provide guidance to ensure learners get off to a good start.

STANDARD 1.1 - (3 Points) Required
1.1 Instructions make clear how to get started and where to find various course components.

Points Possible: 3 | **Points Awarded:** 3 | **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 1.1 that "Instructions make clear how to get started and where to find various course components." The "start here" page is excellent place for students to start the course.

Reviewer Recommendations:

Right away, learners can see the Click to -> Start Here when they login. From there, there are 4 clear steps that make the getting started easy to follow, and links directly to the getting started module. Great job with this standard being met.

Reviewer Recommendations:

The annotation for this first standard reads : "Instructions provide a general course overview, present the schedule of activities, guide the learner to explore the course site, and indicate what to do first, in addition to listing detailed navigational instructions for the whole course".

Recommendation: The start here home page contains all the required information for having the student get stated in the course; however, the student should be informed that they should read through everthing prior to starting the work. Also, there is good information about the required software but no information about the computer hardware required.

STANDARD 1.2 - (3 Points) Required
1.2 Learners are introduced to the purpose and structure of the course.

Points Possible: 3 | **Points Awarded:** 3 | **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 1.2 that "Learners are introduced to the purpose and structure of the course". The "welcome" & "Syllabus" are excellent practices for students to know about the course.

Reviewer Recommendations:

I was able to find most of the purpose and structure information for the course within the first couple pages of the syllabus. One recommendation: those arrow bullets on the second page don't seem to have an actual header explaining what they are about, so I recommend adding one that explains what learners can expect if they read them. They get a bit lost following the "To be successful..." paragraph above.

Reviewer Recommendations:

Annotation explanation: "Information is provided to help learners understand the purpose of the course and how the learning process is structured and carried out, including course schedule, delivery modalities (online or blended), modes of communication, types of learning activities, and how learning will be assessed".

This standard is met but again a statement should be included at the top of the homepage to read all the information before starting any of the course work.

STANDARD 1.3 - (2 Points)
1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.

Points Possible: 2 | **Points Awarded:** 2 | **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 1.3 that "Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly." Thank you for including the "Netiquette" in the "Syllabus".

Reviewer Recommendations:

There is a clear and highlighted section in the syllabus with netiquette information. I like your last bullet about sarcasm - I've never seen that in a netiquette section, and it seems very useful for online.

Reviewer Recommendations:

The Netiqette requirements are clearly stated in the syllabus. However, a recommendation in the annotation is to reinforce etiquette and civility, the instructor may provide a link or reference to the institution's student handbook or code of conduct.

STANDARD 1.4 - (2 Points)
1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 1.4. Thank you for including the polices in the course "syllabus".

Reviewer Recommendations:

Yes, found some of this information in the syllabus. One recommendation would be to explain to learners what/when "withdrawing" occurs, since you mention under the grades that "*F grades can also be earned if a student stops participating in the course without withdrawing."

Reviewer Recommendations:

There is a link highlighted in bold Academic Integrity Policy for student to ead in the syllabus. .

STANDARD 1.5 - (2 Points)
1.5 Minimum technology requirements are clearly stated and instructions for use provided.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 1.5. Thank you for including technology requirements in the "course syllabus".

Reviewer Recommendations:

Yes, easily found at the bottom of th e syllabus under Technical Requirements (sometimes instructors bury them in other areas, so they don't stand out as good as they do in your course). This information is also on the Technology Requirement page within Canvas.

Reviewer Recommendations:

Good information located in the student orientation for Canvas Technical Requirements. Course information also explains that a high speed internet connection is required.

STANDARD 1.6 - (1 Point)
1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.

Points Possible: 1   **Points Awarded:** 0   **Result:** NOT MET (Yes: 1, No: 2)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has not met the standard 1.6. I could not find the prerequisites for the course.

Reviewer Recommendations:

I didn't find anything that specifically said whether there were prerequisites or not, though I gathered from the fact that it's a 4-week course prepping students for the "following semester" that it was basically a pre-version of all their coursework if they are going into a degree related to technical training. Maybe there is that specific information somewhere, so I'll keep digging, though I recommend having that one sentence line of "There are no prerequisites for this course."

Reviewer Recommendations:

The the course overview explains that "students will be introduced to some of the fundamental technologies and topics studied in our manufacturing technician training programs. This is not a comprehensive course on any of the topics explored, but will serve as a foundation for the coursework to come in the following semester".

Recommendation is to include a statement on whether a prerequisite knowledge is needed of the stated specific course objectives.

STANDARD 1.7 - (1 Point)
1.7 Minimum technical skills expected of the learner are clearly stated.

Points Possible: 1   **Points Awarded:** 1   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 1.7. Thank you for including "Technical Requirements" in the "course syllabus".

