# Course Assessment Checklist

SARA\* and courses that are part of the Online AA Degree require this assessment to be completed to help ensure students are receiving high quality online classes. This checklist is also recommended for blended & face-to-face [F2F] courses; not all parts will be applicable for F2F. For example, standardization across courses in terms of navigation and weekly modules that includes everything the student needs for a given weeks, helps students spend more time learning and less time trying to figure out where to go. Likewise, you will spend less time answering navigation questions and more time teaching. Please see the standard template\*\* for Online AA Degree courses.

For the peer audit, the teacher of the course should add his/her peer’s Outlook email address (or myBlackHawk Login ID) to the course’s Canvas People tool as a Designer: Click ‘+People’ > for ‘Add by’ select ‘Email Address’ > type peer’s Outlook email address > select ‘Designer’ role > ‘Next’ > ‘Add Users’. This checklist may be completed in parts starting before the course begins and after.

Aside from being a feedback tool for the teacher who may implement changes, **this assessment is for SARA auditing & Online AA Degree peer review purposes ONLY.** This checklist WILL NOT be used for promotional review and should be reviewed by the faculty member on a yearly basis. For a complete list of best practices\*\*\* for online courses, please go to [learn.bhc.edu/enroll/NKTX6P](https://learn.bhc.edu/enroll/NKTX6P). You may contact Kelly Wu, Instructional Designer [wuk@bhc.edu](mailto:wuk@bhc.edu) or Andy Olson, Director of the TLC and Online Learning [olsona@bhc.edu](mailto:olsona@bhc.edu), anytime for completion assistance including training and/or consultations. We are here to serve you with a smile ☺. Please email the completed checklist to [tlc@bhc.edu](mailto:tlc@bhc.edu) or send a paper copy to the TLC at the QC Campus Q1-212 TLC.

