



Institution: North Central Texas College

Course Code: ITSE1345North C030617

Course Number: ITSE1345

Course Name: INTRODUCTION TO ORACLE SQL

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, the instructions provided in the "Start Here" module (Syllabus, policies, technology, etc...) are well noted to add valuable information for the learner to read, comprehend, and act.

Reviewer Recommendations:

Met: You provide the following on the home page:

"To see the full course sequence,click on [Modules](#) on the course menu."

Learners are led to the Modules where they find the **Week 1 Start Here introduction module..** This module provides an excellent path to the course components.

Reviewer Recommendations:

Just like beginning any journey, students need instructions on exactly how to start the course and locate the various parts of the course. This course already has several of the components suggested by the annotations. The large Start Here button on your course home page takes the students to a well-organized list of introductory activities. I really like the low-key way you introduced the use of the web cam for testing purposes. Also, your process created a nice separation between finding things in Canvas vs. finding campus resources as a student. Since many students access these items "on the run" from their smartphones, adding a video tour of your course sandbox itself might help students realize when to use the various navigation options. If you created this tour with a screen capture and housed it on YouTube, it would play well on mobile devices. This addition would wrap up the various parts of the entire class visual into a short tutorial that would help them to quickly move around the entire sandbox.

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 structure of the course is clearly explained in the syllabus and the "Start Here" module with the different components of the course. Good job to add valuable information.

Reviewer Recommendations:

Met: The course description is given on the home page and the course structure is described in the introduction module.

Course Description

Introduction to SQL training helps you write subqueries, combine multiple queries into a single query using SET operators and report aggregated data using group functions. You will learn this and more through hands-on exercises.

Reviewer Recommendations:

Another key to student confidence is providing the information requested in Standard 1.2 so the student understands not only the purpose of the course (typically a university-defined description) but also how the course is structured for them to engage with the learning process and meet expectations for mastering the learning objectives. They need to know how to communicate with you and their peers too. Many parts of your syllabus work together to meet expectations for this standard at the 85% level. You provide a very clear area to help students see the difference between the college-wide improvement challenges as opposed to course level activities.

Parts of your syllabus appear to be copied from a standard template and may confuse students. On page 8, you discuss the need to be self-directed as an online student and parts of the pages following that refer to actions to help prepare and study. But parts of the template say, "Lecture, class discussions, audiovisual materials, handouts, outside assignments, and map exercises." Those ideas are really for a face to face class, and, if the university will allow it, you might consider deleting those parts of the syllabus to eliminate confusion as the student reads through the syllabus.

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 netiquette expectations are located in the syllabus, The information is clear on what student tone should be and to be respectful during the course.

Reviewer Recommendations:

Met: You provide a great set of netiquette guidelines. I found them in the Introduction module under the heading,

Discussion Board Rules - Netiquette**Reviewer Recommendations:**

Your Orientation discussion netiquette infographic does a good job of introducing the concept of behavior expectations for interactions between online participants to meet the expectations for Standard 1.3 at the 85% level. However, remember that the standard also looks at emails and any other communication in the course. The other information is available in your Online Student help area but it might create a better-unified expectation for student behavior if you linked these two pages together so students did not have to look in multiple areas for content. If they are looking for "important" content, they will search, but it's very likely that they have never thought about these topics before, so making the information easy to find would be best practice.

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, the academic policies are well added in the institutional resources tab. This section is well done to have all of the necessary information in one place, which assist in easy access for students to concentrate on the course content than a scavenger hunt for other information.

Reviewer Recommendations:

Met: The following policies are provided within the course.

- Conduct Policy
- Attendance Policy
- Withdrawal Policy
- Academic Integrity Policy
- ADA policy
- Civil Rights Policy
- Grading Policy

You also provide course and campus policies in the introduction module.

