



# Quality Matters Self-Review Form

████████████████████ - SP16

General Standard 1: Course Overview and Introduction: The overall design of the course is made clear to the learner at the beginning of the course.

**Overview Statement: The course overview and introduction set the tone for the course, let learners know what to expect, and provide guidance to ensure learners get off to a good start.**

**STANDARD 1.1 - (3 Points) Required**

1.1 Instructions make clear how to get started and where to find various course components.

**Points Possible: 3** **Points Awarded: 3** **Result: MET**

**Recommendations:**

Clearly described in the Welcome to the ██████ announcement that is also sent out as an e-mail 2 weeks before the course begins.

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**STANDARD 1.2 - (3 Points) Required**

1.2 Learners are introduced to the purpose and structure of the course.

**Points Possible: 3** **Points Awarded: 3** **Result: MET**

**Recommendations:**

Met - this material is covered in the Program Syllabus.

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**STANDARD 1.3 - (2 Points)**

1.3 Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are clearly stated.

**Points Possible: 2** **Points Awarded: 0** **Result: NOT MET**

**Recommendations:**

Although there are multiple collaborative opportunities in this course, I do not find any mention of "netiquette".

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**STANDARD 1.4 - (2 Points)**

1.4 Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided.

**Points Possible: 2** **Points Awarded: 2** **Result: MET**

**Recommendations:**

Course/Program Policies are listed on page 7 of the syllabus.

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**STANDARD 1.5 - (2 Points)**

1.5 Minimum technology requirements are clearly stated and instructions for use provided.

**Points Possible: 2** **Points Awarded: 2** **Result: MET**

**Recommendations:**

Listed on page 2 of the syllabus.

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**STANDARD 1.6 - (1 Point)**

1.6 Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.

**Points Possible: 1** **Points Awarded: 1** **Result: MET**

**Recommendations:**

Listed on page 1 of the syllabus.

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**STANDARD 1.7 - (1 Point)**

1.7 Minimum technical skills expected of the learner are clearly stated.

**Points Possible: 1** **Points Awarded: 0** **Result: NOT MET**

**Recommendations:**

Although Technology Requirements are clearly listed on page 1 of the syllabus, I cannot locate anything that addresses minimum technical skills per the annotation for this standard:

Examples of technical skills might include

1. Using the learning management system
2. Using email with attachments
3. Creating and submitting files in commonly used word processing program formats
4. Copying and pasting

5. Downloading and installing software
6. Using spreadsheet programs
7. Using presentation and graphics programs

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**STANDARD 1.8 - (1 Point)**

1.8 The self-introduction by the instructor is appropriate and is available online.

**Points Possible:** 1

**Points Awarded:** 1

**Result:** MET

**Recommendations:**

The self introductions for the instructors are located under Instructor Information in the course.

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**STANDARD 1.9 - (1 Point)**

1.9 Learners are asked to introduce themselves to the class.

**Points Possible:** 1

**Points Awarded:** 1

**Result:** MET

**Recommendations:**

Learners are asked to introduce themselves to the class in [REDACTED].

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General Standard 2: Learning Objectives (Competencies): Learning objectives or competencies describe what learners will be able to do upon completion of the course.

**Overview Statement: The learning objectives or competencies establish a foundation upon which the rest of the course is based.**

**STANDARD 2.1 - (3 Points) Required**

2.1 The course learning objectives, or course/program competencies, describe outcomes that are measurable.

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET

**Recommendations:**

The program objectives are listed on page 2 of the syllabus and are measurable.

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**STANDARD 2.2 - (3 Points) Required**

2.2 The module/unit learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies.

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET

**Recommendations:**

Module level objectives are measurable and consistent with the course level objectives.

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**STANDARD 2.3 - (3 Points) Required**

2.3 All learning objectives or competencies are stated clearly and written from the learner's perspective.

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET

**Recommendations:**

met

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**STANDARD 2.4 - (3 Points) Required**

2.4 The relationship between learning objectives or competencies and course activities is clearly stated.

**Points Possible:** 3

**Points Awarded:** 0

**Result:** NOT MET

**Recommendations:**

Although the module objectives are listed at the beginning of each module and they map to the program objectives, I cannot find evidence of the relationship between the learning objectives and course activities.

