|  |  |  |  |
| --- | --- | --- | --- |
| Quality Online Course Initiative Review Rubric | | Overall % | 93 |
| **Course:** | HCT 128 |  |  |
| **Reviewer:** | Reviewer #1 |  |  |
| **Date:** | 5/16/2018 |  |  |
|  |  | Points | Score |
| Total Points | | 74 | 69 |

| I. Instructional Design | | 31 | 30 |
| --- | --- | --- | --- |
| Instructional design refers to the analysis of learning needs and the systemic approach to developing an online course in a manner that facilitates the transfer of knowledge and skills to the learner through the use of a variety of instructional methods, which cater to multiple learning styles, strategies, and preferences. | | | |
| **A. Learning Outcomes** | | **15** | **15** |
| 1. Course Outcomes | Course outcomes are present and explicitly stated to the learner. | *15* | 15 |
| 2. Module Outcomes | Module outcomes are clearly presented to the learner and are aligned with the larger course outcomes. |  |  |
| **B. Structure** | | **0** | **0** |
| 1. Sequence | Content is sequenced and structured in a manner that enables learners to achieve the stated goals. | *5* |  |
| 2. Chunking | Information is "chunked" or grouped to help students learn the content. | *5* |  |
| 3. Purpose | Purpose of learning activities is clearly presented. | *5* |  |
| **C. Course Information** | | **8** | **7** |
| 1. Description | A course description is provided. | *1* | 1 |
| 2. Instructor Information | Instructor information is available to student with contact, biographical, availability information, and picture. | *1* | 1 |
| 3. Instructional Materials | Students are provided with a list of supplies such as textbooks and other instructional materials needed for the course. | *1* | 1 |
| 4. Credit Hours | Course provides information regarding number of Credit Hours earned for successful completion | *1* | 1 |
| 5. Content | A clear concise list of modules and activities that will be completed within each of the course modules/chapters/topics is provided. |  |  |
| 6. Grading Policy | Grading policy is provided including grading scale and weights. | *1* | 1 |
| 7. Calendar | Calendar of due dates and other events is provided. | *1* | 0 |
| 8. Technical Competencies | A list of technical competencies necessary for course completion is provided. | *1* | 1 |
| 9. Technical Requirements | A list of technical requirements such as connection speed, hardware, and software is provided. | *1* | 1 |
| **D. Instructional Strategies** | | **0** | **0** |
| 1. Multimodal Instruction | A variety of instructional delivery methods, accommodating multiple learning styles are available throughout the course. | *5* |  |
| 2. Presentation | The selected tool for each activity is appropriate for effective delivery of the content. | *5* |  |
| **E. Academic Integrity** | | **8** | **8** |
| 1. Copyright | Instructor certifies that the course abides by copyright and fair use laws to the best of their knowledge. | *5* | 5 |
| 2. Code of Conduct | A Code of Conduct including netiquette standards and academic integrity expectations is provided. | *3* | 3 |

## Feedback

B - Unable to evaluate

D - Unable to evaluate

E1 - I always assume this is true. Just be aware this is something you need to be sure you are doing.

| II. Communication, Interaction, & Collaboration | | N/A | N/A |
| --- | --- | --- | --- |
| Communication, Interaction, and Collaboration addresses how the course design, assignments, and technology effectively encourage exchanges amongst the instructor, students, and content. | | | |
| **A. Interaction Activities And Opportunities (Need At Least 2)** | | **10** | **0** |
| 1. Student-Student | Learning activities and other opportunities are developed to foster Student-Student communication and/or collaboration. | *5* |  |
| 2. Student-Instructor | Learning activities and other opportunities are developed to foster Student-Instructor communication and/or collaboration. | *5* |  |
| 3. Student-Content | Learning activities and other opportunities are developed to foster Student-Content interaction. | *5* |  |
| **B. Discussion Organization and Management (Only applicable if you use discussions in your course)** | | **9** | **0** |
| 1. Organization | Discussions are organized in clearly defined forums, topics and/or threads. | *3* |  |
| 2. Access | Access is available to individuals and groups based upon discussion’s purpose such as private conversations between student and instructor, group work, and class interactions. | *3* |  |
| 3. Role | The instructor’s role in discussion activities is clearly defined. | *3* |  |
| **C. Group Work (Only applicable if you use groups in your course)** | | **9** | **0** |
| 1. Task | A statement of the group’s overall task is provided with clear and concise outcomes that are appropriate, reasonable, and achievable. A statement of how, when, and where the final product will be delivered is provided. | *3* |  |
| 2. Formation | Rules for forming groups and assigning roles within each are clearly stated. | *3* |  |
| 3. Management | Benchmarks and expectations of group participation are clearly stated. | *3* |  |

