

Los Angeles Mission College Distance Education - Review Rubric of New Online Course Shell

Course Reviewed: 3-1-2017 **Semester Start:** Fall 2017

Originator: Joshua Wentz **Department Chair:** Deborah Paulsen

Approved: by Department Chair on 3-1-2017

Approved: by DEC on 3-1-2017

Standard Category	Individual Standards	Comments
<p style="text-align: center;">Course Overview Introductionⁱ</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 1.1 Instructions make clear how to get started and where to find various course components. <i>Include a “course tour.” Make the following easy to locate and understand: course calendar with due dates, syllabus, course activities/modules, testing procedures, procedure for submitting assignments, and discussion forum instructions.</i> <input type="checkbox"/> 1.2 Learners are introduced to the purpose and structure of the course. <input type="checkbox"/> 1.3 Etiquette expectations for online discussions and other forms of communication are clearly stated. <input type="checkbox"/> 1.4 Course and/or institutional policies are clearly stated, or a link to current policies is provided. <i>At a minimum, the course syllabus must contain a statement that explains the actions that will be taken if plagiarism or any type of academic dishonesty is detected.</i> <input type="checkbox"/> 1.5 Minimum technology requirements are clearly stated and instructions for use provided. <input type="checkbox"/> 1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated. <input type="checkbox"/> 1.7 Minimum technical skills expected of the learner are clearly stated. <input type="checkbox"/> 1.8 The self-introduction by the instructor is appropriate and is easily accessible. <i>In addition to basic contact info, consider including field of study, teaching philosophy, past experiences teaching online classes, and photograph.</i> <input type="checkbox"/> 1.9 Learners are asked to introduce themselves to the class. <i>This can be done through an introductory discussion board.</i> 	<p>1.1 Yes. Suggestion be careful about promising an “A” grade. Students may not understand or misinterpret this statement: “If you do miss a few assignments with deadlines, don't worry - you'll still have the opportunity to earn enough points for an A before the class is over.” This sentence has been deleted.</p> <p>1.1 Dates are for five-week course in summer, not 16 week course in fall. Dates updated to reflect a rough estimate of Fall 2017 term.</p> <p>1.1 Syllabus refers to “pop” quizzes and exams, are these connected or disconnected to the on-line course? Seems as though they are part of the face-to-face course. Syllabus adjusted.</p> <p>1.1 Why are points being given for roll call? How does that work for an online class? LACCD policy restricts giving credit for attendance. Absence deductions need to be removed, as well. This has been deleted.</p>

		<p>1.1 Exams are missing content. Exams have been deleted and replaced with various quizzes. All content seems to be included and function.</p> <p>1.1 Discussion forums have instructions embedded.</p> <p>1.1 Syllabus refers to group work? This is confusing. Group work has been deleted for this online class.</p> <p>1.1 Syllabus refers to final at a specific time? Is this for a face-to-face class? Syllabus has been fixed to reflect DE course.</p> <p>1.2 Course Objectives are listed on syllabus, structure of course is referred to on introduction page.</p> <p>1.3 Etiquette for online discussions is minimal, should there be ground rules for how students interact? Should use of aggressive language or profanity be addressed? This has been added to the instructions at the bottom of each discussion board post assignment.</p> <p>1.4 Syllabus contains a plagiarism policy.</p> <p>1.5 Cannot find technology requirements. Technology requirements are listed in home/welcome page. States, "This is an online class, and as such, you should have constant</p>
--	--	--

		<p>access to technology. A good working computer with Microsoft Office, as well as a reliable internet connection is required.”</p> <p>1.6 No prerequisite is required.</p> <p>1.7 Technical skill not addressed. No technical skills required.</p> <p>1.8 The video is difficult to hear, turn down the background music. Consider having Curtis Stage help you film the intro. Video has been deleted.</p> <p>1.9 Yes, as part of the first discussion.</p>
Learning Objectives	<input type="checkbox"/> 2.1 The course learning objectives are clearly stated and aligned with current SLO’s.	2.1 Yes, on syllabus.
Assessment & Measurement	<input type="checkbox"/> 3.1 The assessments measure the stated learning objectives or competencies. <input type="checkbox"/> 3.2 The course grading policy is stated clearly. <input type="checkbox"/> 3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy. <i>Example: robust rubrics.</i> <input type="checkbox"/> 3.4 The assessment instruments selected are sequenced and varied. <i>Use two or more of the following assessments: written assignments, quizzes, and discussions.</i> <input type="checkbox"/> 3.5 The course provides learners with an opportunity to track their progress. <i>Example: up-to-date grade book with clearly labeled categories.</i>	<p>3.1 Overall, yes. Assignment for concert attendance is not clearly stated and no rubric for the 4 concert papers is included. Discussions and concert reports support higher order learning objectives. Rubrics for each assignment, including concert reports are included in “Files” under the “Rubrics” folder.</p> <p>3.2 How are discussions included? Points for discussions and points on syllabus are not aligned. Points now align. 15 points for initial discussion, and up to 5 points for each thoughtful post on a classmate’s discussion post.</p>