Reviewer Recommendations:

Another key to student confidence is providing the information requested in Standard 1.2 so the student understands not only the purpose of the course (typically a university-defined description) but also how the course is structured for them to engage with the learning process and meet expectations for mastering the learning objectives. They need to know how to communicate with you and their peers too. Many parts of your syllabus work together to meet expectations for this standard at the 85% level. You provide a very clear area to help students see the difference between the college-wide improvement challenges as opposed to course level activities.

Parts of your syllabus appear to be copied from a standard template and may confuse students. On page 8, you discuss the need to be self-directed as an online student and parts of the pages following that refer to actions to help prepare and study. But parts of the template say, "Lecture, class discussions, audiovisual materials, handouts, outside assignments, and map exercises." Those ideas are really for a face to face class, and, if the university will allow it, you might consider deleting those parts of the syllabus to eliminate confusion as the student reads through 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:

Met the criteria, the Start Here Module contained the necessary information on what are technology requirements that will required to be successful in the course.

Reviewer Recommendations:

Met: Both 1.5 and 1.7 are satisfied with the following.

In the Week 1 Introduction module you provide a page titled Technology. This module gives the following information:

- Required Technologies
 - Browsers
 - Browser requirements
 - Operating systems
 - Hardware needs
 - Internet speed
- Skill Requirements
 - software skills
 - technical skills

Reviewer Recommendations:

The annotations for this standard state, "The word "technologies" covers a wide range, including hardware, software, subscriptions, and plug-ins. In evaluating whether this Standard is met, confirm that clear instructions are provided for obtaining, installing, and using the technologies." You have the basic programs needed to be successful in the course and you even included the recommendation to purchase an 8 GB flash drive.

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: 1

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

Reviewer Recommendations:

Met the criteria, the syllabus contained information that there is a prerequisite for this course.

Reviewer Recommendations:

Met: See syllabus.

Course Prerequisite(s): ITSE 1303 or Proven Basic SQL Knowledge

Reviewer Recommendations:

Your Syllabus page provides the prerequisite courses necessary for this course: "Course Prerequisite(s): ITSE 1303 or Proven Basic SQL Knowledge." You might consider adding a link to a page that would detail how to "prove" one's Basic SQL Knowledge so students that want to "test out" of 1303 understand the process.

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 course has valuable information on what are the technical skills required by the student.

Reviewer Recommendations:

Met: Both 1.5 and 1.7 are satisfied with the following.

In the Week 1 Introduction module you provide a page titled Technology. This module gives the following information:

- Required Technologies
 - Browsers
 - Browser requirements
 - Operating systems
 - Hardware needs
 - Internet speed
- Skill Requirements
 - software skills
 - technical skills

Reviewer Recommendations:

As noted in Standard 1.4, your Technology page has a lot of information and meets Standard 1.6 by providing a good discussion of learner skills. Your Technology page has an area for minimum skills that included the ability to download and use programs such as Python. The link Software and Tech Skills Help would not open. I did find several videos in Module 2 that would reinforce expectations for downloads and setting up the work area. You might consider linking them, or at least telling students to look in Module 2, if they need extra help.

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, the Instructor added a good bio of himself. The information included had the correct tone and welcoming for students to know more about the person that will lead them.

Reviewer Recommendations:

Met: You provided both personal and professional information in your self-introduction. Your impressive bio was found under the People tab.

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.

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, students are asked to post an introduction in the course. The discussion area has criteria for students to add more information.

Reviewer Recommendations:

Met: Learners are required to introduce themselves in the Student Introduction Forums. This is found in the Week 1 Introduction Module.

Reviewer Recommendations:

Met, your orientation page included a student introduction page that directs students to perform the necessary steps for course introductions in the first week.

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 objectives are measurable and use Bloom's Taxonomy.

Reviewer Recommendations:

Met: The CLO's are listed in the introduction module. They are measurable and well written.

