**New Online Course Review Form**

**Self Evaluation**

**Fill in the information below.**

**Instructor:**

**Course Name** (Example: ENGL 1301)**:**

**Name of Course as listed in the Moodle Sandbox:**

**Semester to be taught for the 1st time:**

**Important:**  The course must be located in the Moodle Sandbox in order for the reviewers to access it.

**Instructions:**Use this review form to evaluate your own course. If you find standards or criteria that do not meet the minimum requirements, make those course changes before submitting your course for review. When your course is ready for review, fill in all pages of this form, save it, and email it to the chair of the Online Instruction Committee ([pam.denney@clarendoncollege.edu](mailto:pam.denney@clarendoncollege.edu)) to indicate your course is ready for review.

After the committee has reviewed your course, the chair will send you the results. If your course is not approved, you will have an opportunity to take needed actions and resubmit it. Once it is approved, you will receive notification from the committee chair and may begin teaching the course.

**Review Process:**Beginning with the Fall 2012 term, all online courses taught through Clarendon College are required to undergo a review by the Online Instruction Committee prior to being offered for the first time. Each course, if taught by a different instructor, will undergo the same review process. The Online Instruction Committee consists of the VP of Instruction, the Moodle administrator, and at least four instructors with significant online course instructional design and teaching expertise. In order for a course to be approved for student enrollment, the committee must determine that the course meets all 18 of the Standards listed in this document and receive a ranking of 3 or higher on each of the 21 Course Quality Criteria items.

**Renewal Process:**Once a course has been approved, if it undergoes substantial revisions (such as a new textbook), the instructor should request the course go through a renewal process to insure that college policies are followed and that the original 18 standards and 21 criteria items are acceptable. Otherwise, the course will be submitted for renewal every 3-5 years. During the renewal process, the instructor will follow a similar review process as followed during the last review and will provide examples of improvements made in the course since the last review.

**Standards**

**Instructions:**  
Place an “X” in the appropriate **Yes** or **No** box beside each standard. Add comments at bottom if appropriate. (All 18 standards must be met in order for a course receive a full approval.)

|  |  |  |
| --- | --- | --- |
| **Standards** | **Yes** | **No** |
| Standard 1: Course summary: Includes a welcome and information about Required Enrollment Verification Activity, textbook, MOST 1200 orientation course, method to make course announcements, and how to get started in course. |  |  |
| Standard 2: Course Overview explains purpose of course or gives a general course overview. |  |  |
| Standard 3: Course Overview describes amount of time per week students should expect to spend on a course to be successful.  SACS guidelines recommend at least 2-3 hours per week for each credit hour in a full-semester course.  Calculations below are for a 3-credit hour (48 contact hour) course that follows SACS guidelines:   * Full semester: 6-9 hours per week. * 5 ½ week Summer semester: 17-26 hours per week * 3 ½ week Mini semester: 5 -8 hours per day (5 days/week) or 4 -6 hours per day (7 days/week). |  |  |
| Standard 4: Course Overview explains expected response time from the teacher. |  |  |
| Standard 5: Course Overview explains purpose of the **Course Schedule** and how to find it. |  |  |
| Standard 6: Course Overview explains instructor contact information and best methods students can use to ask for help. |  |  |
| Standard 7: Course Overview lists appropriate computer/technology requirements with explanations about how to obtain them as needed |  |  |
| Standard 8: Course Overview explains the structure of the course to help students know how to navigate through the course content. |  |  |
| Standard 9: Course Overview explains the etiquette expectations for online communication and how students can see their grades and instructor comments. |  |  |
| Standard 10: Syllabus: Current syllabus is located in the Quick Links block as a PDF file, has the current term listed on the syllabus, and opens in a new window. |  |  |
| Standard 11: Syllabus follows the master syllabus. Includes course objectives & learning outcomes listed in ACGM (for academic courses) or WECM (for workforce courses). |  |  |
| Standard 12: Syllabus: Core courses contain Core Objectives and Learning Outcomes approved by the Texas Coordinating Board. Workforce courses follow WECM guidelines. |  |  |
| Standard 13: Syllabus: Core courses contain the appropriate core curriculum assessment data beside each learning outcome. Activities listed on the Core Curriculum Assessment Plan are included. |  |  |
| Standard 14: Course Schedule: A link to the course schedule (pdf type) is in the Quick Links block and opens in a new window. It is for the current term and contains a list of all graded work and their due dates. Also identifies activities used to determine weekly attendance. |  |  |
| Standard 15: In a discussion forum, students are asked to introduce themselves to the class, with interactivity between students expected. |  |  |
| Standard 16: A self-introduction is provided by the teacher, possibly in the discussion forum instructions where students introduce themselves. |  |  |
| Standard 17: The “What to do next” link at the end of the Class Orientation section explains specifically what to do to get started on the course content in the next section. |  |  |
| Standard 18: Moodle gradebook is set up according to grading policies in syllabus. |  |  |