Reviewer Recommendations:

Yes, there was a link on the Technology Requirements page that explained what learners needed to be able to do to be successful in the course. Also, from there they could get help with the tech support.

Reviewer Recommendations:

Course syllabus reads "To be successful in this course, students should have a basic background with computers: using programs, working with files and folders, uploading and downloading, navigating Windows, and using Internet browsers. These skills will be used weekly, and they are not taught in this class".

STANDARD 1.8 - (1 Point)
1.8 The self-introduction by the instructor is appropriate and is available online.

Points Possible: 1   **Points Awarded:** 1   **Result:** MET (Yes: 2, No: 1)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has not met the standard 1.8. The "welcome discussion" is good practice but QM recommended that you include more information beyond the basics. Such as:

1. Comments on teaching philosophy

2. A summary of past experience with teaching online courses

3. Personal information such as hobbies, family, travel experiences, etc.

4. A photograph, audio message, or video (including alternative formats to ensure accessibility)

Reviewer Recommendations:

Yes, it's in the Welcome discussion assignment as a "kick-off" for the learners, which is cool. Just a thought, you are asking them to "post 1 to 2 paragraphs," but you have on small sentence...maybe you could add a little more?

As QM reminds you, "the self-introduction helps learners get to know the instructor and, in addition to the essentials mentioned above, could include

1. Comments on teaching philosophy
2. A summary of past experience with teaching online courses
3. Personal information such as hobbies, family, travel experiences, etc.
4. A photograph, audio message, or video (including alternative formats to ensure accessibility)"

Reviewer Recommendations:

The syllabus includes basic contact information for the instructor. Also, the discussion area some mention of how long the instructor has taugh.t

However, the annotation recommends:

 The self-introduction helps learners get to know the instructor and, in addition to the essentials mentioned above, could include

1. Comments on teaching philosophy
2. A summary of past experience with teaching online courses
3. Personal information such as hobbies, family, travel experiences, etc.
4. A photograph, audio message, or video (including alternative formats to ensure accessibility)

STANDARD 1.9 - (1 Point)
1.9 Learners are asked to introduce themselves to the class.

Points Possible: 1   **Points Awarded:** 1   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 1.9. There is a discussion "DO: Welcome - Please Post a Brief Introduction Here" created for the students to introduce themselves.

Reviewer Recommendations:

Yes, it's their first graded assignment.

Reviewer Recommendations:

Students are asked to introduce themselves at the beginning of the discussion area and respond to two other students posts..

Although this is only a four week course, maybe the instructor could include things from what is recommended in the annotation.

" Instructors may ask learners to respond to specific questions (such as why they are taking the course, what are their strategies for success, what concerns they have, what they expect to learn, etc.) or may choose to let the learner decide what to include. Instructors may provide an example of an introduction and/or start the process by introducing themselves. Instructors may give learners the opportunity to represent themselves by text, audio, or visual means".

General Standard 2: Learning Objectives (Competencies): Learning objectives or competencies describe what learners will be able to do upon completion of the course.

Overview Statement: The learning objectives or competencies establish a foundation upon which the rest of the course is based.

STANDARD 2.1 - (3 Points) Required
2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has not met the standard 2.1 that "The course learning objectives describe outcomes that are measurable." The objectives you have included are very helpful and but not all of them are measurable. Please change "Recognize" to any other measurable verb e.g. list, summarize, discuss, …

Reviewer Recommendations:

Yes, the course has learning objectives (CLOs) that are measurable.

Reviewer Recommendations:

Stated Learning Objectives:

Recognize guidelines for basic electrical safety. ? Describe characteristics and terms associated with electrical charges. ? Discuss real world applications of magnetism. ? Identify conventional prefixes and units used in industrial technology scenarios. ? Recognize properties and uses of metals and materials used in manufacturing.

Annotation Recommendation:

Learners are expected to demonstrate "core competencies," such as analytical skills and/or ability to express themselves effectively in writing or in other forms of communication,

Reviewer's Recommendation:

Change the wording for the learning objectives **recognize** guidelines/properties to **identify and explain** guidelines/properties

---

STANDARD 2.2 - (3 Points) Required
2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has not met the standard 2.2 that "The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives or competencies." Not all the module outcomes are measurable (e.g. recognize, predict, observe, …). It is recommended that you change these objectives into a measurable verbs such as explain, define, list, summarize, …

Reviewer Recommendations:

Yes, the module learning objectives (MLOs) are measurable and consistent with the CLOs in the sense that the MLOs are more specific, yet still within the same domains as those of the course objectives. They are also written in consistent language, so it is obvious to see that they go together.

Reviewer Recommendations:

Most of the words used to describe the module learning objectives are inline with the course level learning objectives. However, the recommendation is to change the wording of recognize to identify/explain in order to make the learning objectives more measurable.

