



QUALITY ASSURANCE

OF

DISTANCE LEARNING COURSES

Quality Assurance of Online Courses Manual

**Georgia Virtual Technical College
1800 Century Place
Suite 400
Atlanta, GA 30345**

Acknowledgements

Quality Assurance Ad Hoc Committee

Cathy Brock, Director, Georgia Virtual Technical College

Elaine Denham, GVTC Coordinator, Flint River Technical College

Jody Dixon, GVTC Coordinator, Central Georgia Technical College

Ashley Harmon, GVTC Coordinator, Southeastern Technical College

Darryl Harrison, Vice President of Academic Affairs, West Georgia Technical College

Robert Keown, Trainer, Georgia Virtual Technical College

Darice Lewis, GVTC Coordinator, Coosa Valley Technical College

Kathy T May, Academic Services Coordinator, Georgia Virtual Technical College

Tony Suess, GVTC Coordinator, Gwinnett Technical College

Dann Webb, Committee Chair, and Director, Curriculum Development Distance Learning
Coordinator

Table of Contents

Acknowledgements.....	Page iii
Introduction, Mission, Definition.....	Page 1
Purpose, Rational, and Five Step Procedure.....	Page 2
General Program Standard Guide Instructional Program, Online Program Delivery Mode (Section 1)	Page 5
Course Development Request Form..... (Section 2)	Page 6
Online Course Institutional Review Process Form..... (Section 3)	Page 7
Best Practices Course Development..... (Section 4)	Page 8
GVTC Student Satisfaction Survey (Section 5)	Page 36
Online/Hybrid Course Survey (Section 6)	Page 40
Online/Hybrid Instructor Evaluation..... (Section 7)	Page 48
Instructor Self-Review..... (Section 8)	Page 51
Appendix A (Online/Hybrid Course Development Guide & Review - Only)	

Introduction

The Georgia Virtual Technical College (GVTC) is a consortium of independent technical colleges working in a collaborative manner to create occupational courses and programs, using a standardized curriculum delivered over the Internet and through local centers.

Our Mission

The mission of the Georgia Virtual Technical College (GVTC) is to provide students with a central point of reference for programs and support services offered electronically through its state system of technical colleges.

Definition

The Georgia Virtual Technical College (GVTC) is the electronic clearinghouse for the thirty-four (33) Georgia technical colleges. Some of the services provided by GVTC are:

- Portal Web Site (<http://www.gvtc.org>)
- Course Management Software (ANGEL)
- Other Software Provided
 - SoftChalk, Respondus/Studymate, Turnitin
- Learning Objects
- Faculty Training and Design/Development Support
- GVTC Coordinator Handbook and Training
- Technical Support
- Help Desk—24/7 ANGEL Support
- Online Course Catalog
- Online Orientation
- READI Distance Learner Self-assessment
- Elluminate Live Web Conferencing Tool
- Learner Resource Center
- Online Application
- 1-877-532-4882 for General Information
- Quarterly Student Services Satisfaction Survey
- Course Evaluation Survey
- SMARTHINKING Tutoring Service
- Online Continuing Education—Bellsouth Electronics Courses
- Faculty Focus Newsletter
- *Velocity* Newsletter
- Student Services Training for Student Services Personnel
- Attendance at High School Education Fairs

Purpose

The purpose of this manual is to assist the colleges in delivering online credit-based programs and courses that adhere to the Technical College System of Georgia's (TCSG) program standards, accrediting agencies' distance learning policies and the Georgia Virtual Technical College's (GVTC) Best Practices for Online Courses.

Quality Assurance Rationale

Quality assurance of distance learning courses is essential on three (3) levels:

1. **Institutional Level.** To advance and protect the reputation of the educational institution in attracting students, qualified faculty members, and collaboratives with business and industry.
2. **Student Level.** To assure the student that his/her credential is recognized by prospective employers and is relevant in today's workforce.
3. **Faculty Level.** To provide training, resources, and technical support for the development of new online courses and the maintenance of on-going online courses.