Upon successful completion of this course, you will:

1. Write Structured Query Language (SQL) statements using Oracle.
2. Select and sort data.
3. Produce reports with SQL*Plus / SQL Developer.
4. Create and manage tables which include constraints.
5. Create Views and other database objects.

Reviewer Recommendations:

Although your Learning Objectives for this course appear to be mandated by the requirements of the Workforce Education Program Requirements, they are all written with specific and measurable verbs that effectively meet the expectations for Standard 2.1. "Write," "Select and Sort," "Create" and "create and manage," can all be measured. ". Produce reports with SQL*Plus / SQL Developer" could be more accurately described. If you added, "Produce reports such as"...and listed the exact reports you will measure the assignments and assessments would be more accurately measured for success.

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 complement and measure the course level objectives. The learning objectives have a higher order that corresponds with what to accomplish within each module.

Reviewer Recommendations:

Met: Each module contains a set of module learning outcomes that are both; measurable and in alignment with the CLO's. Below is a sample of the module 1 objectives.

Outcomes

- Explain a client/server system (CO 1)
- Explain a relational database model (CO 1)
- Demonstrate the use of SQL (CO 1)

Reviewer Recommendations:

The chart provided in your Course Learning Page provides a great way for learners to quickly see which chapters (module level objectives) align with each part of the course learning objectives. Each module then has a clear listing of the module learning objectives. The chapters that are a part of that module have separate learning objectives that are identified and numbered to show that the MLOs are covered.

The listing in the Modules and chapters is sometimes confusing. Adding a relationship chart like you provided for the course learning objectives might help students see the alignment. For example, your Chapter 9 objectives state your Objectives as:

Applied

- Given the specifications for a data structure, **identify** the tables, columns, keys, relationships, and indexes for the structure. (MO 6.0)
- Given the tables for an unnormalized database, **normalize the structure** to the third normal form. (MO 6.1)

Knowledge

- **Give three criteria** for when a column should be indexed. (MO 6.2)
- **Describe** referential integrity. (MO 6.3)
- **Explain** how Oracle uses declarative referential integrity to prevent deletion, insertion, and update problems. (MO 6.4)
- **Explain how** normalizing a database to the third normal form affects database performance. (MO 6.5)

Then the Data Structure Page says

At the end of this week you should know:

- the basic steps for designing a data structure
- how to create tables and assign columns
- how to enforce relationships between tables
- how to normalize a data structure

Although these are related to the MO's you numbered, you might want to tell the students which official learning objectives this "know" list meets. For Example, how to normalize a data structure" would read (MO 6.5).

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, all are written with the learner's perspective in mind.

Reviewer Recommendations:

Met: All objectives are written in a clear and concise manner.

Reviewer Recommendations:

Since this course has prerequisite knowledge, the learning objectives can be considered to be clearly stated and written from the learner's perspective to meet SRS 2.3. There are details such as the Chapter 13 objective: "Distinguish between a bind variable and a substitution variable. (MO 10.6)" that might appear daunting to a lower level student. You might consider offering a link from the objectives page to a Common Terms and Procedures page that would provide a quick review for students who have had a break since taking the basic SQL course.

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, all of the learning objectives complement on the course assessments (quizzes, exams, assignments, projects, and discussions). The assessments are clearly stated in the course.

Reviewer Recommendations:

Met: You relate each module outcome back to the appropriate CLO. This links the activities within the modules to the learning objectives.

Reviewer Recommendations:

Your chart in the Course level objectives reinforced with the narratives in the module/course area clearly displays the CLO, the Chapters that support them, and then the assignments that support those chapters. To reinforce the recommendation for SRS 2.2, adding the chart for module objectives and assignments covered would make the alignment process easier for students to visualize.

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 of the learning objectives are appropriate for this 1000-level course. Each has value to complement course assessments.

Reviewer Recommendations:

Met: This standard is met.

