

## Quality Online Learning and Teaching (QOLT) Instrument

The QOLT instrument is designed to help RevUp grantees and/or their business partners act in a capacity as Subject Matter Experts (SME) in the review of curriculum to meet the mandate laid out by the U.S. department of Labor as a provision of their funding.

*“Grantees will be required to identify third-party subject matter experts to conduct reviews of the deliverables produced through the grant. Applicants should allot funds in their budgets for the independent review of their deliverables by appropriate subject matter experts. Subject matter experts are individuals with demonstrated experience in developing and/or implementing similar deliverables. These experts could include applicants’ peers, such as representatives from neighboring education and training providers. The applicant must provide the Department with the results of the review and the qualifications of the reviewer(s) at the time the deliverables are provided to the Department.” - (TAACCCT Round III SGA)*

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

**SME:** Describe the name, title, and type/amount of experience the subject matter expert(s) have in conducting reliable evaluations of the quality assurance of the materials content.

Name: Marla M. Moody, PhD

Title: Adjunct Professor, Sustainable Energy Department

Employer: MSU-Billings

Date of Review: June 28, 2016

Type/Amount of Experience justifying role as a “Subject Matter Expert”:

Teaching and tutoring at MSU-Billings for 13 years; classes include: college algebra, finite mathematics, statistics, radiation physics, DC electricity, AC electricity and motors; Tutoring includes: physics, chemistry, mathematics and statistics.

Review of Kalispell Community College Electronics Technicians Program March 2016

June 28, 2016

Signature of Subject Matter Expert

Date

Marla M. Moody, PhD

U of M Missoula College – Energy Auditor/

Commissioning Agent

Print/Type Name of Subject Matter Expert

College/Program Reviewed



**The Course Objectives part is comprised of 58 objectives organized into 10 sections as follows:**

1. Course Overview and Introduction (8 objectives)
2. Assessment and Evaluation of Student Learning (6 objectives)
3. Instructional Materials and Resources Utilized (6 objectives)
4. Students Interaction and Community (7 objectives)
5. Facilitation and Instruction (8 objectives)
6. Technology for Teaching and Learning (5 objectives)
7. Learner Support and Resources (4 objectives)
8. Accessibility and Universal Design (7 objectives)
9. Course Summary and Wrap-up (3 objectives)
10. Mobile Design Readiness (optional) (4 objectives)

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
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.	Welcome message or materials introducing course structure/ components is highly recommended.	
Feedback: 		

## Section 1. Course Overview and Introduction (8 objectives)

Instructor gives a thorough description of the course, as well as introducing students to the course.

Objectives	Example	Rating
<b>1.1</b> 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.	Welcome message or materials introducing course structure/ components is highly recommended. <ul style="list-style-type: none"><li>• Is there a “start here” or “welcome” link?</li><li>• Is there a course tour or overview?</li><li>• Are there clear statements for students about how to begin coursework?</li></ul>	3
Feedback: This information is in the syllabus and was presented in the first lecture.		
<b>1.2</b> Detailed instructor information is available to students and includes multiple formats for being contacted by students, availability information, brief biographical information, and a picture of the instructor.	Instructor introduces him/herself to the class and provides more than one way to be contacted such as email, phone, and/or office hours (in-person and/or online).	3
Feedback: This information is in the syllabus and was presented in the first lecture.		
<b>1.3</b> Course description includes the purpose and format of the course, as well as prerequisite knowledge and competencies, if applicable.	Instructor introduces the purpose of the course, the course format (online/blended), and any prerequisite knowledge required.	3
Feedback: This information is in the syllabus and was presented in the first lecture.		
<b>1.4</b> Etiquette expectations for various forms of course communication and dialog (e.g., chat, "hangout," email, online discussion) are presented and clear to the student.	Rules of conduct may include use of the language and formatting. See further at <a href="#">Netiquette: Make it Part of Your Syllabus</a>	2
Feedback: There is a short paragraph in the syllabus presented during the first lecture with a link to more information, but the instructors did not emphasize this material.		
<b>1.5</b> Academic integrity or "code of ethics" is defined. Related institutional policies for students to adhere are clearly stated and/or links to those	Policies typically include cheating, plagiarism, and copyright. Instructor may also provide sample work that	2



