



Shawnee Community College Quality Online Course Initiative

An institutional assessment tool
to assist in the **design**
of online courses and programs.



Instructional Design

Instructional design refers to the analysis of learning needs and the systemic approach to developing an online course in a manner that facilitates the transfer of knowledge and skills to the learner through the use of a variety of instructional methods, which cater to multiple learning styles, strategies, and preferences.

STRUCTURE	
1. Sequence	Content is sequenced and structured in a manner that enables learners to achieve the stated goals.
2. Chunking	Information is "chunked" or grouped to help students learn the content.
3. Purpose	Purpose of learning activities is clearly presented.
LEARNING GOALS/ OBJECTIVES/OUTCOMES	
1. Course Goals & Objectives	Course Goals and Objectives/Outcomes are present and explicitly stated to the learner.
2. Module Objectives	Module Objectives / Outcomes are clearly presented to the learner and are aligned with the larger course objectives.
COURSE INFORMATION	
1. Description	A course description is provided.
2. Instructor Information	Instructor information is available to student with contact, biographical, availability information, and picture.
3. Instructional Materials	Students are provided with a list of supplies such as textbooks and other instructional materials needed for the course.
4. Credit Hours	Course provides information regarding number of Credit Hours earned for successful completion.
5. Content	A clear concise list of modules and activities that will be completed within each of the course modules/chapters/topics is provided.
6. Grading Policy	Grading policy is provided including grading scale and weights.
7. Calendar	Calendar of due dates and other events is provided.
8. Technical Competencies	A list of technical competencies necessary for course completion is provided.
9. Technical Requirements	A list of technical requirements such as connection speed, hardware, and software is provided.

INSTRUCTIONAL STRATEGIES	
1. Multimodal Instruction	A variety of instructional delivery methods, accommodating multiple learning styles are available throughout the course.
2. Knowledge Demonstration	A variety of ways for learners to demonstrate knowledge is provided.
3. Presentation	The selected tool for each activity is appropriate for effective delivery of the content.
ACADEMIC INTEGRITY	
1. Course Development	Course abides by copyright and fair use laws.
2. Code of Conduct	A Code of Conduct including netiquette standards and academic integrity expectations is provided.
USE OF MULTIMEDIA	
1. Audio	Audio files have a specific purpose that does not distract from course goals and objectives.
2. Video	Video files have a specific purpose that does not distract from course goals and objectives.



Communication, Interaction, & Collaboration

Communication, Interaction, and Collaboration addresses how the course design, assignments, and technology effectively encourage exchanges amongst the instructor, students, and content.

ACTIVITIES AND OPPORTUNITIES	
1. Student-Student	Learning activities and other opportunities are developed to foster Student-Student communication and/or collaboration.
2. Student-Instructor	Learning activities and other opportunities are developed to foster Student-Instructor communication and/or collaboration.
3. Student-Content	Learning activities and other opportunities are developed to foster Student-Content interaction.
ORGANIZATION AND MANAGEMENT	
1. Types	Course offers separate forums for Community, Course Questions, and Content.
2. Organization	Discussions are organized in clearly defined forums and/or threads.
3. Access	Access is available to individuals and groups based upon discussion's purpose such as private conversations between student and instructor, group work, and class interactions.
4. Role	The instructor's role in discussion activities is clearly defined.
GROUP WORK	
1. Task	A statement of the groups overall task is provided with clear and concise outcomes that are appropriate, reasonable, and achievable.
2. Formation	Rules for forming groups and assigning roles within each are clearly stated.
3. Management	Benchmarks and expectations of group participation are clearly stated.
4. Delivery	A statement of how, when, and where the final product will be delivered is provided.



Student Evaluation and Assessment

Student Evaluation and Assessment refers to the process your institution uses to determine student achievement and quality of work including the assigning of grades.

GOALS AND OBJECTIVES	
1. Aligned	Assessment and evaluation are aligned with learning objectives.
2. Communicated	Assessment and evaluation goals are clearly communicated.
STRATEGIES	
1. Method	Assessments and evaluations use multiple methods throughout the course, such as quizzes, tests, discussion, essay, projects, and surveys.
2. Tools	Assessment and evaluation tools are appropriate for measuring stated outcomes.
3. Readiness	A tool/reporting mechanism is provided to help determine student's readiness for course.
4. Academic Integrity	Assessments and evaluations are designed and administered to uphold academic integrity.
GRADES	
1. Rubric	Explicit rubric, rationale, and/or characteristics are provided for each graded assignment.
2. FERPA	Defined course procedures for reporting grade information complies with FERPA and institutional regulations on reporting grade information to students.
3. Grading Scale	A grading scale that defines letter grades and/or weights, if applicable, is provided.
4. Penalties	Penalties assessed to grades, if applicable, are provided.
5. Participation	Student participation is defined and a mechanism for measuring quality and quantity is provided.
6. Extra Credit	The opportunity for earning extra credit, if applicable, is provided.
FEEDBACK	
1. When	A statement explaining when students should receive feedback is provided.
2. What	A statement explaining what type of feedback students will receive is provided.