Reviewer Recommendations:

Given that your objectives are written to support the Workforce Education Program Elements, you have solid evidence that the learning objectives are appropriate for the level of this course. Perhaps adding information from the SCANS Skills to your overall relationship chart in the Orientation module would provide the evidence for students in an easy-to-follow format.

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, each assessment complements the learning objectives. The assessments and the learning objectives are clear for student comprehension.

Reviewer Recommendations:

Met: The listed assessments below meet this standard.

- Discussion Forum Assignments
- Lab Assignments
- Quizzes
- Exams

Reviewer Recommendations:

The expectations for Standard 3.1 are summed up with the annotation, "From the types of assessments chosen, it is clear that learners can successfully complete the assessments if they have met the objectives or competencies stated in the course materials and learning activities. Your in each module you have quizzes to assess the Identify and Recognize learning objectives, discussions and hands-on activities for the others. Since you have already identified the relationships between course level objectives and module level objectives, you might consider expanding that concept to noting the objectives assessed in each assessment option.

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 is located in the syllabus. The grading policy contains information on what each assessment is worth.

Reviewer Recommendations:

Met: You have gone to great care in providing a grading policy that is easy to follow. The policy is based on a point system where learners can track their success during the course. You also share the %ages each assessment is worth.

Reviewer Recommendations:

The course grading policy and point relationship for items contributing to the final grade are clearly identified in the syllabus to meet Standard 3.2 expectations. Since the Canvas grade book category view is often to the side of many pages, you might consider the zero point activities and explain why they are still part of the course. In addition, no policy for late submissions is stated in the syllabus or individual assignments. Adding a specific policy for late submissions would let students know the impact a late submission will have on their total score.

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, the evaluation of assessments are tied to the course grading policy.

Reviewer Recommendations:

Met: This information can be found in the Introduction Module as well as with the grading policy. The criteria for graded work is found in the syllabus, Introduction Module as well as with each assessment.

Reviewer Recommendations:

Your discussion rubric is a good example of specific and descriptive criteria for student work evaluation. Because your quizzes are self-graded, these two assessment options meet expectations for Standard 3.3. You might consider adding a rubric for the lab assignments that helps student plan for success in submitting the lab assignment too.

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 sequence of assessments are proportional to student learning. The information is well presented to be clear on the expectation of the learner.

Reviewer Recommendations:

Met: Learners begin with forums, then move to lab assignments followed by quizzes and exams. This meets sequencing, variability as well as suitability.

Reviewer Recommendations:

The range of assessments from self-paced quizzes to formal discussions each week provides a wide range of options. The lab assignment options keep the focus on appropriately assessing the content development necessary to meet the course level objectives. Predictability of content each module could get boring for students, so you might consider different options including developing a tutorial for other students that explains the weekly concepts.

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: 2, No: 1)

Reviewer Recommendations:

The criteria is met, the quizzes can be taken multiple times and shows the responses once complete for students to understand what they got wrong and where to improve. Students have the option that the highest grade will be posted for each quiz.

Reviewer Recommendations:

Not Met: To meet this standard, you must provide non-graded exercises. I assume the text provides such exercises but I saw no instructions for the learners to complete them. You can easily address this by adding one of the items listed below.

Examples:

1. Writing assignments that allow for the submission of a draft for instructor comment and suggestions for improvement
2. Self-mastery tests that include informative feedback with each answer choice
3. Interactive games and simulations that have feedback built in
4. Self-scoring practice quizzes
5. Practice written assignments
6. Peer reviews and critiques

Reviewer Recommendations:

The preTest of Course Knowledge is a great way to give learners a starting point to track their progress through the course. This process is reinforced with the ability to take the quizzes multiple times and the instant feedback for students when it's graded. Peer feedback on discussions is another great option. The annotations for the Standard suggest that students should have practice tests that are not tied to a grade. Although you do not have that opportunity, you do allow multiple re-takes of the module level quizzes, so the students can take them to assess the weekly learning process with no fear of failure. If they have not mastered the weekly content, they can retake the quiz with no penalty.

