



**Institution:** North Central Texas College  
**Course Code:** ITSE1303North C030617  
**Course Number:** ITSE1303  
**Course Name:** Introduction to MYSQL  
**Course Representative:** Manuel Trevino

**Review Start Date:** 2017-03-23

**Review End Date:** 2017-04-28

**Review Type:** Subscriber-Managed Review managed by a certified Course Review Manager (CRM)

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:**

Met the criteria, information is provided to provide guidance on where the student can start to look for information in the Start Here Module. The instructions are clear and the navigation is set up properly and logically.

**Reviewer Recommendations:**

Met: The homepage directs students to the modules and the modules contain descriptions and location to the course components.

**Reviewer Recommendations:**

Standard 1.1 asks us to ensure a good start for students by making sure the overview is clear with dates and other information students need from the very first day. Students will appreciate the fact that you included a full orientation module before going into the course content. In the Orientation Module, you have provided a detailed list of all activities the student needs to complete on day one. Although your orientation meets expectations for Standard 1.1, you might consider changing the text color of your header on the Home page. The title, " **ITSE 1303 Introduction to MySQL**" is in a bright blue that creates the look of a hyperlink. The actual hyperlink into the course is actually located at the bottom of that page. Either changing the text color or actually creating a hyperlink in those words would eliminate any first-day confusion on the part of the student.

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**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:**

Met the criteria, the course contains a Start Here Module leads students into the information in the syllabus and policies to assist students to understand what is expected in the course.

**Reviewer Recommendations:**

Met: You provide a course description on the home page as well as the syllabus.

**Reviewer Recommendations:**

This standard asks that learners are introduced to the purpose of the course and that the course design include the course schedule, delivery modalities, modes of communication, types of learning activities and how learning will be assessed. The course includes a schedule both in the syllabus and Orientation area to guide how the learning process is carried out. The syllabus also mentions the course objectives and outlines the assignments and assessments that will be given throughout the course. This info helps students understand how the learning process will be carried out. Including the catalog-level Course Description on your homepage is yet another good idea. Although you clearly identify the course modules link on the first page, a link saying "Orientation" (still just redirected to Modules) would eliminate any confusion on the first day.

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**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:**

Met the criteria, the course syllabus has information on online etiquette, which is very helpful for students to have a clear understanding on what is expected.

**Reviewer Recommendations:**

Met: You provide a detailed set of etiquette guidelines in the first module.

**Discussion Board Rules - Netiquette**

**Reviewer Recommendations:**

This standard asks that expectations for how learners are to communicate online and in the classroom be clearly stated. This class meets expectations at the 85% level with your infographic (and thoughtful text conversion of it) for discussion board rules. However, students need to be able to apply these same concepts to all course interactions including emails, messaging, and reviews. Be sure to add these details to the netiquete page for full clarification or link from this page to the Online Student Conduct page in your Help area.

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**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:**

Met the criteria, policies are located in the syllabus for the student and Start Here Module to understand the expectation.

**Reviewer Recommendations:**

Met: You included information regarding the following policies:

- Grading
- Attendance
- Conduct
- Withdrawal
- Rights and Responsibilities
- Academic Integrity
- Accommodations

Policies and resources are also addressed in the first module.

**Reviewer Recommendations:**

**Standard 1.4** includes the requirement to provide a multitude of course and institutional policies. For online learners two of the import policies are academic honesty and late submission policy. In addition, we look to see student conduct, Incomplete grades, It would appear that most of your policies are institutionally defined and available as asked through the student guides posted in your orientation module. You have clearly outlined your expectations for students who have late work and the penalty they will incur for late submissions. In an effort to define your class is completely online, Given that this class involves working a lot of problems online, you might include a statement about doing all work on your own. In addition, I would also suggest adding a video or narrative in your own words addressing your standards for academic honesty in addition to the formal university policy. Engaging with the students on a personal basis will help increase their understanding about the serious implications surrounding academic honesty.withdrawal policies, student confidentiality in the classroom, student grievances, and electronic communication

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**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:**

Met the criteria, the Start Here Module contains information to state what are technology requirements for this course.