Provide comments on this page regarding any information that will help the committee in   
evaluating the 18 standards. List by Standard #.

**Course Quality Criteria**

**Instructions:**

Highlight or bold the appropriate response for each of the 21 criteria on the following pages based on your personal evaluation of your online course. Add comments where indicated to help the online instruction committee evaluate your course. (For the course to receive a full approval, each item must receive a 3 or higher.)

**Scale:**1 = Unacceptable – must make significant changes and improvements

2 = Unacceptable – must make improvements in noted areas to reach “Acceptable” level

3 = Acceptable – meets minimum standards to be acceptable for instructional use but encouraged to make improvements if appropriate to the subject matter to improve the quality of the course

4 = Good – shows extra effort above minimum acceptable standards, though it could be improved on.

5 = Exemplary – shows outstanding content and format, only requires updating as changes occur

**1. Organization/Structure**

**1.1 Student Learning Outcomes / Student Expectations**

1: Learning outcomes/objectives are not stated in syllabus or with each unit overview, are unclear; are not observable or measurable or aligned to course content, activities and assessments.

2: Learning outcomes/objectives are stated in the syllabus but not with each unit overview; may be too general or unclear some may not be observable, measurable, or aligned to course content, activities and assessments; core courses do not include learning outcomes approved by THECB.

3: Learning outcomes/objectives expected with each unit are stated in each unit overview; are from the learning outcomes listed in the course syllabus; some are observable, measurable or aligned to course content, core courses include learning outcomes approved by THECB.

4: Learning outcomes/objectives expected with each unit are clearly stated in each unit overview; **include associated core objectives** when applicable; **most** are observable, measurable or aligned to course content, activities and assessments; are from the learning outcomes listed in the course syllabus; core courses include learning outcomes approved by THECB.

5: Learning outcomes/objectives expected with each unit are clearly stated in each unit overview; include associated core objectives when applicable; **all** are observable, measurable or aligned to course content, activities and assessments; are from the learning outcomes listed in the course syllabus; core courses include learning outcomes approved by THECB.

**Comments:**

**1.2 Content Structure**

1: Course content is missing.

2: Course content is sparse, and may be difficult to follow, information may be difficult to find. Overview of each learning unit is missing and should be added. Summary of each learning unit is missing and should be added.

3: Course content is adequate and sequenced though additional material or improvements/revisions could be made; each learning unit begins with an overview and ends with a summary.

4: Course content is **complete and well-sequenced**; each learning unit begins with an overview and ends with a summary.

5: Course content is complete, well-sequenced, and **engaging**; each learning unit begins with an overview and ends with a summary.

**Comments:**

**1.3 Student Instructions**

1: Instructions for assignments and activities are missing or unclear.

2: Most assignments and activities include instructions.

3: Most assignments and activities include clear instructions and student expectations.

4: All assignments and activities include **detailed**, clear instructions, student expectations, and **grading criteria** with graded assignments.

5: All assignments and activities include detailed, clear instructions, student expectations, and grading criteria with graded assignments. **Grading rubrics** are provided for appropriate activities.

**Comments:**

**2. Interactivity**

**2.1 Students’ Use of the Discussion Forum**

1: The course does not use discussion forums.

