Los Angeles Mission College Distance Education Technical Review Rubric[1]

Class – Bio 3 – Instructor – Par Mohammadian – Scheduled for Fall 2014

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.

Review Standards	Specifics	Comments
I.1 There is a statement introducing the student to the course.	Welcoming statement by the instructor that introduces students to the course. Examples: • A course "tour". • Clear directions about how to get started in the course. • The instructor's name • Instructor's field of expertise • Email address • Teaching philosophy • Past experiences with teaching online classes • Hobbies • A photograph	Yes the syllabus has a clear introduction to the course (11 pages). See attached. Also see Welcome Letter to Class (5 pages) There is also a syllabus quiz required. (excellent) Recommend you add your Bio, what got you into teaching, your teaching philosophy, a photo, and hobbies and outside interests. Students love to know about their instructors.
I.2 Course layout is easy to navigate and understand.	The following are easy to locate, navigate, and understand • Course calendar with activity due dates • Syllabus • Course activities • Grading Systems • Testing procedures (online, proctored, etc.) • Procedure for submission of assignments • Discussion/Forum instructions • Rules of contact for participating in forums	System is set up, and easy to navigate with clear instructions.
1.3 Expectations regarding academic	At a minimum, the course syllabus must contain a	

honesty, including plagiarism concerns, are clearly stated in the syllabus.	statement that explains the actions that will be taken if plagiarism or any type of academic dishonesty is detected.	Syllabus provides clear statements about class ethics. Suggest you add Disciplinary procedure at Mission, How to file a Student Complaint, and possible Plagiarism Court lesson – Fairfield University - http://www.fairfield.edu/library/researchassistance/avoidplagiarism/plagiarismcourthtml/ Or Univ. Indiana on How to Recognize Plagiarism Test - https://www.indiana.edu/~istd/test.html
I.4 Students are requested to introduce themselves to the class.	The student introduction creates a supportive learning environment and sense of community. Look for: • A request that students introduce themselves along with instructions on where and how they should do so • Instructors may ask students to answer specific questions (such as why they are taking the course, what concerns they have, what they expect to learn,) or may choose to let the student decide. • Instructors should consider providing an example of an introduction and/or start the process by introducing themselves.	Yes through Discussion Forums

II. STUDENT LEARNING OUTCOMES

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

Review Standards	Specifics	Comments

II.1 The posted outcomes of the course include the outcomes in the approved course outline. Any additional outcomes used are observable, measurable, and achievable.	All outcomes from the approved course outline must be present on the syllabus of the course being reviewed.	Yes

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.

Review Standards	Specifics	Comments
III.1 Multiple methods of assessment measure the achievement of stated course outcomes and learning objectives.	Example that DOES meet the standard: • Students are required to write papers, interact with others through electronic discussions, take quizzes, etc.	Class is hybrid but the online tests have different assessment modalities, fill in the blank match, true/false and multiple choice. see attached list of quizzes for the class.
	Example that does NOT: • Students are required to take tests and no other method of assessment is utilized	
III.2 The grading policy is easy to locate and understand.	• 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.	In the syllabus and in Etudes.
III.3 Assessment and measurement strategies provide appropriate feedback to the learner.	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: • Instructor participation in a discussion assignment.	There are discussion forums every week – see attached list which are very engaging and interesting, and require good class participation. Give recipe on how you would

	• Writing assignments that require submission of a draft for instructor comment and suggestions for improvement. • Self-mastery tests and quizzes that include informative feedback with each answer choice. • Interactive games and simulation that have feedback built in. In most online courses, the types of assessments used are appropriate for the online environment. Assume that the course meets the standard unless you find evidence to the contrary.	make yogurt, and explain how the biology processes you learned in class apply. See attached list of forum discusions.
There		

IV. RESOURCES AND MATERIALS

General Review Standard: Instructional materials are designed to be sufficiently comprehensive to achieve expected 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.)

