

## Quality Matters Rubric Standards with: Assigned Point Values, Commonly Overlooked Standards and “Recommendations”

|                                  | Standard   | Points |
|----------------------------------|--|--------|
| Course Overview and Introduction | <b>I.1 Navigational instructions make the organization of the course easy to understand.</b><br><b>[COMMONLY OVERLOOKED STANDARD]</b> Recommendation: Add a “Start Here” button (or equivalent) that contains the following statements: (1) Overview of the course a course, (2) Instructions on how to use Blackboard buttons for YOUR course, (3) What a student needs to be successful in your course, (4) A “To Do” List to start the course, (5) Course Syllabus, (6) Grading Policy, (7) Code of Academic Integrity and Plagarism explained, (8) Online Netiquette rules (9) Starting the course. Also, remember to add a statement in the course “Welcome Announcement” to click “Start Here” to begin. | 3      |
|                                  | <b>I.2 A statement introduces the student to the course and to the structure of student learning and, in the case of a hybrid course, clarifies the relationship between the face-to-face and online components.</b><br>This will be covered in the “Start Here” area if recommendation in I.1 is followed.  | 3      |
|                                  | <b>I.3 Etiquette expectations with regard to discussions, email, and other forms of communication are stated clearly.</b><br><b>[COMMONLY OVERLOOKED STANDARD]</b> Recommendation: Add the netiquette statement to your syllabus or “Start Here” area.   | 2      |
|                                  | <b>I.4 The self-introduction by the instructor is appropriate and available online.</b><br>Recommendation: Add your bio and/or self-introduction in the “Staff Information” area and/or other areas of Blackboard or syllabus.   | 1      |
|                                  | <b>I.5 Students are requested to introduce themselves to the class.</b><br>Recommendation: Add an assignment in the first week of the course that requires students to introduce themselves in the discussion board.   | 1      |
|                                  | <b>I.6 Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline are clearly stated. [COMMONLY OVERLOOKED STANDARD]</b> Recommendation: Add the technology requirements statement to your syllabus or “Start Here” area. Also, please add any specific prerequisite skills needed for your course  | 1      |
| Learning Objectives              | <b>II.1 The course learning objectives describe outcomes that are measurable</b><br>Recommendation: Add course learning objectives/outcomes from the master course syllabus provided by your department.   | 3      |
|                                  | <b>II.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives. [COMMONLY OVERLOOKED STANDARD]</b> Recommendation: Add module/unit level objectives for each module/unit/week of your course. These objectives can often be extrapolated from the textbook. The goal of this recommendation is to chunk the course objectives into manageable objectives so that students are aware as they approach achievement of course objectives. Objectives should contain verbs such as: Explain, develop, describe, identify, demonstrate, create, etc. See Blooms’s Taxomony for more information.   | 3      |
|                                  | <b>II.3 The learning objectives are stated clearly and written from the students’ perspective.</b><br>Recommendation: If the objectives are measurable, then they will meet this standard.   | 2      |
|                                  | <b>II.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly.</b><br>Recommendation: This will be covered in the “How to be successful in this course” area of Start Here if recommendation in I.1 is followed.   | 2      |
|                                  | <b>II.5 The learning objectives address content mastery, critical thinking skills, and core learning skills</b>  | 2      |
| Assessment and Measurement       | <b>III.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.</b><br>Recommendation: Add assessments that support the skill you are testing for. Some examples are: problem analysis evaluates critical thinking skills; multiple choice quiz verifies vocabulary knowledge; a composition assesses writing skills.   | 3      |
|                                  | <b>III.2 The course grading policy is stated clearly. [COMMONLY OVERLOOKED STANDARD]</b> Recommendation: Explain grading policy as simply and clearly as possible. Try not to embed grading policy in a lengthy paragraph form. If necessary, use a table format to clearly identify all items to be graded. Ensure all assignments are identified in the grading policy. Include total possible “points” or percentage possible for the course and follow-up with grade threshold for each grade A, B, etc.   | 3      |
|                                  | <b>III.3 Specific and descriptive criteria are provided for the evaluation of students’ work and participation.</b>  | 3      |
|                                  | <b>III.4 The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed.</b>   | 2      |
|                                  | <b>III.5 “Self-check” or practice types of assignments are provided for timely student feedback. [COMMONLY OVERLOOKED STANDARD]</b> Recommendation: Add “self-check” or practice exercises to your course. It is most helpful to students if they are allowed to take these assessments as many times as they like in Blackboard for practice. These practice activities can often be found in the textbook test bank or other activities that you are not using for the graded portion of the course. <i>Note: It is important that these assessments allow students immediate feedback so that they are aware of their progress prior to taking the graded assessment.</i>                                   | 1      |
| Resources & Materials            | <b>IV.1 The instructional materials support the stated learning objectives. [COMMONLY OVERLOOKED STANDARD]</b> Recommendation: Provide meaningful and current course content. This is a variation of the material you would have presented in the classroom of a traditional course. Provide lecture notes, powerpoint presentations, lesson summaries, websites that further explain the material read in the textbook. Do not rely solely on the textbook!   | 3      |
|                                  | <b>IV.2 The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.</b>   | 3      |