2: There are a few discussion forums; students are not instructed to reply to other student posts.

3: There are regular discussion forums during the term; students are instructed to **respond to other student posts in at least some of the forums**.

4: Students use the discussion forums regularly during the term; students are instructed to **post thoughts, opinions or reading summaries** as well as respond to other student posts in most forums.

5: Students use the discussion forums regularly during the term; students are instructed to post thoughts, opinions or reading summaries and to **reflect on and reply to student posts with meaningful responses**.

**Comments:**

*(For a ranking of 4 or 5 provide specific example to demonstrate how course meets the criteria.)*

**2.2 Course Evaluations**

1: The instructor does not provide a way for students to give feedback about the course except for the formal student evaluation at the end of the course; the instructor does not explain the formal student evaluation or how the results will be used.

2: The instructor does not provide a way for students to give feedback about the course during the first few weeks. In the last unit the instructor does not explain the formal student evaluation or how the results will be used.

3: The instructor provides a way for students to give general feedback about the course at least one time within the first few weeks; the feedback is not necessarily required. In the last unit the instructor explains the required formal student evaluation required in order to see their final grades and how the results will be used.

4: Besides the formal student evaluation at the end of the course, the instructor has students **respond to specific questions** about the course at least **two times** early in the course; **student response is required**. In the last unit the instructor explains the required formal student evaluation required in order to see their final grades and **explains how the results will be used to improve the course**.

5: Besides the formal student evaluation at the end of the course, the instructor has students respond to specific questions about the course each week; student response includes amount of time spent on course; student response is required. The instructor explains that the early student responses will be used to **improve the current course if possible**. In the last unit the instructor explains the required formal student evaluation required in order to see their final grades and explains how the results will be used to improve the course.

**Comments:**

*(For a ranking of 3,4, or 5 list units or weeks where student feedback is expected besides the formal student evaluation in the final unit.)*

**2.3 Interactive Learning Activities**

1: There are no interactive learning activities present in the course content.

2: Learning activities are limited to static content such as textbook content, individual homework, papers or tests. Some interactive learning activities may be present but are not adequate.

3: Learning activities include static content such as textbook content, individual homework, papers or tests; an adequate number of interactive activities are present.

4: Learning activities include static activities such as textbook content, individual homework, papers or tests; interactive content **includes regular discussion board activities**.

5: Learning activities include textbook content, individual homework, papers or tests; interactive content includes regular discussion board activities and **at least one group project**.

**Comments:**

*(For a ranking of 3 or 4 provide examples of interactive activities included in course content. For a ranking of 5 explain the type of group project included and the process used to make it a group project.)*

**2.4 Communication Tools**

1: No communication tools are present.

2: Instructor and students correspond primarily through other means than email/messages, discussion forums, or chat.

3: Instructor and students correspond primarily through email/messages.

4: Instructor and students correspond primarily through email/messages **and discussion forums**.

5: Instructor and students correspond through discussion forums, email/messages, **and chat tool**.

**Comments:**

**3. Content**

**3.1 Relevancy**

1: Course content is not relevant to the course.

2: Some course content is not relevant to the course.

3: All course content is relevant to the course; no external content or additional study material is provided other than the textbook; all content is relevant to the course.

4: **Some** course content **includes external content or additional study material** besides what is provided by the textbook; all content is relevant to the course.

5: **A significant amount** of course content includes external content or additional study material besides what is provided by the textbook; all content is relevant to the course.

**Comments:**

*(For ranking of 4 or 5 list specific types of external content or additional study material included in course content.)*

**3.2 Clarity**

1: Presentation of content is often unclear or difficult to follow; course is text-heavy and difficult to read; many typos or grammar problems found; many inconsistencies found in unit headings, titles or writing style.

2: Presentation of content is sometimes unclear or difficult to follow; some text may be difficult to read; few typos or grammar problems found; few inconsistencies found in unit headings, titles or writing style.

3: Presentation of content is clear and straight-forward; most text is well-written; few typos or grammar problems found; unit headings, other titles, or writing style are consistent throughout the course.

