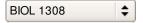
## Q17. Name:

Jessica Matheson

# Q19. Course:



# Q1. A. Learner Objectives & Interaction

|  | Evident | Not Evident | Not Appplicable |
|--|---------|-------------|-----------------|
| The course learning objectives are measurable.                                     | •       | O           | С               |
| Learning objectives are stated clearly and written from the student's perspective. | •       | О           | С               |
| The learning objectives are appropriately designed for the level of the course.    | •       | О           | С               |
| Instructions make clear who the instructor is and how to contact the instructor.   | •       | С           | С               |
| The course timeline and schedule of assignments is clear.                          | •       | С           | С               |

#### Q2. Comments:

The course learning objectives were appropriate for a entry/beginning level biology course, written from a student perspective and measurable, using words like "describe," "discuss," and "analyze." The syllabus was detailed, and easy to follow and clearly described the purpose and expectations of the course. The course schedule was neatly outlined with clear information about the topics and assignments for each module of the course.

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. | •       | C           | С              |
| 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.                                      | •       | O           | С              |

#### Q13. Comments:

There were links in the syllabus to various student services websites such as tutoring, open lab information, and disability services. There were links to financial aid, counseling, and help with grade issues. The addition of information about the location and accessibility of library services and the location of computer labs might be beneficial.

## Q3. C. Instructional Design

|  | Evident | Not Evident | Not Applicable |
|--|---------|-------------|----------------|
| The course organization and design is clear, coherent, and structured in an appropriate way.   | ©       | С           | О              |
| Concepts and skills build logically and purposefully throughout the course, with transitions to support development and understanding from skill to skill. | •       | С           | С              |

#### Q4. Comments:

All of the materials for the course were very well organized and in an order typically seen in this type of biology class. These concepts and skills naturally build on each other, as you must understand the previous information to understand the current lesson. The plethora of activities in this course guide students very purposefully through the material, helping students to accomplish the learning objectives.

## Q5. D. Instructional Materials

|   | Evident | Not Evident | Not Applicable |
|---|---------|-------------|----------------|
| The instuctional materials contribute to the achievement of the stated course objectives.             | •       | О           | С              |
| The instructional materials are current.  | •       | О           | С              |
| The learning activities promote the achievement of the stated learning objectives.                    | •       | O           | С              |
| Learning activities provide opportunities for interaction that support active online learning.        | •       | О           | С              |
| The course is designed into stages of introduction, development, and assessment.                      | •       | O           | С              |
| The videos, graphics and articles are appropriate for the level of learning and focus for the course. | •       | О           | С              |
| The activities are engaging and support active engagement with the content and course objectives.     | •       | O           | O              |

### Q6. Comments:

It is evident that each different type of activity was intentionally created to clearly correspond to the learning outcomes and a variety of different types of individual and group activities were used.

#### 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. | •       | C           | C              |
| The assessment instruments selected are varied and appropriate to the student work being assessed.                                | •       | С           | С              |

#### Q8. Comments:

This course used a variety of assessment instruments including group activities, individual activities focused on reading material and specific objectives, as well as quizzes.

# Q9. F. Industry-Based Application

|  | Evident | Not Evident | Not Applicable |
|--|---------|-------------|----------------|
| Course materials, activities, and learning outcomes reflect direct application to the target occupation. | ©       | O           | O              |

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

| $\odot$ | Yes     |
|---------|---------|
| O       | No      |
| 0       | Unclear |

| Q14. Comments:   |   |   |
|--|---|---|
| Q14. Comments.   |   |   |
| This course is clearly preparing students for mo which will be necessary for employment in heal  |   | logy, and cellular and molecular biology,   |
| Q17. G. Do the openly licensed works   | appear to have the proper attrib  | outions?  |
| Evident  | Not Evident   | Not Applicable  |
| C  | C   | ©   |
| Q18. Comments:  It doesn't appear that this course uses openly licensed materials. The modules use publisher resources for interactive activities and it appears that materials were created by the Biology Innovations Lab specifically for this course, but these materials seem to only be available in the specific course. If these materials were intended to be openly licensed, then they would need to be labeled.  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  |
| •  | O   | С   |
| Q26. Comments:   |   |   |
| This course would seem to work well for those we the interactive portion does not use audio, but row well screen readers would work with the in is stated in the syllabus the procedure for requesting the syllabus the syllabus the procedure for requesting the syllabus the syllab | elies on text to provide instructions. For the teractive, but the PDF and word docume | nose with visual impairments, I'm not sure nts should work well. For other disabilities, it |

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

No

•

Yes

0

improved?

| Q20. Comments:  |  |
|---|--|
| All of the learning objectives were typical for this type of course   | and were addressed in the course material.   |
| Q21. J. After reviewing the course in total, are there learning, etc.) that are missing or need to be improved                    |  |
| Yes<br>©  | No<br>©  |
| Q22. Comments:  |  |
| expect with each one. There is a good mixture of group activitie use of a problem-based learning project throughout the semest    | used consistently in each module, so students would know what to as as well as individual activities. I don't think it is necessary, but the ter to deliberately point out connections in course material might be a between units that helps to develop that deeper learning of the |
| Q23. K. After reviewing the course in total, are ther need to be improved?  | e instructional design elements that are missing or  |
| Yes   | No   |
| O   | •  |
| Q24. Comments:  |  |
| Very well designed course with intentional focus on learning of interactive learning of the course material, individual and group | ojectives to prepare students for future classes and incorporates work.  |
| Q11. Overall Review Comments:   |  |