

## Quality Matters Rubric 2012-2013

### Course Overview and Introduction:

**General Standard 1:** The overall design of the course is made clear to the student at the beginning of the course.

| Standard   | Points | Yes | No |  |
|--|--------|-----|----|--|
| 1.1 Instructions make clear how to get started and where to find various course components.  | 3      |     |    | An example of a navigation and getting started guide can be accessed with the <a href="#">Sample getting started guideline</a> link. You may copy the text and paste it in your Start Here content area and then edit as required, or create your own clear statement on how students are to start your class.   |
| 1.2 Students are introduced to the purpose and structure of the course.  | 3      |     |    | Information is provided to help the student understand the purpose of the course and how the structure - schedule, modalities, activities, assessments, etc. - contributes to that purpose. Ideally it is placed in the Start Here content area or an Announcement in Blackboard.  |
| 1.3 Etiquette expectations (sometimes called “netiquette”) for online discussions, email, and other forms of communication are stated clearly.       | 2      |     |    | Located in Start Here of the <a href="#">TCC Blackboard Templates</a> . Additional suggestions available in <a href="#">Learning Guidelines and Expectations</a> .   |
| 1.4 Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided. | 2      |     |    | Information is included in the <a href="#">TCC Blackboard templates</a> . It is also available in the <a href="#">student handbook</a> .   |
| 1.5 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.  | 1      |     |    | Course prerequisites and competencies should be listed in the course syllabus. Prerequisites are located in the official “Course Outlines” located in Academic Services, Inside TCC (access through <a href="#">TCC homepage</a> ). If there are no prerequisites that too should be stated for clarity.   |
| 1.6 Minimum technical skills expected of the student are clearly stated.   | 1      |     |    | Minimum technical skills should be included in your syllabus and are found in the “Start Here” content area of the <a href="#">TCC Blackboard templates</a> . Suggestions are available in <a href="#">Learning Guidelines and Expectations</a> . Some courses required minimum technical skills beyond those listed in Blackboard, in which case additional information is necessary. |
| 1.7 The self-introduction by the instructor is appropriate and is available online.  | 1      |     |    | Post a self-introduction. Both <a href="#">TCC Blackboard templates</a> include a location for your introduction. A video introduction is often appropriate. Video introductions should be accompanied by a transcript.  |
| 1.8 Students are asked to introduce themselves to the class.   | 1      |     |    | This standard is typically met with the “Class Introductions” forum in the Discussion Board provided in the TCC official Blackboard templates.   |

| <b>Learning Objectives (Competencies):</b>   |               |            |           |  |
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| <b>General Standard 2:</b> Learning objectives are measurable and are clearly stated.  |               |            |           |  |
| <b>Standard</b>  | <b>Points</b> | <b>Yes</b> | <b>No</b> |  |
| 2.1 The course learning objectives describe outcomes that are measurable.<br>[addresses Alignment]   | 3             |            |           | Each discipline has developed common course objectives. “Course Outlines” are located in Academic Services, Inside TCC (access through <a href="#">TCC homepage</a> ).   |
| 2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.<br>[addresses Alignment]  | 3             |            |           | Most publishers offer learning objectives for each chapter. A convenient tool for building measurable course-level objectives is: <a href="#">RadioJames Objective Builder</a> An example of measurable objectives that meet standards 2.2. and 2.3 is <a href="#">Objectives, Resources and Assessments Blueprint - Chinese 101</a> <a href="http://iddresources.org/qm/blueprint_CHN101.pdf">http://iddresources.org/qm/blueprint_CHN101.pdf</a> from Dr. Sharon Guan’s Chinese Language class at DePaul University. |
| 2.3 All learning objectives are stated clearly and written from the student’s perspective.   | 3             |            |           | Learning objectives are stated using language that students easily understand. Course- and unit-level objectives are present.  |
| 2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly.   | 3             |            |           | <i>The following example identifies what activities are required for students to meet the stated objectives:</i> <a href="#">Objectives, Resources and Assessments Blueprint - Chinese 101</a> <a href="http://iddresources.org/qm/blueprint_CHN101.pdf">http://iddresources.org/qm/blueprint_CHN101.pdf</a> from Dr. Sharon Guan’s Chinese Language class at DePaul University.   |
| 2.5 The learning objectives are appropriately designed for the level of the course.  | 3             |            |           | Learning objectives vary according to discipline and course level. Learning objectives should be appropriately designed for freshman and sophomore level students.   |
| <b>Assessment and Measurement</b>  |               |            |           |  |
| <b>General Standard 3:</b> Assessment strategies are designed to evaluate student progress by reference to stated learning objectives; to measure the effectiveness of student learning; and to be integral to the learning process. |               |            |           |  |
| <b>Standard</b>  | <b>Points</b> | <b>Yes</b> | <b>No</b> |  |
| 3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.<br>[addresses Alignment]   | 3             |            |           | <i>One exciting example is</i> <a href="#">Objectives, Resources and Assessments Blueprint - Chinese 101</a> <a href="http://iddresources.org/qm/blueprint_CHN101.pdf">http://iddresources.org/qm/blueprint_CHN101.pdf</a> from Dr. Sharon Guan’s Chinese Language class at DePaul University.   |
| 3.2 The course grading policy is stated clearly.   | 3             |            |           | <a href="#">View an example</a> of a basic course grading policy.  |