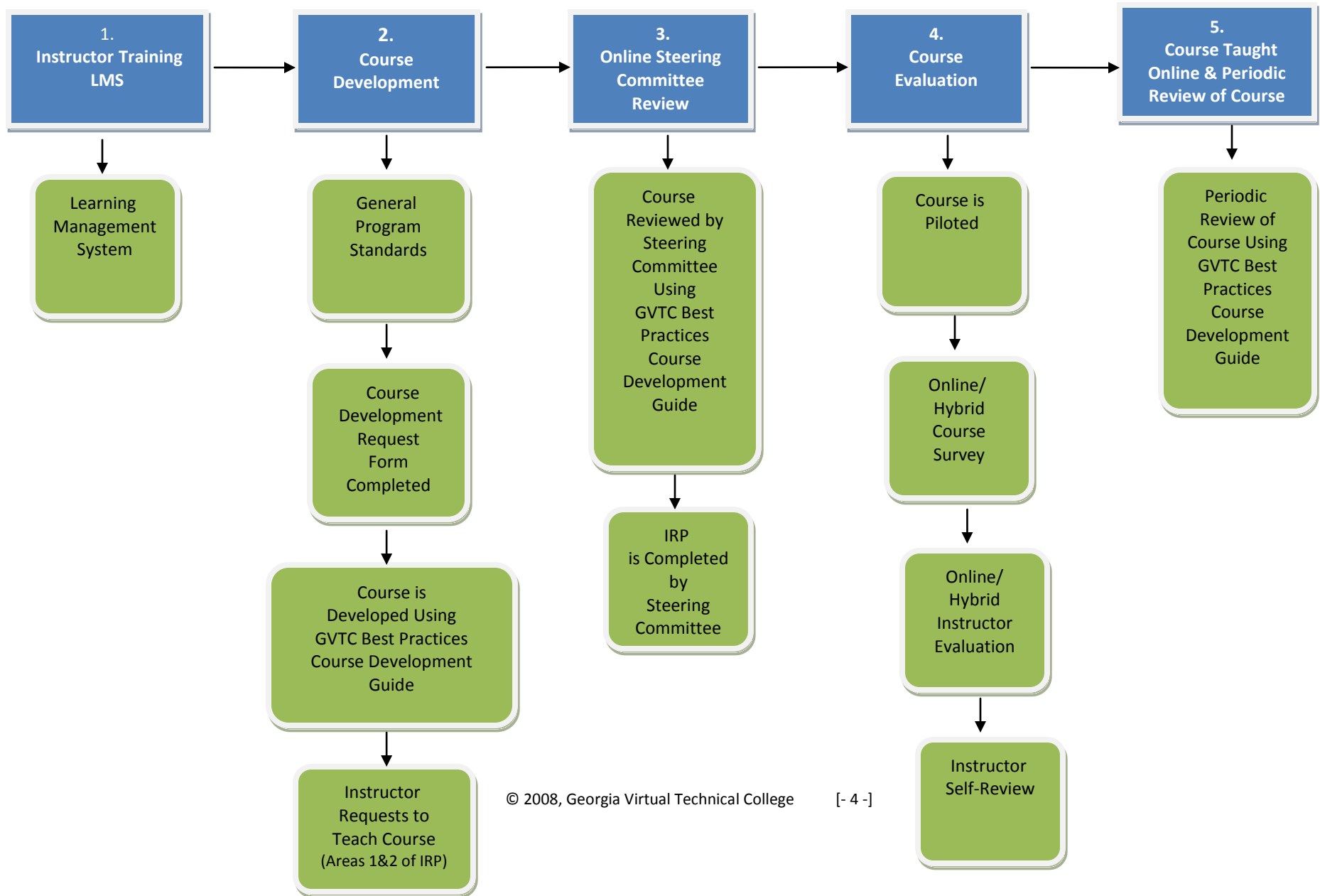
Five-Step Procedure

1. **INSTRUCTOR TRAINING** – The instructor is trained in distance learning methodology to include the learning management system and related software either by the GVTC certified trainer or a certified trainer in the instructor's consortium area.
2. **COURSE DEVELOPMENT**– Initial submission for approval is requested with the Course Development Request form (Section 2). After the course is approved for development, an Online Course Institutional Review Process form (Section 3 – Area 1) is started and the course is developed based on the Best Practices Course Development Guide (Section 4).
3. **PEER REVIEW** – The course is then submitted for approval for delivery. The course is reviewed utilizing the Best Practices Course Development Guide (Section 4) by peers. The Online Course Institutional Review Process (Section 3 – Areas 2, 3 and Signatures Area) is completed. The course is not approved for online delivery unless the Online Course Institutional Review Process has the Vice President of Academic Affairs' signature.
4. **COURSE EVALUATION** – During initial delivery of the course, the following items are used for evaluation: GVTC Student Satisfaction Survey (Section 5), Online/Hybrid Course Survey (Section 6), Online/Hybrid Instructor Evaluation (Section 7), and Instructor Self-Review (Section 8).

