LCCC Course Quality Checklist

Use of Checklist for <u>self-assessment</u> of course design and/or course construction:

The **LCCC Quality Checklist** has been created help to identify gaps in course development and design that should be addressed to enhance course quality and improve the student experience in online and blended courses. A faculty developer can use this document as a checklist/self-evaluation tool to ensure that the important pedagogical features of an online or blended course are present and addressed in his/her course. A more detailed description of the expectations for each criterion can be found in the **LCCC Annotated Quality Checklist** and additional training information about how to accomplish these expectations can be found in the **Course Development using ANGEL 8.0 - A Self-Paced Faculty Training Course** found in ANGEL.

Use of Checklist by <u>peer review team</u> to do a more formal evaluation quality of an online or blended course:

- *Column 1* displays the listing of the specific quality criteria. The checkboxes found with some of the criteria provide "quick check" suggestions that would indicate that course is meeting the expected standards for the criterion, along with information about "how much is enough". Click on items that are present in the course to help you determine if the course has met that criterion.

- *Column 2* (Value) represents the weighted value of each of the criteria. Some criteria are more critical than others for quality design:

- Required (REQ): 20 criteria
  - This element MUST be present in the course because a student would need this to effectively interact with the course.
  - A course **would not** be considered for Excellence Recognition if this criterion were not MET.
- Very Important (VI): 15 criteria
  - A good quality course would be expected to have such an element because this is a feature that would likely improve student interaction with the course.
  - A course **would not** be considered for Excellence Recognition if this criterion were not MET or PARTIALLY MET.
- Important (I): 3 criteria
  - A good quality course would likely have such an element but it is not essential to the running of the course or student interaction with the course.
  - Although this would be a best practice, a course **would** be able to receive Excellence Recognition even if this element were missing.

- *Column 3* (Rating) is defined as follows:
- Rating of MET (2): The course reflects a minimum of 85% of the expected standards/expectations for the specific criterion.
- Rating of PARTIALLY MET (1): The course reflects 70-84% of the expected standards/expectations for the specific criterion.
- Rating of NOT MET (0): The course addresses <70% of the expected standards/expectations for the specific criterion.
- Feedback and Guidance Comments: This section should be used to identify areas where the faculty developer has excelled or employed innovative ideas and/or to provide suggestions and guidance for helping the course to meet the expected standards.

- *Column 4* represents a space for feedback to the instructor, which could include things that are well done or suggestions for improvement.

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Course Number and Title:	Course Instructor:		
Specific Criteria	**Value**	**Enter Number:** **2 (Met), 1 (Partially Met),** **0 (Not Met)**	**Feedback and Guidance Comments**
Category 1: Introduction/ Getting Started **1.1** Provide a welcome message on course homepage to make it clear how to get to a "start here" or "orientation" document, page, or video for the course	REQ		
1.2 Provide a "start here" or "orientation" document describing an overview of the course layout and the location/purpose of course components. ☐ Organizational structure of course is described Also needed for Blended course: ☐ Explain what "blended" means ☐ Description of course elements ☐ Purpose of each item in learning ☐ List of what material is covered face-to-face and what will be found online ☐ Marking of optional assignment ☐ List of technology requirements ☐ Indication of when/where face-to-face meetings take place ☐ Tips for being a successful online student (optional)	REQ		
1.3 Introductions: **1.3a** Provide an online, written or video self-introduction	VI		
1.3b Provide a forum for required student self-introduction	VI		
1.4 Syllabus: **1.4a** Direct students to information about technical support services, student support services, and general college policies. (either option) ☐ Link or written explanation provided for universal course information ☐ Instructor-provided policy information	REQ		
1.4b Provide instructor contact information ☐ Instructor name ☐ Email, phone number and indication of preferred contact method ☐ Office hours ☐ Response time for email/phone	REQ		

Course Number and Title:			Course Instructor:	
Specific Criteria	**Value**	**Enter Number: 2 (Met), 1 (Partially Met), 0 (Not Met)**	**Feedback and Guidance Comments**	
1.4c Provide course information ☐ Course title ☐ Course prerequisites ☐ Semester and length of semester ☐ Technical requirements (computer and user) ☐ General academic requirements ☐ Textbook and/or other materials	REQ			
1.4d List specific instructor policies for the course ☐ Expected communication netiquette ☐ Academic integrity expectations ☐ Attendance and interaction ☐ Late/make-up assignment policy	REQ			
1.4e Describe a grading policy that is clear and understandable ☐ List of assignments ☐ Points and % each counts towards course grade ☐ List of grading guidelines and criteria ☐ Total points and overall grading scale	REQ			
1.5 Include a concise, detailed course schedule delineating required course activities and due dates is present in the course. ☐ List of all course assignments, activities, and due dates available in a printer-friendly format ☐ Identify where each activity/assignment will be found or take place ☐ List time of use for each course element (when available, can student work ahead?) ☐ Post important dates into the ANGEL calendar and/or use milestones	REQ			
Category 2: Organizational Design/ Navigation/ Findability				
2.1 Provide links for accessing software and plug-ins that may be needed for accessing course elements	I			