policies (e.g., online catalog; institution web page) is provided.	demonstrates plagiarism. It is important to include any links to campus policies.	
Feedback: There is a short paragraph in the syllabus presented during the first lecture with a link to more information, but the instructors did not emphasize this material.		
<b>1.6</b> 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.	Technical competencies may include the use of Learning Management System, downloading and uploading, file management/sharing, communications tools, collaboration tools, discipline-specific software or hardware. In addition, instructors may want to point students to the CSU Stanislaus <a href="#">Online Readiness Self-Assessment</a> .	3
Feedback: This information is in the syllabus		
<b>1.7</b> Instructor provides samples of student work and provides opportunity to students to ask questions.	Instructor can do a mock exercise, show an example of an assignment, discuss readings, and review projects.	2
Feedback: An example calculation for energy consumption was presented in the first lecture, but no student participation occurred.		
<b>1.8</b> Instructor asks students to share their own learning goals.	Instructor encourages students to share why they take the course, and asks about the relevancy of the course to their academic degree, daily life, and potential careers.	2
Feedback: At the beginning of the first lecture a table was shown with every one's name and space for home, experience, class importance and learning goal, but there was no class participation verbally.		

<p><b>Section 2. Assessment of Student Learning (6 objectives)</b>          Student Evaluation and Assessment refers to the process used to gather evidence of the achievement of the Student Learning Objectives/Outcomes (SLOs). <i>We strongly recommend that instructors contact the Office of Academic Assessment for assistance and information about this section.</i></p>		
<b>Objectives</b>	<b>Example</b>	<b>Rating</b>

<p><b>2.1</b> All Student Learning Objectives/Outcomes (SLOs) are specific, well-defined, and measurable.</p>	<p>Learning Objectives are measurable and observable, e.g. define, apply, synthesize in <a href="#">Bloom's Taxonomy</a>. Note: If your course level objectives are mandated and not measurable, then module or weekly level objectives should be measurable and support course level objectives.</p>	<p>3</p>
<p>Feedback: The objectives are in the syllabus.</p>		
<p><b>2.2</b> Grading policy is provided in a manner that clearly defines expectations for the course and respective assignments.</p>	<p>Instructor provides late submission policy and scale, weights of respective assignments, and the corresponding letter grade if scores are accumulated at the end.</p>	<p>3</p>
<p>Feedback: This information is in the syllabus.</p>		
<p><b>2.3</b> The learning activities (including the assignments and ungraded activities) promote the achievement of the SLOs.</p>	<p>Instructors explain how learning activities such as assignments or discussions contribute to the achievement of the stated SLOs. E.g., A quiz asking students to identify and label body parts would align with an objective such as "Students will be able to identify and label body parts of a human female". A forum having students talk about various body parts, would not align with the objective.</p>	<p>N/A</p>
<p>Feedback: I do not have access to the assignments.</p>		
<p><b>2.4</b> The assessment instruments (e.g., rubrics, grading sheets) are detailed and appropriate to the student work and respective outcomes being assessed. This includes assessing modes of online participation and contributions.</p>	<p>There are multiple ways for students to demonstrate competence or mastery. E.g., research project, paper, tests, presentations, or multimedia projects. Students are not just graded for online participation but the quality of their participation and contributions. A clear articulation of requirements to be successful at the assignment must be present.</p>	<p>N/A</p>
<p>Feedback: I do not have access to the assessment instruments.</p>		
<p><b>2.5</b> Throughout the semester, instructor provides multiple opportunities to give feedback on students learning and to help students "self-check" their learning.</p>	<p>Activities may include but not limited to blogs for reflection, peer review, practice test and draft of term paper, module summary. Instructor effectively uses Learning Management System</p>	<p>N/A</p>



	gradebook (or similar) for timely quantitative and qualitative feedback	
Feedback: I do not have access to these items.		
<b>2.6</b> Throughout the semester, instructor provides multiple opportunities to solicit feedback from their students about their learning and on the course for the improvement of the course.	Instructor may consider the use of surveys, discussion forums, or item analyses to collect feedback or attitudinal data (that goes beyond student learning outcomes) on the effectiveness or difficulty of the resources and activities (e.g., “Muddiest Point”), or item analysis of test questions in order to improve the course in the future.	N/A
Feedback: I do not have access to these items.		

