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| **Instructions for completing *the Faculty Quality Assurance Self-Assessment Inventory* for review of your online or hybrid course are included below. If you have any questions regarding completion of the QAI, please contact the** [**Director of Coastal Office of Online Learning**](mailto:%20srestauri@coastal.edu) **(COOL).**  This document lists 10 core QAI units and 40 QAI sub-units (1a-10c) that will be used as baseline assessment standards for your online or hybrid course during the review process. Examples provided here are illustrations of one or more ways in which compliance may be achieved. Specific academic disciplines and course designs may warrant different interpretations and implementations, which will be taken into account during the course review process. Standards provided are minimums and each of the 10 core QAI units and 40 QAI sub-units must be addressed prior to submission of your course for review. Courses submitted for review must contain fully developed modules (i.e., weekly, unit, topical, etc.) spanning the entire term of the course (i.e., 4 weeks, 15 weeks, etc.). Courses in partial stages of development will not be evaluated for a COOL grant review program. | | | |
| QAI Core Unit  of Measurement | Quality Standard Alignment | Examples of How This May Be Demonstrated In Course/Course Materials | Document How Demonstrated  in Your Course |
| **1. COURSE OVERVIEW –  There is an obvious starting point to explain the structure, syllabus, and technology for the course, as well as how to communicate with the instructor** | **General Standard 1** Course Overview and Introduction | **The following are suggestions/examples would satisfy the QAI requirement. Other items may also meet the criteria.** | Please provide below detailed explanations of where and how the item(s) is/are demonstrated in your course. |
| **1a) “Start Here”, “Getting Started,” Folder/Module or other clear course starting point** | **Standard 1.1 and 1.2** | * A “Start Here” folder that contains information about the structure and purpose of the course (**See Advanced Course Template** under your **Moodle Resource Sites** as an example) * A course tour (Ex. [Course Tour](https://youtu.be/AyC-Gn68zAA)) or course overview is provided through a document, slideshow, or multimedia * Clear statements about “How to get started in the course” * An assignment that leads students to readily discover the different parts of the course * Information about the course structure * How the learning process is structured * Delivery modalities (online or blended) * Where course is located |  |
| **1b) Welcome letter or multimedia instructor introduction** | **Standard 1.2 and 1.8** | * Teaching philosophy, preferred and available modes of communication * Professional and/or personal information of relevance such as hobbies, family, travel, that you feel comfortable sharing, including text, photos, multimedia |  |
| **1c) Instructor contact information, instructor availability, and course communication policy** | **Standard 1.3** | * Name * Office location and phone * Email address * Time frame to reply to email, weekdays, weekends * Official means of contact |  |
| **1d) Text or multimedia “course tour” or introduction** | **Standard 1.1** | Text tour:   * Clear statements about how to get started in the course * Give students a checklist that guides students through the various sections contained in the course   Multimedia:   * Walk students through the course and syllabus * Demonstrate the different tools in the course such as, Announcements, assignments, discussion forum, documents, video, lectures, etc. * How to check grades * How to get help |  |
| **1e) Complete printable course syllabus available for download and/or online viewing** | **Standard 1.2 and 1.6** | * Comprehensive syllabus including course expectations, grading, etc. developed in an accessible format such as Word or PDF Accessible format (See [Accessible Syllabus Template](https://drive.google.com/file/d/0Bz31wUhTcyAVNjhGQ2ZIUVRrdzg/view)) * Contains the university and DL Policy requirements * Syllabi displayed on page (HTML) must also have downloadable and accessible option |  |
| **1f) Course outline/schedule with deadlines and important dates readily accessible** | **Standard 1.2** | * A general schedule for the course should be presented on syllabus * A separate entry in Moodle  (use a document, page, or book tool) for the course calendar may also be adopted * Make note of time zone when times/due dates are mentioned |  |
| **1g) Online decorum or netiquette expectations are clearly described** | **Standard 1.3** | * Expectations for “how” students communicate with instructor, and other students via email, discussion forums, wikis or other tools used in course * Tone, civility, “speaking-style”, spelling, grammar, awareness to cultural differences * Note what you do/do not grade down for such as errors in writing style |  |
| **1h) Instructor provides an opportunity for students to familiarize themselves with the course structure, content and technology** | **Standard 1.1 and 1.2** | * First assignment that leads students to explore the course site such as: scavenger hunt or course syllabus quiz * First graded activity must be scheduled within the semester/term’s drop/add period |  |