You might consider adding a portfolio of skills mastered to increase the awareness of continual growth throughout the course.

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 aligned with the CLOs.

Reviewer Recommendations:

Met: Course materials consist of Textbook and Software. These materials adequately contribute to successful completion of the course learning outcomes..

REQUIRED COURSE MATERIALS Murach, Joel, *Murach's Oracle SQL and PL/SQL for developers, 2nd edition* ISBN: 978-1-890774-80-6 Software: *instructions regarding software will be given in class* • Oracle Database Express Edition 11g (a free download) • Oracle SQL Developer 4.0 or later (a free download)

Reviewer Recommendations:

Your instructional materials include all of the options included in the annotations for Standard 4.1, "Instructional materials may include but are not limited to textbooks, publisher- or instructor-created resources, multimedia, and websites." The text assignments are related to the relevant chapter, and the videos are linked to the appropriate modules. Often you have downloads that are a part of the assignment or module introduction. Standard 4.1 is well, might consider adding a column to your Weekly Schedule to list all instructional materials for the week. It's hard to believe the students could miss anything, but a list is a good item to doublecheck for those who are detail oriented.

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, students are provided with an explanation of how the instructional materials, resources, technologies, and learning activities are used in the course, and how each will help them achieve the stated learning objectives or help them prepare to demonstrate course competencies.

Reviewer Recommendations:

Met: You devoted an entire page of the Introduction Module to instructional materials. The purpose on the materials are provided on this page.

Reviewer Recommendations:

Your module and chapter summaries make it clear that all material listed in that module is necessary to understand the content. In most cases, such as the lab assignments, you have provided the material in the assignment directions and the student can easily follow the relationships step by step. For this reason, Standard 4.2 is met at the 85% level. However, the Course Materials list in the Orientation does not contain all of the items covered in the modules or at least does not explain to the student how the items listed there are all that's needed. You might consider revising this page and providing an itemized weekly list of instructional materials.

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: The materials are cited on the syllabus and in the Introduction Module.

Book:

Murach, Joel, Murach's Oracle SQL and PL/SQL for developers, 2nd edition

ISBN: 978-1-890774-80-6

Software:

- Oracle Database Express Edition 11g (a free download)
- Oracle SQL Developer 4.0 or later (a free download)

Instructional Materials:

Text Book: The text book is your Visual Resource and reference guide, with a wealth of current visual images, video clip resources and tables and charts for quick comparisons. Read what you need, skim for specifics, and use your TEXT book as a welcome guide in the Lab Assignments. Whether you are new to Oracle SQL and PL/SQL, or brushing up your skills, this text book and the video resources you will help you to master all Core Learning Objectives for this course, and save for a reference when you get that Database job.

Installed Applications: The Oracle Database Express Edition and Oracle SQL Developer is the software we will be using for the creating of the databases to complete the Lab Assignments for this course.

Prerequisite Skills:

- Basic SQL Language
 - Test yourself: A self-assessment quiz is available at [SQL Quiz - W3Schools \(Links to an external site.\)](#)
 - Resources: If you need to brush up on your SQL skills, please refer to chapters 3 through 6 in your textbook. You can also try one of various SQL tutorials available online such as [SQL Tutorial - W3Schools \(Links to an external site.\)](#) or [SQL Course - Interactive Online SQL Training for Beginners \(Links to an external site.\)](#)

Reviewer Recommendations:

The majority of your videos are cited in an academic format, which is a great start to meeting expectations for Standard 4.3. However, the information on your Course Materials page is not formatted for academic presentation. Citing in APA or some other academic format would be a great way to provide your students with consistent examples of appropriate formatting.

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:

Met the criteria, the instructional materials are cited and current in the field.

Reviewer Recommendations:

Met: The publisher date is not listed, but with minimal research I found that the text was dated 2014. You might add that to your instructional materials info.