<p><b>Section 3. Instructional Materials and Resources (6 objectives)</b> 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.</p>		
<b>Objectives</b>	<b>Example</b>	<b>Rating</b>
<b>3.1</b> Instructor provides students with adequate time and notice to acquire course materials.	Instructor includes instruction in the syllabus or elsewhere in the course as to acquire course materials including textbooks, and other types of external resources. This information is released to students prior (emails, or announcements) to the course start.	3
Feedback: This information is in the syllabus.		
<b>3.2</b> Syllabus lists whether textbooks and materials are required or recommended.	Instructor separates the materials and labels them as either required or recommended.	3
Feedback: This information is in the syllabus.		
<b>3.3</b> Instructor articulates the purpose of all materials as to how they are related to the course and module learning objectives.	For required and recommended materials, there are brief statements as to the value/purpose in meeting student learning objectives/outcome(s). If external links/websites are used, the links should	3



	be self-evident or a short description of the specific link needs to be provided instead of posting a general link for students to explore.	
Feedback: Texts and Supplementary material are in the syllabus and discussed in the first lecture.		
<b>3.4</b> When possible, instructor provides s options in terms of how students acquire course materials, including Open Educational Resources.	Course materials include both the Open Educational Resources (e.g. MERLOT) and external materials.	3
Feedback: This information is in the syllabus.		
<b>3.5</b> There is a variety of instructional material types and perspectives, while not overly relying on one content type such as text.	Materials types include PowerPoint, videos, text. Multiple perspectives refer to different opinions from scholars in the field.	3
Feedback: This information is in the course schedule.		
<b>3.6</b> Modeling academic integrity, instructor appropriately cites all resources and materials used throughout the course.	These resources and materials include text, images, tables, videos, audio, and website. In addition to citation, when possible, direct link to the source may be provided.	N/A
Feedback: I do not have access to all of this information.		

<p><b>Section 4. Students Interaction and Community (Course Design) (7 objectives)</b> Addresses (1) the opportunities students have to interact with the content, their peers, and their instructor, and (2) how well the course design encourages students to become active learners and contribute to the online course community.</p>		
<b>Objectives</b>	<b>Example</b>	<b>Rating</b>
<b>4.1</b> At the beginning of the course, instructor provides an opportunity to have students self-introduce to develop the sense of community.	Instructor may encourage students to post their pictures and share some personal information such as hobbies to build the community at the beginning. Example: Icebreaker forum, glossary posts, or a blog.	1
Feedback: At the beginning of the first lecture a short table was shown with every one's name and space for home, experience, class importance and learning goal, but there was no class participation verbally.		



<p><b>4.2</b> Instructor provides the information about being a successful learner/student.</p>	<p>Instructor provides a self-assessment for students to identify their readiness for learning online and learning strategies or provides a link to an online readiness survey such as the <a href="#">Online Readiness Self-Assessment</a> from CSU Stanislaus.</p>	<p>N/A</p>
<p>Feedback: I do not have access to the material before the first lecture.</p>		
<p><b>4.3</b> Navigation throughout any online components of the course is logical, consistent, and efficient.</p>	<p>Discussions are organized in clearly defined forums, threads, or communities. The course carries consistent structure for across modules.</p>	<p>3</p>
<p>Feedback: The links to YouTube presentations and other materials are in the course calendar.</p>		
<p><b>4.4</b> Learning activities facilitate and support active learning that encourages frequent and ongoing peer-to-peer engagement.</p>	<p>If group work required, a statement of the task is provided, with clear and concise outcomes that are appropriate and reasonable. Rules for forming groups, assigning roles, benchmarks and expectations of group participants clearly stated.</p>	<p>N/A</p>
<p>Feedback: I do not have access to assignment details.</p>		
<p><b>4.5</b> The modes and requirements for student interaction are clearly communicated.</p>	<p>Requirements for participation (e.g., frequency, length, timeliness) are included in the syllabus and/or in the description of the assignment in within the module.</p>	<p>N/A</p>
<p>Feedback: I do not have access to assignment details.</p>		
<p><b>4.6</b> Instructor clearly explains his or her role regarding participation in the educational environment. Instructor participates and manages, yet lets students take reasonable ownership.</p>	<p>Instructor works to keep students on task/topic with their online discussions. Instructor may offer prompts to refocus students to the task at hand or there may be the desired effect simply by them engaging with the discussion group.</p>	<p>N/A</p>
<p>Feedback: There is no online component to smartboard presentations</p>		
<p><b>4.7</b> The course learning activities help students understand fundamental concepts, and build skills useful outside of the course.</p>	<p>Learning activities engage students in learning some basic concepts, but also give students opportunities to use higher level learning skills such as apply, analyze, etc, to make connections with real-world problem solving.</p>	<p>3</p>
<p>Feedback: The smartboard presentations are generally very technical and apply to real world problem solving</p>		





**Section 5. Facilitation and Instruction (Course Delivery) (8 objectives)**

Addresses how well the instructor facilitates the course, communicates with students, engages students to be active learners, and reinforces the development of a sense of community among course participants.