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| 3.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy. | 3 |  |  | A grading rubric easily addresses this standard. Blackboard provides a nice rubric tool as explained in this <a href="#">helpful video</a> . Follow these links for two useful rubric generators: <a href="#">Assessment Rubrics</a> and <a href="#">iRubric</a> . For a sample see: <a href="#">Discussion Grading Rubric Sample</a> . |
| 3.4 The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed.                                   | 2 |  |  | Provide a variety of assessment instruments (quizzes, discussion boards, exams) for students.   |
| 3.5 Students have multiple opportunities to measure their own learning progress.   | 2 |  |  | This can be met by providing a variety of non-graded assessments: quizzes, peer assessments, educational games that relate to the content. For useful insight into the rationale see <a href="#">Self Evaluation</a> .  |
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### Resources and Instructional Materials

**General Standard 4:** Instructional materials are sufficiently comprehensive to achieve stated course objectives and learning outcomes.

| Standard   | Points | Yes | No |   |
|--|--------|-----|----|---|
| 4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.<br>[addresses Alignment] | 3      |     |    | Instructional materials must be shaped by the course and appropriately address the course objectives. Unit or weekly learning objectives must align with the stated course objectives.  |
| 4.2 The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.                   | 3      |     |    | Annotating assignments to clearly explain how they address the stated learning objectives can help meet this standard while also assisting student success in the course.   |
| 4.3 All resources and materials used in the course are appropriately cited.  | 2      |     |    | Include proper citation and copyright clearance. Materials such as images and quotations should be properly cited. Additional information on copyright citation can be found at the <a href="#">Yale University Library</a> .       |
| 4.4 The instructional materials are current.   | 2      |     |    | Currency can have a variety of meanings. Shakespeare is current for an English literature course but not necessarily a modern European history class. In general, use of the most recent addition of a textbook addresses currency. |
| 4.5 The instructional materials present a variety of perspectives on the course content.   | 1      |     |    | Provides meaningful materials from a variety of sources, or the textbook provides a variety of perspectives on course content.  |

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| 4.6 The distinction between required and optional materials is clearly explained. | 1 |  |  | Materials students are expected to purchase and use are clearly identified. Optional materials are clearly listed as such. |
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**Learner Interaction and Engagement**  
**General Standard 5:** Forms of interaction incorporated in the course motivate students and promote learning.

| Standard  | Points | Yes | No |  |
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| 5.1 The learning activities promote the achievement of the stated learning objectives. (Note: at TCC learning objectives may be called learning outcomes.)<br>[addresses Alignment] | 3      |     |    | One exciting example is <a href="http://iddresources.org/qm/blueprint_CHN101.pdf">Objective, Resources and Assessments Blueprint - Chinese 101</a> from Dr. Sharon Guan's Chinese Language class at DePaul University.   |
| 5.2 Learning activities provide opportunities for interaction that support active learning.   | 3      |     |    | Types of interactions include: instructor-student (emails, pronunciation practice, graded essays with responses); student-student (discussions or group assignments); content-student (textbook reading assignment, critical thinking writing assignments, essays)   |
| 5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.  | 3      |     |    | Often found in a syllabus, this should include a basic statement of how quickly the instructor will respond to student emails, questions and what type of feedback they should expect on assignments. It can include a statement that emails will be answered within 24 hours in most cases and all assignments will be graded with (individual or group) feedback within (state time such as "5-7 days"). |
| 5.4 The requirements for student interaction are clearly articulated.   | 2      |     |    | A clear statement should be included in the course syllabus.   |
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**Course Technology**  
**General Standard 6:** Course navigation and technology support student engagement and ensure access to course components.

