# Southeast Community College

## Online/Hybrid Course Evaluation Form

Erichsen

AGRI-2295-HB

**Instructor Name:** **Course Number:**

# Mission Statement for Southeast Community College Virtual Learning

The mission of virtual learning at Southeast Community College is to provide access to high quality education to students at a distance or those seeking flexible scheduling. The methods used to reach students should embrace collaborative learning and provide the student with a vibrant learning experience with multiple opportunities to interact with peers and instructors as they reach the expectations, competencies and outcomes outlined in the official college course syllabus.

## Seven Principles for Good Teaching Practice (Chickering and Gamson)

1. Encourage contact between students and faculty
2. Develop reciprocity and cooperation among students
3. Use active learning techniques
4. Give prompt feedback
5. Emphasize time on task
6. Communicate high expectations
7. Respect diverse talents and ways of learning

## Program Evaluation

The program will evaluate the content of each online and hybrid course as the first step in the approval process. Programs will ensure the online/hybrid course meets the same objectives/competencies of its face-to-face equivalent. They will also ensure the curriculum and rigor of the course meet the standards of Southeast Community College and the program (including time requirements, grading scheme, accessibility, copyright, collaboration and engagement). In addition, the program will ensure the courses contains all required components as required by the Instructional Division of Southeast Community College.

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| **Evaluation Standard** | **Level of Completion** |
| **Course Overview and Introduction** |
| The first item in the static top block is a banner with the course title and instructor’s name. **COMMENTS:**  | Meets Expectations |
| The top static section contains the instructor contact information and virtual office hours. **COMMENTS:**  | Meets Expectations |
| The current, official college Syllabus is included in the course (as a Moodle Page or PDF). **COMMENTS:**  | Meets Expectations |
| The current Course Information Document is included in the course (as a Moodle Page or PDF). For Hybrid courses, the course outline or course design clearly specifies what is to be submitted online and what is to be submitted in the classroom. **COMMENTS:** CID info included in syllabus, course polices and intro. | Meets with Notations |
| Expectations for student assignment completion (including policies for missing/late work), grading policy, and instructor response time are clearly provided. **COMMENTS:**  | Meets Expectations |
| **Learning Objectives/Competencies and Course Content** |
| Learning outcomes are clearly defined and identical to those of the on-site course. **COMMENTS:**  | Meets Expectations |
| The course content is adequate. Course content and assignments are of sufficient rigor, depth, and breadth to meet course objectives. **COMMENTS:**  | Meets Expectations |
| Resources and activities support stated learning outcomes. **COMMENTS:**  | Meets Expectations |
| The entire course is completely prepared in order to ensure that course activities are presented in a timely manner and are directly related to goals and objectives of the course. **COMMENTS:**  | Meets Expectations |
| Activities and Resources are up-to-date and relevant. **COMMENTS:**  | Meets Expectations |
| The writing style is clear, concise, and direct. Sentences and paragraphs are brief and to the point. Jargon is avoided. **COMMENTS:**  | Meets Expectations |
| A spot check of content reveals documents free of typos, spelling, or grammatical errors. **COMMENTS:**  | Meets Expectations |
| **Learner Interaction and Engagement** |
| The course offers collaboration and active learning components that engage students. **COMMENTS:** The discussion items are not quite clear, example M2-T1, the directions do not provide a true discussion question but rather on how to link and the discussion question is difficult to find at first glance. | Meets with Notations |
| Outside web links provided within the course are relevant to the content of the course and are appropriate for an academic forum. **COMMENTS:**  | Meets Expectations |
| The course offers multiple opportunities for interaction and communication among students, between students and instructor, and between students and content. **COMMENTS:**  | Meets Expectations |
| Learners are encouraged to interact with others. **COMMENTS:**  | Meets Expectations |
| **Assessment and Measurement** |
| Course includes ongoing, varied, and frequent assessments. **COMMENTS:**  | Meets Expectations |
| Course objectives, instructional strategies and assessment techniques are closely aligned and well defined for students. **COMMENTS:**  | Meets Expectations |
| The grading scheme in the Moodle Gradebook matches the grading policies in the syllabus/course policies. **COMMENTS:**  | Meets Expectations |
| **Accessibility** |
| Strategies for meeting multiple learning styles are present. **COMMENTS:**  | Meets Expectations |
| The instructor has designed course materials that are accessible to users of differing abilities. **COMMENTS:**  | Meets Expectations |
| **Additional Comments:**  |  |