		<p>3.3 Detailed directions for some assignments, such as concert attendance may be missing. Addressed in revised syllabus.</p> <p>3.4 Not sure, there are discrepancies between syllabus and online course. Fixed.</p> <p>3.5 Yes, should time limits be added to quizzes? Other faculty reviewing shells have suggested that the quizzes without time limits provide an unlimited opportunity for the student to find the answer online. I added time limits to each chapter/reading quiz. The other quizzes play music and ask questions about what is being heard.</p>
<p>Instructional Materials</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 4.1 The instructional materials support learning objectives or competencies. <input type="checkbox"/> 4.2 The link between instructional materials and learning activities is clearly explained. <input type="checkbox"/> 4.3 All instructional materials used in the course are appropriately cited. <input type="checkbox"/> 4.4 The instructional materials are current when relevant. <input type="checkbox"/> 4.5 A variety of instructional materials is used in the course. <input type="checkbox"/> 4.6 The distinction between required and optional materials is clearly explained. 	<p>4.1 Included in the book or supplemental PowerPoints.</p> <p>4.2 Not sure if explained, but I assume they are related. Not sure what this criterion means.</p> <p>4.3 It is mostly just the book that is utilized, as well as some videos and outside assignments.</p> <p>4.4 Yes</p> <p>4.5 Yes</p> <p>4.6 Yes</p>
<p>Course Activities and Learner Interaction</p>	<ul style="list-style-type: none"> <input type="checkbox"/> 5.1 The learning activities promote the achievement of the stated learning objectives or competencies. <input type="checkbox"/> 5.2 Learning activities provide opportunities for interaction that support active learning. <i>Examples: 1) Instructor-learner: Self-introduction, discussion postings/ responses, feedback on assignments, communication via email or messages; optional electronic office hours are posted. 2) Learner-content: essays, term papers, and group projects based on course content, or self-assessment exercises; group work products, etc. 3) Student-student: Self-introduction exercise, group discussion postings, group projects, or peer critiques.</i> 	<p>5.1 Yes</p> <p>5.2 Yes, there are quizzes, listening quizzes, discussion boards, concert reports and listening reactions.</p> <p>5.3 Yes</p> <p>5.4 Attendance Policy is not adapted to online course. Now updated.</p>

	<input type="checkbox"/> 5.3 The instructor’s plan for communication response time and feedback on assignments is clearly stated. <input type="checkbox"/> 5.4 The requirements for learner interaction are clearly stated. <i>Grounds for exclusion are made clear.</i>	
Course Technology	<input type="checkbox"/> 6.1 The tools used in the course support the learning objectives and competencies. <input type="checkbox"/> 6.2 Course tools promote learner engagement and active learning. <input type="checkbox"/> 6.3 Technologies required in the course are readily obtainable. <input type="checkbox"/> 6.4 The course technologies are current.	6.1 Yes 6.2 Yes 6.3 Yes, not sure about “system” requirements 6.4 Yes
Learner Support	<input type="checkbox"/> 7.1 The course instructions articulate a clear description of the technical support offered and how to obtain it. <input type="checkbox"/> 7.2 Course instructions articulate the institution’s accessibility policies and services. <i>Syllabus should clearly state how to gain access to Disabled Students’ Programs & Services.</i> <input type="checkbox"/> 7.3 Course directs students to appropriate student services.	7.1 There is a “help” link on the left, but it is not part of the instructions. 7.2 Yes 7.3 Yes
Accessibility and Usability	<input type="checkbox"/> 8.1 Course navigation and instructional materials are easy of use. <input type="checkbox"/> 8.2 Information is provided about the accessibility of all technologies required in the course. <input type="checkbox"/> 8.3 The course provides alternate means of access to course materials in formats that meet the needs learners with accessibility issues. <i>Look for equivalent textual representations of images, audio, animations, and video. All file names and hyperlinks should have meaningful names. For instance, the link to take a quiz should say “Take Quiz 1,” not “click here.” Videos should have closed captioning. Icons used as links should also have HTML tags or an accompanying text link. To accommodate students who are color blind, color text should also be identifiable by other methods (such as bold, italics, etc.).</i> <input type="checkbox"/> 8.4 The course design facilitates readability.	8.1 Yes 8.2 Not sure if there are special features within the course. 8.3 Yes, subtitles could be added to instructor’s intro video. Video deleted. 8.4 I think so.

Form is located at Located at: <http://lamission.edu/de/shell-review.docx>

This rubric was adapted from “Standards from the QM Higher Education Rubric, Fifth Edition,” which can be found at <https://www.qualitymatters.org/rubric>. Italicized text represents clarifying comments from LAMC’s Distance Education Committee. (Fall 2016)

Department Chair:

- Approval Granted Date: 3/1/2017 Notes (optional):
 - Approval Denied Date: 3/1/2017 Notes (optional):
- Name of Chair (serves as signature):

DE Committee:

- Approval Granted Date: 3/1/2017 Notes (optional):

Approval Denied Date: 3/1/2017 Notes (optional):
Names of Committee Members Present (serves as signature):

ⁱ All comments addressed and accepted.