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| **2. LEARNING OUTCOMES – Student learning outcomes are clearly described, aligned to overall course objectives and measurable** | **General Standard 2**  Learning Objectives (Competencies) | **The following are suggestions/examples would satisfy the QAI requirement. Other items may also meet the criteria.** | Please provide an explanation of where and how the item is demonstrated in your course. |
| **2a) Syllabus contains course objectives and student learning outcomes (required by CCU Faculty Manual), which can be easily located** | **Standard 2.1** | * Measurable course learning objectives precisely describe what the student will learn and be able to do if they successfully complete the course * Should be specific, observable, and measurable |  |
| **2b) Student learning outcomes are listed for each course unit/module/chapter and are relevant and measurable** | **Standard 2.2** | * Unit/Module/Chapter SLOs are present, specific, and measurable * Unit/Module/Chapter SLOs are clearly tied to the Course Objectives |  |
| **2c) Performance expectations for learning outcomes are clearly stated** | **Standard 2.3** | * SLO’s are stated clearly to allow students to grasp meaning and the learning outcomes expected. As an example: “Demonstrate correct use of double and single quotation marks in quoted material.” * Instructor includes detailed performance expectation within each module of the course |  |

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| **3. LEARNER SUPPORT – Academic and technology support services and processes are clearly described for distance learners** | **General Standard 7** Learner Support | **The following are suggestions/examples would satisfy the QAI requirement. Other items may also meet the criteria.** | Please provide an explanation of where and how the item is demonstrated in your course. |
| **3a) Information for academic support services and processes (Learning Assistance Centers, Counseling Services, etc.) are clearly identified** | **Standard 7.3 and 7.4** | On syllabus and in course; may be included in Getting Started modules of Moodle, in syllabus or both:   * Link to online orientation * Link to [Learning Assistance Center](http://www.coastal.edu/lac) * Link to [Kimbel Library Website](http://www.coastal.edu/library/index.html) * Link to [Counseling Services](http://www.coastal.edu/counseling/) * Link to [Accessibility & Disability Support Service](http://www.coastal.edu/disabilityservices/)s |  |
| **3b) Information for technology support is easily located (Student Computing Services)** | **Standard 7.1** | On syllabus and in course:   * Link to [Technical Support from Student Computing Services](http://www.coastal.edu/scs) * Link to [A list of on-campus HelpDesks and the Help Request Form](http://www.coastal.edu/scs/index.html?type=helpdesk) |  |
| **3c) Information for other student services is provided** | **Standard 7.2 and 7.4** | * On syllabus and in course * Link to [Office of the Registrar](http://www.coastal.edu/registrar/) * Link to [Financial Aid and Scholarships](https://www.coastal.edu/financialaid/) * Link to [Student Activities and Leadership](http://www.coastal.edu/osal/) * Link to [Dean of Students Office](http://www.coastal.edu/deanofstudents/) |  |
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| **4. INSTITUTIONAL POLICIES – Attendance, participation, and academic integrity policies are clearly described and include a statement of expectations for all required synchronous and/or site-based experiences** | **General Standard 1** Course Overview and Introduction | **The following are suggestions/examples would satisfy the QAI requirement. Other items may also meet the criteria.** | Please provide an explanation of where and how the item is demonstrated in your course. |
| **4a) Attendance policy (required by CCU Faculty Manual) is listed** | **Standard 1.4** | * Explained and up-to-date * As per the DL Policy, “an absence in a distance learning course is operationally defined as a missed online submission deadline—such as a quiz, assignment, or discussion post” * Noted make up policies are clear and evident |  |

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| **4b) Course participation requirements are clearly described** | **Standard 1.2** | * Faculty clearly outline expectations for login and/or participation. Should be in syllabus, and also displayed in obvious areas where interaction is required (i.e., Discussion Forums). Examples may include: * “Students are expected to login to the course two (three or more) times per week” * “Discussion posts are required on two separate days with the first posts due by the third day of the week and remaining posts any day after” * “All due dates are posted and late assignments, quizzes and discussions are counted as zero” * “In the event of an emergency or absence you will need to notify by email before the due date and provide documentation when submitting the late assignment” |  |
| **4c) Where applicable, synchronous and/or site-based sessions are clearly listed** | **Standard 1.2** | * Purpose of online and face-to-face activities are explained; alternatives are provided for students who are unable to attend these times that are equivalent * Technical details of synch tools are clearly explained; links are provided |  |
