

The following instrument is a modified version of the Quality Online Teaching and Learning Instrument (QOLT).

To be filled out by the Subject Matter Expert conducting the review of the curricular materials.

One FORM per Reviewed Course

Subject Matter Expert Completing Review

Name:

Title: Math 065, 090 &
095

Employer:

Subject Matter Years of Experience:

Amy Kong

6/6/16

Signature of Subject Matter Expert

Amy Kong

Date

*Helena
College*



Print/Type Name of Subject Matter Expert

College/Program Review

Please read each section title and objective carefully. Examples are provided to promote clarity. Use the ratings scale below to effectively assess how well you met each objective. It is helpful to make comments on each objective as to where/how the objective is being met and/or addressed in your course. See example below.

3	Exceeds/Always	Criterion evidence is clear, appropriate for the course, and demonstrates "best practices."
2	Meets/Often	Criterion evidence is clear and appropriate for the course, but there is some room for enhancement
1	Partially meets/Sometimes	Criterion evidence exists but needs to be presented more clearly and/or further developed.
0	Does not meet/Rarely or Never	No criterion evidence exists, or is present but not appropriate for the course.
NA	Objective does not apply to the course	It may be something only a fully online course would need and you are teaching a blended course for example.

Example

Objectives	Example	Rating
<p>1.1 Instructor uses course environment to provide clear and detailed instructions for students to begin accessing all course components, such as syllabus, course calendar, assignments, and support files.</p>	<p>Welcome message or materials introducing course structure/ components is highly recommended.</p>	
<p>Feedback: </p>		

NAME and/or Number of Course Reviewed:

Section 1 Course Overview and Introduction (5 objectives)
 Instructor gives a thorough description of the course, as well as introducing students to the course

Objectives	Example	Rating
1.1 Instructor uses syllabus to provide clear and detailed instructions for students to begin the course	<ul style="list-style-type: none"> Required texts, including author ✓ edition and/or ISBN Supplemental materials needed, and if any will be provided to student Tools or equipment needed, if relevant Course begin/end dates Assessment dates 	3
1.2 Detailed instructor information is available to students and includes multiple formats for being contacted by students, availability information.	Instructor provides more than one way to be contacted such as email, phone, and/or office hours (in-person and/or online).	2
1.3 Course description includes college course description as well as prerequisite knowledge and competencies, if applicable.	<ul style="list-style-type: none"> Course number, name, and course description, credit hours for course prerequisite knowledge required. 	3
1.5 Academic integrity or "code of ethics" is defined. Related institutional policies for students to adhere are clearly stated and/or links to those policies (e.g., online catalog; institution web page) is provided.	<ul style="list-style-type: none"> Link to student handbook Statement about plagiarism or general code of ethics 	0
1.6 A list of technical competencies necessary for course completion is provided, identifying and delineating the role/extent the online environment plays in the total course.	<ul style="list-style-type: none"> States name of LMS ? States what LMS is used for in course processes ? Note how to get hold of Help Desk 	1

Section 1 Feedback: 1,2 phone # 13 Missing 090 9 95
 1.5 Not included 1.6 Unclear

Section 2 Assessment of Student Learning (5 objectives)
 Student Evaluation and Assessment refers to the process used to gather evidence of the achievement of the Student Learning Objectives/Outcomes (SLOs)

Objectives	Example	Rating
2.1 All Student Learning Objectives/Outcomes (SLOs) are specific, well-defined, and measureable.	Learning Objectives are measurable and observable, e.g. define, apply, synthesize in <u>Bloom's Taxonomy</u> .	3
2.2 Grading policy is provided in a manner that clearly defines expectations for the course and respective assignments.	Instructor <u>provides late submission policy</u> and scale, weights of respective assignments, and the corresponding letter grade if scores are accumulated at the end.	2
2.3 The learning activities (including the assignments and ungraded activities) promote the achievement of the SLOs.	Lecture Lab activities connected to learning outcomes	3
2.4 The assessment types are connected to respective outcomes.	There are multiple ways for students to demonstrate competence or mastery. Tests, quizzes, lab work, etc.	3
2.5 Throughout the semester, instructor provides multiple opportunities to give feedback on students learning	Learning happens in class or lab with the instructor present, where students can interact/ask questions/gain feedback.	3
Section 2 Feedback: 2.2 No late policy		

Section 3: Instructional Materials and Resources (6 objectives)		
Addresses the variety of materials and material formats the instructor has chosen to present course content and enable students to meet relevant learning outcomes and, when possible, the affordability of chosen course materials.		
Objectives	Example	Rating
3.1 Instructor provides students with adequate time and notice to acquire course materials.	Syllabus and expectations handed out day 1 of course	NA
3.2 Syllabus lists whether textbooks and materials are required or recommended.	Instructor lists the textbooks and/or materials and labels them as either required or recommended.	3

