

# CPCC eLearning: Quality Course Review (QCR)

Course: Sample  
Instructor: Sample  
Reviewer: Sample  
Date: Sample

## I. COURSE DESIGN AND USABILITY\*:

**General Review Standard:** The course design, including navigation and structure, is clear, consistent, uncomplicated, and facilitates learning.

- Usability refers to the ease with which visitors are able to use a web site. It involves making sure everything on the site works, but also how quickly and easily visitors are able to use the site to achieve their objectives.

NOTE on points assignments: **All standards included in the rubric are important to achieving quality in an online course.** However, points have been assigned to individual standards based on a combination of importance, ease of achievement, and encouragement of broader or more in-depth application. Examples:

- a standard may be considered essential, but if it is very easy to achieve, i.e., by adding a link to a document, then it may be assigned only 2 points;
- a standard considered non-essential, but which offers great creative potential for enhancing learning and student involvement might be assigned 4 points.

Specific Review Standards:	Points	Examples
I.1 Navigational instructions are consistent throughout and make the organization of the course easy to understand	4	Use consistent terminology throughout your course, i.e., if you refer to your Course Menu in your syllabus, then don't call it the Button Menu elsewhere. Your navigational instructions should flow from a logical course structure and guide students smoothly through the course, e.g., Step 1, Step 2; Start, Next, Next; etc.
I.2 The organization of course content is structured consistently and progresses sequentially.	4	Consider using units, modules, weeks, etc. where content and learning activities are integrated, so that students do not need to jump to various areas of the course to complete a lesson. Try to integrate discussion forums as well. Minimize the number of clicks required to access content; clearly describe the contents of all folders; resist putting folders within folders.
I.3 An announcement introduces the student to the course and to the structure of the student learning.	4	A button by button description of the course menu is effective and can be printed; video screencapture course tours with narration can also be very effective, provided they are up to date.
I.4 Course syllabus is easy to find and print and meets the criteria of the institution.	3	Course syllabus and related information should be given its own content area such as Course Information, Start Here, or Syllabus; if you have your syllabus divided among several folders (not recommended), you should consolidate all of the information into a single, easy-to-print document.
I.5 Instructional materials are easily accessible to and usable by online students.	3	Document compatibility issues that arise from different versions of MS Word, WordPerfect, etc. can be avoided or minimized by using application-neutral file formats such as .rtf (Rich Text Format) and .pdf (Portable Document Format). Provide download links to plugins that students might need, e.g., PowerPoint viewer, Flash player, etc.

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I.6 The purpose of the course elements (content, instructional methods, technologies, and course materials) is evident.	3	Don't assume students will know why you are having them watch a video, visit a website, or listen to an audio file. Be explicit: "This video will help you understand the relationship between a and B that you read about in chapter 3 of your text. Pay particular attention to X, Y, and Z..."
I.7 The self-introduction by the instructor is informative.	3	The self-introduction should include content such as contact information, office hours, etc. But beyond these basics, allow your students to get to know you as a real person by including academic interests and pursuits, hobbies, where you've lived previously, etc. This helps create community which contributes to student retention.
I.8 The course includes a banner image that identifies the course.	3	The banner image should include the course prefix and number. The banner image should be no wider than 600 pixels and be designed at no more than 75 dots per inch. <i>Instructional Development will create a banner upon request.</i>
I.9 Course website is free of errors, typos, dead links and inaccuracies	4	Error-free, well-maintained courses convey a commitment to professionalism and quality and increase student confidence and expectations of success. Unused buttons/tools in the Course Menu/Course Tools should be hidden/made unavailable to students).
I.10 Students are specifically directed to the assistance provided through the Student Resources and help! buttons	2	Direct reference should be made, e.g., "Click on the Student Resources and Help! menu buttons for information and technical assistance."
I.11 Web pages have links that are self-describing and meaningful.	2	"US Dept. of Agriculture Homepage" versus "USDA"; provide additional guidance where the resource is not on the home page: "Use this website for research data; click on US Locations; then click on Statistics."
<b>Section Total:</b>	<b>35</b>	

**Comments and Recommendations:** The following comments and recommendations by the review team are designed to assist in advancing implementation of the General Standard to the next level or in refining accomplishments:



## II. LEARNING OBJECTIVES (COMPETENCIES)

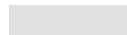
**General Review Standard:** Learning objectives are clearly defined and explained. They help students focus their efforts and clarify expected learning outcomes.

<b>Specific Review Standards:</b>	<b>Points</b>	<b>Examples</b>
II.1 The core competencies of the course are clearly stated.	2	Obtain these from your division and include them in your syllabus with your course objectives.
II.2 The learning objectives of the course describe outcomes that are measurable and are clearly stated and understandable to the student.	3	"After completing this lesson, you will be able to [ list, identify, state, describe, define, solve, compare and contrast, operate, create, judge, explain, interpret, organize, recognize, determine, etc.]

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II.3 The learning objectives of the course are articulated and specified on the module/unit level.	3	All course objectives are translated into specific module/unit/lesson objectives, which are achieved through learning activities.
<b>Section Total:</b>	8	

## Comments and Recommendations:

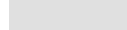


## III. ASSESSMENT AND MEASUREMENT

**General Review Standard:** Assessment strategies use established ways to measure effective learning, assess student progress by reference to stated learning objectives, and are designed as essential to the learning process. Examples: tests, quizzes, graded assignments, graded discussions, etc.

