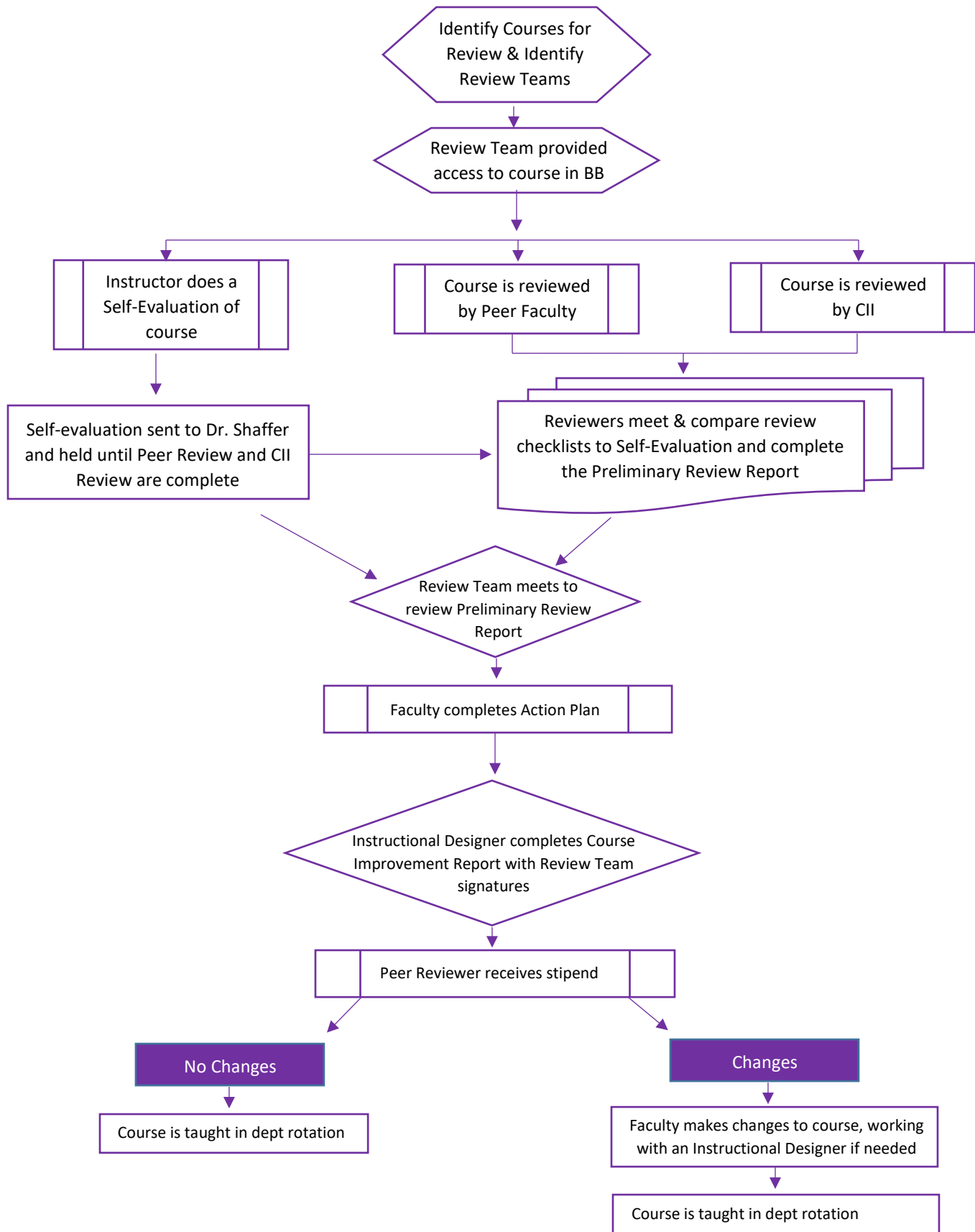


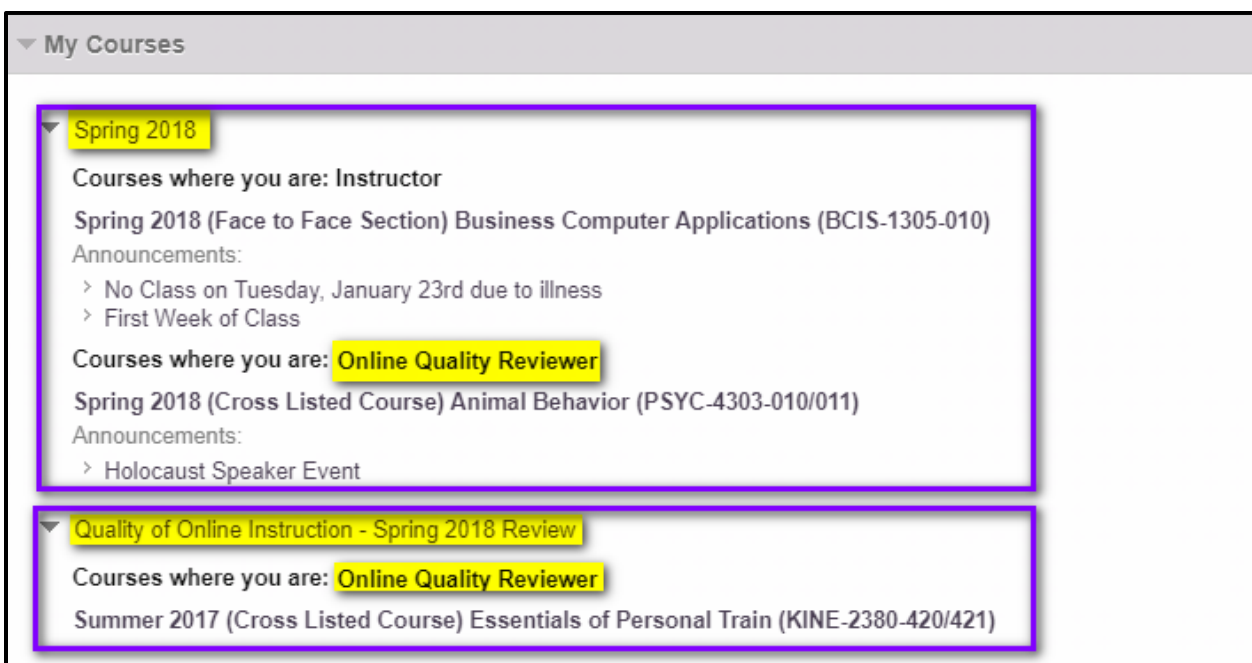
Course Improvement Process



Improving the Quality of Online Instruction – Blackboard Framework

Blackboard Course Setup:

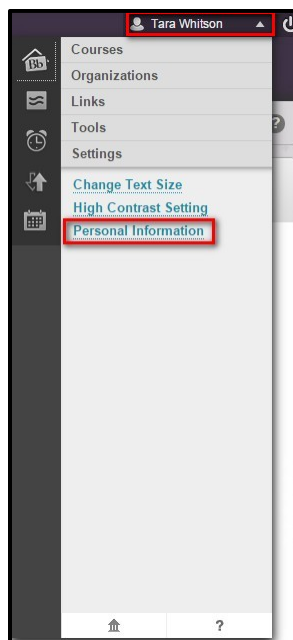
1. If you are reviewing a course being taught in the current term, the review process will take place in the LIVE section with Student enrollments. Reviewers will be enrolled as a **Online Quality Reviewer** into the course. The course will appear in the current term and in an area titled **Courses where you are a: Online Quality Reviewer**
2. If you are reviewing a course that was taught in a prior term, the review process will take place in a restored section that is grouped under a term called **Quality of Online Instruction – “Current Semester” Review**. Students will not be able to access the course. Reviewers will be enrolled as a **Online Quality Reviewer** into the course. The course will appear in the Quality of Online Instruction term and in an area titled **Courses where you are a: Online Quality Reviewer**

A screenshot of the Blackboard 'My Courses' page. The page has a grey header bar with 'My Courses' and a dropdown arrow. Below the header, there are two main sections, each enclosed in a purple border. The first section is titled 'Spring 2018' in a yellow box. It lists 'Courses where you are: Instructor' and 'Spring 2018 (Face to Face Section) Business Computer Applications (BCIS-1305-010)'. Under 'Announcements', it lists 'No Class on Tuesday, January 23rd due to illness' and 'First Week of Class'. It also lists 'Courses where you are: Online Quality Reviewer' in a yellow box, followed by 'Spring 2018 (Cross Listed Course) Animal Behavior (PSYC-4303-010/011)'. Under its 'Announcements', it lists 'Holocaust Speaker Event'. The second section is titled 'Quality of Online Instruction - Spring 2018 Review' in a yellow box. It lists 'Courses where you are: Online Quality Reviewer' in a yellow box, followed by 'Summer 2017 (Cross Listed Course) Essentials of Personal Train (KINE-2380-420/421)'.

