

## AQR Navigation and Course Content Rubric Columbus State Community College

### DEFINITION OF UNIVERSAL ONLINE COURSE CRITERIA

**Navigation:** The course navigation shell was designed as the primary tool for online courses at the college. The shell (approved by the Office of Academic Affairs, OAA) recommends a common distance learning course structure. This shell consists of a series of navigational buttons that provide category headings for course content.

**Learner Interaction:** Instructor-student interaction is required, student-to-student interaction is required, and any student collaboration involves learner-centered motivation, intellectual commitment and academic development.

**Assessment:** Assessment strategies effectively measure learning, assess student progress, and allow students to self-track progress. At least one assessment is used for the first week of the semester. Assessment occurs during regular intervals of the semester.

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

### ADDITIONAL CRITERIA TO BE DETERMINED BY DEPARTMENT

**Course Technology:** To enhance student learning, course technology enriches instruction and fosters student interactivity

### GUIDELINES FOR REVIEWERS

#### Instructions for Self-Reviewer:

1. Read the rubric carefully before you begin creating your online course.
2. For each major criterion (e.g., Navigation or Assessment), include specific comments in the section provided in the worksheets.
3. Write a response to yourself, including commentary on each major criterion. Be sure to focus on elements of the course that are going well, as well as elements that could be improved.
4. Note any course-specific qualifications (why your course might not line up with expectations listed in rubric) in appropriate sections.

#### Instructions to Course Visitor:

1. Read the rubric carefully before you begin reviewing your peer's online course.
2. For each major criterion (e.g., Navigation or Assessment), note any specific comments that help clarify specific elements included or not included.
3. Write a response to your peer, including commentary on each major criterion. Be sure to focus on elements of the course that are going well, as well as elements that could be improved.

### Navigation

Navigation	Exceeds Standard	Meets Standard	Does Not Meet Standard	Comments
<p><b>*Common Navigation Buttons</b></p> <p>Announcements Orientation – Start Here Course Information Our Classroom Interaction Tests/Quizzes My Grades Optional Button 1 Optional Button 2 Email Instructor Email Classmates</p> <p>*Exceptions and changes in button nomenclature to be determined at the Department Level</p>		<p>Buttons adhere to the Common Course Navigation Structure (with the exception of modifications approved by the Distance Learning Committee within the department)</p> <p>Buttons adhere to the number prescribed by the Common Course Navigation Structure (seven with two optional buttons)</p>	<p>Buttons do not adhere to the Common Course Navigation Structure.</p> <p>Buttons exceed or do not meet the number required by the Common Course Structure.</p>	

<p><b>Orientation – Start Here</b></p> <p>Includes:  Instructor Welcome  Blackboard Orientation  Navigation Guide to the Course  Netiquette  Technical Requirements  Student Resources (not limited to discipline-specific course materials i.e. IT Support Center, Testing Center, Disability Services, Library, Tutoring Centers)</p>	<p>Includes all noted elements as well as additional materials, such as Tips for Success, Additional Student Resources, etc.</p> <p>Students are provided with a specific and comprehensive navigation map outlining the content contained in each button.</p> <p>Instructor Welcome includes video and supplementary information about faculty member.</p> <p>Netiquette information specific to the course is outlined</p>	<p>Includes all required materials per the Common Course Shell Structure</p>	<p>Does not include all required information per the Common Course Shell structure</p>	
<p><b>Course Information</b></p> <p>Includes:  Overview including Course Information  Instructor information and instructions  Syllabus  Course calendar  CSCC policy statements</p>	<p>All of the required folders for this category are included.</p> <p>The course provides students with a developed faculty profile link, which includes contact information, educational background, and teaching philosophy.</p> <p>The Calendar is available in a variety of formats (PDF, Blackboard tool, and/or Google Calendar).</p>	<p>All of the required folders for this category are included.</p>	<p>Some of the required folders for this category are not included.</p>	
<p><b>Our Classroom</b></p> <p>Includes:  Complete learning units (which may or may not correspond to weeks)  Overview of materials and clear instructions for each step students need to complete  Resources necessary to complete learning unit assignments</p>	<p>Course content is chunked into clearly delineated learning units.</p> <p>Learning units correspond to department syllabus and course proposal/outline.</p> <p>Each learning unit includes an overview of content being presented, as well as information connecting content/assessment to course outcomes.</p> <p>Clear, step-by-step instructions are provided for students.</p> <p>All resources necessary to complete learning unit assignments are provided to students, as well as additional related resources that students may investigate or utilize on their own</p>	<p>Course content is chunked into clearly delineated learning units</p> <p>Learning units correspond to department syllabus and course proposal/outline</p> <p>Each learning unit includes an overview of content being presented.</p> <p>Clear, step-by-step instructions are provided for students</p> <p>All resources necessary to complete learning unit assignments are provided to students</p>	<p>Some of the required components for this category are not included.</p>	