5. **PERIODIC REVIEW** – Periodic reviews are scheduled utilizing the Best Practices Course Development Guide (Section 4).



Quality Assurance Five-Step Procedure



Section 1

General Program Standard 02-05-12 Instructional Program, Online Program Delivery Mode

Online Program Delivery Mode

Standard Number: 02-05-12

Standard Statement

Online educational courses and programs offered for credit through the Georgia Virtual Technical College must meet accepted standards for best practice as well as the minimum program and institutional standards established by the Technical College System of Georgia.

Explanatory Comment

An online program consists of the procedures, courses and programs offered by a technical college over the Internet to develop competencies for a specific occupation.

The Georgia Virtual Technical College shall serve as the clearinghouse for online instruction offered through technical colleges in Georgia.

Evaluative Criteria

Programs offered online through the Georgia Virtual Technical College shall have admission, retention, work ethics, and credential requirements that are qualitatively consistent with those in effect for on-campus programs.

Programs offered online through the Georgia Virtual Technical College shall have individual student records including financial aid and educational progress records permanently maintained by the program home campus.

Courses offered online through the Georgia Virtual Technical College must meet quality assurance criteria approved by the local college offering the course.

Program instructors teaching online are required to initiate contact with students daily during the drop-add period and at least three times a week thereafter.

Program instructors teaching online must be trained in the software platform used to offer the course.

Technical colleges must ensure online program quality through appropriate involvement of on-campus administrators and faculty in planning, peer review, approval and on-going evaluation.

Section 2

Course Development Request

Request to develop an online/hybrid course based on the following information:

Course:
Program Area:
Course Developer:
Anticipated Course Instructor:
Instructor meets training requirements: Yes No
Has this course been delivered as web-enhanced? Yes No
Proposed Textbook:
Is this course currently offered in the classroom? Yes No (If so, please indicate how many sections are currently taught and total student enrollment.)
Justification for Online Development:
Term to be developed:
Term to be delivered:
Dean of Instruction Signature: Date:

Section 3

Online Course Institutional Review Process (IRP)

Area 1. Proposed Online Course Information

(To be completed by instructor requesting permission to teach online course.)

Instructor:	Program Area:	
Course Prefix and Course Name:	Qtr. Requested:	
Proposed Online Course Description and Rationale for Offering Online:		
Any Special Hardware/Software Needs/Requirements:		
Is this course being offered online for the first time?	Yes	No
If the answer is No to the previous question, please indicate the name of the instructor who taught the course and the quarter/year it was taught.	Name	Qtr./Year

Area 2. Institutional Process Checklist

Criteria	Description/Definition	Yes	No	Information Needed
The instructor is qualified.				The instructor meets requirements of TCSG and accrediting/regulating agency.
The instructor meets training requirements for learning management system and instructional methodologies.				Instructor has attended and completed appropriate training. A copy of the certificate is on file in the instructor's supervisor's office.
The institution has a review process in place for new and on-going online classes				The GVTC Coordinator and other appropriate faculty, staff and administrators review on-going online courses.
Notes:				

Area 3. Institutional Approval (To be completed by the Online Steering Committee)

Course Approved:	Yes	No	Term/Year Approved to Begin:
Comments/Suggestions:			

Signatures:

Peer Review(s) Signature:	Date:
VPAA Signature (Final Approval):	Date:
Periodic Review Schedule:	
Note: Signatures of three (3) committee members are recommended. The signature of the VPAA is required for final approval.	

Section 4

Georgia Virtual Technical College (GVTC)

Online Course Best Practices

Best Practices documents are intended merely as guides for the colleges to use in helping to ensure the quality of their online courses. Not every item listed in these documents will be appropriate or relative to every course. Similarly, the value of a particular item should be adjusted appropriately according to the importance that a particular item has in the course. As a reminder, it is each college's responsibility to develop and implement an online course development guide and procedure. Some, none, or all of the items in each of these documents can be included in each college's online course development and procedure. The purpose of these documents is to share with colleges practices that have proven to be successful in an effort to provide students with excellence in the online learning experience.