Reviewer Recommendations:

Most of the instructional materials are less than 3 years old, so they are new enough to meet SRS 2.4's expectations for current instructional materials. Since the use of apps for development options is changing on a daily basis, you might consider looking for a text or online reference that continually updates to provide your students a solid reference place for future use.

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:

Met the criteria, the use of variety of instructional materials are helpful in this course. The variety creates value for various learning styles.

Reviewer Recommendations:

Met: The course uses assigned readings, course videos and powerpoints. This meets the standard.

Reviewer Recommendations:

You have provided tutorials, text options, web sites, videos from YouTube and access to peer content in the discussions. Yes, you have a wide variety of materials that provide the students options in the way they master the content for the module.

STANDARD 4.6 - (1 Point)

4.6 The distinction between required and optional materials is clearly explained.

Points Possible: 1

Points Awarded: 0

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

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: You provide a list of required materials then state that learners can brush up on their knowledge using the optional materials below.

Resources: If you need to brush up on your SQL skills, please refer to chapters 3 through 6 in your textbook. You can also try one of various SQL tutorials available online such as [SQL Tutorial - W3Schools \(Links to an external site.\)](#) or [SQLCourse - Interactive Online SQL Training for Beginners \(Links to an external site.\)](#)

Reviewer Recommendations:

Making the distinction between required and optional materials very clear to students is necessary to meet Standard 4.6. You do have several 0 point activities that are still necessary to complete the course, and some of those are not clearly explained as required. Perhaps using the Canvas grade option to change the completion to Complete/Incomplete instead of point related could clarify the need to participate in these activities.

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 requirements for the learning activities are added in the course. Each learning activity adds value with the achievement of the learning 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:

Your weekly units do include some lower level thinking verbs such as Identify and other words that basically ask the student to "list" or "recognize" elements of the database. For those MLOs, you have asked them to refer to videos, interact with the software and watch videos. Your MLOs that ask for Describe and Explain have begun with the software and videos and then go on to a discussion forum. Since the discussion forums do not require any changes based on the peer feedback, you might consider adding an activity that demonstrates the students' ability to "explain" such as creating an infographic or developing a tutorial.

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, students are able to interact in weekly discussion(s) to present information to assist in active learning.

Reviewer Recommendations:

Met: The activities listed in 5.1 provide excellent opportunities for interaction that supports active learning.

Reviewer Recommendations:

Standard 5.2 checks to make sure you have learner-learner content, learner-content, and learner-instructor interaction. Your discussion forums provide the learner-learner contact in each module. Learner-content interaction is available with the textbook, software tutorials, and video action. You interact with students during the discussion forum and via office hours. You also have your coffee hour discussion where students can ask questions that are answered by other students or by you.

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 response time are located in the syllabus. The Instructor highlighted to provide assignment feedback within 2 weeks and respond to emails 24 hours.

Reviewer Recommendations:

Met: The communication feedback response time is provided on the homepage.

To contact me, your instructor, please use the link labeled "Inbox" to access the Communicate feature. The link is located on the left menu section of the Canvas pages next to your name. I will respond within 24 hours on weekdays, 48 hours on weekends.

The assessment response time is given in the syllabus.

Labs and Discussion assignments will be graded within two weeks after due date.

Exams scores yield immediate feedback

Reviewer Recommendations:

You have a formal response time listed in the syllabus, but your welcome message really lets students know that you are going to be there for them every step of the way. Kudos to you for being there for your students!

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 learning activities has information on what is the expectation to participation and points to be earned.

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:

The best example in your course for meeting SRS 5.4 by setting the requirements for learning interaction, are in your discussion prompts and rubrics. That covers learner-learner interaction and learner-content. Quizzes and exams have firm statements concerning how students interact with them. You might consider adding a statement to require students to "meet" with you at least one office hour time each semester or some other student-instructor interaction. This activity is not 'busy work,' but a good way to make sure students see you as more than a grader.