STANDARD 2.3 - (3 Points) Required
2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 2.3 that "All learning objectives are stated clearly and written from the student's perspective." The learning objectives are written in a way that allows students, including non-native speakers, to easily grasp their meaning and the learning outcomes expected.

Reviewer Recommendations:

QM wants to see both clear language from learner's perspective, as well as that objectives are in more than just the syllabus (specifically that the MLOs can be found elsewhere). I clearly, and easily find your MLOs within each module, and all objectives are written from the learner's perspective (no jargon, no language that they wouldn't already know). Great job!

Reviewer Recommendations:

One of the annotation recommendation gives this example for learning objectives being met "the course-level objectives or competencies are articulated in the course introduction or syllabus, and the module/unit-level objectives or competencies appear in each module/unit".

This example has been used in both the syllabus and the opening page of each course module. The wording used in the learning objectives is also consistent.

STANDARD 2.4 - (3 Points) Required
2.4 The relationship between learning objectives or competencies and course activities is clearly stated.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 2.4 that "The relationship between learning objectives or competencies and course activities is clearly stated." The instructor connects the unit objectives with the course assessments.

Reviewer Recommendations:

Following the previous standard, this is all about your CLOs and MLOs being obviously related and found in your syllabus. So more than "can learners find them," this standard is looking for whether their relationship to each other is clear. I do find that the MLOs are clearly found on each overview page, but my recommendation would be to include the CLOs that they align with. Another option would be to add the applicable CLOs to the Course Schedule and Assignment Guide. It is already somewhat like a course map, but just need the course goals that are being met for the different units.

Reviewer Recommendations:

The course materials require the learner to view videos, read articles, participate in discussions and complete quizzes based on the learning objective of the modules and course

---

STANDARD 2.5 - (3 Points) Required
2.5 The learning objectives or competencies are suited to the level of the course.

Points Possible: 3　　　　**Points Awarded:** 3　　　　**Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 2.5 that "The learning objectives are appropriately designed for the level of the course." The objectives are well written and address critical thinking and other learning skills, which are suitable for 100 level course.

Reviewer Recommendations:

The CLOs and MLOs, which align well, are mostly lower-level competencies, which are suitable for a introduction course.

Reviewer Recommendations:

Overview of the Course

In this 4-week online seminar course students will be introduced to some of the fundamental technologies and topics studied in our manufacturing technician training programs. This is not a comprehensive course on any of the topics explored, but will serve as a foundation for the coursework to come in the following semester.

Specific Course Objectives:

At the completion of this course, students will be able to ? Recognize guidelines for basic electrical safety. ? Describe characteristics and terms associated with electrical charges. ? Discuss real world applications of magnetism. ? Identify conventional prefixes and units used in industrial technology scenarios. ? Recognize properties and uses of metals and materials used in manufacturing

---

General Standard 3: Assessment and Measurement: Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.

Overview Statement: Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learners' mastery of content but also allows learners to track their learning progress throughout the course.

STANDARD 3.1 - (3 Points) Required
3.1 The assessments measure the stated learning objectives or competencies.

Points Possible: 3　　　　**Points Awarded:** 3　　　　**Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 3.1 that "The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources." The lessons activities and assessments are excellent and fit with the overall objectives.

Reviewer Recommendations:

Since most of the objectives are lower-level (recognize, describe, discuss, identify, and recognize), suitable assessments would be quizzes and discussions, which is what this course mostly has for its assessments.

Reviewer Recommendations:

Learner are asked to conduct discussion on several of the learning objectives with other learners. And complete several quizzes covering the learning objective topics.

STANDARD 3.2 - (3 Points) Required
3.2 The course grading policy is stated clearly.

Points Possible: 3　　　　**Points Awarded:** 3　　　　**Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 3.2 that "The course grading policy is stated clearly." The "course grade" section, in the syllabus, is clarifying the grading system. It is recommended to include more details in the grading section such as how many quiz, assignment, discussion,… Points system is also recommended.

Reviewer Recommendations:

Yes, clearly labeled in the course syllabus. Are the discussions counted in with the class participation points? Just wondering, because I can tell that the quizzes are, but not the discussions. I would recommend adding them to the class participation line the way you have done "Course Lesson/Module Quizzes," or perhaps discussions ARE part of the course lesson? Either way, I would clearly indicate where they are and/or how much (maybe they are a separate section within grading policy?).

Reviewer Recommendations:

Syllabus Summary of Grading Policy

Evaluation – Grading Policy *No late work is accepted in this class* Your final grade in the course will be based on the following – ASSIGNMENTS link in Canvas shows the details: Class participation 50% Course Lesson/Module Quizzes 50% 100% After your numerical grade has been calculated, your letter grade will be determined as follows: A 90–100% of the total points possible B 80–89% of the total points possible C 70–79% of the total points possible D 60–69% of the total points possible F Less than 60% of the total points possible *F grades can also be earned if a student stops participating in the course without withdrawing.