 **Instructor Statement:**

I understand that I am responsible for the content of this course. I have adhered to copyright laws or have obtained proper permissions for use of the content presented. Additionally, I am responsible for making sure the content of this course is accessible to all students or that a plan is in place to meet any accessibility requests within a reasonable amount of time. Accessibility features of which I will take into consideration are the following:

* Images have alt tags assigned as appropriate.
* The videos/audio files I have used, if applicable, either are captioned/transcribed or can be upon request.

As I teach the course, I will be present in the course and provide timely feedback, including communication and grading. I will make sure to keep my content current with regular updates and to adhere to program and design standards each term. I understand that it is my responsibility to create/use accessible course content. (See Instructor Reference Center or contact Moodle Support for assistance.)

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| **Instructor Name/Signature** | **Date of Signature** |
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 **Supervisor Approval:** I approve the content, interaction, and collaboration for this course as indicated above.

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| **Supervisor Name/Signature** | **Date of Course Approval** |
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## Instructional Design Evaluation

Once a course meets program approval, each online and hybrid course will then undergo an Instructional Design evaluation. This evaluation will ensure each course meets the minimum design standards set by Southeast Community College and the Virtual Learning program. Those standards include consistency in display options, online delivery pedagogy and best practices, appropriate presentation and visual appeal, ease of use and navigation, and user-friendly and accessible file types.