<b>Specific Review Standards:</b>	<b>Points</b>	<b>Examples</b>
III.1 The types of assessments / learning activities selected measure the stated learning objectives and are consistent with course activities and resources.	3	Consider offering options which address different learning styles and preferences among students, but which support the achievement of the same learning objectives. Example: creation of a PowerPoint presentation (more visual) vs. writing a four-page paper (more verbal).
III.2 The grading policy is transparent and easy to understand and helps students assess their progress during the course.	4	Keep it simple. A straightforward points system is often the best. If you use weighted grading or other options, make sure that you clearly explain to students how they can establish their standing at any point during the semester.
III.3 Assessment and measurement strategies provide feedback to the student.	4	Provide written and/or audio feedback on assignments, tests, quizzes, throughout the learning process to help students develop their skills (formative feedback); assess these skills to measure the students' achievement of course objectives (summative feedback).
III.4 The types of assessments selected and the methods used for submitting are suitable for the distance learning environment.	4	In both Blackboard and Moodle there are online assignment tools and online testing that link directly to the gradebook. Use these wherever possible and avoid emailing of assignments or the Digital Dropbox, which is being discontinued.
III.5 "Self-check" or practice types of assignments are provided for quick student feedback.	2	Self-assessment is shown to increase student success, especially if it provides a lot of useful, immediate feedback and is not included in the final grade. Textbook publishers are good sources as are quizzes from previous semesters, although you will probably need to add the feedback portion.
<b>Section Total:</b>	17	

## Comments and Recommendations:



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## IV. LEARNER INTERACTION

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

Specific Review Standards:	Points	Examples
IV.1 Clear standards are set for instructor response and availability.	4	This includes instructor availability times, turn-around time for email, turn-around time for assessments and grades, etc.
IV.2 It is evident that the instructor is present, proactive, and engaged in the online course.	4	Use tools such as regular announcements and/or emails, online office hours, to establish community and “instructor presence.” Let your students know that you “are there.”
IV.3 Learning activities encourage instructor-student interaction	3	Possibilities include one-to-one email communication, commenting on a specific discussion forum posting, answering a student’s individual questions.
IV.4 Learning activities foster content-student interaction.	3	Ideally, a quality course should provide some content-student interaction beyond reading text (or text-heavy PowerPoints) such as links to interactive maps, graphing utilities, simulations, narrated slideshows, etc.
IV.5 Opportunities for student-student interaction are provided.	3	For example, students are requested to introduce themselves, provide online discussion forums, wikis, blogs, etc.
IV.6 Netiquette expectations with regard to online communication are clearly stated.	2	A common netiquette document can be linked to. <a href="http://www1.cpcc.edu/distance/resources/netiquette">http://www1.cpcc.edu/distance/resources/netiquette</a>
IV.7 The requirements for course interaction are clearly stated.	2	For example, state expectations for the number of posts per forum or per week or to others’ posts; provide a grading rubric, examples of quality posts, etc.; direct students to the netiquette link (above).
<b>Section Total:</b>	21	

**Comments and Recommendations:**

## V. COURSE MATERIALS, RESOURCES & TECHNOLOGIES

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

Specific Review Standards:	Points	Examples
V.1 Minimum requirements, skills, prerequisites, and technologies are clearly stated to the student.	3	The technologies that are utilized within the course are clearly stated to students in the syllabus or course information documents. The tools and media are compatible with the stated requirements of the course.
V.2 The instructional components function properly.	4	For example, the links are not broken; documents open or alternative formats are presented; images display; videos play, etc.

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V.3 Instructions on how to access resources at a distance are sufficient and easy to understand.	3	Develop instructions that will be understood by your least-technically savvy student. Consider creating screencapture video tutorials for complex resources such as MathLab, etc.
V.4 Course includes current tools and technologies that enhance learning	4	Be on the lookout for learning aids and other resources that are exceptional and address your most difficult-to-learn concepts. Good sources are leading professional institutions in your content area, publishers, learning object repositories such as MERLOT, and other instructors worldwide.
V.5 All resources and materials used in the online course are appropriately cited.	2	The CPCC Library Research Tools has many citation resources and librarians will provide individual assistance.
<b>Section Total:</b>	16	

**Comments and Recommendations:**

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## VI. ADA COMPLIANCE

**General Review Standard:** The course is accessible to all students.

<b>Specific Review Standards:</b>	<b>Points</b>	<b>Examples</b>
VI.1 The course acknowledges the importance of ADA requirements.	3	The course demonstrates sensitivity to readability issues. Web pages provide equivalent alternatives to auditory and visual content.
<b>Section Total:</b>	3	

**Comments and Recommendations:**

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**Final Comments:**

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**TOTAL POINTS: 0/100**

Meets Expectations: To meet expectations and attain recognition, reach a total overall score of **85 points**.

The division director or a content expert designated by division director has reviewed this feedback.

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**Date:** \_\_\_\_\_