STANDARD 3.3 - (3 Points) Required
3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 3.3 that "Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy." Thank you for including the rubric for the discussions.

Reviewer Recommendations:

Found rubrics for the discussions, which besides the quizzes are the assessments requiring evaluation. Since discussions are such a big component, I would recommend making those rubrics a tad bit more descriptive. I might also consider adding some of this information (what you expect from learners in these posts) in the rubric, since they seem to be roughly 50% of the grades.

Reviewer Recommendations:

A link in the Start Here page leads to a Weekly Course Schedule and Assignment Guide which shows which assignments are to be graded.

STANDARD 3.4 - (2 Points)
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 3.4 that "The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed." The assignments and final project are appropriate activities to assess the student work in this 100 level course. It is recommended to include more activates different than the quizzes or discussions such as short research paper, final project, ...

Reviewer Recommendations:

QM recommends that "assessments are varied in order to provide multiple ways for learners to demonstrate mastery, and to accommodate diverse learners." Your assessments are varied enough, considering it is a 4-week course. I might recommend a different type of assessment at the 2 or 3-week mark, however, that isn't a quiz or a discussion. Perhaps a short video recording of a tech. demonstration (using a screencast tool), or maybe even a 1-page paper, which could align with teh career preparation component.

Reviewer Recommendations:

Unit discussions, quizzes, and online lab assignments are used to assess the learner's understanding of the course/module learning objectives.

STANDARD 3.5 - (2 Points)
3.5 The course provides learners with multiple opportunities to track their learning progress.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 3.5 that "Students have multiple opportunities to measure their own learning progress". Using the gradebook will help students to track their progress.

Reviewer Recommendations:

I do think that between the quizzes, discussions, and simulations, learners have enough opportunities to track their learning. If the course were a 16-week course, I would suggest something similar as I did in 3.4, wherein maybe put in at least one more different assessment at the mid-way point.

Reviewer Recommendations:

Learners are asked to complete several module quizzes. Along with not only posting to the discussion questions but responded to what other learners comment on.

General Standard 4: Instructional Materials: Instructional materials enable learners to achieve stated learning objectives or competencies.

Overview Statement: The focus of this Standard is on supporting the course objectives and competencies, rather than on qualitative judgments about the instructional materials.

STANDARD 4.1 - (3 Points) Required
4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 4.1 that "The instructional materials contribute to the achievement of the stated course and module/unit learning objectives." The course activities contribute to the achievement of the course objectives.

Reviewer Recommendations:

The instructional materials do seem to directly address the stated CLOs and MLOs, as the multimedia lessons were created, or so I gather, specifically for the course/program. There are other materials like YouTube videos, articles, PDFs (charts), which also contribute to meeting the objectives.

Reviewer Recommendations:

Annotation reads in part that the Instructional materials may include but are not limited to textbooks, publisher- or instructor-created resources, multimedia, and websites. The materials align with the learning objectives or competencies in a clear and direct way and provide the information and resources learners need to achieve the stated learning objectives or competencies.

This course includes a variety of videos, articles, and information from a number of different websites.

STANDARD 4.2 - (3 Points) Required
4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 4.2 that "The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained." Thank you for including "Lesson Guidelines & Types of Lesson Materials" that explain what students should do for each activity.

Reviewer Recommendations:

All of the readings and videos are clearly labeled in each module, so it is obvious that I need to read them in order to be able to do the discussions/quizzes, though I might consider listing ALL instructional materials on the actual overview page, instead of just the separate links embedded in the module. That way learners see which readings/videos will be in that module next to a description of assessments, list of objectives, activities (I would consider adding more detail to the overview page, for learners who can see it better on a page than the module format).

Reviewer Recommendations:

The instructor has included a Course Schedule and Assignment Guide which describes each weeks activities, materials used, and what assignments are due.

STANDARD 4.3 - (2 Points)
4.3 All instructional materials used in the course are appropriately cited.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 4.3 that "All instructional materials used in the course are appropriately cited" thank you for including the resources and other important information.

Reviewer Recommendations:

Yes, on each module overview page the references are appropriately cited, as well the resources that open (external sites, articles) have the author, date, company, etc. easily located on the resource.

Reviewer Recommendations:

Articles, textbooks, and videos have cited copyright information. Open sources materials are included along with recorded verbal licenses information for videos.

STANDARD 4.4 - (2 Points)
4.4 The instructional materials are current.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 4.4 that "The instructional materials are current." Using different software, gradebook, and discussions are good practices of using current technologies.

Reviewer Recommendations:

Yes, everything is very up-to-date in the course. The swf videos felt a little out-dated because of the robot sounding voice-over, but I know that those are actually pretty current.