Review Standards	Specifics	Comments
IV.1 Resources and materials are easily accessible to and usable by the learners.	If some of the course resources, including textbooks, videos, CD-ROMS, etc., are unavailable within the framework of the course website, investigate how students would gain access to them, and examine their ease of use. Examples: • 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. • An area on the syllabus is devoted to required resources. • Required software plug- ins are listed, along with instructions for obtaining and installing the plug-ins.	**Comments** Yes instructor posted under Resources a wide variety to help students be successful in class – including instructional links, lab related, motivational links, study skills, Code of Honor and Integrity, Medical Terminology, My Facebook, and My resume. – see attached list

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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.

Review Standards	Specifics	Comments
V.1 The course design provides learning activities to foster instructor-student, content- student, and if appropriate, student-student interaction.	The learning activities in the course should foster the following types of interaction: • Instructor-learner: Self- introduction; discussion postings and responses; feedback on assignments; evidence of one-to-one email communication, etc. • Learner-content: essays, term papers, group projects, etc. based on readings, videos, and other course content; self-assessment exercises; group work products, etc. • -learner (if appropriate): Self-introduction exercise; group discussion postings; group projects; peer critiques, etc.	The class seems engaging. The activities the teacher has included provides for instructor-learner engagement including labs, pre-labs, discussion forums in addition to the on campus class component.

V.2 The student requirements for course interaction are clearly articulated	• A clear statement of requirements is particularly important when a type of interaction (e.g. participation in a discussion) is not optional. What are the penalties for non- participation? Impact on grade, etc.? **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, and what grade credit they can expect for various levels of performance.	Yes
V.3 Clear standards are set for instructor response and availability (turnaround time for email, grades posted, etc.)	• Students need clear information about how quickly the instructor will respond and how frequently he or she is available. • Informing students about instructor response and availability times prevents unreasonable expectations from developing.	Did not see a "turn around" time on the grading of labs, forums, etc. recommended to add such information, along with any grading rubrics for labs, forums, etc.
V.4 The course design provides a variety of opportunities for interaction between instructor and learner.	Students need to feel that the instructor is close at hand, but the opportunities for interaction will vary with the discipline of the course. **Look for examples such as:** • An actively used and well-organized instructor-facilitated discussion board. • Optional "electronic office hours" provided in the chat room. • An invitation for the class to email the instructor with individual concerns	Clearly Yes.

VI. COURSE TECHNOLOGY

General Review Standard: To enhance student learning, course technology should enrich instruction and foster learner interactivity.

Review Standards	Specifics	Comments
VI.1 The selection and use of tools and media supports the course outcomes and is integrated with texts and lesson assignments.	• Look for evidence that tools and media used in the course support related course outcomes, and are integrated with texts and lesson assignments. • Students should know how the tools and media fit into the assignments and how they relate to the course outcomes. • Make sure that the technology is not used simply for the sake of using technology. **For example:** A course might require viewing video materials, but it may not be clear whether some of the video materials illustrate or support any course outcome.	Excellent and complete set of lectures notes, videos, lab manual, next steps, See attached list. Instructor has over 35 videos, with two videos a week for students to view.
VI.2 Instructions for accessing course-required resources at a distance library, websites,etc.) are clear and easy to follow.	• Online students need to know about and be able to obtain access to educational resources by remote access • Information on these resources should be readily visible in an online class; clear instructions on how to access them should be provided.	Yes

VII. ADA AND COPYRIGHT COMPLIANCE
General Review Standard: Access to course resources is in accordance with the Americans with Disabilities Act and U.S. copyright laws are followed.

Review Standards	Specifics	Comments
III.1 There is evidence of effort to recognize the importance of ADA requirements (such as equivalent alternatives to auditory and visual content, Web	• Look for a statement in the syllabus that tells learners how to gain access to disability services. • Alternative means of access to course information should be provided for students who are hearing or visually impaired.	Yes

pagelinks that are self-describing and meaningful, and information conveyed on Web pages in color is also available without color.	• Look for 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 (used by those who are visually impaired) can read text. • All file names and web hyperlinks should have meaningful names. For instance, the link to take a quiz should say "Take Quiz 1", not "click here". • 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.)	
VIII.2 No apparent violations of copyright law exist within the course content or related3 materials_____	• Self- explanatory	Yes

Modified from [1] Adapted from the Quality Matters Project sponsored by The Fund for the Improvement of Postsecondary Education (FIPSE), U. S. Department of Education