4: Presentation of content is clear and straight-forward and **logically sequenced**; **all text is well-written**; **few typos or grammar problems found**; unit headings, other titles, and writing style are consistent throughout the course.

5: Presentation of content is clear, straight-forward and logically sequenced; all text is well-written; **no typos or grammar problems found**; unit headings, other titles, and writing style are consistent throughout the course.

**Comments:**

**3.3 Educational Resources**

1: Information on needed campus resources or other external support is limited or missing.

2: A few support resources are identified if needed; instructions and contact/access information may be vague or incomplete or missing.

3: Most needed support resources are identified; most instructions and contact/access information are present.

4: **Many** needed support resources are identified; some **optional support resources are identified**; **clear instructions and contact/access information** are included for all identified resources.

5: A **wide range** of needed and optional support resources are identified; instructions and contact/access information are included for all identified resources.

**Comments:**

**3.4 Student Learning Styles**

1: Course content is presented entirely as text.

2: Basic alternative modes of delivery (graphics, media, interactive exercises, labs, etc.) are present for a few portions of the course.

3: Alternative modes of delivery of content are present for several portions of the course.

4: Alternative modes of delivery of content are present for all **portions** of the course.

5: Most course content is presented in a **wide variety of ways to insure quality instruction for all student learning styles**.

**Comments:**

*(For a ranking of 3, 4, or 5 identify specific types of activities that provide alternative modes of delivery besides text as well as at least one unit where each activity identified is included.)*

**4. Usability**

**4.1 Navigation**

1: Navigation is confusing or inconsistent.

2: Most navigation is consistent and easy to follow.

3: All navigation is consistent and easy to follow.

4: All navigation is consistent and easy to follow; **navigation within multi-page lessons or units are also consistent and easy to follow**.

5: All navigation is consistent and easy to follow; navigation within multi-page lessons or units are also consistent and easy to follow; **hyperlinks to other documents or web pages are included where appropriate**.

**Comments:**

**4.2 Technical Issues**

1: Many links, images and media files are broken; empty pages may be present; technical support contact information is missing.

2: Some links, images and media files are broken; technical support contact information is vague.

3: Most links, images or media files work correctly; technical support contact information is clear.

4: **All** links, images and media files work correctly; technical instructions may be provided; technical support is clear.

5: All links, images, and media files work; **clear technical instructions are provided**; technical support contact information is clear.

**Comments:**

**4.3 Technology Requirements**

1: Hardware, software or plug-in information is unclear or missing.

2: Some hardware, software and plug-in requirements are missing.

3: Most hardware, software and plug-in requirements are addressed.

4: **All** hardware, software and plug-in requirements are addressed.

5: All hardware, software and plug-in requirements are addressed and **include appropriate links** to obtain the needed requirements.

**Comments:**

**4.4 Course Tools and Tutorials**

1: Explanations about how to use course tools or links to tutorials are missing.

2: Explanations about how to use some course tools or links to tutorials are used but are vague or confusing.

3: Explanations about how to use most course tools or links to tutorials are adequately explained.

4: Explanations about how to use **most** course tools or links to tutorials are **explained in detail**.

5: Explanations about how to use **all** course tools or links to tutorials are explained in detail.

**Comments:**

**4.5 Course Design**

1: Design is inconsistent; use of colors and/or graphics is missing or distracting; course is text-heavy and difficult to read; horizontal scrolling may be required; excessive vertical scrolling on front page of course is required.

2: Design may be inconsistent; use of colors and graphics may be missing or distracting; some pages are enhanced by colors and/or graphics; horizontal scrolling may be required; excessive vertical scrolling is required on front page of course.

3: Design is consistent; most text is well-formatted; some pages are enhanced by colors and/or graphics; horizontal scrolling is not required; vertical scrolling on front page of course is limited.

4: Design is consistent; most text is well-formatted; **most pages** are enhanced by pleasing, unobtrusive colors **and** graphics; horizontal scrolling is not required; vertical scrolling on front page is limited.