| Standard   | Points | Yes | No |   |
|--|--------|-----|----|---|
| 6.1 The tools and media support the course learning objectives.<br>[addresses Alignment]                 | 3      |     |    | The appropriate tools for your course vary depending on the course objectives and content. You may contact the Center for eLearning for consultation. |
| 6.2 Course tools and media support student engagement and guide the student to become an active learner. | 3      |     |    | Tools can include discussion forums, surveys and polls, checklists, wikis, blogs, streaming video, to name a few.                                     |

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| 6.3 Navigation throughout the online components of the course is logical, consistent, and efficient. | 3 |  |  | The two <a href="#">TCC Blackboard templates</a> recommended by the Online Quality Assurance Task force meet this standard. See the PDF files associated with each template for additional information: <a href="#">Template #1</a> and <a href="#">Template #2</a> are designed to provide logical, consistent and efficient navigation. |
| 6.4 Students can readily access the technologies required in the course.                             | 2 |  |  | A list of software requirements and links are provided at <a href="#">eLearning Technology at TCC</a> . For any additional technologies you adopt for a course it is important to list and link them to ensure availability to all students. Link to plug-ins (such as Shockwave) where needed.   |
| 6.5 The course technologies are current.   | 1 |  |  | This standard varies greatly according to discipline. Most that use Blackboard, Java, Adobe Acrobat and Microsoft products are current.   |
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### Learner Support

**General Standard 7:** The course facilitates student access to institutional support services essential to student success.

| Standard  | Points | Yes | No |  |
|---|--------|-----|----|--|
| 7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.  | 3      |     |    | A list of software requirements and links are provided in the two <a href="#">TCC Blackboard templates</a> and at <a href="#">eLearning Technology at TCC</a>                                    |
| 7.2 Course instructions articulate or link to the institution's accessibility policies and services.  | 3      |     |    | "Start Here," in the <a href="#">TCC Blackboard templates</a> , provides a link to the Office of Educational Accessibility. This item is also covered in the required college syllabus template. |
| 7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services. | 2      |     |    | "Start Here," in the <a href="#">TCC Blackboard templates</a> , provides a link to Student Services and the LRC. This item is also covered in the required college syllabus template.            |
| 7.4 Course instructions articulate or link to an explanation of how the institution's student support services can help students succeed and how students can access the services.                              | 1      |     |    | "Start Here," in the <a href="#">TCC Blackboard templates</a> , provides a link to Student Services and the LRC. This item is also covered in the required college syllabus template.            |
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| <b>Accessibility</b>   |               |            |           |   |
| <b>General Standard 8:</b> The course demonstrates a commitment to accessibility for all students.   |               |            |           |   |
| <b>Standard</b>  | <b>Points</b> | <b>Yes</b> | <b>No</b> |   |
| 8.1 The course employs accessible technologies and provides guidance on how to obtain accommodation. | <b>3</b>      |            |           | “Start Here,” in the <a href="#">TCC Blackboard templates</a> , provides a link to the <a href="#">Office of Educational Accessibility</a> . The Office provides students with assistance on how to obtain accommodation. |
| 8.2 The course contains equivalent alternatives to auditory and visual content.                      | <b>2</b>      |            |           | “Alt” tags are created for all images posted in Blackboard. Videos should be accompanied by captions or transcripts. However, a link is provided in “Start Here” content area to provide students with assistance.        |
| 8.3 The course design facilitates readability and minimizes distractions.                            | <b>2</b>      |            |           | Minimize distractions with careful use of colors, fonts, spacing, graphics, formatting and color-coding. Variation in formatting should be driven by instructional goals.   |
| 8.4 The course design accommodates the use of assistive technologies.                                | <b>2</b>      |            |           | Blackboard is screen reader compliant. Links are provided in “Start Here” content area of the TCC templates.  |
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