| **4d) Academic Integrity Policy and/or a Statement of Community Standards** | **Standard 1.4** | * Link to [Office of Academic Integrity](http://www.coastal.edu/academicintegrity/) * Details are provided on how you will handle these issues. An example may be, “I will report all Academic Integrity issue through the channels provided by the University” |  |
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| **5. ASSESSMENT  – Course grading policies and assessment criteria are stated clearly. Assessments measure student learning outcomes** | **General Standard 3** Assessment and Measurement **General Standard 5** Course Activities and Learner Interaction | **The following are suggestions/examples would satisfy the QAI requirement. Other items may also meet the criteria.** | Please provide an explanation of where and how the item is demonstrated in your course. |
| **5a) Varied assessment activities are clearly described and align to student learning outcomes** | **Standard 3.4** | * Series of assessments that progress as an example – write definitions, short paper explaining relationship of concepts, term or research paper * Multiple types of assessment to allow students to demonstrate mastery and discourage plagiarism * Methods of assessment beyond quizzes and tests are used to assess student performance |  |
| **5b) Grading policy is included in the syllabus (per CCU Faculty Manual)** | **Standard 3.2** | * Stated clearly, explains how the course grades are calculated * Relationship between points, percentages, weights and letter grades are explained * List or table of all items that are used to determine the course grade * Policy on bonus work noted where applicable |  |
| **5c) Performance expectations are clearly described through rubrics, checklists, guidelines or other heuristic documents** | **Standard 3.3** | * Clear and complete description of the criteria used to evaluate assessments/assignments * Checklist, rubric or other instrument for grading is provided to unique assignments, with explanations of how these rubrics assess learning and/or will be used for grading * Discussions: number of postings required, criteria for evaluation of posts and/or rubric is provided |  |
| **5d) Policy and procedures for student feedback and turnaround time are clearly described** | **Standard 5.3** | * All assignments will be graded with feedback within 5 days of the due date and posted on Moodle * Emails will be answered within 24 hours, during M-F and if you do not receive a response within this time frame please resend your message * Instructor will notify students if response times need to be changed or adjusted |  |
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| **6. COURSE STRUCTURE – Course structure is logically organized and easily navigated with consistent visual, typographic and semantic designs** | **General Standard 1**  Course Overview and Introduction  **General Standard 4**  Instructional Materials  **General Standard 6** Course Technology  **General Standard 8**  Accessibility and Usability | **The following are suggestions/examples would satisfy the QAI requirement. Other items may also meet the criteria.** | Please provide an explanation of where and how the item is demonstrated in your course. |
| **6a) An obvious navigation schema organizes course materials by theme, timeline or purpose** | **Standard 8.1** | * Consistent user-friendly layout and design throughout the course * Design elements such as headings are repetitive and consistent, and increase usability * [Link to Accessible Course Module Template](https://drive.google.com/file/d/0Bz31wUhTcyAVeHpHQ241MXh1My05UnA4VWxwSVJfVTJxdzlN/view) * Links, files, and icons are labeled with easy to understand language, self-describing names; no URLs are displayed unless descriptive * Students may easily locate where they are in the course and navigate home |  |
| **6b) Course minimum technology requirements and prerequisite skills are clearly stated** | **Standard 1.5** | * Detailed, clearly worded information about the technologies required and optional for class * A list of downloadable resources, including the links to any needed software/apps, are provided * Publisher materials include instructions for how to obtain and use, required access codes provided * Where peripheral hardware will be needed such as speakers, microphone, and/or a headset, the need is stated up front in the course syllabus * Any requests for purchase/usage of peripherals should have a clear tie-in and show usage multiple points throughout the course |  |
| **6c) Course navigation and technology selections support student learning outcomes** | **Standard 8.1 Standard 6.1** | * Course navigation allows students to know where they are in the course and to access areas readily. Tools such as the Activities Block and other navigational options are employed to assist students in navigating through their course. * Tools selected align with the course objectives and student learning outcomes; tools not being used have been disabled or hidden, where appropriate * Examples of tools include discussion forums, chat, gradebook, wikis, web conferencing, social media, lecture capture, games, 3rd party apps, and more. Any tools adopted should clearly support the learning outcome and fit the intended learning outcomes. |  |