Reviewer Recommendations:

The following is an example of publishing dates from 2003-2016

Herman, S. L. (2003). *Delmar's Standard Textbook of Electricity, 3rd edition.* Clifton Park, NY: Cengage Learning. Retrieved from https://electricitytextbook.joomla.com/18-safety-overview (Links to an external site.)

Download Electrical Safety Basics 2016 for QM.swf (6.82 MB)

STANDARD 4.5 - (2 Points)
4.5 A variety of instructional materials is used in the course.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th, your course has met the standard 4.5 that "The instructional materials present a variety of perspectives on the course content." The course materials are robust and create a rich learning environment for students.

Reviewer Recommendations:

Yes, lots of multimedia (with transcripts), articles, and even interactive labs. This is definitely a strength of the course.

Reviewer Recommendations:

Annotation read: The course presents a variety of relevant instructional materials that may include textbooks and other publications, instructor-created resources, websites, and multimedia.

videos, textbooks, websites, online labs, and metric numbers chat & symbols and units.

STANDARD 4.6 - (1 Point)
4.6 The distinction between required and optional materials is clearly explained.

Points Possible: 1   **Points Awarded:** 1   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th, your course has met the standard 4.6 that "The distinction between required and optional materials is clearly explained." Thank you for including "Lesson Guidelines & Types of Lesson Materials" that explain what students should do for each activity.

Reviewer Recommendations:

There is no required textbook or other materials for learners to buy (from what I can tell), and all the material is located within each module, so I think it is all required, because there is no notation to indicate otherwise. I think this works, because with the way the course is currently designed I don't really question what I have to do/watch/read, I assume I need to do/watch/read everything in each module. And there isn't *TOO* much, so that's not a concern I'm having for learners as I am going through the course.

Reviewer Recommendations:

Statement in the syllabus reads "All of the materials for this class are posted online in Canvas: https://wnc.instructure.com"

General Standard 5: Course Activities and Learner Interaction: Course activities facilitate and support learner interaction and engagement.

Overview Statement: Course components that promote active learning contribute to the learning process and to learner persistence.

STANDARD 5.1 - (3 Points) Required
5.1 The learning activities promote the achievement of the stated learning objectives or competencies.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 5.1 that "The learning activities promote the achievement of the stated learning objectives." The course and the unit objectives are very helpful to know what the students take with them beyond this course. Also, creating a folder for each unit to include the weekly activities is a creative idea.

Reviewer Recommendations:

The learning activities seem to nicely fill-in the gaps of what the assessments are not measuring in each module. What I mean, is that for example in week 3 one of the MLOs is "convert between large and small values using prefixes to reflect appropriate values," which isn't done through assessment, however it is done through the How to Convert from One Unit to Another in the Metric System interactive activity. You do a great job with this in the course. Seems like your CLOs are mostly measured through discussions and quizzes, but the activities help align a couple of the MLOs and fill in where there are no assessments. This is a great scaffolding approach.

Reviewer Recommendations:

The following is a weekly activities list which builds on the learning objectives

Week One

Review: Electrical Safety Basics Learning Objectives & References ? Multimedia Lesson: Electrical Safety Basics ? Read: Electrical Safety ? Discussions: Review postings by your classmates and instructor

Week Two

? Review: Electrical Charges & Magnetism Learning Objectives and References ? Multimedia Lesson: Electrical Charges ? Multimedia Lesson: What is Electricity? ? Multimedia Lesson: Magnetism and Inductance ? Discussion: Review postings by your classmates and instructor

Week Three

? Review: Numerical Values and Units Learning Objectives & References ? Multimedia Lesson: Numerical Values and Units ? Video: Metric Unit Prefix Conversion ? Online Lab Exercise: Metric Unit Conversion Lab ? Reference Documents: Metric Numbers Chart & Symbols and Units ? Discussion: Review postings by your classmates and instructor

Week Four

? Review: Materials Science Learning Objectives & References ? Multimedia Lesson: Materials Science ? Video: Additive Manufacturing ? Read/Watch: Light Composite Material Article ? Read: Lightweight Composite Material ? Video: Graphene ? Video: What is Graphene? ? Video: Shape Memory Alloys ? Discussion: Review postings by your classmates

---

STANDARD 5.2 - (3 Points) Required
5.2 Learning activities provide opportunities for interaction that support active learning.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 5.2 that "Learning activities provide opportunities for interaction that support active learning." The course activities are appropriate to meet the standard. The course includes different types of interaction include student-instructor, student-content, and student-student.

