

HCC ONLINE COURSE REVIEW RUBRIC

Adapted from Maryland Online FIPSE Project and Lake Superior College

I. COURSE OVERVIEW AND INTRODUCTION

General Review Standard: The overall design of the course, navigational information, as well as course, instructor, and student information are made transparent to the student at the beginning of the course.

| Specific Review Standard: | Points | Annotation: What's the idea? |
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| I.1. There is a statement introducing the student to the course. | 3 | Look for a statement by the instructor that welcomes and introduces students to the course. |
| I.2. Course layout, as designed by the instructor, is easy to navigate and understand. | 3 | The following items are easy to locate, navigate, understand, and are always available: <ul style="list-style-type: none">• Syllabus• Course calendar with due dates• Course Activities• Testing Procedures (esp. if proctored)• Procedure for submission of assignments• Discussion instructions |
| I.3. The syllabus contains the minimum requirements for HCC. | 3 | The following items are present in the syllabus: <ul style="list-style-type: none">• Course name• Course number• Catalog Description• Prerequisites• Instructor specific information (e.g. office location, phone, email address, etc.)• Required Materials (e.g. textbooks, tools, required materials, specific calculator, etc.)• Major content outline• Specific Methods of assessing student learning• Grading policies• Academic honesty and plagiarism policies• Attendance and make-up policies• Necessary Special Information (e.g. special fees, required field trips, hazardous materials, etc.) |

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| | | <ul style="list-style-type: none"> Disability statement |
| I.4. Netiquette guidelines for the course, including etiquette regarding discussions and email communications, are clearly stated. | 2 | <p>Expectations of student conduct online should be clearly stated, however brief or elaborate they may be.</p> <p>Consider explanations of:</p> <ul style="list-style-type: none"> Rules of conduct for participating in the discussion centers. Rules of conduct for email content “Speaking style” requirements, i.e. use of correct English as opposed to net acronyms. Spelling and grammar expectations, if any. |
| I.5. A self-introduction by the instructor is available and appropriate. | 1 | The initial introduction should help to create a sense of connection between the instructor and the students. It should present the instructor as professional as well as approachable. It should go beyond essentials, such as the instructor’s name, title, field of expertise, and email address. It might include information on teaching philosophy, past experiences with teaching online classes, personal information such as hobbies, etc. |
| I.6. Students are requested to introduce themselves to the class | 1 | <p>The student introduction helps to create a supportive learning environment and a sense of community.</p> <p>There should be instructions on where and how students are to introduce themselves. Instructors may ask students to answer specific questions or may choose to let the student decide what to include. Instructors should consider providing an example of an introduction and/or start the process by introducing themselves.</p> |

II. LEARNING OBJECTIVES (COMPETENCIES)

General Review Standard: Learning objectives are clearly defined and explained. They assist the learner to focus on learning activities.

| Specific Review Standards | Points | Annotation: What’s the idea? |
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| II.1. The learning outcomes or course objectives include the | 3 | All outcomes from the approved course outline must be present. |

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| outcomes in the approved course outline. Any additional outcomes used are observable, measurable, and achievable. | | |
| II.2. Instructions to students on how to meet the learning outcomes are adequate, clearly written, and easy to understand. | 3 | Instructions may take various forms and may appear at different levels within the course, such as module-based or weekly assignment sheets. Instructions should be clear and complete. |
| II.3. Learning activities are relevant to course outcomes. | 2 | Learning activities should be related to the course outcomes. If a learning activity sticks out as being unrelated to anything the course outline details, the instructor may need to re-evaluate the value of the activity. |

III. ASSESSMENT AND MEASUREMENT

General Review Standard: Assessment strategies are established ways to measure effective learning, assess learner progress by reference to stated objectives, and are designed as essential to the learning process.

| Specific Review Standards | Points | Annotation: What's the idea? |
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| III.1. Multiple methods of assessment measure the achievement of stated course outcomes and learning objectives. | 3 | Learning activities are various including class discussions, case studies, simulation exercise, practice quizzes, tests, etc. Assessments, learning objectives, and learning activities align in a clear and direct way. The assessment formats provide a reasonable way to measure the stated learning objective. |
| III.2. The grading policy is easy to locate and understand. | 3 | The grading policy needs to be easy to locate and access. Language used to describe how course activities are graded and how the final grade is calculated, should be easy to understand. |
| III.3. Assessment and measurement strategies provide appropriate feedback to the learner. | 3 | Students learn more effectively if they receive frequent, meaningful, and rapid feedback. This feedback may come from the instructor directly, from assignments and assessments that have feedback built into them, or even from other students. Examples: <ul style="list-style-type: none"> • Instructor participation in a discussion assignment • Writing assignments that require submission of a draft for instructor |

