

Q17. Name:

Nan Travers

Q19. Course:

SDV 298

Q1. A. Learner Objectives & Interaction

	Evident	Not Evident	Not Applicable
The course learning objectives are measurable.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning objectives are stated clearly and written from the student's perspective.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning objectives are appropriately designed for the level of the course.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instructions make clear who the instructor is and how to contact the instructor.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
The course timeline and schedule of assignments is clear.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q2. Comments:

Instructor contact information was not included. It maybe in the Blackboard site that students have access to. I was not given access to the Blackboard site. I suggest that the learning objective: "Reflect on life experiences to extract college-level learning" be updated to: "Reflect on life experiences to identify and extract college-level learning"

Q12. B. Learner Support (adapted from Quality Measures Rubric Standards Fifth Edition, 2014)

	Evident	Not Evident	Not Applicable
Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help the student succeed in the course and how the student can access them.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course instructions articulate or link to an explanation of how the institution's student services can help the student succeed and how the student can obtain them.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

Q13. Comments:

There are some links for help in the writing process that are provided, but not information on other academic of student services

Q3. C. Instructional Design

	Evident	Not Evident	Not Applicable
The course organization and design is clear, coherent, and structured in an appropriate way.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Concepts and skills build logically and purposefully throughout the course, with transitions to support development and understanding from skill to skill.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q4. Comments:

The course covers the critical parts of developing a portfolio for prior learning assessment. I suggest that a little more is provided to help students identify and extract college-level learning. The guidelines from CCV are helpful, but do not define college-level learning. Blooms taxonomy is helpful, but students may still need more information on how to translate their experiences into learning outcomes.

Q5. D. Instructional Materials

	Evident	Not Evident	Not Applicable
The instructional materials contribute to the achievement of the stated course objectives.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The instructional materials are current.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The learning activities promote the achievement of the stated learning objectives.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learning activities provide opportunities for interaction that support active online learning.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course is designed into stages of introduction, development, and assessment.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The videos, graphics and articles are appropriate for the level of learning and focus for the course.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities are engaging and support active engagement with the content and course objectives.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6. Comments:

Guidelines for students with regards to what to expect in the assessment process would be helpful. How will the evaluator be assessing the portfolio?

Q7. E. Assessment & Measurement

	Evident	Not evident	Not Applicable
The types of assessments selected measure the stated learning objectives and are consistent with module activities and resources.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The assessment instruments selected are varied and appropriate to the student work being assessed.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8. Comments:

The intermediate assessments build towards the final portfolio.

Q9. F. Industry-Based Application

	Evident	Not Evident	Not Applicable
Course materials, activities, and learning outcomes reflect direct application to the target occupation.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10. Is it clear that this course is foundational, intermediate, or advanced in preparing students for high-wage, high-skill employment?

- ☐ Yes
- ☐ No
- ☒ Unclear

Q14. Comments:

There is research that supports that portfolio development strengthens students ability to articulate their knowledge and apply to the workplace, but the course materials do not help the students make that connection directly.

Q17. G. Do the openly licensed works appear to have the proper attributions?

Evident

☒

Not Evident

☐

Not Applicable

☐

Q18. Comments:

Everything is properly cited

Q25. H. Do the course materials include features that make them accessible as a learning resource for all students, including students with disabilities?

Evident

☒

Not Evident

☐

Not Applicable

☐

Q26. Comments:

I did not have access to the Blackboard site, but based on the materials I was provided it seems accessible to all students.

Q19. I. After reviewing the course in total, are there content topics that are missing or need to be improved?

Yes

☒

No

☐

Q20. Comments:

As previously mentioned, more information for students on: 1) identifying college-level learning 2) writing learning outcomes after identifying college-level learning 3) expectations of the assessment process - what is given is procedural but not the criteria by which the learning will be evaluated

Q21. J. After reviewing the course in total, are there content variety (e.g. multimedia, project based learning, etc.) that are missing or need to be improved?

Yes

☐

No

☒

Q22. Comments:

Q23. K. After reviewing the course in total, are there instructional design elements that are missing or need to be improved?

Yes

☐

No

☒

Q24. Comments:

Q11. Overall Review Comments:

This is a strong course. My suggestions are just to improve it more.