**Reviewer Recommendations:**

Met: Technology requirements are listed in the first module. They address,

- browsers
- operating systems
- computer requirements
- internet requirements.

**Reviewer Recommendations:**

**Standard 5.1** addresses the need to make sure that minimum technology requirements are clearly stated and instructions for their use provides. It's important not to let this word "minimum" detract from everything that this standard involves. Your technology page clearly identifies the "minimum" technology and then suggests best practice options.

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**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:**

Did not meet the criteria, the syllabus has an option for course prerequisite, but no information is added. If there is no prerequisite, it is helpful for this standard to meet to add "None" for clarity to the student.

**Reviewer Recommendations:**

Not Met: There is an area on syllabus for prerequisite info, but it is blank. i suggest you state the prerequisite in this area or state "none" if applicable.

**Reviewer Recommendations:**

Standard 1.6 requires a clear statement of prerequisite knowledge in the discipline or any required competence. Your syllabus identifies this course as an introductory course, which we, as academics, know means there are no prerequisites. Adding the statement "This course is entry level and has no pre-requisites" to the syllabus would clarify the point for students new to academia.

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**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:**

Met the criteria, the technical skills are located in the Technology tab in the Start Here Module area. The information is clear on what the student should know to be successful in this course.

**Reviewer Recommendations:**

Met: Technology skills are listed in the first module. They address computer literacy, hardware and software.

**Reviewer Recommendations:**

Your detail list of minimum technical skills in the Orientation-Technology page provides the evidence to meet Standard 1.7.

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**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: 3, No: 0)

**Reviewer Recommendations:**

Met the criteria, excellent introduction to share for students to know your background and expertise.

**Reviewer Recommendations:**

Met: The introduction is professional and personal.

**Reviewer Recommendations:**

Your orientation module provides a wealth of information about you concerning office hours and ways to contact you. Your bio in your profile provides your educational background and a bit about you personally. Students may not think to check your profile, so you might consider adding a hyperlink from your name, in text under your portrait on the home page, to the Bio page. This is an effective place to add the information so it appears in all classes. The hyperlink would ensure students actually remember to read the information.

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**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:**

Met the criteria, excellent job to add criteria for the student to share.

**Reviewer Recommendations:**

Met: See **Introductions - Meet the Class in the first module.**

**Reviewer Recommendations:**

Standard 1.9 is met under the "Begin Here" module with the requirement for the students to complete the Introduction Discussion Board.

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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:**

Met the criteria, the course learning outcomes are measurable for this course.

**Reviewer Recommendations:**

Met: The CLO's describe outcomes that are measurable.

1. **Identify** database terminology and concepts.
2. **Install** and start the MySQL server.
3. **Devise** and process queries.
4. **Troubleshoot** syntax.
5. **Plan**, define, and design a database.
6. **Design** and generate tables.

**Reviewer Recommendations:**

In order to form the base of the alignment process, SRS 2.1 checks to make sure the course level learning objectives are measurable. Your objectives come from a common Workforce Education elements, which means they are defined by the institution and not modifiable by you. The great part of this discussion is that these course level objectives are measurable. In your class, most of your CLOs are directly from Bloom's Taxonomy of measurable verbs including "define," "define," and "design" "identify" and "install" so this Standard is met.

One objective is not as measurable, "Troubleshoot syntax." How would you measure the level of troubleshooting process, and what is mastery? If the department allows, you might consider adding a measurable item to the objective. Troubleshoot with 80% accuracy... or "develop a plan to troubleshoot a given database issue." You can measure that the options were developed and that the student selected best options.

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**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:**

Met the criteria, the learning objectives are consistent with the course level outcomes. All of the learning objectives are written very well.

**Reviewer Recommendations:**

Met: Module objectives are described in the publisher rubric that is provided. The module objectives are linked to the CLO's through the rubric.

**Reviewer Recommendations:**

Alignment needs a second building block composed of measurable module level learning objectives that are measurable and align with the CLOS. You have met the expectations with multiple measurable objectives in every module with robust verbs. Since there are many, many objectives over the course modules, you might consider adding the Course level objective related to each Module level objective a the end of that MLO statement. This process would help students see the "big picture" progress for the course.