Objectives	Example	Rating
<p><b>5.1</b> The instructor was helpful in identifying areas of agreement and disagreement on course topics.</p>	<p>Through moderation of course discussions, instructor presents areas where ideas or viewpoints differ. S/he uses differences as teachable moments, either resolving them based on hard data or acknowledging the respective viewpoints as valid.</p>	<p>N/A</p>
<p>Feedback: The smartboard presentations are very technical with minimal student interaction.</p>		
<p><b>5.2</b> Instructor helps students understand importance of course topics and related outcomes</p>	<p>Instructor sequences and moderates content delivery and related activities while maintaining overall focus on meeting the stated learning objectives and outcomes.</p>	<p>N/A</p>
<p>Feedback: The smartboard presentations are very technical with minimal student interaction.</p>		
<p><b>5.3</b> The instructor helps keep course participants engaged and participating in productive dialogues.</p>	<p>Instructor, as moderator, guides students who have gotten "off track" back to the tasks and related outcomes.</p>	<p>N/A</p>
<p>Feedback: The smartboard presentations are very technical with minimal student interaction.</p>		
<p><b>5.4</b> Instructor encourages students to explore new concepts through the course experience.</p>	<p>Rather than limiting all students to the same traditional or narrow focus, instructor allows students latitude/choice around course topics. Note: The ability to do this varies by discipline and topic.</p>	<p>N/A</p>
<p>Feedback: The smartboard presentations are very technical with minimal student interaction.</p>		
<p><b>5.5</b></p>	<p>None</p>	<p>N/A</p>
<p>Feedback: The smartboard presentations are very technical with minimal student interaction.</p>		
<p><b>5.6</b> The instructor provides feedback in a timely fashion.</p>	<p>Instructor uses the Learning Management System efficiently to respond to student work submissions with scores and feedback related to strengths and/or weaknesses.</p>	<p>3</p>



Feedback: Weekly quiz results with answers are provided the Monday after a quiz. The instructors discussed the LMS in the first week.		
<b>5.7</b> Instructor sends communications about important goals and course topics as opportunities arise.	E.g., The instructor sends an announcement about a change of lecture focus and proper readings prior to class. The instructor may post a clarification on a common question about a topic.	N/A
Feedback: I do not have access to this information.		
<b>5.8</b> Instructor sends reminders of due dates and duration of respective modules, as well as other instructions to keep students on task.	Instructor enters all date ranges and due dates into the Learning Management System, and reminders are sent to students.	N/A
Feedback: I do not have access to this information.		

<b>Section 6. Technology for Teaching and Learning (5 objectives)</b>		
Addresses how well the instructor utilizes technology to effectively deliver course content, engage students in learning activities (individual, student-to-student, and instructor-to-student), and allow students to express themselves or demonstrate learning.		
<b>Objectives</b>	<b>Example</b>	<b>Rating</b>
<b>6.1</b> The tools and media support the course learning objectives/outcomes.	Examples include use of videos or animation to demonstrate the process of photosynthesis.	3
Feedback: Links to relevant on-line material is in the course schedule.		
<b>6.2</b> Instructor takes advantage of the current tools provided by the Learning Management System (or similar) to enhance learning.	The course uses a virtual classroom for synchronous web conferencing (e.g., chat, Zoom). The glossary tool is used to post important course terms. Group tools are used to enhance peer-to-peer engagement.	2
Feedback: The course uses white board displays for the few presentations that I could watch.		
<b>6.3</b> Technological tools and resources used in the course enable student engagement and active learning.	Instructor uses collaborative software such as Google docs, wikis, or Zoom to work on group projects and/or SoftChalk to engage students in mediated learning.	2



Feedback: There are links to articles on-line.		
<b>6.4</b> Instructor provides clear information regarding access to the technology and related resources required in the course.	Instructor provides information about where and how to acquire and use the technologies. For downloads, instructor provides direct links. Any costs are specified up-front. Tutorials are provided on how to use the tool/technology.	N/A
Feedback: I do not have access to this information.		
<b>6.5</b> Acceptable technological formats for assignment completion and submissions have been articulated.	Rather than limiting the acceptable format to one content or technology type, instructor is open to allowing students to meet objectives using multiple formats for assignment completion such as word processing, electronic poster creation, multimedia artifact, or combination of these (mash-up).	N/A
Feedback: I do not have access to this information.		