| **6d) Course materials compatible for access by multiple devices** | **Standard 4.1  Standard 6.3** | * Software selected to incorporate into class runs on both PC and Mac OS * Software selected to incorporate into class runs across desktop and mobile (tablets, iPads, smartphones) platforms, wherever possible * Files uploaded for student viewing/download are machine-readable by screenreaders. Recommended to use document formatting as HTML with downloads in .doc, .docx, and .pdf, in this order of preference for file display. |  |
| **6e) Any specialized course technologies are clearly described and student needs are taken into account in selection of tools** | **Standard 1.5 Standard 6.3** | * 3rd party software is easily obtainable and available for multiple platforms * Links are provided to obtain any required technologies * Instructions on how to access and 3rd party are clear * Moodle is still primary tool used for learning online * Costs are taken into account when adopting any 3rd party software platforms |  |
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| **7. LEARNER INTERACTION – Learners are expected to interact with the instructor, the content, and other learners. Communication and interaction policies are clearly described for online discussion, assignment submission and instructor feedback.** | **General Standard 5** Course Activities and Learner Interaction **General Standard 1**  Course Overview and Introduction | **The following are suggestions/examples would satisfy the QAI requirement. Other items may also meet the criteria.** | Please provide an explanation of where and how the item is demonstrated in your course. |
| **7a) Instructor provides opportunities for students to introduce themselves** | **Standard 1.9** | Examples may include:   * Students respond to a specific question/prompt * Students may select what they wish to share * Icebreaker activity * Text and/or video introduction * Students are encouraged to respond to peers’ posts |  |
| **7b) Instructor provides opportunities for students to ask questions** | **Standard 1.3 Standard 5.2** | * Hallway conversation, discussion forums, Q&A forum, etc. * Email * Online/virtual office hours |  |
| **7c) Interaction opportunities are varied and align to student learning outcomes** | **Standard 5.1** | * Class activities promote the achievement of the designated learning outcomes * Varied activities occur throughout the term of the course to enhance student engagement and participation * Example Student Learning Outcomes may include: “Identify and demonstrate effective utilization of various image editing tools” * Example matched SLO activities to the above may include:   “Read assigned text, watch a brief video lecture, review a video tutorial, use an image-editing tool to demonstrate various editing techniques, upload original and edited image to discussion forum and discuss the effectiveness of the various tools demonstrated by classmates” |  |
| **7d) Interaction opportunities support assessments and performance expectations** | **Standard 5.1** | * Activities promote the mastery of the stated outcomes * Activity allows for achievement of the performance Example SLO: “Deliver a persuasive speech”   Example Student Learning Outcomes activities may include:  Students may choose an appropriate topic, create an outline, record and upload a short speech on the topic to the class discussion forum”   * See an [excellent example from a CCU colleague with SLOs and activities aligned](https://drive.google.com/open?id=0B3n7-Sg9tVMnUm1ySHJGMm91QnM) |  |
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| **8. INSTRUCTIONAL MATERIALS – Instructional materials and assignments are current, relevant to course objectives, logically segmented, copyright compliant, and promote learning engagement** | **Standard 4** Instructional Materials | **The following are suggestions/examples would satisfy the QAI requirement. Other items may also meet the criteria.** | **Please provide an explanation of where and how the item is demonstrated in your course.**  (Ex: instructional materials in week 4 have been adopted from an instructor resource course or instructional materials throughout the course are freely adopted course materials through….) |
| **8a) Instructional materials are current and relevant to course objectives and student learning outcomes** | **Standard 4.1 and 4.4** | * Included materials in course represent up-to-date thinking and practice in the discipline * Materials included in the course clearly help to achieve the stated course objectives and student learning outcomes * Materials include current research and events/topics to make the course more engaging and relevant to students |  |
| **8b) Instructional materials are logically sequenced and clearly related to learning activities aligned to student learning outcomes** | **Standard 4.1 and 4.2** | * Explanations are provided and/or course structure makes it clear how the materials help to achieve the outcomes, tie together to achieve the outcomes, and/or how they are related to one another * Reading materials serve as core or supplement to student learning in course * Materials clearly contribute to student learning and meet or exceed expected contact hours based on credit hours produced by course. |  |