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**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:**

Met the criteria, well-written learning objectives to complement assessments and information in each week.

**Reviewer Recommendations:**

Met: All objectives are derived from the WECM rubric and are written from the learners perspective.

**Reviewer Recommendations:**

The annotations for Standard 2.3 tell us, "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." You have followed this process to meet Standard 2.3. in addition, your objectives all use standard descriptive and measurable verbs to define what you expect from students, avoiding specialized educational terms.

The study-guide PowerPoints you provide for each chapter have different learning objectives than your stated chapter objectives. Your own chapter level objectives are listed clearly, but students who read all content may be confused. The existence of two sets of Chapter level objectives could cause confusion for the students. Editing the textbook PowerPoints to eliminate the second set of learning objectives would end the conflict.

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**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:**

Met the criteria, there is a strong relationship with the activities and the objectives. Each objective complements the assessments in each unit.

**Reviewer Recommendations:**

Met: Excellent. The WECM rubric relates the CLO's, MLO's and the course activities.

**Reviewer Recommendations:**

This standard has two goals. First of all to make sure the learning objectives are available throughout the course, which you meet the expectations with your weekly learning objectives statement. Secondly, we look to make sure the learning objectives have a relationship with the assignments. With the exception of Week 1, your discussion question prompts are taken word-for-word from most of the weekly objectives. It's easy for student's to see that they are, in fact, covering the content. It might help you to list the assignment that will cover the objective right on your objective list so students will realize that they are really covering that much information in a week.

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**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:**

Met the criteria, all learning objectives are well suited for this course.

**Reviewer Recommendations:**

Met: The objectives are suitable for the course level.

**Reviewer Recommendations:**

The SRS 2.5 annotations state, "Objectives or competencies in a lower-level course" may use verbs such as "identify," "describe," or "apply," which align with assessments such as multiple-choice quizzes, essay questions in exams, or solving problems." Although your course level objectives are higher level thinking, the way your module level objectives work to support and build the students' skills, they all work together.

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:**

Met the criteria, The assessments complement each part of the objectives. There are numerous quizzes that complement the objectives for knowledge and comprehension of course materials.

**Reviewer Recommendations:**

Met: The assessments do a nice job of measuring the course objectives. Assessments consist of

- Lab Assignments
- Forum assignments
- Quizzes
- Module Exams
- Final exam

**Reviewer Recommendations:**

The alignment process goes from learning objectives to assessments. According to the annotation for standard 3.1, we should be able to look at the types of assessments incorporated in the course and determined that they will be able measure successful mastery of the learning objectives. With the exception of Chapter 1, you have quizzes, discussions, and projects that will measure the given learning objectives. Your major learning objectives are measured with the verbs Identify and Describe, so that lets you use the tests for Identify and the discussions for description. This type of alignment meets expectations at the 85% level. Chapter 1 objectives include several goals to "describe," even though they are basic introductory concepts. Although you would need to modify the PowerPoint too, consider changing the verbs to ones that can be measured with the Chapter 1 quiz. For example, instead of "Describe the difference between DML statements and DDL statements," you could ask students to Identify a DML Statement and a DDL statement, which could be measured with the quiz.

**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:**

Met the criteria, the grading policy consists of quizzes, discussions, lab assignments, final exam, and a business simulation project. The percentages align with the standardized grading scale.

**Reviewer Recommendations:**

MET: The grading policy on the syllabus is very clear. You provided the required points and associated percentages for each block of assessments.

**Reviewer Recommendations:**

To meet Standard 3.2, the course must help students to see "how course grades are calculated." Your syllabus clearly identifies the grade categories and weighted percentages. The grade scale of A-F breakdown directly follows that list. As a part of the overall student view of the Canvas page for this area see the Canvas grade book category breakdown too. In your syllabus, one category is Discussion Forum Assignments, in the Canvas list it's called "Class Participation/Discussions." To avoid any student confusion, changing the Canvas name to match your syllabus would create a uniform appearance.

**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:**

Met the criteria, each assessment ties to the course grading policy and the points allotted for each assessment are accurately placed in the course.