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| **Evaluation Standard** | **Level of Completion** |
| **Course Consistency & Design** |
| The top static section is brief (no more than five linked items and five lines of text) in order to minimize space consumed by the section on the course home page. **COMMENTS:**  | Meets Expectations |
| The instructor guides students to use Moodle messaging instead of his/her SCC email. **COMMENTS:**  | Meets Expectations |
| The Introductory Materials & Activities section contains the required items (refer to Instructor Reference Center) including brief instructions for students on how to proceed in the course. (Intro materials required for hybrid, but activities are optional if instructor is not using activities in Moodle.) **COMMENTS:**  | Meets Expectations |
| The Moodle course calendar is used appropriately including manual entries for Discussion Forum due dates. **COMMENTS:** course calendar lists assignments and due dates, may want to utilize moodle calendar rather than a list of assignments | Meets with Notations |
| Due dates and opening and closing dates on assignment and quizzes are appropriately set. **COMMENTS:**  | Meets Expectations |
| Section names are being used correctly (do not say Topic 1, etc.). Section summaries are brief. **COMMENTS:** Use of terms Mod 1, Topic Module, M2-T3 are a bit confusing and inconsistent, difficult to understand and follow. The course appears to be organized but the headings need improvement. | Does Not Meet/Absent |
| The content of the course is set up using an integrated approach (activities and exams are associated with their respective units of instruction). **COMMENTS:**  | Meets Expectations |
| Navigation is logical, consistent, and efficient. The course is organized into units and lessons that fall into a logical sequence. A consistent look and feel exists throughout the course. Activities and resources are efficiently incorporated. **COMMENTS:**  | Meets Expectations |
| Nothing in the design of the course distracts from navigation or communication of objectives. **COMMENTS:**  | Meets Expectations |
| Instructions are stated clearly, consistently, and logically. **COMMENTS:**  | Meets Expectations |
| Documents are easy to read (universal sans-serif font, proper text justification and font size, correct use of white space, sparing use of bold and italics, underlining used only for links, avoiding typing in all caps). **COMMENTS:**  | Meets Expectations |
| Long narratives of text are avoided to avoid information overload. **COMMENTS:**  | Meets Expectations |
| A spot check of content reveals documents free of typos, spelling, or grammatical errors. **COMMENTS:**  | Meets Expectations |
| **Course Technology** |
| Files are presented in the appropriate format (See Instructor Reference Center for specifics). **COMMENTS:**  | Meets Expectations |
| File sizes and loading times are reasonable. **COMMENTS:**  | Meets Expectations |
| PDF documents are set to display in a new window or popup. **COMMENTS:**  | Meets Expectations |
| All links to materials, resources, and outside web sites are correct and working (outside web sites will open in a new window/tab). **COMMENTS:**  | Meets Expectations |
| PowerPoint files are converted and provided to students as web links (PowerPoints are not uploaded to the course directly). **COMMENTS:**  | Meets Expectations |
| Images are relevant, of good quality, and have appropriate alt tags specified. **COMMENTS:**  | Meets Expectations |
| QUIZZES: The quiz setting “When time expires” is set to “Open attempts are submitted automatically.” The question behavior for quizzes is set to Deferred Feedback. The activated Review options in quiz settings adhere to best practices.**COMMENTS:**  | Meets Expectations |
| If conditions are used within a course, all are correctly set. At the conclusion of a unit, only Discussion Forums should be temporarily hidden for grading purposes but reopened when grading is complete. **COMMENTS:**  | Meets Expectations |
| Advanced Discussion Forums are used instead of Forums. **COMMENTS:**  | Meets Expectations |
| Discussion Forum subscriptions are set so that students can unsubscribe to forums if they wish to do so. **COMMENTS:**  | Meets Expectations |
| Technology is used to enhance student learning and has a clear purpose for meeting course objectives. **COMMENTS:**  | Meets Expectations |
| If videos are used, the sound quality and picture are both clear, and videos are no longer than 10 minutes in length (chunked into topics). **COMMENTS:**  | Meets Expectations |
| Course includes a variety of relevant and engaging activities and resources to support learning. **COMMENTS:**  | Meets Expectations |
| The Gradebook is set up in the course, and the aggregation type is correctly used. The grading scheme matches the grading policies in the syllabus/CID. (Instructors need to be sure that grades correctly calculate. Designers check only basic settings.) **COMMENTS:**  | Meets Expectations |
| **Learner Support** |
| The instructor provides a reference to Student Help Resources and notation of Hub maintenance. **COMMENTS:**  | Meets Expectations |
| Course design promotes both instructor and student engagement, collaboration, and interaction. **COMMENTS:**  | Meets Expectations |
| The online course evaluation information (via The Hub) is provided in the last section of the course. **COMMENTS:**  | Meets Expectations |
| If the course has an online component outside of Moodle (e.g., My \_\_\_\_ Lab), the following are required: |
| It is clear what assignments are to be done in the outside lab site and what assignments are done in Moodle (can be set as offline Moodle assignments). **COMMENTS:**  | Meets Expectations |
| There is a direct link to the outside lab component provided as a web link in Moodle. **COMMENTS:**  | Meets Expectations |
| The instructor provides documentation that details how to access the outside lab site. **COMMENTS:**  | Meets Expectations |
| Technical help information for the outside lab site is posted in Moodle for students. **COMMENTS:**  | Meets Expectations |
| **Accessibility** |
| The course is developed with universal design principles in mind including, but not limited to, proper use of heading sizes, color, alt text, good contrast, and multiple delivery methods. **COMMENTS:**  | Meets Expectations |
| **Course Design Recommendations** |
| Below are suggestions for working in partnership with an Instructional Designer to develop and incorporate presentations, activities, and assessments which address a variety of learning abilities and preferences: |
| **Additional Comments:**  |

**Designer Approval:**

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| **Designer Name/Signature** | **Date of Course Approval** |
| **Bruce Exstrom PhD, Dean Virtual Learning** | **8-22-2017** |

**Sources:**

Bakken, Brent, et.al. (2011). *National Standards for Quality Online Courses* (Version 2). Vienna, VA: International Association for K-12 Online Learning.

Chickering, A.W., & Gamson, Z.F. (1987). *Seven principles for good practice in undergraduate education.* American Association for Higher Education. Denver, CO: Education Commission of the States.

Crews, Tina B., & Wilkinson, Kelly. (2015). Online Quality Course Design vs. Quality Teaching: Aligning Quality Matters Standards to Principles for Good Teaching. *The Journal of Research in Business Education*. (Vol. 57, No. 1, pp. 47-63). Reston, VA: Association for Research in Business Education.

Shelton, Kaye, & Moore, Janet C., Editors. (2011). *Quality Scorecard for the Administration of Online Programs*. The Sloan Consortium.

Vai, Marjorie, & Sosulski, Kristen. (2016). *Essentials of Online Course Design: A Standards-Based Guide* (2ed.). New York, NY: Routledge.