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**STANDARD 2.5 - (3 Points) Required**

2.5 The learning objectives or competencies are suited to the level of the course.

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET

**Recommendations:**

The learning objectives are suited to the level of the course.

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General Standard 3: Assessment and Measurement: Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.

**Overview Statement: Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learners' mastery of content but also allows learners to track their learning progress throughout the course.**

**STANDARD 3.1 - (3 Points) Required**

3.1 The assessments measure the stated learning objectives or competencies.

Points Possible: 3

Points Awarded: 3

Result: MET

**Recommendations:**

Met

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**STANDARD 3.2 - (3 Points) Required**

3.2 The course grading policy is stated clearly.

Points Possible: 3

Points Awarded: 3

Result: MET

**Recommendations:**

The course grading policy is clearly stated in the course syllabus on pages 6 and 7.

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**STANDARD 3.3 - (3 Points) Required**

3.3 Specific and descriptive criteria are provided for the evaluation of learners' work and are tied to the course grading policy.

Points Possible: 3

Points Awarded: 3

Result: MET

**Recommendations:**

Rubrics are provided for all graded items in the course.

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**STANDARD 3.4 - (2 Points)**

3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.

Points Possible: 2

Points Awarded: 2

Result: MET

**Recommendations:**

Met - course planning document, voicethread discussions.

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**STANDARD 3.5 - (2 Points)**

3.5 The course provides learners with multiple opportunities to track their learning progress.

Points Possible: 2

Points Awarded: 2

Result: MET

**Recommendations:**

Weekly tasks and assessments.

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General Standard 4: Instructional Materials: Instructional materials enable learners to achieve stated learning objectives or competencies.

**Overview Statement: The focus of this Standard is on supporting the course objectives and competencies, rather than on qualitative judgments about the instructional materials.**

**STANDARD 4.1 - (3 Points) Required**

4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies.

Points Possible: 3

Points Awarded: 3

Result: MET

**Recommendations:**

Met

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**STANDARD 4.2 - (3 Points) Required**

4.2 Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.

Points Possible: 3

Points Awarded: 3

Result: MET

**Recommendations:**

Although the purpose of the instructional materials is completely self-evident, it would be a value-added item to prepare a statement of explanation for the students.

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**STANDARD 4.3 - (2 Points)**

4.3 All instructional materials used in the course are appropriately cited.

Points Possible: 2

Points Awarded: 2

Result: MET

**Recommendations:**

Met

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**STANDARD 4.4 - (2 Points)**

4.4 The instructional materials are current.

Points Possible: 2

Points Awarded: 2

Result: MET

**Recommendations:**

The instructional materials are current.

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**STANDARD 4.5 - (2 Points)**

4.5 A variety of instructional materials is used in the course.

**Points Possible:** 2

**Points Awarded:** 2

**Result:** MET

**Recommendations:**

Recorded brief overview lectures, handouts, readings

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**STANDARD 4.6 - (1 Point)**

4.6 The distinction between required and optional materials is clearly explained.

**Points Possible:** 1

**Points Awarded:** 1

**Result:** MET

**Recommendations:**

Required and optional materials are clearly delineated.

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General Standard 5: Course Activities and Learner Interaction: Course activities facilitate and support learner interaction and engagement.

**Overview Statement: Course components that promote active learning contribute to the learning process and to learner persistence.**

**STANDARD 5.1 - (3 Points) Required**

5.1 The learning activities promote the achievement of the stated learning objectives or competencies.

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET

**Recommendations:**

Met

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**STANDARD 5.2 - (3 Points) Required**

5.2 Learning activities provide opportunities for interaction that support active learning.

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET

**Recommendations:**

There are multiple active learning activities within the course.

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**STANDARD 5.3 - (3 Points) Required**

5.3 The instructor's plan for classroom response time and feedback on assignments is clearly stated.

**Points Possible:** 3

**Points Awarded:** 0

**Result:** NOT MET

**Recommendations:**

I located instructor response time for one of five instructors in the course.

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**STANDARD 5.4 - (2 Points)**

5.4 The requirements for learner interaction are clearly stated.

**Points Possible:** 2

**Points Awarded:** 2

**Result:** MET

**Recommendations:**

This information is located in the course syllabus.

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General Standard 6: Course Technology: Course technologies support learners' achievement of course objectives or competencies.