**Instructor:       Course:**  **Section:**       **Term:**

| **Criteria** | **Yes**  **No**  **or**  **NA** | **Evidence/Comments** | **Changes Implemented** |
| --- | --- | --- | --- |
| **1) Course Information** | | | |
| A. A syllabus is provided and can be easily located. The syllabus contains all information suggested by the Syllabus Template\*\*\*\*. |  |  |  |
| B. The class begins with information and instructions on how to get started. |  |  |  |
| C. Due dates are clearly communicated and listed. |  |  |  |
| D. Course Goals and Objectives/Outcomes are present and explicitly stated to the learner. |  |  |  |
| E. Purpose of learning activities is clearly presented. |  |  |  |
| F. A list of technical requirements such as connection speed, hardware, and software is provided. |  |  |  |
| G. Technology required for this course is provided or easily downloaded **with instructions** [link(s) provided]. |  |  |  |
| H. Academic integrity expectations are provided. |  |  |  |
| I. Requirements for synchronous assignments, meetings, and any proctored testing are explained. |  |  |  |
| J. Information about academic support is provided. |  |  |  |
| **2) Course Design** | | | |
| A. Content is sequenced in a manner that enables learners to achieve the stated objectives. Each module is internally organized in a manner that is intuitive and consistent. |  |  |  |
| B. A variety of instructional delivery methods, accommodating multiple learning styles, are available throughout the course. |  |  |  |
| C. A variety of ways for learners to demonstrate knowledge is provided. |  |  |  |
| D. A clear, concise list of modules and activities that will be completed within each of the course modules/chapters/topics is provided. |  |  |  |
| E. Tools not used by students are hidden from view. |  |  |  |
| F. Course has no broken links. |  |  |  |
| G. Course content abides by copyright and fair use laws. Proper citations provided. |  |  |  |
| H. The amount of scrolling required is minimized in total improve usability on a desktop, laptop or mobile device. |  |  |  |
| I. The layout of the course is consistent, has a visually aesthetic color scheme, which connects throughout the virtual database. |  |  |  |
| J. The type, size and color of font are readable and consistent throughout the course. |  |  |  |
| **3) Communication, Interaction, and Collaboration** | | | |
| A. Instructor information is available to students with contact, biographical, and availability information, and picture/video. |  |  |  |
| B. Instructor preferred communication modes are explained with expected response timelines. Instructor communication, responses, and feedback model good practices for students. |  |  |  |
| C. Communication, interaction, and collaboration code of conduct/netiquette standards are explained. |  |  |  |
| D. There are opportunities for student-to-student communication and interaction. |  |  |  |
| E. Instructor-to-student interaction is regular, substantive, and initiated by both instructor and student. The instructor is regularly “present” in the class. |  |  |  |
| F. Discussions are organized in clearly defined forums and/or threads. |  |  |  |
| G. A variety of discussion assignment types are utilized. |  |  |  |
| H. The instructor’s role in discussion activities is clearly defined. |  |  |  |
| I. Opportunities for learners to provide feedback on instructional strategies, course content and structure are available during the course. This feedback is considered and used to improve the course. |  |  |  |
| J. A formal course evaluation is conducted and the results are used to improve the course. |  |  |  |
| **4) Student Evaluation & Assessment** | | | |
| a. Assessment of student learning is aligned with course goals, conducted throughout the duration of the course, and uses multiple methods. (Assessment – feedback from student to instructor used to improve teaching and learning.) |  |  |  |
| b. Assessment and evaluation goals are clearly communicated. |  |  |  |
| c. Evaluation of student achievement is aligned with course goals, conducted throughout the duration of the course, and uses multiple methods. (Evaluation – methods used for grading and reporting.) |  |  |  |
| d. Assessments and evaluations are designed and administered to uphold academic integrity. |  |  |  |
| e. Explicit rubric or grading rational are provided for graded assignments. |  |  |  |
| f. Instructions for assessment and evaluations are provided. |  |  |  |
| g. Statement explaining when, what, and how feedback students will receive is provided. |  |  |  |
| h. Statement and link explaining student support and resources. |  |  |  |
| **5) Accessibility\*\*\*\*\*** | | | |
| A. Content uses of Headers for Screen Readers. |  |  |  |
| B. Disability Services reference in Syllabus.\* |  |  |  |
| C. All videos/audio captioned (or transcribed). |  |  |  |
| D. Meaningful Hyperlinks (e.g. no non-description 'Click Here' links) |  |  |  |
| E. Images have alt text. |  |  |  |
| F. Tables have descriptions; explain what it is showing. |  |  |  |
| 5) **Use of Multimedia & Images** | | | |
| A. The audio and video hardware do not extend beyond the basic sound cards, speakers, and video players. The only exception to using more advanced hardware requirements is if they are needed to meet course goals and objectives. |  |  |  |
| B. Audio files should have clear audio quality. The length of the audio file is sufficient to meet the goals of the activity without adding unnecessary information. Audio players required are compatible with multiple systems and require only a standard, free plug-in. |  |  |  |
| C. Video quality is clear, with an adequate length to meet the goals of the activity without adding unnecessary information. Video players required are compatible with multiple operating systems and require only a standard, free plug-in. |  |  |  |
| D. Images posted online are clear & high-quality in their resolution. |  |  |  |
| E. Image files are adjusted for efficient uploading & downloading. |  |  |  |
| F. Use of animated GIFs is limited to only those that contribute to the learning experience or support course content. |  |  |  |
| 6) Best Practices & Revisions |  |  |  |
| A. Best practices document was gone through and applied as appropriate. |  |  |  |
| B. Changes are made as necessary based on feedback from students in student evaluations/interactions. |  |  |  |
| C. Changes are made as necessary based on peer evaluations/interactions. |  |  |  |
| **8) Additional Departmental Observation Elements (i.e. peer-to-peer interaction, proctoring, policies, take online teacher training)** |  |  |  |

**Assessment Competed By       Signature** **Date Completed**

More information and resources:

\* We are part of [SARA](http://nc-sara.org/), which authorizes: 1. Students from other participating states to take our online courses, 2. Faculty who live outside of Illinois to teach for us, and 3. Our student interns to do internships in other participating states. Participation in SARA opens up a lot of opportunities and saves us money.

\*\* [Online AA Degree Template](https://learn.bhc.edu/courses/1139028) & Online AA Degree Faculty Checklist (to add to Online Faculty Academy and/or link to from Faculty Resources and Orientation)

\*\*\* [Best Practices](https://learn.bhc.edu/enroll/NKTX6P)

\*\*\*\* [Syllabus Template](https://learn.bhc.edu/courses/1158853/pages/upload-course-syllabus)

\*\*\*\*\* [Making Your Course Accessible](https://learn.bhc.edu/enroll/JLND9E) & become a trusted tester [www.dhs.gov/trusted-tester](http://www.dhs.gov/trusted-tester)