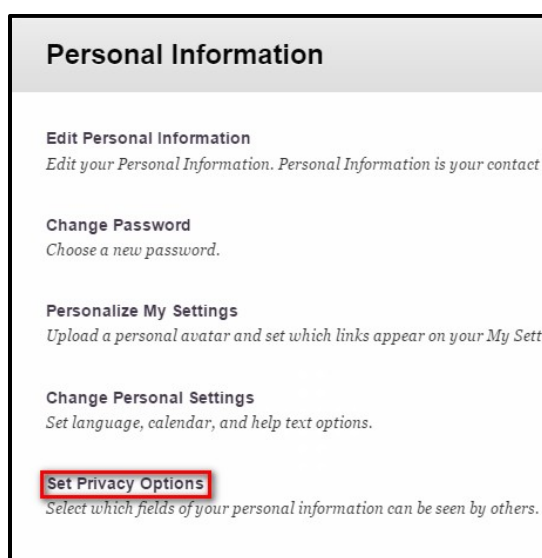
How to Disable Students from Contacting Reviewers (Current Term):

We've found that students may see the Reviewer within current term courses. A workaround is provided below to turn off the ability for students to contact the Reviewer via Course Messages. In addition, you can select to be hidden from the Course Roster.

1. Select the dropdown at the top right corner in Blackboard by your name and then select **Personal Information**.



2. From the Personal Information options, select **Set Privacy Options**.



- Under **Email Options**, select the checkbox next to the **current term** section that you are reviewing. Additionally, under **Roster Options**, select the checkbox next to the **current term** that you are reviewing. Select **Submit**.

EMAIL OPTIONS

Students in courses and organizations in which you are enrolled may email you unless you choose to not allow this. Some privileged users,

Do not allow students to email me

- ☐ Tara's Blackboard Learn 9 Test Course
- ☐ Development Course - BCIS 1305 (Business Computer Applications) Face to Face - Fall Version
- ☐ Development Course - CIS 103: Computer Concepts and Applications (TW)
- ☐ Development Course - BCIS 1305 (Business Computer Applications) Online
- ☐ Development Course - BCIS 3315: Web Development and Design (Online Prep)
- ☐ Tarleton State University - Adjunct Faculty Forum (2017-2018)
- ☐ Development Area - MCIS Departmental Course Shell
- ☐ Spring 2018 (Face to Face Section) Business Computer Applications (BCIS-1305-010)
- ☐ Development Course - BCIS 1305: Business Computer Applications (Spring F2F Version)
- ☐ Tara's Blackboard Learn 9 Test Course
- ☒ Spring 2018 (Cross Listed Course) Animal Behavior (PSYC-4303-010/011)

Course you are reviewing

ROSTER OPTIONS

Your name is displayed in the Roster of courses and organizations in which you are enrolled unless you choose to make it private.

Do not display my name in the roster

- ☐ Tara's Blackboard Learn 9 Test Course
- ☐ Development Course - BCIS 1305 (Business Computer Applications) Face to Face - Fall Version
- ☐ Development Course - CIS 103: Computer Concepts and Applications (TW)
- ☐ Development Course - BCIS 1305 (Business Computer Applications) Online
- ☐ Development Course - BCIS 3315: Web Development and Design (Online Prep)
- ☐ Tarleton State University - Adjunct Faculty Forum (2017-2018)
- ☐ Development Area - MCIS Departmental Course Shell
- ☐ Spring 2018 (Face to Face Section) Business Computer Applications (BCIS-1305-010)
- ☐ Development Course - BCIS 1305: Business Computer Applications (Spring F2F Version)
- ☐ Tara's Blackboard Learn 9 Test Course
- ☒ Spring 2018 (Cross Listed Course) Animal Behavior (PSYC-4303-010/011)

Course you are reviewing



Improving the Quality of Online Instruction Faculty Self-Evaluation of Course

Instructions: Please save this file to your computer before entering your information. Once completed, please save the file again and email it to Dr. Kelley Shaffer at shaffer@tarleton.edu.

Faculty Name:

Date of Evaluation:

Course Title:

Course Number:

Section Number:

Semester the course is/was taught: (please enter the semester of review if it is a live course you'd like reviewed. If this is not a live course, please enter the semester this course was last taught by you.)

Before or while teaching online, did you receive or attend any online teaching/Blackboard training sessions offered by CII or from another University or source?