2.2 Course material:	REQ		
2.2a Logically arrange course materials into appropriate organizational folders or lesson plan pages, and folders or lesson plan pages are sensibly arranged in the course			
2.2b Use consistent structural format/design of folders or web pages	REQ		
2.2c Utilize appropriate, identifying titles and descriptive subtitles	VI		
2.2d Present content in platform-free and reasonably sized, downloadable format	VI		
2.2e Use documents that contain Titles and Headers to break up the information into manageable "chunks" of information	VI		
2.2f Use course links (provided by the instructor) that send the user to the appropriate and functional websites, video, and audio elements, and internal course documents	REQ		
2.3 Navigation through the course materials:	VI		
2.3a Be logical, predictable, and efficient ☐ Minimize subfolder usage ☐ Minimize scrolling ☐ Use reasonable # of items on page ☐ Use intuitive design so student knows what to do "next"			
2.3b Provide the student with easy to locate course components and information	REQ		
2.5 Assignments/tasks:	VI		
2.5a Distribute assignments/tasks equally throughout the semester to ensure appropriate course pacing			
2.5b Have clear parameters and complete instructions	VI		

2.6 Allow student to access to up-to-date, timely feedback about his/her progress in the course throughout the semester ☐ Use of ANGEL gradebook ☐ Reasonable response time to communications (within 24 hours) ☐ Return of graded assignments within a reasonable time period (within 1 week)	REQ		
Category 3: Learning Outcomes/ Objectives			
3.1 List course and general education learning outcomes on the course syllabus	VI		
3.2 Organize course content into identifiable units that align with the course outcomes/ objectives. ☐ Compartmentalized units are present ☐ Units align with course objectives	VI		
3.3 Include learning objectives in each unit that are specific and measurable and align to the course outcomes ☐ Measurable unit objectives are present in each course unit ☐ Unit learning objectives align with course outcomes	VI		
Category 4: Assessments			
4.1 Align assessments with course and unit objectives, course content and activities	REQ		
4.2 Clearly define expectations and due dates ☐ Provide complete directions for each assignment ☐ Identify due dates for each assignment	REQ		
4.3 Use a variety of formative and summative assessments to assess student learning (Should include 3 or more of the following assessment types) ☐ Discussions ☐ Projects ☐ Quizzes ☐ Surveys ☐ Tests ☐ Other_____ ☐ Papers/journals	REQ		

4.4 Provide grading criteria for all graded assignments. ☐ Explanation of grading criteria is included in syllabus or with assignment instructions ☐ Rubrics are provided for grading of written work	REQ		
4.5 Allow students the opportunity to take low-stakes quizzes, self-check activities or practice tests or assignments.	I		
Category 5: Course Material, Interaction, and Engagement			
5.1 Align learning activities and course materials with course learning objectives	REQ		
5.2 Explain the relationships between course objectives, course materials, and learning activities	I		
5.3 Vary the course content and learning activities to meet the needs of a diverse student audience ☐ Textual ☐ Visual with alternative text for images/graphics ☐ Kinesthetic ☐ Auditory with closed captioning or accompanying written transcript	VI		
5.4 Properly cite materials and resources	REQ		
5.5 Promote active learning through course content (Should include 4 or more of the following types of activities) ☐ Reading assignment ☐ Discussion/debate ☐ Video/animation/ simulation ☐ Project ☐ Learning games ☐ Audio clip ☐ Website searches ☐ Lab experiment ☐ Practice problems or quizzes ☐ Online homework ☐ Case study evaluation ☐ Researching topics ☐ Writing assignment ☐ Other_____	REQ		

5.6 Promote frequent and meaningful learning activities and interactions with the instructor, course content, and other students ☐ Student-instructor ☐ Student-content ☐ Student-student	VI		
5.7 State expectations for individual, small group and whole class interaction ☐ Frequency/quality expectations ☐ Netiquette standards ☐ Grading criteria	REQ		
General Comments Please include any other comments that have not been previously addressed			

LCCC Course Quality Checklist
Review information

Course Number and Title: _____

Course Instructor name: _____

Peer Reviewer name: _____

Date of Review: _____