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| | | <p>comment and suggestions for improvement</p> <ul style="list-style-type: none"> • Self-mastery tests and quizzes that include informative feedback with each answer choice. • Interactive games and simulation that have feedback built in, |
| III.4. The types of assessments selected are appropriate for the distance learning environment. | 2 | <p>Assessments make use of the technologies and security typically found in an online classroom.</p> <p>Examples that DO meet the standard:</p> <ul style="list-style-type: none"> • Submission of files by email or dropbox • Exams given in a proctored testing center • Quizzes with time limits and printing disabled • Multiple assessments which enable the instructor to become familiar with individual students' work and which discourage "proxy cheating" (someone other than the student completing and submitting work) <p>Example that does NOT meet the standard:</p> <ul style="list-style-type: none"> • A course in which the entire set of assessments consists of 5 multiple choice test taken online, with no enforced time limit and the print function enabled. |
| III.5. The gradebook tool or alternative communication method is utilized so that students may monitor their course progress. | 1 | Students are able to view their grades for each assignment, quiz, test, etc. as well as their overall course progress. |
| III. 6. The methods used for submitting assignments and instructor feedback ensure the privacy of student work. | 1 | Assignments and specific instructor feedback are not viewed by others in the class. This does not preclude the use of group work or discussion centers for some class activities. |

IV. RESOURCES AND MATERIALS

General Review Standard: Instructional materials are designed to be sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields. (Materials, other than standard textbooks are produced by recognized publishers, are prepared by the instructor or distance educators skilled in preparing materials for distance learning.)

| Specific Review Standards | Points | Annotation: What's the idea? |
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| IV.1. The instructional materials have sufficient depth in content and are sufficiently comprehensive for the student to learn the subject. | 3 | Instructions should provide meaningful content in a variety of ways, including the textbook, PowerPoint presentations, websites, lecture notes, outlines, and multimedia. |
| IV.2. Resources and materials are presented in a format appropriate to the online environment and are easily accessible to and usable by the learners. | 2 | Students who have the required technical equipment and software can view the materials online. If some of the course resources, including textbooks, videos, CD-ROMs, etc. are unavailable within the framework of the course website, determine how students would gain access to them. Examples: <ul style="list-style-type: none"> • If textbooks and/or CD's are used, titles, authors, publishers, ISBN numbers, copyright dates, and information as to where copies can be obtained, are listed. • Required software plug-ins are listed, along with instructions for obtaining and installing the plug-ins (e.g. Acrobat Reader, media players, specific browsers, etc.) |
| IV.3. The course elements (learning content, instructional methods, technologies, and course materials) complement each other. | 1 | Students can easily determine the purpose of all materials, technologies, and methods used in the course and know which materials are required and which are recommended resources. Examples: <ul style="list-style-type: none"> • Links to external web sites indicate the purpose of the links or are completely self-evident. • The functions of animated games or exercises are clearly explained or are completely self-evident. |

V. LEARNER INTERACTION

General Review Standard: The effective design of instructor-learner interaction and meaningful learner cooperation is essential to learner motivation, intellectual commitment, and personal development.

| Specific Review Standards | Points | Annotation: What's the idea? |
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| <p>V.1. The course design provides learning activities to foster instructor-student, student-content, and if appropriate student-student interaction.</p> | <p>3</p> | <p>The learning activities in the course should foster the following types of interaction:</p> <ul style="list-style-type: none"> • Instructor-student: Self-introduction, discussion postings and responses, feedback on assignments, evidence of one-to-one email communication, etc. • Learner-content: essays, term papers, group projects, self-assessment exercises, etc. • Learner-learner (if appropriate): self-introduction exercise, group discussions, group projects, peer critiques, etc. |
| <p>V.2. Student requirements for course interaction are clearly articulated.</p> | <p>3</p> | <p>A clear statement of requirements should indicate the criteria for interaction. For example, students required to participate in discussions are told how many times each week they must post original comments, how many times they must post responses to other's comments, what the quality of the comments must be, how the comments will be evaluated, what grade credit they can expect for various levels of performance, and whether the interaction is required or optional.</p> |
| <p>V.3. Clear standards are set for instructor response and availability (turnaround time for email, grades posted, etc.)</p> | <p>2</p> | <p>Information should clearly indicate how quickly the instructor will respond, when feedback will be provided, and when the instructor is available. Information clearly indicates instructor response time for key events and interactions, including email turnaround time, time required for grade postings, discussion postings, etc. Standards should also include instructor availability including degrees of participation in discussions, email response time and availability via other media (phone, in-person) if applicable.</p> |
| <p>V.4. The course design provides a variety of opportunities for interaction between instructor and learner.</p> | <p>2</p> | <p>The course design prompts the instructor to be present, active, and engaged with the students. Students know that the instructor is approachable and will regularly interact with them. Opportunities for interaction will vary with the discipline of the course.</p> |
| <p>V.5. Directions for contacting the</p> | <p>2</p> | <p>Directions for contacting the instructor are</p> |