**Reviewer Recommendations:**

Met: Syllabus ties the learners work to the gradecenter and the information provided in the course content links the assessments to the grading policy.

**Reviewer Recommendations:**

Your Orientation page "course and campus policies" presents a clear discussion board rubric. Labs, Quizzes, and Exams are also gradable items and each one appears to have its own explanation of the grading policy for that given item. Although the evidence shows enough consistency to meet expectations at the 85% level, adding a general statement about quizzes being automatically graded with multiple retake options, labs requiring frequent screenshot uploads for completion documentation, and exam grading policies would help students identify the different grading options that comprise their final scores.

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**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:**

Met the criteria, the assessment instruments follow an effective progressive approach for students to learn.

**Reviewer Recommendations:**

MET: The variety and order of the assessment instruments satisfy this standard.

**Reviewer Recommendations:**

Standard 3.4 asks us to check for sequencing and variety of assessments. In addition, the assessments must be appropriate for the learners. Although your assessments are repetitive from module to module, you do have different assessments within each module. Quizzes are very different from discussion boards. In addition, the assessment of weekly lab work is clearly at the level of a beginning SQL learner. If students watch the video, use the text and follow the steps, the result will be positive. Documenting process with a screen shot is a good way to measure achievement.

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**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:**

Met the criteria, students are able to track their progress with quizzes and the Instructor highlighted that assignments will be graded and returned within 2 weeks of submission.

**Reviewer Recommendations:**

Met: This is met at the 85% threshold but could be improved with added self-check assignments or homework assignments.

**Reviewer Recommendations:**

The learners have multiple opportunities to track the learning progress with self-scoring quizzes, available retakes, peer review through discussions, and feedback on lab assignments. These opportunities meet expectations for SRS 3.5.

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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:**

Met the criteria, the instructional materials are well suited for the course.

**Reviewer Recommendations:**

Met: Course materials consist of,

REQUIRED COURSE MATERIALS

Book:

Murach, Joel, Murach's MySQL 2nd Edition ISBN: 978-1-890774-82-0 Software: MySQL Community Server 5.6 & MySQL Workbench 6.3.4

These materials contribute to the completion of the objectives.

**Reviewer Recommendations:**

In reviewing Standard 4.1, we look to ensure that the instructional materials contribute the student mastering the course content. Since most of your materials are directly supplied by the textbook, it's easy to verify that they follow the learning objectives. Your external videos also are targeted at the subject of the chapters.

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**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:**

Met the criteria, the instructional materials are properly used to elevate the level of learning.

**Reviewer Recommendations:**

Met: The course calendar clearly indicates that the textbook should be read to prepare for assessments. The calendar also indicates that the lab assignments are relative to assessments.

**Reviewer Recommendations:**

In order to meet SRS 4.2, you need to make sure to explain the link between the instructional materials and the successful mastery of course objectives is met at the 85% level. You do a great job of making sure the student can relate the assessments to the CLOs and MLOs for each chapter. Your lab materials for each week are clearly identified in the order the student needs to use them. Many times students do not pay much attention to publisher supplied PowerPoints, but in the case of this class, those slides contain valuable information for student success. Adding a narrative or introductory video you create to each chapter's overview area explaining the importance of clearly using the PowerPoints could help students complete the learning activities with less help from you.

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**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: 2, No: 1)

**Reviewer Recommendations:**

The criteria is met since the author, ISBN, and title of the textbook is added. When entering the ISBN in the search engine, the textbook does come up to be correct.

**Reviewer Recommendations:**

Met: Text and software is properly cited.

**Reviewer Recommendations:**

Although you clearly identify the names and authors of the varied instructional materials you have in this class, and you have posted isbn # and good links, just not academic citations. Evidence to meet Standard 4.3 by appropriately citing all of these materials seemed to be missing. Adding a Course Reference List in your Syllabus would be a quick way to summarize this information. Providing this information is great modeling of academic integrity for students.

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**STANDARD 4.4 - (2 Points)**

4.4 The instructional materials are current.

**Points Possible:** 2

**Points Awarded:** 2

**Result:** MET (Yes: 2, No: 1)

**Reviewer Recommendations:**

Met the criteria, the course textbook is current as of 2015 and it is a good selection for this course.