Reviewer Recommendations:

The course does a good job in 4-weeks with balancing the learner-learner, instructor-learner, and learner-content. The only thing I would recommend somewhat also has to do with the variety -- I recommend changing up one of the assessments/activities, so that the learner-learner interaction is more than just the discussions. Or perhaps it can still be a discussion, but it's a video one instead, or a tutorial where another learner is showing the rest of the learners something, and they discuss/comment on that? Other learner-learner interaction activities could include "assigned collaborative activities such as group discussions; small-group projects; group problem-solving assignments; or peer critiques."

I didn't see the assignments that used the video camera that was mentioned in the syllabus. Did I miss this?

Reviewer Recommendations:

Several online discussions are required of learners and they must also respond to other learners postings. Including completing online lab exercises, In the videos there are self review questions.

STANDARD 5.3 - (3 Points) Required
5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 2, No: 1)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 5.3 that "The instructor's plan for classroom response time and feedback on assignments is clearly stated." Thank you for including how long it will take to respond to emails in course syllabus. It is recommended that you write specific time on how long it will take you to grade and provide feedback on assignments.

Reviewer Recommendations:

Found this in the syllabus "Your instructor will respond to messages and postings within 48 hours, except on weekends and holidays," regarding the response time, and this for feedback on assignments: "Assignments may be graded after their 'due date', not necessarily when turned in."

It's a tad bit vague, but I think it speaks to the issue of feedback and giving back graded assignments. My recommendation would be to make it slightly more specific, though I know this might be tricky due to the fact that it's only a 4-week course.

Reviewer Recommendations:

The syllabus has no mention of response time and neither does the intorduction to the discussion area,

---

STANDARD 5.4 - (2 Points)
5.4 The requirements for learner interaction are clearly stated.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 2, No: 1)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 5.4 that "The requirements for learner interaction are clearly stated". Thank you or including the requirement for the discussion.

Reviewer Recommendations:

I am not finding a real clear description of what the requirements for learner interaction are. There is an associated rubric with the discussions, and there are notes in the discussions like "Only reasonable responses will earn points...," but QM is looking more for overall engagement with the course -- how often should learners login, what their level of participation should look like, what is the length of a good response to their peers (perhaps give an example of a good one from the past?), etc.

Reviewer Recommendations:

The directions explain that all materials are found in Canvas and the leaner is told what needs to be completed. A table is also provided with what a materials are used and when assignments are due.

General Standard 6: Course Technology: Course technologies support learners' achievement of course objectives or competencies.

Overview Statement: The technologies enabling the various course components facilitate rather than impede the learning process.

STANDARD 6.1 - (3 Points) Required
6.1 The tools used in the course support the learning objectives or competencies.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 6.1 that "The tools and media support the course learning objectives." The course has a variety of activities that use many technologies techniques supported by the canvas.

Reviewer Recommendations:

QM wants to see that you are using both the LMS tools and any external tools to support the CLOs and MLOs. You are using discussions and quizzes internally, as well as using the Canvas wiki pages to embed videos, which are a good use of the tools, because nothing is over-the-top as far as the essential learning goes. For the other activities, no assessments, you are using the simulations/swf, which are also an added element of how tools are being used to address all the goals.

Reviewer Recommendations:

Annotation examples of tools are discussion boards, chat rooms, grade book, social media, games, whiteboard, wikis, blogs, virtual classrooms, web conferencing, etc.

STANDARD 6.2 - (3 Points) Required
6.2 Course tools promote learner engagement and active learning.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 6.2 that "Course tools and media support student engagement and guide the student to become an active learner." The course has a variety of activities that use many technologies techniques supported by the canvas activities (e.g. discussion …)

Reviewer Recommendations:

This is a major strength of the course, and you are using at least 3 very engaging tools, even that QM recommends (discussions, simulations, and frequent quizzes) to promote this learner engagement and active learning.

Reviewer Recommendations:

The instructor offers learners a opportunity to chat live and ask questions.

STANDARD 6.3 - (2 Points)
6.3 Technologies required in the course are readily obtainable.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 6.3 that "Technologies required in the course are readily obtainable."

Reviewer Recommendations:

Yes, everything seems to be embedded within the course, and/or easily downloadable (software like Adobe Reader and such). I didn't have issues with the technology as I went through the course.

Reviewer Recommendations:

The instructor has provided information for where learners can get software and that a high speed internet connection is needed fo take this course.

STANDARD 6.4 - (1 Point)
6.4 The course technologies are current.

Points Possible: 1   **Points Awarded:** 1   **Result:** MET (Yes: 2, No: 1)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 6.4 that "The course technologies are current." The course is using up-to-date technologies such, discussions, quizzes,..

Reviewer Recommendations:

Yes, current LMS, current tools being added to enhance: YouTube and simulations using swf. Something that came to mind, though I realize this course is only 4 weeks long, but having learners work in groups and do one of the discussions as a mini-group project and put the information on a Canvas wiki page? Maybe the "What else is there?" discussion would work? It would also better address Standard 5.2's learner-learner interaction. I think you already have an appropriate amount for your type of course, so this is just a small recommendation.