**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.

Objectives	Example	Rating
<p><b>7.1</b> Instructor states her or his role in the support process.</p>	<p>Though some of the support necessary may fall outside of the instructor role or expertise, instructors can advocate for students to avail themselves of related support services.</p>	<p>1</p>
<p>Feedback: Various support groups are presented in the syllabus presentation of the first lecture, but the instructors did not mention their role in the support processes during this introductory lecture, nor did they advocate for the students to avail themselves of these services.</p>		
<p><b>7.2</b> 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>Technical support may mean the Information Technology (IT) help desk where students would seek assistance when they have technical problems with the Learning Management System.</p>	<p>2</p>
<p>Feedback: There is a very short paragraph in the syllabus presented in the first lecture and a link to more details, but more information could be included in the syllabus.</p>		
<p><b>7.3</b> 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>Academic support services may include but not limited to the Library, writing center, online tutoring service. Resources may include online orientation for new students, successful learning strategies for online learners, Lynda.com training videos.</p>	<p>2</p>
<p>Feedback: There is a very short paragraph in the syllabus presented in the first lecture and a link to more details, but more information could be included in the syllabus.</p>		
<p><b>7.4</b> 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 use these services.</p>	<p>Such services usually include but not limited to online registration, advising and counseling.</p>	<p>2</p>
<p>Feedback: There is a very short paragraph in the syllabus presented in the first lecture and a link to more details, but more information could be included in the syllabus.</p>		



**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><b>8.1</b> Syllabus (or similar) links to the campus accessible policy, whether it is required or recommended that instructors do so.</p>	<p>See Iowa State University's <a href="#">Sample Syllabus Statements Regarding Disabilities</a> for a list of sample syllabus statements regarding accommodations or support for students with disabilities.</p>	<p>2</p>
<p>Feedback: There is a short paragraph in the syllabus presented in the first lecture and a link to more details, but more information could be included in the syllabus.</p>		
<p><b>8.2</b> 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 EnACT's <a href="#">UDL-Universe: A Comprehensive Faculty Development Guide</a> for how to state proactive support for all students in a syllabus.</p>	<p>1</p>
<p>Feedback: I did not find, in the first week’s lectures, that the instructors articulated whatever their policy on this topic is.</p>		
<p><b>8.3</b> Students are given accessibility information and policies related to the online course environment.</p>	<p>Instructor provides the campus ADA compliance statement and the Learning Management System accessibility statement and/or provides a link to the institution's disability services and Learning Management System accessibility information. (E.g., <a href="#">Moodle Access Statement</a>)</p>	<p>2</p>
<p>Feedback: There is a short paragraph in the syllabus presented in the first lecture and a link to more details, but more information could be included in the syllabus.</p>		



<p><b>8.4</b> Students can clearly ascertain the role of the instructor in providing support for those officially registered with the campus disability services office.</p>	<p>Instructor includes information from Services for Students with Disabilities to address working with students with disabilities.</p>	<p>2</p>
<p>Feedback: There is a short paragraph in the syllabus presented during the first lecture and a link to more details, but more information could be included in the syllabus.</p>		
<p><b>8.5</b> Course materials created by the instructor or from external sources are in formats that are accessible to students with disabilities.</p>	<p>Text formatting and document organization, navigation and links, images and graphics, tables, and background and colors accommodate assistive technology. (e.g., the link to take a quiz says, "Take Quiz 1," NOT "Click Here". Images and graphics have Alternate Text Tags. File formats including audio and video, Word, PowerPoint, and PDF are all accessible. (e.g., videos are captioned or a text script is provided.)</p>	<p>N/A</p>
<p>Feedback: I do not have access to format information.</p>		
<p><b>8.6</b> All tools used within learning management system or that are third-party are accessible and assistive technology ready.</p>	<p>Tools may include but not limited to virtual classroom and plug-ins such as Studymate Class, Web 2.0 social networking technologies (wiki, twitter, and more). Some of these tools may not be completely accessible. Versions, such as, EasyChirp (Twitter) and EasySlideshare (Slideshare) have significant accessibility enhancements. Check with your instructional development team when needed.</p>	<p>N/A</p>
<p>Feedback: I do not have access to the learning management system.</p>		
<p><b>8.7</b> If accessibility of a particular course resource or activity is not practicable, instructor provides an equally effective accessible alternative for students.</p>	<p>None</p>	<p>N/A</p>
<p>Feedback: I do not have access to accessibility information.</p>		



**Section 9. Course Summary and Wrap-up (3 objectives)**

Addresses the opportunities students are given to summarize the semester, establish the connection between this course and other courses, and prepare to start the next phase of their program/progress.