**Reviewer Recommendations:**

Not Met: Text does not include publishing date. Suggest you add that to the syllabus.

**Reviewer Recommendations:**

Instructional materials should be current to meet Standard 4.4. Your text is the most current version and the supporting videos are from 2015, so you have met expectations for this standard.

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**STANDARD 4.5 - (2 Points)**

4.5 A variety of instructional materials is used in the course.

**Points Possible:** 2

**Points Awarded:** 0

**Result:** NOT MET (Yes: 1, No: 2)

**Reviewer Recommendations:**

The criteria is met, the textbook has good information and there are videos to assist in additional learning. The lab is also helpful for the student to demonstrate what they learned since this is a course where students have to demonstrate competency.

**Reviewer Recommendations:**

Not met: Only the text is used but this is not necessarily a negative in some courses.

**Reviewer Recommendations:**

In looking at Standard 4.5, the annotations look for a variety of instructional materials. This variety helps to address the different ways students may prefer to learn the content. While you have great videos in the first part of the course, the later chapters rely on the text info, student discussions about the text content, and lab assignment directions. In order to offer students other options for learning the content, you might consider developing and adding some screen recording lectures that track the options in the lab assignments or adding content from YouTube that is on target for supporting your learning objectives.

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**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: 2, No: 1)

**Reviewer Recommendations:**

Did not meet the criteria, the course or syllabus has no information on which materials are optional. Suggest to write information in the syllabus on what items may be optional if there are optional materials.

**Reviewer Recommendations:**

Met: No optional materials required.

**Reviewer Recommendations:**

Since all content in your modules is required action to meet the learning objectives, you have met Standard 4.6--identifying required and optional materials--by default. In order to make sure that students recognize this fact at the very beginning of class, you might consider adding a syllabus statement telling them to use every part of every chapter, every week.

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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:**

Met the criteria, the learning activities provided such as discussion complement the learning objectives in the weekly objectives.

**Reviewer Recommendations:**

Met: Learning activities consist of the following;

- reading assignments
- viewing videos and powerpoint lectures
- participating in forum discussions
- lab participation

These activities do a nice job of meeting this standard.

**Reviewer Recommendations:**

Learning activities working to achieve the learning objectives is another step in the alignment process. In most units you have clearly identified actions that help the student be successful in this course, so Standard 5.1 is met at the 85% level. The lower level Blooms verb "identify" is only used for one objective per module and yet a quiz is presented in each module. Normally self-grading quizzes are best used for measuring successfully achieving these types of verbs. You might consider looking at the other objectives each week and evaluate if you really need to Discuss each part of the chapter content. Perhaps, revising some of the objectives to a lower level activity might allow you to gain more value from the self-grading options. For example in Chapter 9, instead of "Describe the benefits of using views," you could say List 4 benefits of using views and measure this with a quiz drag and drop question.

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**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:**

Met the criteria, learning activities provide the student with active learning through student-student and student-Instructor interaction.

**Reviewer Recommendations:**

Met: Learning activities consist of the following;

- reading assignments
- viewing videos and powerpoint lectures
- participating in forum discussions
- lab participation

These activities provide opportunities for interactive learning.

**Reviewer Recommendations:**

Today's students need to be "active" in their work flow. Your chapter PowerPoint options and textbook options create student-content action for each chapter. Student-student engagement happens with your discussion forums. And student-instructor interaction happens with your lab feedback and your plentiful office hours. In order to increase students engaging with the content, you might consider a "what would you do" challenge each week, where you provide a situation where they likely encounter a problem in the lab assignment. Let them work through this challenge in a simulator or short answer questions prior to beginning the lab assignment. Then when they "hit" the hard parts, they have already developed a trouble-shooting mindset.

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**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: 3, No: 0)

**Reviewer Recommendations:**

Met the criteria, the Instructor posted when he will respond to student questions and when assignments will be completed. The statement is clear and visible in the course.