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| instructor are clear and specific. | | easily found within the course and preferably in more than one place. |
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VI. COURSE TECHNOLOGY

General Review Standard: To enhance student learning, course technology enriches instruction and fosters student interactivity.

| Specific Review Standards: | Points | Annotation: What's the idea? |
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| VI.1. Selection and use of tools and media supports course outcomes and is integrated with texts and lesson assignments. | 3 | Tools and media used in the course support related learning objectives, and are integrated with texts and lesson assignments. Students know how the tools and media support the assignments and how they support the learning objectives. Technology is not used simply for the sake of using technology. Example: a course might require viewing video materials, but it may not be clear how the video materials illustrate or support any learning objective. |
| VI.2. Selection and use of tools and media enhances learner interactivity and guides the student to become a more active learner. | 2 | Tools and media used in the course help students actively engage in the learning process, rather than passively “absorbing” information. Examples: automated “self-check” exercises; animations, simulations, and games that require student input; use of discussions |
| VI.3. The course includes a description of minimal technology needed by the student and contains links to any additional requirements. | 2 | Clear instructions should tell students about and how to obtain: <ul style="list-style-type: none"> • Minimal technology needed by the student – could link to the HCC description • Additional software packages that are needed • Additional plug-ins needed (e.g. Acrobat Reader, media players, etc.) |
| VI.4. Tools and media are compatible with existing standards of delivery modes. | 2 | Course tools, media, and delivery modes meet current standards for widespread accessibility. If the typical student cannot be expected to have access to a technology at his or her home computer off campus, that technology should probably not be used. |
| VI.5. The course technologies are | 1 | Technology used is user-friendly, practical, |

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| economical and efficient. | | and not overly complex. |
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VII. LEARNER SUPPORT

General Review Standard: Courses are effectively supported for students through fully accessible modes of delivery, resources, and student support.

| Specific Review Standard | Points | Annotation: What's the idea? |
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| VII.1 The course instructions articulate or link to a clear description of the technical support offered. | 3 | Technical support includes information about such topics as how to log in, how to use the software, and how to upload files. It does not include help with course content, assignments, academic or student support services. |
| VII.2. Course instructions articulate or link to an explanation of how the institution's academic support system can assist students in effectively using the resources provided. | 2 | Academic support for online students includes access to library resources, readiness assessment, testing services, the Academic Center, etc. Examples: <ul style="list-style-type: none"> • A clear description of the academic support services and how to access them • A link to the academic support website, along with a definition of academic support |
| VIII.3. Course instructions articulate or link to an explanation of how the institution's student support services can assist students in effectively using the resources provided. | 2 | Student support services for online students include advising, registration, financial aid, student life, counseling, etc. Examples: <ul style="list-style-type: none"> • A clear description of the student support services and how to access them. • A link to the academic support website, along with a definition of student support services. |

VIII. ADA AND COPYRIGHT COMPLIANCE

General Review Standard: Access to course resources is in accordance with the American with Disabilities Act (ADA) and U.S. copyright laws are followed.

| Specific Review Standards: | Points | Annotation: What's the idea? |
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| VIII.1. The course acknowledges the importance of ADA requirements. | 3 | The HCC Disability Statement should appear in the Syllabus. |
| VIII.2. The course has evidence of effort to recognize the importance | 1 | Alternative means of access to course information should be provided for |

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| <p>of ADA requirements.</p> | | <p>students who are hearing or visually impaired, such as, equivalent textual representations of images, audio, animations, and video in the course website. Presenting information in text format is generally acceptable because screen reader software can read text.</p> <p>All file names and web hyperlinks should have meaningful names. For example, the link to take a quiz should say "Take Quiz 1", not "click here".</p> <p>Icons used as links should also have HTML tags or an accompanying text link.</p> <p>To accommodate students who are color blind, color text should also be identifiable by other methods (such as bold, italics, etc.).</p> |
| <p>VIII.3. All resources and materials used in the online course are appropriately cited.</p> | <p>3</p> | <p>Materials created by the instructor and those borrowed from other sources are distinctly identified. Text, images, graphic materials, tables, videos, audios, websites, and other forms of multimedia are appropriately referenced.</p> <p>Courses that use an e-pack may provide a blanket statement acknowledging that a significant portion of the course materials come from the publisher rather than include individual citations for each instance of publisher materials.</p> |