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|  | <b>IV.3 The purpose of each course element is explained.</b>  | 2 |
|  | <b>IV.4 The instructional materials are logically sequenced and integrated.</b>   | 1 |
|  | <b>IV.5 All resources and materials used in the course are appropriately cited.</b>   | 1 |
| <b>Learner Engagement</b>  | <b>V.1 The learning activities promote the achievement of stated learning objectives.</b>   | 3 |
|  | <b>V.2 Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction</b>   | 3 |
|  | <b>V.3 Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.) .</b><br>[COMMONLY OVERLOOKED STANDARD] Recommendation: Add a statement to the syllabus and/or Blackboard site that indicates your response time for email, assignment grading, and feedback for major assignments. | 3 |
|  | <b>V.4 The requirements for course interaction are clearly articulated.</b><br>[COMMONLY OVERLOOKED STANDARD] Recommendation: Add a statement in the syllabus regarding course interactions, i.e., discussion board, groups, online review sessions, etc.   | 2 |
|  | <b>V.5 The course design prompts the instructor to be active and engaged with the students.</b><br>[COMMONLY OVERLOOKED STANDARD] Recommendation: Interact in the discussion board!   | 2 |
| <b>Course Technology</b>   | <b>VI.1 The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course.</b><br>[COMMONLY OVERLOOKED STANDARD] Recommendation: As applicable, add video, animation, and other website resources to fit the subject matter you are teaching.  | 3 |
|  | <b>VI.2 The tools and media enhance student interactivity and guide the student to become a more active learner.</b>  | 2 |
|  | <b>VI.3 Technologies required for this course are either provided or easily downloadable.</b><br>[COMMONLY OVERLOOKED STANDARD] Recommendation: If additional technical tools are needed for your course, provide students with clear instructions on how to obtain the tools.  | 2 |
|  | <b>VI.4 The course components are compatible with existing standards of delivery modes.</b>   | 1 |
|  | <b>VI.5 Instructions on how to access resources at a distance are sufficient and easy to understand.</b>  | 1 |
|  | <b>VI.6 The course design takes full advantage of available tools and media.</b><br>Recommendation: If additional technical tools are needed for your course, provide students with clear instructions on how to obtain the tools.  | 1 |
| <b>Learner Support</b>   | <b>VII.1 The course instructions articulate or link to a clear description of the technical support offered.</b><br>[COMMONLY OVERLOOKED STANDARD] Recommendation: Add statement regarding technical support available through the Distance Learning Center found in the First Day Handout for Online Courses template.                       | 2 |
|  | <b>VII.2 Course instructions articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided.</b><br>Recommendation: Add statement regarding PGCC academic support services found in the First Day Handout for Online Courses template.              | 2 |
|  | <b>VII.3 Course instructions articulate or link to an explanation of how the institution's student support services can assist the student in effectively using the resources provided.</b><br>Recommendation: Add statement regarding PGCC student support services found in the First Day Handout for Online Courses template.              | 1 |
|  | <b>VII.4 Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology, etc.</b><br>[COMMONLY OVERLOOKED STANDARD] Recommendation: Add statement regarding writing center, research paper writing resources.   | 1 |
| <b>Accessibility</b>   | <b>VIII.1 The course acknowledges the importance of ADA requirements.</b><br>[COMMONLY OVERLOOKED STANDARD] Recommendation: Add statement regarding PGCC Disability Support Services found in the First Day Handout for Online Courses template.  | 3 |
|  | <b>VIII.2 Course pages and course materials provide equivalent alternatives to auditory and visual content.</b><br>[COMMONLY OVERLOOKED STANDARD] Recommendation: If audio materials are posted, add a transcript for hearing impaired students.  | 1 |
|  | <b>VIII.3 Course pages have links that are self-describing and meaningful.</b><br>Recommendation: Ensure all Blackboard course buttons are appropriately named and used in the course. Remove all unused course buttons!  | 1 |
|  | <b>VIII.4 The course demonstrates sensitivity to readability issues.</b><br>Recommendation: Use colors that are sensitive to students with disabilities. Keep color usage to a minimum.   | 1 |
| <b>To meet Quality Matters review expectations a course must: Answer 'Yes' to all 3-point Essential Standards: I.1, I.2, II.1, II.2, III.1, III.2, III.3, IV.1, IV.2, V.1, V.2, V.3, VI.1, VIII.1 AND Earn 68 or more points</b> |   |   |