**Reviewer Recommendations:**

Met on the homepage. See below

**Communications**

To contact your instructor, please use the link labeled "Inbox" to access the Communicate feature. The link is located at the lower left of the Canvas page. Your instructor will respond within 24 hours on weekdays, 48 hours on weekends. Your instructor will post grades within two weeks of assignment submission due dates.



**Reviewer Recommendations:**

Your course policies page provides clear evidence of classroom response time and feedback on assignments:

- **Instructor Response Time** - Please allow 24 hours during the week and 48 hours on the weekend for email or telephone responses. Assignments will be graded within one calendar week of the due date.

On your home page, you post that grades will be posted within 2 weeks of the due date. Is this different than 'feedback within a week?' The exact time should be clarified for students. Perhaps the feedback is different than the final posted grade--such as a draft review--but if so, students need to know.

In order to clarify the need for office hours contact, consider repeating this information where you outline your office hours. Maybe an email will work just as well for the student and eliminate the need to take off work or miss another class for office hour questions.

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**STANDARD 5.4 - (2 Points)**

5.4 The requirements for learner interaction are clearly stated.

**Points Possible:** 2

**Points Awarded:** 2

**Result:** MET (Yes: 3, No: 0)

**Reviewer Recommendations:**

Met the criteria, the syllabus and online etiquette has information on how students should interact to be successful in the course.

**Reviewer Recommendations:**

Met: Requirements for learner interaction is explained on the syllabus as well as in the Introduction module. You provide instructions for learner-content interaction; learner-instructor interaction as well as learner-learner interaction.

**Reviewer Recommendations:**

You have met Standard 5.4 in several parts of this course by providing requirements for learner interaction. In your orientation, you cover class attendance and how it relates to the online environment and your discussion forum rubric contains a detailed breakdown for response posting. You repeat this expectation in each discussion forum. Great job! You might consider clearly identifying options for interaction on an optional basis such as study groups that are sponsored on campus. While the tutoring service may offer help, when is "interaction" too much in the lab assignments? If a student goes to tutoring, when does it change from "help" to "cheating?"

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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:**

Met the criteria, the tools provided through videos were helpful to learn the complex topics..

**Reviewer Recommendations:**

Met: Tools consist of gradecenter, email, multimedia and course software. These tools support the CLO's

**Reviewer Recommendations:**

The tools in the course need to support the learning objectives in order to meet Standard 6.1. We don't judge the number or type of tools, just the fact that they help the students meet the learning objectives. Your discussion forums are fully supportive of the learning objectives, and messaging contact within the lms are all supportive of helping students focus and succeed.

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**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:**

Met the criteria, the tools in the course such as having slides and videos are helpful to have multiple methods of active learning.

**Reviewer Recommendations:**

Met: The multimedia, forums and labs promote learner engagement.

**Reviewer Recommendations:**

Tools used in the course, should "help learners actively engage in the learning process rather than passively absorb information," per the annotations for Standard 6.2. The discussion forums certainly require learner engagement and appear often enough to meet the expectations at 85%. In addition, your self-grading quizzes allow students to ensure they have mastered the basic content before moving into the labs. As mentioned in 5.2, you might consider encouraging more engagement with the content by adding scenario-based challenges to help students interact with the content and develop a problem-solving attitude necessary to be a success in this field.

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**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:**

Met the criteria, the technologies used are easily accessible to students in order to view the information.

**Reviewer Recommendations:**

Met: I experienced no setbacks in accessing technologies.

**Reviewer Recommendations:**

Once, again, your orientation and module follow-ups in the lab assignments work to meet Standard 6.3 which requires that technologies used are readily obtainable. You provide free downloads of the necessary software, and the other items are a part of the lms.

**STANDARD 6.4 - (1 Point)**

6.4 The course technologies are current.

**Points Possible:** 1

**Points Awarded:** 1

**Result:** MET (Yes: 3, No: 0)

**Reviewer Recommendations:**

Met the criteria, the course technologies are very current and effective for student learning on various topics on corporate valuation.

**Reviewer Recommendations:**

Met: The course technologies are current.

