

## Quality Assurance Rubric

Course Reference Number (CRN): \_\_\_\_\_ Course Title: \_\_\_\_\_

Term: \_\_\_\_\_ Instructional Designer: \_\_\_\_\_

Date Reviewed (MM/DD/YYYY): \_\_\_\_\_

<b>Cohesive Design</b>			
<i>Course is organized, easy to navigate, and has a consistent structure designed to facilitate student success</i>			
<b>Critical Elements</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Area of Improvement</b>
<b>Course Orientation (i.e., Getting Started, Week 0, etc.)</b>	Meets “Satisfactory” and creatively engages and communicates with students through a detailed (video or audio) walkthrough of the course, explaining how it’s organized, where to find essential information, etc.	The module provides a comprehensive overview of course navigation and expectations. All parts of the LMS Minimum are included: <i>(See LMS Minimum Requirements Checklist below)</i>	One or more required components is missing.
<b>LMS Minimum Requirements Checklist:</b>	<p>Syllabus Link</p> <p>Course Expectations</p> <p>Communication Plan</p> <p>Student Resources for technology (LMS, Min. Tech) &amp; learning (i.e. Tutoring, Writing &amp; Math Center, Disability, Veterans Support, etc.)</p> <p>Course-level orientation to provide students with critical information they need to get Started and be successful in the class.</p>	<p>Course Schedule</p> <p>Course Grading Expectations</p>	<p>Instructor Information</p> <p>Gradebook</p>

**Cohesive Design** (Continued)

*Course is organized, easy to navigate, and has a consistent structure designed to facilitate student success*

<b>Critical Elements</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Area of Improvement</b>
<b>Course Organization</b>	Course is organized into meaningful topics and follows a logical sequence that maps to learning outcomes. The organization is explicit to students.	Course is organized into meaningful topics and follows a logical sequence that maps to learning outcomes.	Course is not organized in a consistent module structure to ease student navigation.
<b>Accessibility &amp; Usability</b>	Course homepage is welcoming and includes widgets to facilitate student success. Course navigation facilitates ease of use and readability and employs a highly intuitive and user-friendly interface.	Course homepage is welcoming and includes widgets to facilitate student success. Course navigation facilitates ease of use and readability.	Course navigation is unclear or interferes with the learning process.
<b>Cohesive Design Action Plan:</b>			

<b>Course Content</b> <i>The instructional materials are diverse, varied, and accessible</i>			
<b>Critical Elements</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Area of Improvement</b>
<b>Content Structure &amp; Organization</b>	<p>Meets Satisfactory and Content is organized in ways that enhance learning.</p> <p>Content is aesthetically pleasing and employs HTML templates.</p>	<p>Content is organized into meaningful topics and subtopics (as needed) in ways that support learning. Each topic includes an introduction that maps to learning outcomes and assessments.</p> <p>Content is visually and functionally consistent.</p>	<p>Content is not organized into meaningful topics and subtopics. One or more topics does not include an introduction. There is little or no consistency in structure.</p>
<b>Consistent Narrative/Instructional Clarity</b>	<p>Course content is up-to-date and includes a detailed explanation of how the topics are connected to learning outcomes, both previous and future.</p>	<p>Course content is up-to-date and includes an explanation of how the topics are connected to the current learning outcomes.</p>	<p>The connections between content and learning outcomes are not clear. Content is outdated.</p>
<b>Accessible Course Content</b>	<p>Meets “Satisfactory” and incorporates the <a href="#">Universal Design for Learning (UDL) Guidelines</a>.</p>	<p>All text and images in files, documents, LMS pages, and web pages are accessible.</p> <p>All multimedia content includes alternative ways to access (e.g. closed captioning and transcripts).</p>	<p>Most text and images in files, documents, LMS pages, and web pages are not accessible. Most multimedia content does not include alternative ways to access (e.g. closed captioning and transcripts).</p>

<b>Course Content</b> <i>The instructional materials are diverse, varied, and accessible</i>			
<b>Critical Elements</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Area of Improvement</b>
<b>Diverse and Varied</b>	Meets “Satisfactory” and similarities and differences among the materials and resources are clearly explained so students can make informed decisions about how they engage with course materials and resources.	Most content units include a range of instructional materials and resources to support different learning preferences and abilities.	Most instructional materials and resources are not diverse or varied.
<b>Copyright</b>		Course content is in compliance with the College’s copyright policy.	Course content is not in compliance with the College’s copyright policy.
<b>Course Content Action Plan:</b>			

<b>Assessment</b>			
<b>Critical Elements</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Area of Improvement</b>
<b>Assessments measure the achievement of the learning outcomes</b>	Assessments are authentic and have a clear and detailed explanation that makes connections to learning outcomes.	Assessments measure achievement of the learning outcome(s).	Connection between learning outcomes and assessments are unclear or not present.
<b>Clearly structured opportunities for student-to-student interaction</b>	Student-to-student interactions are authentic, varied and designed to promote achievement of learning outcomes across the course. Guidelines for student-to-student interactions and accountability are clearly stated.	Student-to-student interactions are present and designed to promote achievement of learning outcomes across the course. Guidelines for student-to-student interactions are present.	Student-to-student interactions and guidelines are limited in scope and/or not present.
<b>Measurement &amp; Clarity of Assessment</b>	Assessments provide clear and descriptive measurable criteria (e.g. rubric) that connect directly to the content, are made available to students and map directly to course grading policy.	Assessments provide measurable criteria that connect to the content and grading policy.	Instructions for assessments are vague and/or may not tie in with the grading policy for the course.

<b>Assessment</b>			
<b>Critical Elements</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Area of Improvement</b>
<b>Formative Assessments</b>	Meets “Satisfactory” and formative assessments are varied and represent true practice opportunities for the summative assessments	Formative opportunities are low-stakes and directly align to summative assessments. Course includes frequent and appropriate methods to assess students’ of content.	There are limited or no opportunities for formative assessments or those that are present are not low-stakes.
<b>Accessible Assessments</b>	Meets “Satisfactory” and incorporates the <a href="#">Universal Design for Learning (UDL) Guidelines</a> and provides alternative assessment options.	All content in assessments is accessible.	Some of the content within the assessments is not accessible.
<b>Assessment Action Plan:</b>			