Objectives	Example	Rating
<p><b>9.1</b> Instructor provides students opportunities to ask questions as a form of closure and to foster insight into accomplishments.</p>	<p>Instructor uses discussion threads to ask students (1) if they have any questions and (2) to reflect on their progress toward their learning objectives and outcomes.</p>	<p>N/A</p>
<p>Feedback: I do not have access to the last lecture entitled course review.</p>		
<p><b>9.2</b> Instructor provides students with feedback about their overall learning and progress and their experiences of the term.</p>	<p>Instructor includes specific, summative feedback on student learning across the term (semester or quarter).</p>	<p>N/A</p>
<p>Feedback: I do not have access to the last lecture entitled course review.</p>		
<p><b>9.3</b> Instructor provides opportunities for students to reflect on their learning and connect their individual learning goals with the expectations (stated learning objectives and outcomes) of the instructor.</p>	<p>Instructor asks students questions to compare what they can do now, having met the student learning objectives, with what they could do prior to taking the course.</p>	<p>N/A</p>
<p>Feedback: I do not have access to the last lecture entitled course review.</p>		

**Section 10. Mobile Design Readiness (optional) (4 objectives)**

As students increasingly rely on mobile phones and tablets to access and interact with course content, it is important to be aware of a few factors that can make the experience more successful for students. This does not mean that all course components (e.g., online exams) must be tailored toward mobile device usage. However, general course resources (text, audio, video) should be mobile-friendly.

Objectives	Example	Rating
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<p><b>10.1</b></p>	<ul style="list-style-type: none"> <li>• Instructor avoided the use of pop-up screens, moving text, large images, and long headings/labels for general course content on main pages.</li> <li>• Content did not require excessive scrolling (especially horizontal scrolling) to view.</li> <li>• Images and text in main content body adjusted automatically to the width of viewer screens or were maximum 600px in length.</li> <li>• Smaller images that allowed content to load quickly were used to convey essential information.</li> <li>• Images formats were .jpg, .png, or .gif.</li> <li>• Text was clear and labels were short.</li> <li>• Fonts were large enough to be read easily – at least 14 pt.</li> <li>• Content items normally clickable with a mouse were also tappable.</li> </ul>	
<p>Feedback: Optional</p>		
<p><b>10.2</b> Audio and video content displayed easily on multiple platforms such as PCs, tablets, and smartphones</p>	<ul style="list-style-type: none"> <li>• Audio and video clips were each 15 minutes or less.</li> <li>• Audio/video content was in a mobile-friendly format such as MP3 or MP4 or was linked to YouTube.</li> <li>• Video resolution was 480x320 for phones and 640x480 for tablets. Video presets allowed for use on mobile platforms.</li> </ul>	
<p>Feedback: Optional</p>		
<p><b>10.3</b> The number of steps users had to take in order to reach primary content was minimized.</p>	<p>Primary course content, activities, and assessments were at most two clicks away from the course landing page.</p>	
<p>Feedback: Optional</p>		





<p><b>10.4</b> The visibility of content not directly applicable to student learning outcomes was minimized.</p>	<p>Supplemental resources and optional content were clearly labeled as such and placed at the bottom of course pages.</p>	
<p>Feedback: Optional</p>		

**SUMMARY** The Energy Auditor/ Commissioning Agent class, being a combination in-class and on-line, offers a great deal of flexibility. It is technically an excellent class that covers energy modeling, heat transfer, fluid mechanics, HVAC systems, and several other topics. There were only a few lectures available to me on YouTube: the first 4 lectures in weeks 1 and 2 and lecture 12 in week 6. The lectures I went through were mostly technical Smartboard presentations with minimal student participation. While the course is offered both online and face to face, it appears to be geared for face to face students with no special online accommodation. The instructors appear to be new to teaching this course and may not have much experience with aspects of online class pedagogy.

The Energy Technology Program does not address the fact that most prerequisites are not included in the Energy Auditor program nor are students told how to obtain them before starting the program. While M 121: College Algebra is in the program, co-registration for M 122 is required and ETEC 106 as well as NRGY101 are also prerequisites.

The major deficiencies that I found in the QOLT is the lack of emphasis on support facilities and accessibility in the syllabus and the first lecture, and the lack of student participation, especially in the introduction session of the first lecture. The printed syllabus that I was given did not have all the information that was in the syllabus presented during the first lecture, especially support information.



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