Yes NO

If you answered yes, please list the training you received:

Using the criteria based on Chickering and Gamson's 1987 article "Seven Principles for Good Practice in Undergraduate Education," the basis for best practices in instruction for both online and face-to-face, please do a self-evaluation of the course listed above and provide examples of the following:

1. Encourages contacts between students and faculty.

2. Develops reciprocity and cooperation among students.

3. Uses active learning techniques and respects diverse talents and ways of learning.

4. Gives prompt feedback and communicates high expectations.



Improving the Quality of Online Instruction CII Review

Course Number:	Section Number:	Date:
Course Title:		
Faculty Name:		Instructional Designer:

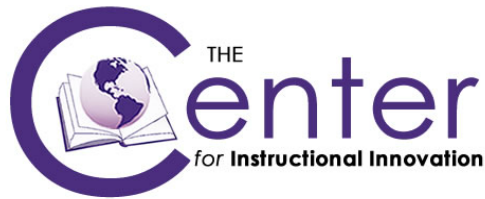
SECTION 1: Course Overview and Introduction	Yes	No	Comments / Evidence
Clear instructions are provided about how to get started and where to find various course components	✓		▪
Clear instructions are provided about technical support and how to access it			▪
Students are provided with textbook information and other instructional materials or supplies needed for the course			▪

SECTION 2: Course Development and Instructional Design	Always	Sometimes	Never	Comments / Evidence
Navigation is intuitive – online components are laid out in a logical, consistent, and efficient manner				▪
Course objectives, learning outcomes, and evaluation methods are clearly defined and easy to locate				▪
Course design promotes engagement for student and instructor				▪
Students interact with a variety of resources and media				▪
Course materials are provided in standard file formats to ensure accessibility, regardless of operating system				▪
Links to, or information about institutional services (library, writing center, disability services) are clearly labeled and easy to find				▪
Accessibility issues such as sight, mobility, hearing, cognition, and ESL are addressed throughout the course				▪

SECTION 3: Teaching and Learning	Always	Sometimes	Never	Comments / Evidence
Instructor uses specific strategies to create a sense of presence (instructional, personal, social) in the course				▪

SECTION 4: Communication and Expectations		Yes	No	Comments / Evidence
Faculty contact information is easy to find and includes email and phone				▪
	Always	Sometimes	Never	
Communication expectations are clearly articulated for online discussions (netiquette), email, and other forms of communication (student-to-student, student-to-instructor, etc.)				▪
The instructor's strategy for classroom response time and feedback on assignments is clearly stated				▪
The instructor uses communication tools to provide course updates, reminders, announcements, etc.				▪
Instructions for assignment completion, submission, and return to student are provided				▪
		Yes	No	
The course grading policy is clearly stated				▪
A gradebook is provided and updated in a timely manner ?				▪

Comments: Please provide strengths, weaknesses, and suggested changes here.



Improving the Quality of Online Instruction Peer Faculty Review

Instructions: Please save this file to your computer before entering information. Once completed, please save the file again before printing or distribution.

Course Title

Course Number:

Section Number:

Report Date:

Semester the course is/was taught: (please enter the semester of review if it is a live course. If it is not a live course, please enter the semester the course was last taught.)

Faculty Name:

Peer Reviewer Name:

Master Syllabus:

If a master syllabus exists, does the course syllabus agree with the master syllabus? Master syllabi are found at <http://catalog.tarleton.edu/syllabus/>

Yes

No

SECTION 1: Encourages Contact Between Students and Faculty

An introduction of the instructor is provided and students are asked to introduce themselves.

Yes

No

Comments/Evidence:

Communication expectations are clearly articulated for online discussions (netiquette), email, and other forms of communication (student-to-student, student-to-instructor, etc.).

Yes

No

Comments/Evidence:

The instructor uses communication tools to provide course updates, reminders, announcements, etc.

Always

Sometimes

Never

Comments/Evidence:

Opportunities are presented for synchronous and/or asynchronous communication with the instructor.

Always

Sometimes

Never

Comments/Evidence:

Student-to-instructor interaction is encouraged throughout the course.

Always

Sometimes

Never

Comments/Evidence:

SECTION 2: Develops Reciprocity and Cooperation Among Students

The instructor provides opportunities for students to work collaboratively to acquire knowledge based on multiple perspectives, discussion and reflection.

Always

Sometimes

Never

Comments/Evidence:

Opportunities for student self-assessment and peer feedback are available throughout the course.

Always

Sometimes

Never

Comments/Evidence:

The instructor facilitates class discussions by encouraging, probing, questioning, and summarizing student comments to encourage participation.