3. How	A statement explaining how feedback will be given is provided.
MANAGEMENT	
1. Time	A statement of the time allocated for each assessment is provided.
2. Deadline	A deadline for each activity is provided.
3. Availability	A date/time when the assessment will be available is provided.
4. Retake	A statement indicating whether or not the assessment can be retaken is provided.
5. Delivery Method	A description of the assessment delivery method is provided.
6. Submit	Instructions for completion and submission are provided.



Learner Support & Resources

Learner Support and Resources refers to program, academic, and/or technical resources available to learners.

INSTITUTIONAL/PROGRAM SUPPORT AND RESOURCES	
1. Policies	Links to institutional/program information and/or policies and procedures are provided.
2. CMS Support	Links to tutorials and other CMS Support sites are provided.
3. Technical Support	Links, E-mail Addresses, and/or phone numbers to technical support are provided.
4. ADA Support	Statement of ADA Compliance and request for special services is provided.
ACADEMIC SUPPORT AND RESOURCES	
1. Glossary	A glossary of terms is available.
2. Orientation	Opportunities for program and course orientation are provided.
3. Resources	A list of academic resources with links to the institution's library, tutoring center, counseling services and other resources is provided.
4. Gradebook	A gradebook is available for checking progress.



Web Design

Web design refers to the use of Web pages, graphics, multimedia, and accessibility standards in the web pages of a course under the course developer's control.

LAYOUT/DESIGN	
1. Scrolling	Scrolling is minimized or facilitated with anchors.
2. Consistency	Consistent layout design orients users throughout the site.
3. Fonts	Font type, size, and color are readable and consistent throughout the site.
4. Pop-up Windows	Use of Pop-up windows (windows with specific information, no scroll bars, and no menus) is appropriate.
5. Frames	Windows open in appropriate frames that do not confuse users. The use of additional frames, other than those within the CMS is avoided.
USE OF MULTIMEDIA	
1. Technical Requirements	Audio/Video hardware requirements do not extend beyond the basic sound cards, speakers, and video players unless appropriately needed to meet course goals and objectives.
2. Audio Standards	<p>Audio files meet minimum standards in the following areas:</p> <ul style="list-style-type: none"> - Audio quality is clear. - Audio file length is adequate to meet the goals of the activity without being too large to restrict users' ability to download the file on computers with lower bandwidths. - A written transcript is provided with all audio files. - Audio file length is adequate to meet the goals of the activity without adding unnecessary information. - Audio player required is compatible with multiple operating systems and requires only a standard, free plug-in.

3. Video Standards	<p>Video files meet minimum standards in the following areas:</p> <ul style="list-style-type: none"> - Video quality is clear. - Video file length is adequate to meet the goals of the activity without being too large to restrict users' ability to download the file on computers with lower bandwidths. - A written transcript is provided with all video files. - Video file length is adequate to meet the goals of the activity without adding unnecessary information. - Video player required is compatible with multiple operating systems and requires only a standard, free plug-in.
USE OF IMAGES	
1. Image Quality	Images are clear
2. Image File Size	Image files are optimized for efficient loading.
3. Animation of Images	Use of animated GIFs is limited to only those that contribute to the learning experience – supporting the course content.
LINKS/NAVIGATION	
1. Consistency	Navigation aids are located in the same location; Graphics used as links are consistent.
2. Hyperlink Identity	Navigation cues are present, clearly identifiable, offered in text and graphic formats, and are obvious links based on visual cues such as color, underlining, and text directives (e.g., Start here).
3. Hyperlink Function	Course has no broken links.
4. Hyperlink Target	Hyperlinks open in appropriate windows or frames.
ACCESSIBILITY	
1. Section 502(B)	Course design indicates a conscience effort to comply with or exceed Level 1 of Accessibility standards.



Course Evaluation

Course Evaluation refers to the processes and mechanisms used to elicit feedback from learners for the purpose of course improvement.

LAYOUT/DESIGN

1. Physical Course	Opportunities for learner feedback throughout the course on issues surrounding the course's physical structure (e.g. spelling mistakes, navigation, dead links, etc.) are provided.
2. Instruction	Opportunities for learners to offer feedback to instructor on instructional strategies are provided.
3. Content	Opportunities for learners to offer feedback on course content are provided.

COMMENTS