Reviewer Recommendations:

Examples of current technology that may be used in support of the course objectives or competencies to enhance learning:

1. Synchronous web conference tools used for orientation, group projects, tutoring, test reviews, etc.
2. A mobile application that learners use to identify plants in a botany course
3. A wiki used for group collaboration
4. Blogs used for student journals
5. A simulation that demonstrates something not feasible to demonstrate in the physical world, such as a process or procedure that takes place inside a hazardous or inaccessible place
6. A simulation replicating laboratory activities that allows manipulations of objects on the screen similar to hands-on lab experiences
7. Web-based voice tools used by English-as-a-Second-Language (ESL) instructors and learners to practice pronunciation, vocabulary, etc.

The most interactive activity are the online discussions. However, the instructor could do a group Skype call.

STANDARD 6.5 - (1 Point)
6.5 Links are provided to privacy policies for all external tools required in the course.

Points Possible: 1   **Points Awarded:** 1   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

Your course has met the standard 6.5. Thank you for including the accessibility statements and disability services in your course. The privacy policies for "technologies" used in the course are included as well.

Reviewer Recommendations:

On the bottom of every overview page, there's a link to the YouTube Privacy Guidelines. I think this is good, though since learners don't have to create accounts to YouTube, it's not *super* necessary, but it's always best to be as prepared as possible. I also like how you are keeping learners in the LMS when they watch the YouTube videos, this also helps with privacy and security, not to mention overall learning/engagement by keeping them in one place as much as possible.

Reviewer Recommendations:

External websites have links to privacy policies

General Standard 7: Learner Support: The course facilitates learner access to institutional support services essential to learner success.

Overview Statement: It is important to ensure online learners know they have access to and are encouraged to use the services that support learners at the institution. In the Learner Support Standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and student services support.

STANDARD 7.1 - (3 Points) Required
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 7.1 that "The course instructions articulate or link to a clear description of the technical support offered and how to obtain it." Thank you for including information about help desk and technical support in the course syllabus.

Reviewer Recommendations:

Yes, found this on the Technology requirement and Instructions for their Use page within the course. My recommendation would be to add the same link to the syllabus, because you already have the information for the different software (Adobe Reader, Adobe Flash, etc.) needed in the course, so having it near all of that information would be helpful. You don't want to get stuck being their tech. support.

Reviewer Recommendations:

The two following links are information on technical support.

[course technology requirements and instructions for their use](#) (link)

[Follow this link to find and get technical support: (Links to an external site.)http://www.wnc.edu/wnc-online](#)/

STANDARD 7.2 - (3 Points) Required
7.2 Course instructions articulate or link to the institution's accessibility policies and services.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 2, No: 1)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 7.2 that "Course instructions articulate or link to the institution's accessibility policies and services." The course syllabus includes information about "Disability Support Services".

Reviewer Recommendations:

There is an area in the syllabus under Student Resources and WNC Information, but the Disability Support Services link doesn't seem to be 'clickable'. I couldn't find it in the course either. Am I missing it?

Reviewer Recommendations:

Information posted in the syllabus on:

Student Resources and WNC Information

* When viewing this document electronically, these are links to useful and important information. Offline, this information can be found via search at WNC.edu Disability Support Services WNC supports providing equal access for students with disabilities. Susan Trist (DSS coordinator) is available to discuss appropriate academic accommodations that students may require. Please contact Susan 445-3268 Academic Integrity Policy The guidelines to assist students in ensuring academic integrity. Academic Skills Center - Free tutoring in math, writing, and more! Free tutoring and computer use with the intention of helping students become active and independent learners. College Calendar College-wide academic dates that are in the future. New Technology Degree Applied Industrial Technology program. Veterans Resource Center The center's primary focus is to assist the veteran or their family in the transition to the world of higher education.

STANDARD 7.3 - (2 Points)
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 7.3 that "Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services." The "course syllabus includes information for different student resources.

Reviewer Recommendations:

Yes, I found some of this information in the course syllabus. One recommendation would be to provide some location in Canvas where learners can access this information.

Reviewer Recommendations:

The following is a link to:

Academic Skills Center - Free tutoring in math, writing, and more! Free tutoring and computer use with the intention of helping students become active and independent learners

STANDARD 7.4 - (1 Point)
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.

Points Possible: 1   **Points Awarded:** 1   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 7.4 that "Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them." The course syllabus include information for different student resources.

Reviewer Recommendations:

I found information for the Veterans Resource Center in the course syllabus, but that was pretty much the only information for student services that I found. Maybe I am overlooking it? If not, similar to Standard 7.3, I recommend putting this information somewhere central in Canvas. Perhaps a page in the Getting Started/**FIRST MODULE**

Reviewer Recommendations:

Links are provided to WNC student services

General Standard 8: Accessibility and Usability*: The course design reflects a commitment to accessibility and usability for all learners.