<p>3.3 Instructor articulates the purpose of all materials as to how they are related to the course and module learning objectives.</p>	<p>Syllabus notes learning outcomes/objectives as well as required materials</p>	<p>3</p>
<p>3.4 When possible, instructor provides options in terms of how students acquire course materials, including Open Educational Resources.</p>	<p>See "REQUIRED textbooks" section in Instructions and Assistance for Course Success document</p>	<p>0</p>
<p>3.5 There is a variety of instructional material types and perspectives, while not overly relying on one content type such as text.</p>	<ul style="list-style-type: none"> NOTE: All Pearson, Cengage, and Industry Recognized credential materials used by MSU-Northern have multiple instructional materials embedded in their proprietary offerings. See "PowerPoint and Other Supplemental Materials" in Instructions and Assistance for Course Success document 	<p>?</p>
<p>3.6 Modeling academic integrity, instructor appropriately cites all resources and materials used throughout the course.</p>	<ul style="list-style-type: none"> All Pearson, Cengage, and Industry Recognized credential materials used by MSU-Northern are properly listed and cited on syllabus. 	<p>3</p>

3.4 No OER statement 3.5 In math lab?

<p>Section 7. Learner Support and Resources (4 objectives) Addresses the program, academic, and/or technical resources available to learners. Though instructors may not play the direct support role, they should be aware of potential issues and promote what is available to support students.</p>		
Objectives	Example	Rating
<p>7.1 Instructor states her or his role in the support process.</p>	<p>See "Learning Success and Assistance for All Students" in Instructions and Assistance for Course Success document.</p>	<p>3</p>
<p>7.2 The course syllabus (or related) lists and/or links to a clear explanation of the technical support provided by the campus and suggestions as to when and how students should access it.</p>	<p>See "Technical Support for Desire2Learn (D2L), our Learning Management System (LMS)" in Student Instructions and Assistance for Course Success document</p>	<p>3</p>
<p>7.3 Course syllabus (or related) provides an introduction to campus academic (non-technical) support services and resources available to support students in achieving their educational goals. E.g., Disability Support Services, Writing Center, Tutoring Center).</p>	<p>See "Learning Success and Assistance for All Students" in Student Instructions and Assistance for Course Success document</p>	<p>3</p>

<p>7.4 Course syllabus (or related) provides information regarding how the institution's student support (non-academic, non-technical) services and resources (E.g., advising, mentoring) can help students succeed and how they can these services.</p>	<p>See "Learning Success and Assistance for All Students" in Student Instructions and Assistance for Course Success document</p>	<p>1</p>
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7.4 Advising, Trio, Library, Bookstore?

Section 8. Accessibility and Universal Design (7 objectives)
 Addresses the course's adherence to accessibility and universal design principles that are critical to some learners but that benefit all learners. **NOTE:** We strongly recommend that instructors contact their campus disability service center for assistance and information related to this section.

Objectives	Example	Rating
<p>8.1 Syllabus (or similar) links to the campus accessible policy, whether it is required or recommended that instructors do so.</p>	<p>See "Learning Success and Assistance for All Students" in Instructions and Assistance for Course Success document</p>	<p>3</p>
<p>8.2 Instructor articulated how s/he proactively supports a wide range of learning styles and abilities of all students, as opposed to just making reactive accommodations for those with registered disabilities. Note: This support does not entail sacrificing academic rigor or student learning outcomes. The goal is supporting the needs of all learners as opposed to having an inflexible teaching and learning process.</p>	<p>See "Learning Success and Assistance for All Students" in Instructions and Assistance for Course Success document</p>	<p>?</p>
<p>8.4 Students can clearly ascertain the role of the instructor in providing support for those officially registered with the campus disability services office.</p>	<ul style="list-style-type: none"> • Instructor includes information from Services for Students with Disabilities to address working with students with disabilities. • See "Learning Success and Assistance for All Students" Instructions and Assistance for Course Success document 	<p>3</p>

8.2 Unclear

<p>8.5 Course materials created by the instructor or from external sources are in formats that are accessible to students with disabilities.</p>	<ul style="list-style-type: none"> NOTE: All Pearson, Cengage, and Industry Recognized credential materials used by MSU-Northern meet ADA requirements. Instructor-created materials are created in MS Word, Pdf, and PowerPoint, which are accessible and assistive technology ready, and supported by Desire2Learn LMS. 	<p>?</p>
<p>8.6 All tools used within learning management system or that are third-party are accessible and assistive technology ready.</p>	<ul style="list-style-type: none"> NOTE: All Pearson, Cengage, and Industry Recognized credential materials used by MSU-Northern have multiple instructional materials embedded in their proprietary offerings and are accessible and assistive technology ready. 	<p>3</p>
<p>8.7 If accessibility of a particular course resource or activity is not practicable, instructor provides an equally effective accessible alternative for students.</p>	<ul style="list-style-type: none"> NOTE: Instructors work with the Learning Success Center to provide access. 	<p>?</p>

8.5 Labing info
8.7



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