**Reviewer Recommendations:**

The tools you provide in this course are current for educational, text-based courses. You might consider adding app options for extra SQL practice, but only if it's available for all of your students. You will find app "learn SQL" options available in the Windows, iTunes, and Andriod developers store.

**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:**

Met the criteria, the privacy policies for external links are available.

**Reviewer Recommendations:**

Met: See the first module.

**Privacy Policies**

**Most of the privacy** policies for companies whose products are used/linked in this course are included here:

**Reviewer Recommendations:**

Since you have no required external tools, and only use Canvas for your learning environment, that require the learner to create an account and log in with a password, you meet Standard 6.5. Your Privacy Policy pages does provide many extra policies which never hurts. You might consider adding a disclaimer that no log in is required for these options.

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:**

Met the criteria, technical support information is located on the Start Here Module. Clear information is located to assist students on technical support.

**Reviewer Recommendations:**

Met: You provide a magnificent set of resources for learners. Technical help is located in the Get Help area of the Introduction Module.

**Reviewer Recommendations:**

My favorite part of your online help options is the rather large header that directs students to get help from the appropriate place. So many times, they call the wrong office and just give up! Your Get Help page in the Orientation module provides links to tech support to meet SRS 7.1. In addition, the options increase by clicking on the iHelp navigation link. You might consider putting a screenshot of this option in the Get Help page to show students the wide range of help available.

**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: 3, No: 0)

**Reviewer Recommendations:**

Met the criteria, information for accessibility policies are located in the Start Here Module.

**Reviewer Recommendations:**

MET: See ADA information on syllabus.

**ADA Statement**

North Central Texas College is committed to providing equal access to educational opportunities to its students with disabilities by providing assistance through "reasonable accommodations"; and a variety of services and resources through the Special Populations Office. The College does not discriminate on the basis of disabilities in admission or access to its programs. Students are responsible for notifying the office of their need for assistance at least two weeks prior to the beginning of a semester. Students with documented disabilities such as mobility, hearing or visual impairments, learning, and/or psychological disorders are eligible for services. The Special Populations Office on the Gainesville Campus is located in the Counseling/Testing Center room ASC 108 (next door to the bookstore). For assistance, call [940/668-4216](tel:9406684216) ext. 344.

**Reviewer Recommendations:**

The annotations for Standard 7.2 note that your course design should include options such as:

1. A link to the institution's accessibility policy, if a policy exists
2. A statement that informs the learner how to obtain an institution's disability support services, if such services exist; for example, a telephone number or link for the disability services office

Your syllabus does provide the information from option 2 in full, so the standard is met. However, you also have a page in your orientation module labeled "Accessibility Policies," and it only contains policies for options external to the university. This page may cause confusion for the student who is truly in need of knowing the institution's accessibility policies. Please consider adding your institutional policy to this prominent orientation page.

**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:**

Met the criteria, academic support services are located in the Start Here Module.

**Reviewer Recommendations:**

Met: See the student support services on the syllabus.

This describes several types of academic support (counseling, tutoring, writing center, ADA and others)

There is also a list of resources in the Get Help area of the first module.

**Reviewer Recommendations:**

Both of your help areas clearly provide links and information about the academic support services and other resources available, so SRS is met at the 85% level. However, since your orientation module is so robust already, have you considered adding a page on Getting Academic Help. Just the existence of help does not sometimes draw a student in to ask for help. Maybe a short video where a former student talks about the benefit of academic tutoring would encourage others to ask for help.

**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:**

Met the criteria, student resources are included in the syllabus. The information has a captivating layout to be clear for students to know the service and where to contact the service.

**Reviewer Recommendations:**

Met: See the link to institutional webpage on the syllabus.

**Web Page**

Visit the North Central Texas College web page for information on registration, financial aid, counseling/advising, and cost of tuition and fees. You will also find information on the catalog and semester schedules as well as courses of study. You can keep up with what is happening on campus by checking the calendar of events and the sports news. The web has information on the library as well as links to other areas of interest. Check out our web page at <http://www.nctc.edu>. Additional content for this course may be found in your Canvas account. Please check there for updates and news.