Always

Sometimes

Never

Comments/Evidence:

SECTION 3: Uses Active Learning Techniques and Respects Diverse Talents and Ways of Learning

Learning units or modules are made available in manageable segments (chunked).

Always

Sometimes

Never

Comments/Evidence:

Instructional materials are current.

Always

Sometimes

Never

Comments/Evidence:

The course contains access to a wide range of resources supporting course content and different learning abilities; resources and media are varied and support the learning objectives.

Always

Sometimes

Never

Comments/Evidence:

All outside resources and materials used in the course are appropriately cited; course materials do not violate Fair Use, Copyright, or TEACH Act.

Always

Sometimes

Never

Comments/Evidence:

Student-to-Student, Student-to-Faculty, and Student-to-Content engagement are essential characteristics and are facilitated in a variety of ways.

Always

Sometimes

Never

Comments/Evidence:

Students are assigned relevant readings from appropriate print and/or online sources.

Always

Sometimes

Never

Comments/Evidence:

Students write to reflect on readings, projects, labs, and other assignments.

Always

Sometimes

Never

Comments/Evidence:

Activities require students to use research strategies for finding appropriate online content.

Always

Sometimes

Never

Comments/Evidence:

Assignments are structured to require consistent efforts from students throughout the semester; Assignments contain appropriate level of rigor.

Always

Sometimes

Never

Comments/Evidence:

SECTION 4: Gives Prompt Feedback and Communicates High Expectations

Prerequisite knowledge/competencies in the discipline are clearly stated in the syllabus or beginning of the course.

Yes

No

Comments/Evidence:

Course and/or institutional policies are clearly stated (or a link is supplied) in the syllabus or beginning of the course.

Yes

No

Comments/Evidence:

Student participation and expectations are clearly defined in the syllabus or beginning of the course.

Yes

No

Comments/Evidence:

The course grading policy is clearly stated in the syllabus or beginning of the course.

Yes

No

Comments/Evidence:

The instructor's strategy for classroom response time and feedback on assignments is clearly stated; feedback on assignments and questions are provided in a timely manner.

Always

Sometimes

Never

Comments/Evidence:

Assignment feedback addresses both content and mechanics of the assignment (i.e. organization, grammar, spelling, adherence to APA/MLA, etc.); feedback is clear, positive, and specific.

Always

Sometimes

Never

Comments/Evidence:

Learning objectives describe outcomes that are measureable.

Always

Sometimes

Never

Comments/Evidence:

Critical thinking skills (e.g. analysis, problem solving, or critical reflection) are expected of learners and explained with examples or modules.

Always

Sometimes

Never

Comments/Evidence:

Issues of plagiarism, copyright, and intellectual property are addressed.

Yes

No

Comments/Evidence:

Instructions for assignment completion, submission, and return to student are clearly defined; deadlines are clear and easy to locate.

Always

Sometimes

Never

Comments/Evidence:

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

Always

Sometimes

Never

Comments/Evidence:

The assessment and evaluation tools selected are varied (such as quizzes, test, discussions, essays, and projects) and appropriate to the student work being assessed; selected assessments measure the stated learning objectives and are consistent with course content.

Always

Sometimes

Never

Comments/Evidence:

A gradebook is provided and updated in a timely manner.

Yes

No

Comments/Evidence:

OTHER: SACS/COC

Is the rigor of this online course comparable to the same course offered face-to-face?

Yes

No

N/A - this course is only offered online.

If you answered no to rigor, please explain:

Comments: Please provide strengths, weaknesses, and suggested changes here.



Improving the Quality of Online Instruction Preliminary Review Report

Course Title:

Course Number:

Section Number:

Report Date:

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Semester the course is/was taught: (Please enter the semester of review. If it is a live course, please enter the semester of review. If it is not a live course, please enter the semester it was last taught.)