| **8c) Instructional materials are copyright compliant and include appropriate citations** | **Standard 4.3** | * Clearly identified and cited instructor created, publisher materials, images, graphics, videos, audio and websites * Citations model the practice that students should demonstrate * Permalinks to library resources are used; PDF or other uploaded copies of articles are not provided inside of course due to copyright violation rules * Where possible, consideration for costs of materials adopted have been addressed, to include such course materials selections as OERs |  |
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| **9. ACCESSIBILITY – The course demonstrates a commitment to accommodate all students through the use of accessible technologies. Accessibility policies are clearly stated.** | **General Standard 7** Learner Support  **General Standard 8**  Accessibility and Usability | **The following are suggestions/examples would satisfy the QAI requirement. Other items may also meet the criteria.** | Please provide an explanation of where and how the item is demonstrated in your course. |
| **9a) University accessibility policies are clearly identified, including contact information** | **Standard 7.2** | * Link to the [Accessibility and Disability Services website](http://www.coastal.edu/disabilityservices/) is included in syllabus and student support services information within the course * Statement informs students how and where to obtain the services (not just telephone number), including email address, physical location, and descriptive website URL * Course expectations are clearly provided for students on how to inform instructor of the need for accommodations. Example may include: “To receive academic accommodations for this class, please obtain the proper forms and meet with me to discuss the provisions of those accommodations as soon as possible, preferably within the first two weeks of class.” |  |
| **9b) Course demonstrates best practices in universal design for students who require accommodations or adaptations** | **Standard 8.1, 8.3** | * Consistent layout and design throughout the entire course with proper headings and heading structures employed * [Feel free to use the Accessible Course Module Template](https://drive.google.com/file/d/0Bz31wUhTcyAVeHpHQ241MXh1My05UnA4VWxwSVJfVTJxdzlN/view) * Links, files, and icons are labeled with easy-to-understand, self-describing, and meaningful names * Design allows for students to easily locate where they are through keyboard navigation * All multimedia is captioned OR all multimedia needing captioning is in queue with COOL for captioning * Visual information contains alt text (tags), text descriptions, or audio description (Please see [Accessible Image Sample Book](http://diagramcenter.wpengine.com/samplebook/index.xhtml) for instructions on how to add ALT tags and screenshot example below) * Tables set up properly using headings for columns/rows * PDFs are not solely scanned images; rather documents created in a native format, such as MS   Chauncey CCU mascotWord, and then saved to PDF. Documents have been reviewed for accessibility prior to launching course. * Colors/shading/textures alone are not relied on to convey meaning * Lists are properly attributed/created * Any multimedia employed is not set to auto-start for playback * Documents uploaded into course are made accessible using the above guidelines and through accessibility checker tools |  |
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| **10. CONTINUOUS IMPROVEMENT – The course demonstrates a commitment to continuous quality improvement through systematic evaluation; continuous Improvement plans are in place, and feedback for modifications has been used after a course has run 1+ times** |  | **The following are suggestions/examples would satisfy the QAI requirement. Other items may also meet the criteria** | Please provide an explanation of where and how the item is demonstrated in your course. |
| **10a) Course is evaluated and updated based on department/unit guidelines or procedures** |  | * Course includes an opportunity for students to provide feedback such as in a final survey or forum. * First week survey/midterm survey may be employed to make course modifications and tweaks during the current term, to accommodate student/class characteristics |  |
| **10b) Course is evaluated and updated based on instructor and student feedback** |  | * End of course evaluations managed by the campus are made available to students to provide feedback anonymously * Students are encouraged to complete campus evaluations |  |
| **10c) Course is updated to ensure currency and accuracy each time it is taught** |  | * All links have been updated and verified for functionality prior to launch * Dates are updated to reflect preferred term * Videos/lectures recorded use general time frames in discussion such that content does not quickly expire * Media/news included is relevant to topic and engages current learners |  |