**Overview Statement: The technologies enabling the various course components facilitate rather than impede the learning process.**

**STANDARD 6.1 - (3 Points) Required**

6.1 The tools used in the course support the learning objectives or competencies.

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET

**Recommendations:**

Met

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**STANDARD 6.2 - (3 Points) Required**

6.2 Course tools promote learner engagement and active learning.

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET

**Recommendations:**

Met

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**STANDARD 6.3 - (2 Points)**

6.3 Technologies required in the course are readily obtainable.

**Points Possible:** 2

**Points Awarded:** 2

**Result:** MET

**Recommendations:**

Met

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**STANDARD 6.4 - (1 Point)**

6.4 The course technologies are current.

**Points Possible:** 1

**Points Awarded:** 1

**Result:** MET

**Recommendations:**

Met

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**STANDARD 6.5 - (1 Point)**

6.5 Links are provided to privacy policies for all external tools required in the course.

**Points Possible:** 1

**Points Awarded:** 0

**Result:** NOT MET

**Recommendations:**

Although the privacy policies for all external tools are located on the Bb Support tab, they are not linked in the course syllabus or within the course itself.

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General Standard 7: Learner Support: The course facilitates learner access to institutional support services essential to learner success.

**Overview Statement: It is important to ensure online learners know they have access to and are encouraged to use the services that support learners at the institution. In the Learner Support Standard, four different kinds of support services are addressed: technical support, accessibility support, academic services support, and student services support.**

**STANDARD 7.1 - (3 Points) Required**

7.1 The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET

**Recommendations:**

Located in the course syllabus and linked in the course menu.

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**STANDARD 7.2 - (3 Points) Required**

7.2 Course instructions articulate or link to the institution's accessibility policies and services.

**Points Possible:** 3

**Points Awarded:** 0

**Result:** NOT MET

**Recommendations:**

Although the institution's accessibility policies and services are all available under the Support tab in Blackboard, I do not find any evidence in the course or syllabus.

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**STANDARD 7.3 - (2 Points)**

7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.

**Points Possible:** 2

**Points Awarded:** 0

**Result:** NOT MET

**Recommendations:**

N/A

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**STANDARD 7.4 - (1 Point)**

7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.

**Points Possible:** 1

**Points Awarded:** 0

**Result:** NOT MET

**Recommendations:**

We need to include this.

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General Standard 8: Accessibility and Usability\*: The course design reflects a commitment to accessibility and usability for all learners.

**Overview Statement: The course design reflects a commitment to accessibility, so that all learners can access all course content and activities, and to usability, so that all learners can easily navigate and interact with course components.**

**\*Meeting QM's accessibility Standards does not guarantee or imply that specific country/federal/state/local accessibility regulations are met. Please consult with an accessibility specialist to ensure that all required accessibility regulations are met.**

**STANDARD 8.1 - (3 Points) Required**  
8.1 Course navigation facilitates ease of use.

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET

**Recommendations:**

The course navigation is logical and there is redundancy within the course modules for ease of access to all course content, assignments, and assessments.

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**STANDARD 8.2 - (3 Points) Required**

8.2 Information is provided about the accessibility of all technologies required in the course.

**Points Possible:** 3

**Points Awarded:** 3

**Result:** MET

**Recommendations:**

This information is provided on the Support Tab in Blackboard. Consider directing students to this area for the specific information.

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**STANDARD 8.3 - (2 Points)**

8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.

**Points Possible:** 2

**Points Awarded:** 2

**Result:** MET

**Recommendations:**

The course contains either transcripts or closed captions on all video content.

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**STANDARD 8.4 - (2 Points)**

8.4 The course design facilitates readability.

**Points Possible:** 2

**Points Awarded:** 2

**Result:** MET

**Recommendations:**

Met

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**STANDARD 8.5 - (2 Points)**

8.5 Course multimedia facilitate ease of use.

**Points Possible:** 2

**Points Awarded:** 2

**Result:** MET

**Recommendations:**

The Pre-Course Setup includes directions related to required browsers and plug-ins as well as direct links to the plug-in web sites and recorded videos demonstrating how to download and install the plug-ins.

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**Additional Review Comments:**

**TOTAL POINTS AWARDED: 83**

**FINAL RESULT: DID NOT MEET STANDARDS**