5: Design is consistent; **all text** is well-formatted and easy to read; most pages are enhanced by quality graphics which illustrate or explain course material; horizontal scrolling is not required; vertical scrolling on front page is limited.

**Comments:**

**4.6 Multimedia**

1: Multimedia files or graphics are not instructionally appropriate and/or they are not available as text.

2: Some multimedia files and/or graphics within online study material (if present) are instructionally appropriate; content presented via multimedia is also available as text.

3: Most multimedia files and/or graphics within online study material (if present or does not apply since no multimedia content is present) are instructionally appropriate

4: **All** multimedia files and/or graphics within online study material are instructionally appropriate; **most content presented via multimedia is also available as text**.

5: All multimedia files and/or graphics within online study material are instructionally appropriate; **large files are accompanied by a possible “slow upload” statement**; **all** content presented via multimedia is also available as text.

**Comments:**

**4.7 Course Schedule**

1: No method for students to know when all tasks should be completed and/or submitted for a grade.

2: Course Schedule is available in the Quick Links block but may not be mentioned in course overview; may not include tasks to be submitted for a grade.

3: Course Schedule with all important tasks, including those to be submitted for a grade, is available in the Quick Links block; explanation about it is included early in the course content.

4: Course Schedule, including tasks to be submitted for a grade as well as **other important tasks** if applicable, is available in the Quick Links block; all graded tasks are set to appear in the calendar; **tasks to be completed during each week of the term are identified**.

5: Course Schedule, including tasks to be submitted for a grade as well as other important tasks, is available in the Quick Links block; all important tasks appear in the calendar; **course is organized so at least one task must be submitted during each week of the term**; **start/end dates are included in the topic headings for each section of the course**.

**Comments:**

**5. General Instructional Design**

**5.1 Interactivity**

1: No two-way interaction between instructor and students; content is static and delivered one-way only (e.g., instructor lectures, text delivery).

2: Students and faculty communicate on an individual basis only (asking/responding to instructor questions); most content is static and delivered one-way only.

3: Students are required to interact (via discussions or chat) and/or work with one another on at least one assignment; most content is static and delivered one-way only.

4: Students are **regularly** required to interact (via discussions or chat) and/or work in groups on at least one assignment and **present their work to the class**; **some content is interactive**.

5: Students are regularly required to interact (via discussions or chat) and/or work with one another on **several assignments** and present their work to the class; **significant amounts** of content are interactive.

**Comments:**

*(For a ranking of 4 identify specific types of activities providing interactivity among students as well as at least one unit where the activity identified is included. For a ranking of 5 list at least three units/places in the content the interactivity is demonstrated.)*

**5.2 Assessment**

1: Students are evaluated through objective testing only; activities do not align with learning outcomes/objectives.

2: Students are evaluated through objective and subjective testing only; activities may not align with learning outcomes/objectives.

3: In addition to (or in lieu of) testing, students are required to complete homework or other reinforcing assignments/forums; a few activities align with learning outcomes/objectives.

4: In addition to (or in lieu of) testing, students are required to complete homework or other reinforcing assignments/forums as well as projects or papers; **most activities** align with learning outcomes/objectives.

5: In addition to testing, homework, and/or other reinforcing assignments/forums, students are required to complete major projects, papers, portfolios or learning logs; **all activities** align with learning outcomes/objectives; **self-assessment (i.e. practice tests) or peer assessment is included**.

**Comments:**

**5.3 Active learning**

1: Most activities and/or assessments focus on recitation or recall of course material; learning events are primarily passive (lectures or reading assignments).

2: Activities and/or assessments focus on concept identification; may include discussion assignments or writing assignments.

3: Activities and/or assessments are relevant to the course; include some discussion activities, writing assignments, etc.

4: Activities and/or assessments are relevant to the course; include **many** discussion activities, writing assignments, etc.

5: Activities require students to **apply what they have learned to a real-world scenario or provide opportunities for student self-assessment.**

**Comments:**

*(For a ranking of 5 identify specific activity/activities that meet this criteria.)*

**List activities not completed yet**

Below list any specific activities that have not been completed when you submit your course for approval. Explain your plans about how and when you plan to complete them.