**Reviewer Recommendations:**

Your Get Help page does a nice job of encouraging students to use the general help discussion in the course to interact with questions. And, your syllabus provides both links and explanations of how the student resources can help student succeed to meet expectations for SRS 7.4. Once again, putting the syllabus information on your Get Help page would unite the information in one spot for students. They often skim through the "legal" parts of the syllabus, but if they are in trouble, they will click on that Get Help link.

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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:**

Met the criteria, the layout and design is consistent throughout the course. The use of colors and consistent of tabs are a good touch to keep learner attention high.

**Reviewer Recommendations:**

Met: I found the navigation style easy to follow.

**Reviewer Recommendations:**

Standard 8.1 looks to ensure that students find the course easy to navigate because the design creates navigation that is "consistent, logical, and efficient." Using the Module concept for your course design creates a course environment where the students quickly learn to expect the overall flow of the unit to be consistent from module to module.

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**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:**

Met the criteria, the technical support has information about accessibility of technologies.

**Reviewer Recommendations:**

Met: Technology accessibility policies are addressed in the first module.

**Accessibility Policies**

Information about the accessibility of companies used/linked in this course are below. If a company is not listed, please let us know and we will locate the information. If a company does not have such a policy, it will be noted.

**Reviewer Recommendations:**

As noted above, your Orientation Module Accessibility Policies does provide informational links to the accessibility policies for all technologies required to meet 8.2 expectations.

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**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:**

Met the criteria, there are multiple methods to increase student learning with diverse students. Videos has closed captioning that can assist diverse students a method of understanding.

**Reviewer Recommendations:**

Met: On the syllabus you provide clear information on how to receive accommodations. Below is the introductory statement. Following the statement you provide contact information for disability services.

*Disability Services (OSD) The Office for Students with Disabilities (OSD) provides accommodations for students who have a documented disability. A disability is anything that can interfere with learning, such as a learning disability, psychological challenge, physical illness or injury. Accommodations may include extra time on tests, tests in a distraction reduced environment, volunteer note taker in class, etc.*

**Reviewer Recommendations:**

Standard 8.3 covers many areas of content. Basically, every type of content needs to be considered for an alternate option to meet the needs of diverse learners. I have to compliment you on your Welcome video. Thie closed captioning on it is one of the most accurate I've encountered, and shows me that you took the time to edit the YouTube options. In another area, the Discussion board nettiquete infographic, you provide a text narrative to accompany the image content. Your text documents (Word and PDF) use table formatting to work well with screen readers. For these reasons, you have met this standard at the 85% level. Blue and red text colors are not readable by all people. If a student is colorblind, then they simply see nothing and if those areas are links to important parts of course materials, they don't access that material! Using Bold and text sizing changes to highlight important parts of the page would do a better job of providing access to all students.

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**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:**

Met the criteria, the course design is flexible and has good colors that make it easy to read.

**Reviewer Recommendations:**

Met: You followed the basic tenets of course readability. No issues found here.

**Reviewer Recommendations:**

Standard 8.4 encounters the same problems you found in 8.3. The standard is met at the 85% level because of your effective use of white space and the consistent format of pages throughout the course. Your layout is effective but the use of color for emphasis keeps it from being effective for all learners. Please consider the use of colored text using blue and red. If you feel that you need to use those colors, look at the color picker and choose a darker version with more black in the color so it is more likely to be visible to all students.

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**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:**

Met the criteria, the media is done well in this course that makes it easy to use for students to have access.

**Reviewer Recommendations:**

Met: Multimedia was easily accessed.

**Reviewer Recommendations:**

Every part of your course demonstrates ease of use for multimedia and meets Standard 8.5. The annotations for this course include,

Graphics and animations are used to enhance instructional materials and illustrate ideas without causing distractions and Images are appropriately sized and can be viewed in their entirety without scrolling such as your Nettiquete infographics.

Audio quality is clear in your videos. Movement through presentations can be controlled and, video is viewable in a smooth stream without frequent interruptions with your use of YouTube embeds. Nice job!

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**Additional Review Comments:****Reviewer**

Excellent course! The course is well designed to provide valuable information in each week.

**TOTAL POINTS AWARDED: 96**

**FINAL RESULT: MET STANDARDS**