## Feedback

Unable to evaluate entire section

| III. Student Evaluation and Assessment | | 29 | 25 |
| --- | --- | --- | --- |
| Student Evaluation and Assessment refers to the process your institution uses to determine student achievement and quality of work including the assigning of grades. | | | |
| **A. Goals and Objectives** | | **10** | **10** |
| 1. Aligned | Assessment and evaluation are aligned with learning objectives. | *5* | 5 |
| 2. Communicated | Assessment and evaluation goals are clearly communicated. | *5* | 5 |
| **B. Strategies** | | **15** | **15** |
| 1. Method | Assessments and evaluations use multiple methods and appropriate tools, such as quizzes, tests, discussion, essay, projects, and surveys. | *5* | 5 |
| 2. Frequency | Assessments and evaluations are conducted on an ongoing basis throughout the course. | *5* | 5 |
| 3. Academic Integrity | Assessments and evaluations are designed and administered to uphold academic integrity. | *5* | 5 |
| **C. Grades** | | **0** | **0** |
| 1. Rubric | Explicit rubric, rationale, and/or characteristics are provided for each graded assignment. | *5* |  |
| 2. Grading Scale | A grading scale that defines letter grades and/or weights, if applicable, is provided. | *1* |  |
| 3. Gradebook | A gradebook is available for checking progress. | *4* |  |
| **D. Feedback** | | **1** | **0** |
| 1. Delivery | A statement explaining when, what, and how students should receive feedback is provided. | *1* | 0 |
| **E. Management** | | **3** | **0** |
| 1. Time | A statement of the time allocated or deadline for each assessment is provided. | *1* |  |
| 2. Availability | A date/time when the assessment will be available is provided. | *1* |  |
| 3. Retake | A statement indicating whether or not the assessment can be retaken is provided. | *1* |  |

## Feedback

C- Unable to evaluate.

D1. - Students should be aware of if and how soon they will be receiving feedback. Example: quizzes will be graded and discussed in the next class session. Papers will be returned in 3-5 days.

| IV. Learner Support & Resources | | 4 | 4 |
| --- | --- | --- | --- |
| Learner Support and Resources refers to program, academic, and/or technical resources available to learners. | | | |
| **A. Institutional/Program Support and Resources** | | **3** | **3** |
| 1. Policies | Links to institutional/program information and/or policies and procedures are provided. | *1* | 1 |
| 2. Technical Support | Links, e-mail addresses, and/or phone numbers to technical support are provided. | *1* | 1 |
| 3. ADA Support | Statement of ADA Compliance and request for special services is provided. | *1* | 1 |
| **B. Academic Support and Resources** | | **1** | **1** |
| 1. Orientation | Opportunities for program and/or course orientation are provided. | *1* | 1 |

| V. Web Design | | N/A | N/A |
| --- | --- | --- | --- |
| Web design refers to the use of Web pages, graphics, multimedia, and accessibility standards in the web pages of a course under the course developer’s control. | | | |
| **A. Layout/Design** | | **0** | **0** |
| 1. Scrolling | Scrolling is minimized. | *1* |  |
| 2. Consistency | Consistent layout design orients users throughout the site. | *5* |  |
| 3. Fonts | Fonts meet the following standards: | *3* |  |
| -Uses dark font colors on light backgrounds (preferably use black text on a white background) |
| -Avoids extremely bright colors as background colors. |
| -Uses one font throughout the site. |
| -Avoids overuse of all CAPS, bold or italics |
| -Avoids underlining words, as the screen reader can mistake it for a navigation link. |
| **B. Use of Multimedia** | | **0** | **0** |
| 1. Technical Requirements | Audio/Video hardware requirements do not extend beyond the basic sound cards, speakers, and video players unless appropriately needed to meet course goals and objectives. | *3* |  |
| 2. Audio Standards | Audio files meet minimum standards in the following areas: | *3* |  |
| -Audio quality is clear. |
| -Audio file length is adequate to meet the goals of the activity without being too large to restrict users’ ability to download the file on computers with lower bandwidths. |
| -A written transcript is provided with all audio files. |
| -Audio file length is adequate to meet the goals of the activity without adding unnecessary information. |
| -Audio player required is compatible with multiple operating systems and requires only a standard, free plug-in. |
| 3. Video Standards | Video files meet minimum standards in the following areas: | *3* |  |
| -Video quality is clear. |
| -Video file length is adequate to meet the goals of the activity without being too large to restrict users’ ability to download the file on computers with lower bandwidths. |
| -A written transcript is provided with all video files. |
| -Video file length is adequate to meet the goals of the activity without adding unnecessary information. |
| -Video player required is compatible with multiple operating systems and requires only a standard, free plug-in. |
| **C. Use of Images** | | **0** | **0** |
| 1. Images | Images meet the following standards: | *5* |  |
| -Images are clear |
| -Image files are optimized for efficient loading. |
| -Use of animated images is limited to only those that contribute to the learning experience – supporting the course content. |
| -Avoids animated or blinking images, text or cursors. These can cause seizures for some people. |
| -All images have alt texts/long descriptions attached to them. |
| **D. Links** | | **0** | **0** |
| 1. Link Identity | Links are obvious based on visual cues such as color, underlining, and text directives (e.g., Start here). Avoids using “click here” or full URL for link text. | *2* |  |
| 2. Link Function | Course has no broken links. | *1* |  |
| 3. Link Target | Links open in appropriate windows or frames. | *1* |  |

## Feedback

Unable to evaluate entire section

| VI. Course Evaluation | | 10 | 10 |
| --- | --- | --- | --- |
| Course Evaluation refers to the processes and mechanisms used to elicit feedback from learners for the purpose of course improvement. | | | |
| **A. Layout/Design** | | **10** | **10** |
| 1. Instruction | Opportunities for learners to offer feedback to instructor on all aspects of the course (structure, instruction, and content) are provided. | *10* | 10 |