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 used in the course complemented the learning objectives to enhance the course experience.

Reviewer Recommendations:

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

Reviewer Recommendations:

You have a robust selection of tools, from email and grade book in the lms to videos and the software student use in this course. The annotations do ask that "Clear information and instructions are provided regarding how the tools support the learning objectives or competencies." You might consider adding this information to your organizational chart of relationships.

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 use of course tools presents a high level of achievement for student learning. Discussion tools are used appropriately.

Reviewer Recommendations:

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

Reviewer Recommendations:

In this Standard, it's not our job to judge the number or type of tools you use, but to make sure that the ones you have actually support your learning objectives. In this case, your learning objectives fall into two areas: Creating data files, Your other objectives ask students to identify the parts of the software or software development behind their actions and this is accomplished with the discussion forums.

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 use of technologies are readily accessible are easy to use. The videos are easily viewed.

Reviewer Recommendations:

Met: All encountered technology was easily accessible.

Reviewer Recommendations:

The main software elements of this course are free downloads, and you have provided the background information for learners to understand the download process. This standard is met.

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 appropriate and current for this course.

Reviewer Recommendations:

Met: Course technologies are current.

Reviewer Recommendations:

Yes, the required software, Oracle, is the most current version. Student messaging and the grade book in Canvas are continually updated, so if you have Canvas active, you have the most current version.

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, each outside web source has a privacy policy link.

Reviewer Recommendations:

Met: See Introduction module.

Privacy Policies

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

[Canvas Privacy Policy \(Links to an external site.\)](#)

[Adobe Privacy Policy \(Links to an external site.\)](#)

[Google Privacy Policy \(Links to an external site.\)](#)

[YouTube Privacy Policy \(Links to an external site.\)](#)

[Microsoft Privacy Policy \(Links to an external site.\)](#)

[Apache \(Open Office\) Privacy Policy \(Links to an external site.\)](#)

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, the information technical support is presented in the course. This is good information to share with students just in case there are any technical difficulties. Good job to share the information.

Reviewer Recommendations:

Met: Per usual with your courses, you provide a magnificent set of resources for learners. Technical help is located in the Get Help area of the Introduction Module.

[Technology Help and Requirements](#)

- [eCampus Help Desk - Click the blue "Submit a Ticket" button \(Links to an external site.\)](#)
- [eCampus Student Resources \(Links to an external site.\)](#)

[Student Support \(Links to an external site.\)](#)

- [Library \(Links to an external site.\)](#)
- [Are Online Courses for you? \(Links to an external site.\)](#)
- [Grade Results Online Tutoring \(Links to an external site.\)](#)
- [Disability Services \(Links to an external site.\)](#) and [Disability Services FAO \(Links to an external site.\)](#)

Help with this Course

- **IMPORTANT: [Watching and Viewing inline Videos and Content; Inline View of External Content](#)**
- Course Assignment and Content Questions: For general content questions please the Get Help Discussion (this Discussion). For specific assignment questions relating to grades, use [Conversations](#).
- Get Help (this Discussion): Use this discussion to ask questions regarding the course, navigation, logistics, etc. If you ask here, another student may have the answer or the same question, so please feel free to respond.
- Technical question: [Submit a ticket with the eLearning Help Desk \(Links to an external site.\)](#)

Reviewer Recommendations:

Your Orientation module has a Get Help page with many tech support links and this information is extended to information in your Get Help navigation link. In addition to a complete orientation module, students have access to the ? (Help) menu in canvas with takes them to alternate access to technical help. In your help page of the orientation, you list a link to Submit a Ticket...with technical questions. Students may find it helpful if you put an example or two there to help clarify what you consider to be a "technical question."

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, the accessibility policies and services are clearly stated in the course.

Reviewer Recommendations:

Met: The ADA statement is posted on the 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 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, the support policies are located in teh Start Here tab. Good use of this tab to add valuable information.

