

**AQR Navigation and Course Content Rubric
Live Online Courses
Columbus State Community College**

DEFINITION OF ONLINE COURSE CRITERIA

Navigation: The Standard Course Navigation is designed as the primary tool for Blackboard courses at the college. The shell (approved by the Office of Academic Affairs (OAA) requires common course structure for all courses, one that 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 during the week of the semester. Assessment occurs during regular intervals of the semester.

Resources and Materials: Instructional materials achieve 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 live 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 Reviewer:

1. Read the rubric carefully before you begin reviewing your peer's live 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>*Standard Navigation Buttons</p> <p>Announcements Orientation – Start Here Course Information Our Classroom Interaction/Zoom Tests/Quizzes My Grades Optional Button 1 Optional Button 2 Email Instructor</p>	<p>Buttons adhere to the Standard 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 Standard Course Navigation Structure (seven with two optional buttons)</p>	<p>Buttons adhere to the Standard 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 Standard Course Navigation Structure (seven with two optional buttons)</p>	<p>Buttons do not adhere to the Standard Course Navigation Structure.</p> <p>Buttons exceed or do not meet the number required by the Standard Course Structure.</p>	

<p>*Exceptions and changes in button nomenclature to be determined at the Department Level</p>				
<p>Orientation – Start Here</p> <p>Includes: 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>Netiquette information specific to the course is outlined</p>	<p>Includes all required materials per the Standard Course Shell Structure</p>	<p>Does not include all required information per the Standard Course Shell structure</p>	
<p>Course Information</p> <p>Includes: Overview--course requirements, Instructor information, and guide for submission of assignments 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, which includes contact information, educational background, and teaching philosophy.</p> <p>The Blackboard Calendar is tool is made visible to students.</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>Our Classroom</p> <p>Includes: Learning Units (which may or may not correspond to weeks) Clear instructions for each step students need to complete Resources necessary to complete learning unit assignments (e.g. videos, documents, links)</p>	<p>Course content is organized into clearly delineated learning units.</p> <p>Learning units correspond to department syllabus and course proposal/outline.</p> <p>Each learning unit presents information connecting content/assessment to course outcomes.</p> <p>Clear, step-by-step instructions are provided for students.</p> <p>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 organized into clearly delineated learning units</p> <p>Learning units correspond to department syllabus and course proposal/outline</p> <p>Clear, step-by-step instructions are provided for students</p> <p>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/Zoom

Interaction/Zoom	Exceeds Standard	Meets Standard	Does Not Meet Standard	Comments
The live online meeting room link is represented by a menu button (“Interaction” or “Zoom”)	The course includes a menu button that allows students to join the meeting space from Blackboard.	The course includes a menu button that allows students to join the meeting space from Blackboard.	The course does not include a menu button that allows students to join the meeting space from Blackboard.	
Student-to-student interaction is a vital part of any course experience, and it requires building formal and informal interaction opportunities.	Course structure includes scheduled live online sessions for synchronous student to instructor interaction, and specific instructions are provided regarding the instructor’s expectations for appropriate discussion in live online conversations and/or discussion board posts.	Students are required to interact with each other to the degree that is considered appropriate given the discipline.	Expectations for student-to-student interaction are not present in the course.	
Student-to-instructor interaction is critical to students’ sense of connectedness to learning experiences and allows students to use feedback to succeed in the course.	Students are regularly required to submit assignments to faculty for individualized feedback and the time frame for email responses and assignment feedback is clearly stated.	Students are given a variety of opportunities to interact with the instructor. The time frame for email responses and assignment feedback is clearly stated.	Interaction with instructor is limited and/or response time to emails or calls is not stated.	

Assessment

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

<p>Variety of Assessments 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 * Polls * Quizzes * Assignments/ homework * Team projects * Webquests * Multimedia presentations</p> <p>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.</p> <p>Course offers a variety of activities being assessed by the instructor. These include self-assessments, auto-graded assessments, assessments made by faculty. Formative and summative assessments are made.</p> <p>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 activities several weeks of the term that allow the instructor to provide summative and formative feedback to students.</p> <p>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 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 during week one <i>and/or</i> Both high stakes and low stakes assessments are not offered throughout the course.</p>	
<p>Testing Methods Courses using lockdown and virtual proctoring should include clear instructions and opportunities to insure that devices and testing requirements are sound.</p> <p>Courses using the Testing Center provide clear information about the testing center location, when the assessments will take place, and alternatives for students taking exams more than 50 miles away from campus locations.</p>	<p>Testing requirements are clearly outlined in the course.</p> <p>If offered online, practice quiz with lockdown browser is scheduled before high stakes test is scheduled via virtual testing. OR Information about the campus Testing Center and alternative face-to-face testing options are clearly delineated in the course. OR No proctored testing takes place in the course.</p>	<p>Testing requirements (proctored or in the Testing Center) are clearly outlined in the course.</p> <p>If offered online, a practice quiz with lockdown browser is applied before high stakes test is scheduled via virtual testing. OR No proctored testing takes place in the course.</p>	<p>Testing requirements are not provided for the course although the course utilizes testing.</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>Content Presentation 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 Collaborative Activities Videos Learning Objects Interactive media Links to websites</p> <p>Issues of file compatibility have been considered in the presentation of materials.</p>	<p>Content is represented in some of the appropriate presentation formats: Textbook Lectures Videos Learning Objects Interactive media Links to websites</p> <p>Issues of file compatibility have been considered in the presentation of materials.</p>	<p>Most content is text-based and lacks engaging presentation and/or technological barriers prevent student engagement (i.e. broken links or incompatible file formats) and/or Class meetings lack significant content or structure</p>	
<p>Currency Materials are up-to-date.</p>	<p>Content is current and links offer additional cutting-edge applications related to discipline/subject under study.</p>	<p>Content is current for real-world applications.</p>	<p>Some content is outdated.</p>	

Accessibility

Accessibility	Exceeds Standard	Meets Standards	Does Not Meet Standards	Comments
<p>Course content meets minimum accessibility requirements. (For AQRs completed after summer semester 2022, reviewers are asked to generate an Ally accessibility report and share it with the faculty member(s) listed on the course reviewed.)</p> <p>Ally report generated: yes or no Overall Accessibility Score was _____</p>		<p>Video and audio content are accurately 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 accurately.</p> <p>Images do not contain alternative text or descriptions.</p>	