Overview Statement: The course design reflects a commitment to accessibility, so that all learners can access all course content and activities, and to usability, so that all learners can easily navigate and interact with course components.

*Meeting QM's accessibility Standards does not guarantee or imply that specific country/federal/state/local accessibility regulations are met. Please consult with an accessibility specialist to ensure that all required accessibility regulations are met.

STANDARD 8.1 - (3 Points) Required
8.1 Course navigation facilitates ease of use.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 8.1 that "Course navigation facilitates ease of use." Using weekly folders made the course navigation easy to navigate.

Reviewer Recommendations:

Overall, yes, but I do have a recommendation about your syllabus: there seems to be a lot of different types of headers (highlighted, bigger font, some bold), as well as different bullet types being used. This isn't a huge deal, but sometimes I wondered if the non-highlighted wasn't important and/or why some bullets were dots, some circles, and some where arrows. I might comb through your syllabus if I were you and see what you can make more consistent.

Reviewer Recommendations:

Course materials are arranged in a liner order in Canvas and can be navigated next arrow located ay the lower right of the screen.

STANDARD 8.2 - (3 Points) Required
8.2 Information is provided about the accessibility of all technologies required in the course.

Points Possible: 3   **Points Awarded:** 3   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 8.2 that "Information is provided about the accessibility of all technologies required in the course." Thank you for including the information on how student can get disability services and accessibility statements for d2l. Disability and accessibility statements for other technologies are included.

Reviewer Recommendations:

Technically, yes, I did find this information after a few clicks from the Home page (START HERE>course technology requirements and instructions for their use>WNC Online Student Orientation>WNC Disability Support Services and Canvas Accessibility...>then finally I can view Canvas accessibility statement). I recommend making it clearer where this statement is located. As a student, I may have never uncovered it.

Reviewer Recommendations:

The following link is provided in the START Here section:

 [course technology requirements and instructions for their use](link) (link)

STANDARD 8.3 - (2 Points)
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 8.3 that "The course provides alternative means of access to course materials in formats that meet the needs of diverse learners." The course syllabus includes information about how students can get Disability Services.

Reviewer Recommendations:

All the multimedia that I found contained closed captioning, as well as most also had accompanying transcripts. I feel that the alternative access to all course materials is a strength in this course.

Reviewer Recommendations:

Sound is included in videos and closed caption is made available, Some files are avaialble for download also,

---

STANDARD 8.4 - (2 Points)
8.4 The course design facilitates readability.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 8.4 that "The course design facilitates readability and minimizes distractions." The course uses appropriate design elements, including colors, fonts, spacing, graphics, formatting, and color coding to facilitate readability and minimize distractions for the student.

Reviewer Recommendations:

For this standard to be met, QM wants reviewers to see if:

1. Similar content is grouped together; headings are used to indicate change of topic.
2. Font style and size are selected to maximize on-screen legibility; simpler fonts are chosen over more ornate fonts, and the number of font families is limited to one or two.
3. White space or negative space is used around content to help increase comprehension and reduce eye fatigue that occurs with large blocks of text.
4. Content is formatted to serve specific instructional purposes. For example, format and text color are used purposefully to communicate key points, group like items, and emphasize relevant relationships.
5. Text is clearly distinguishable from the background, with thought given to color choice and providing sufficient contrast.

Again, I mentioned in another area that I think your syllabus might benefit from some reworking of font consistency (bold, underlined, highlighted, italicized, all cap. words, etc.), and some looking at of the use of H1, H2 headers so that bullet points pop a little more.

Otherwise, I think the Canvas overview pages are very readable, as is most everything else.

Reviewer Recommendations:

Topics are arranged by week with supporting materials and activities.

STANDARD 8.5 - (2 Points)
8.5 Course multimedia facilitate ease of use.

Points Possible: 2   **Points Awarded:** 2   **Result:** MET (Yes: 3, No: 0)

Reviewer Recommendations:

According to QM Rubric 5th ed, your course has met the standard 8.5 that "The course design accommodates the use of assistive technologies." The file names and web hyperlinks in the course have easy-to-understand names.

Reviewer Recommendations:

Yes, the multimedia has all necessary controls for complete learner/user control during the watching/using of the material, and the audio/video quality is of high-quality.

Reviewer Recommendations:

Tutorial for playing multimedia is given and YouTube controls are standardized.

Additional Review Comments:

Reviewer

Wow, I thoroughly enjoyed reviewing your course - thank you for the opportunity. It was very clear, and well organized. The alignment was also very much a strength in the course. Just a few small recommendations is all I had!

TOTAL POINTS AWARDED: 98

FINAL RESULT: MET STANDARDS