Faculty Name:

Peer Reviewer:

CII Reviewer:

<input type="text"/>	<input type="text"/>
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Based on Chickering and Gamson's 1987 article "Seven Principle for Good Practice in Undergraduate Education," the basis for best practices in instruction, both online and face-to-face, the Review Team noted the following:

1. Encourages Contact Between Students and Faculty

Strengths:

Weaknesses:

Recommendations:

--

2. Develops Reciprocity and Cooperation Among Students

Strengths:

--

Weaknesses:

--

Recommendations:

--

3. Uses Active Learning Techniques and Respects Diverse Talents and Ways of Learning

Strengths:

--

Weaknesses:

--

Recommendations:

--

4. Gives Prompt Feedback and Communicates High Expectations

Strengths:

--

Weaknesses:

Recommendations:



5. Course Development and Instructional Design

Strengths:

Weaknesses:

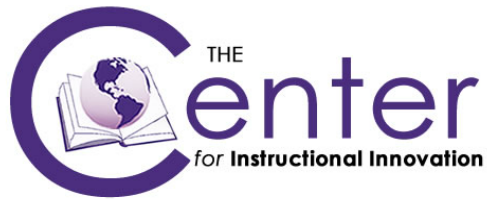
Recommendations:

--

Additional Comments/Notes:

--

Please submit completed report to: Dr. Kelley Shaffer, Director of CII



Improving the Quality of Online Instruction Plan of Action

Course Number:

Section Number:

Date:

Course Title:

Faculty Name:

Instructional Designer:

Course changes you'd like to make:

Target Completion Date:

Revised 6/16

Faculty's Signature:

cc: Instructional Designer, Faculty Member



Improving the Quality of Online Instruction Course Improvement Report

Course Title:

Course Number:

Section Number:

Report Date:

<input type="text"/>	<input type="text"/>	<input type="text"/>
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Semester the course is/was taught: (Please enter the semester of review. If it is a live course, please enter the semester of review. If it is not a live course, please enter the semester it was last taught.)

Faculty Name:

Peer Reviewer:

CII Reviewer:

<input type="text"/>	<input type="text"/>
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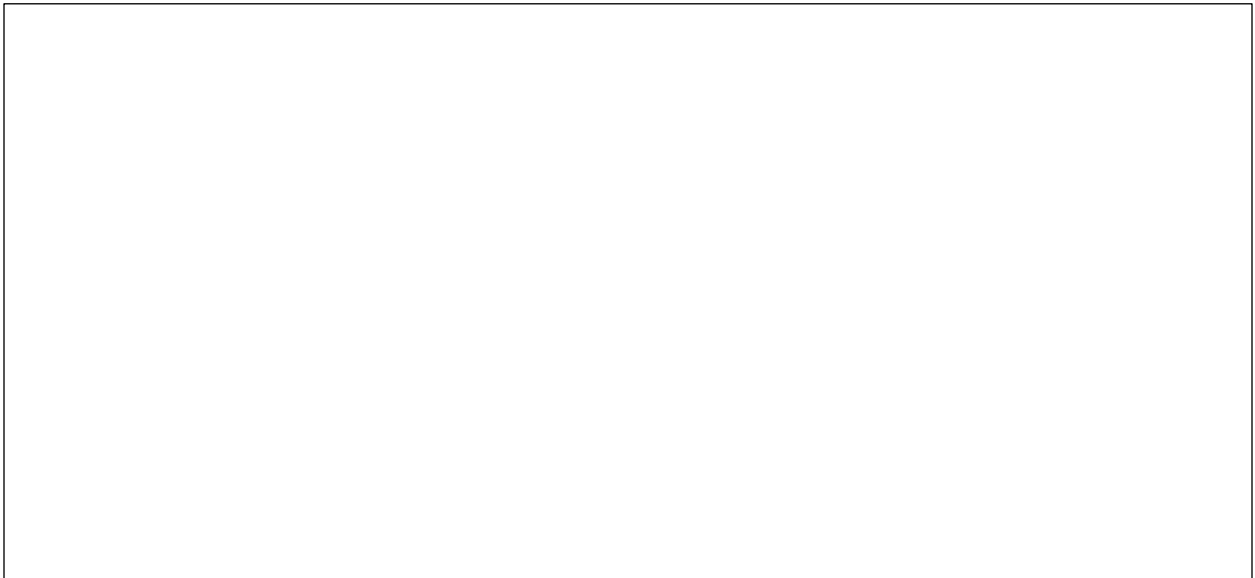
Based on the established criteria for Improving the Quality of Online Instruction at Tarleton State University, this course has been reviewed. As a result of this process, each criteria has been addressed with the following comments:

1. Encourages Contact Between Students and Faculty

2. Develops Reciprocity and Cooperation Among Students



3. Uses Active Learning Techniques and Respects Diverse Talents and Ways of Learning



4. Gives Prompt Feedback and Communicates High Expectations

5. Course Development and Instructional Design

Strengths:

Signatures

Faculty Member:

Peer Faculty Reviewer:

CII Reviewer:

Distribution:

Original: Director of CII
Duplicates: Review Team
Department Head