Reviewer Recommendations:

Met: See the syllabus where it is labeled Support Services. Below this heading you provide learners access to the student success resources.

Student Success offers academic coaching, tutoring, including a Writing Center, a Math Lab, free 24/7 online tutoring through Grade Results and assist new students acclimate to college by providing computer lab services for prospective students. First generation students can also participate in TRIO which offers specialized support services. <http://www.nctc.edu/StudentServices/SupportServices.aspx>

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 services and resources are available in the Start Here tab. There is good information to share, good job.

Reviewer Recommendations:

Met: See the syllabus where it is labeled Support Services. Below this heading you provide learners access to the institutional resources.

Support Services

Counseling and Testing staff offer a variety of services to current and prospective students, such as College 101, placement testing, academic advising and course registration, transfer assistance, and College Success seminars (Time Management, Study Skills, Test Anxiety, Choosing a Major, Learning Style Strategies, Career Exploration), and much more. <http://www.nctc.edu/StudentServices/CounselingTesting.aspx>

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.

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 course is easy to navigate that will assist students to concentrate on the content rather than find information.

Reviewer Recommendations:

Met: Course navigation followed a simple linear format. I was able to move from place to place with ease.

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.

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 accessibility information is located in the course syllabus. The information is clear and easy to understand.

Reviewer Recommendations:

Met: See Introduction 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.

[Canvas Voluntary Product Accessibility Template \(Links to an external site.\)](#)

[Adobe Accessibility Policy \(Links to an external site.\)](#)

[Google/YouTube Accessibility Policy \(Links to an external site.\)](#)

[Microsoft Accessibility Policy \(Links to an external site.\)](#)

[Apache \(Open Office\) Accessibility Policy \(Links to an external site.\)](#)

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.

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: 2, No: 1)

Reviewer Recommendations:

Did not meet the criteria, the course materials such as videos did not have transcripts or closed captioning. Suggestion: add closed captioning for any videos to assist diverse learners understand the materials.

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.

Note: Some videos did not have a CC option. You might check that.

Reviewer Recommendations:

Diverse learning styles are best met by providing alternative options for access to course materials. According to the annotations, "The Standard is met if the equivalent textual representations are located or linked within the course." One warning from the annotation is that "Colors alone are not relied on to convey meaning., which speaks to your use of Red for important items and hyperlinks in the course are a nice reflection of the use of school colors, but not a best practice for accessibility. Red cannot be effective for color-blind students and bold text could be an effective way to note important areas.

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 has good tone and colors that makes it easily readable. All of the elements are appropriate.

Reviewer Recommendations:

Met: Course readability was excellent.

Reviewer Recommendations:

Yes, you have a design that facilitates readability. The modules are common themed and the information is organized in the same pathway each time. There are navigation links on the course navigation that are not used, and could confuse a screen reader. For example, the "My Media" and "Media Gallery" do not lead to any content. You might consider using the settings tab in the Canvas to "mute" (or disable) those navigation links so that students do not see them. This creates a situation where all links lead to active content.

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 multimedia in the course are well presented and easy to use.

Reviewer Recommendations:

Met: I found no issues with multimedia use.

Reviewer Recommendations:

This course uses many types of multimedia.

1. The video tutorials from the Learning Access videos are accurately transcribed.
 2. Graphics and animations are used to enhance instructional materials and illustrate ideas without causing distractions.
 3. Images are appropriately sized and can be viewed in their entirety without scrolling.
-

Additional Review Comments:**Reviewer**

Good course to design! The policies information is well posted to add more information to assist students find the appropriate information. Overall, the course is effective to enhance student learning.

Reviewer

You and your colleagues always provide excellent courses for review. I enjoy reviewing your courses. Great job!

TOTAL POINTS AWARDED: 98

FINAL RESULT: MET STANDARDS