## Interaction

Interaction	Exceeds Standard	Meets Standard	Does Not Meet Standard	Comments
<p>Student-to-student interaction is a vital part of any course experience, and it requires building formal and informal interaction opportunities within a course design.</p>	<p>Students are required to interact with each other regularly, and specific instructions are provided regarding the instructor's expectations for appropriate posts.</p> <p>Discussion board netiquette is explained and a variety of interaction opportunities (high stakes/low stakes posts, group work, etc.) is imbedded in the curriculum.</p> <p>Students are provided with a rubric that outlines the method of assessment regarding interaction.</p> <p>A "Cyber-Café" or other "open" discussion space is available for students to have self-initiated conversations about miscellaneous issues related to the course or discipline.</p>	<p>Students are required to interact with each other to the degree that is considered appropriate given the discipline.</p>		
<p>Student-to-instructor interaction is critical to students' sense of connectedness to learning experiences and allows students to use feedback for successful progress.</p>	<p>Students are regularly required to submit assignments to faculty for individualized feedback.</p> <p>Time frames for email responses and assignment feedback are clearly stated.</p> <p>A "Faculty Profile" link is located in Orientation/Start Here and/or Course Information, which includes contact information, educational background, video/pictures, and teaching philosophy.</p>	<p>Students are given a variety of opportunities to interact with the instructor.</p> <p>Time frames for email responses and assignment feedback are clearly stated.</p> <p>A "Faculty Profile" link is located in Orientation/Start Here and/or Course Information, which includes contact information, educational background, and teaching philosophy.</p>	<p>Students are not required to interact with each other during the semester, and/or interaction with instructor is limited</p>	

## Assessment

Assessment	Exceeds Standards	Meets Standards	Does Not Meet Standards	Comments
<p><b>Location and Access.</b> All assessments should be placed within either the "Our Classroom" tab, or a separate button per department policy.</p>		<p>All assessments are placed within either the "Our Classroom" tab, or within a separate button per department policy.</p> <p>Clear information is provided about how to submit assignments.</p>	<p>The location of assessments does not conform to the Common Course Shell Structure.</p> <p>Information about how to submit assignments is not easy to find.</p>	

<p><b>Early Assessment.</b> All courses should have at least one assessment within the first week of the course to ensure students are adhering to financial aid guidelines. Assessing students within the first week and throughout the term allows instructors to make curriculum changes if necessary, and identify/assist students who are struggling.</p>	<p>Course requires more than one type of assessment during week one of the semester.</p>	<p>Course requires at least one assessment during week one of the semester.</p>	<p>Course does not require assessment during the first week of the semester.</p>	
<p><b>Variety of Assessments.</b> High stakes and low stakes assessments allow students to stay on track and establish mastery of skills needed to complete the course Multiple assessments should be given throughout the term. These may include: * Discussion boards * Quizzes * Assignments/ homework * Team projects * Webquests * Multimedia presentations  Formative and summative assessments are made in order for students to use feedback to track their own progress.</p>	<p>Course offers a variety of meaningful assignments, quizzes, tests, exams, and/or active activities each week of the term that allows the instructor to provide summative and formative feedback to students.  Course offers a plethora of activities being assessed by the instructor. These include self-assessments, auto-graded assessments, assessments made by faculty. Formative and summative assessments are made.  Both high stakes and low stakes assessments are offered throughout the course.</p>	<p>Course offers a variety of meaningful assignments, quizzes, tests, exams, and/or active activities several weeks of the term that allows the instructor to provide summative and formative feedback to students.  Both high stakes and low stakes assessments are offered throughout the course.</p>	<p>Course does not offer a variety of meaningful assignments, quizzes, tests, exams, or active activities throughout the term that allow the instructor to provide summative and formative feedback to students <i>and/or</i> Course does not offer at least one assessment is provided during week one <i>and/or</i> Both high stakes and low stakes assessments are not offered throughout the course.</p>	

## Course Content

*Decisions with regard to this standard should be made in consultation with the department subject matter expert and department distance learning committee.*

Course Content	Exceeds Standards	Meets Standards	Does Not Meet Standards	Comments
<p><b>Rigor</b> Instructional materials support the stated learning objectives and have sufficient breadth and depth for the student to learn the subject.</p>	<p>Content offers student clear path toward course outcomes and challenges students with high expectations within field or discipline.</p>	<p>Content challenges students to master material directly related to course outcomes.</p>	<p>Content fails to connect coursework to learning outcomes stated on the syllabus.</p>	
<p><b>Content Presentation</b> Instructional materials should be presented in a format appropriate to the online environment, and are easily accessible to and usable by the student.</p>	<p>Content is represented in most of the following presentation formats: Textbook PowerPoint presentations Links to websites Lecture notes/outlines Videos Learning Objects Interactive media</p>	<p>Content is represented in some of the appropriate presentation formats: Textbook PowerPoint presentations Links to websites Lecture notes/outlines Videos Learning Objects</p>	<p>Content is text-based and lacks engaging presentation and/or technological barriers prevent student engagement (i.e. broken links or incompatible file formats)</p>	

	Issues of file compatibility have been considered in the presentation of materials.	Interactive media Issues of file compatibility have been considered in the presentation of materials.		
<b>Currency</b> Materials are up-to-date.	Content is current and links offer additional cutting-edge applications related to discipline/subject under study.	Content is current for real-world applications.	Some content is outdated.	
<b>Relevance</b> The purpose of the course elements (content, instructional methods, technologies, and course materials) is evident.		Content is relevant for real-world applications.	Content fails to make clear real-world application	

### Accessibility

Accessibility	Exceeds Standard	Meets Standards	Does Not Meet Standards	Comments
Course content meets minimum accessibility requirements.		<p>Video and audio content are closed captioned.</p> <p>Images are labeled with descriptions.</p> <p>Content required external to the course is closed captioned with a high level of accuracy.</p>	<p>One or more videos or audio recordings are not closed captioned.</p> <p>Images do not contain descriptions</p>	