These guides have been cooperatively developed by faculty and administrators with substantial experience in the development and delivery of online courses intended for students of the Technical College System of Georgia.

Best Practices Include Three Primary Documents:

1. **Course Development Guide and Review.** This guide is intended for use in the development of a course before it is delivered to students. Additionally, this guide can be used in the periodic review for courses that may have been offered over a period of time to help ensure the "freshness" of the course.
2. **Instructor Evaluation.** This form is intended for use as a summary feedback that reflects the instructor's facilitation of course content, interaction with and assessment of students.
3. **Instructor Self-Review.** This form is intended for use by the online instructor to reflect on items and methods used in the online course. It is not intended to be turned in, accounted for, or used in an administrative procedure. It is, as the title states, a self-review tool.

This document is intended merely as a guide for the colleges to use in helping to ensure the quality of their online courses. Not every item listed in this document will be appropriate or relative to every course. Similarly, the value of a particular item should be adjusted appropriately according to the importance that a particular item has in the course. As a

reminder, it is each college's responsibility to develop and implement an online course guide and procedure. Some, none, or all of the items in each of these documents can be included in each college's online course development and procedure. It could easily be that different subject areas use different online course development guides within the same college. The purpose of this document is to share with colleges practices that have proven to be successful in an effort to provide students with an excellent online learning experience.

This guide is intended for use in the development of a course before it is delivered to students. Additionally, this guide can be used in the periodic review of courses that may have been offered over a period of time to help ensure the "freshness" of the course.

The guide is divided into four categories. Each category begins with an overall goal of the category, areas of concentration within the category, and descriptive indicators which address the purpose of the criterion used. Criterion and a three-column rubric follow each category narrative.

1. **Course Content.** This area addresses the actual course material itself. It addresses issues which should result in providing students with engaging learning experiences and content mastery. It also ensures the course is aligned with the Technical College System of Georgia (TCSG) standards or nationally accepted certification standards.
2. **Instructional Design.** This area focuses on the organization and instructional strategies used.
3. **Learner Assessment.** This area spotlights evaluation strategies and feedback.
4. **Technology.** This area concentrates on the use of various technologies, online resources, and accessibility issues.

Category One: Course Content

Standard: *The course provides online learners with an engaging learning experience that promotes their mastery of the content and is aligned with TCSG standards or nationally accepted certification standards.*

Academic Content Standards and Assessments

Indicators

- The course goals and objectives are measurable and clearly state what the student will know or be able to do at the end of the course.
- The course content and assignments are aligned with TCSG standards or nationally accepted standards for those courses whose outcomes lead to certification.
- Work Ethics is addressed according to TCSG requirements.
- Course tasks and assessments align with the required TCSG standards or nationally accepted assessment standards associated with the course.
- The course content and assignments are of sufficient rigor, depth, and breadth to teach the standards and identified student learning outcomes.
- The course provides for timely and appropriate interaction between students and faculty and among students.
- Sufficient learning resources and materials to increase student success are available.

Course Overview and Introduction

Indicators

- A clear, complete course overview, syllabus, and schedule are included in the course.
- Course requirements are consistent with course goals, representative of the scope of the course, and clearly stated.
- Information is provided to students on procedures for communication with the online instructor, including information on the process for these communications.
- Important dates are clearly indicated.

Legal and Acceptable Use Policies

Indicators

- Issues associated with the use of copyrighted materials are addressed.

- Academic integrity and netiquette expectations regarding lesson activities, discussions, email communications, and plagiarism are clearly addressed.
- Assessment and assignment feedback procedures are provided.

Online/Hybrid Course Development Guide & Review

Course Content						
<i>Criteria</i>	<i>Considerations</i>	<i>Meets Criteria</i>	<i>Partially Meets Criteria</i>	<i>Does Not Meet Criteria</i>	<i>N/A</i>	<i>Comments</i>
Academic Content Standards and Assessments						
The course goals and objectives are measurable and clearly state what the student will know or be able to do at the end of the course. <i>REF: COC CS 3.3.1.1; COE Objective 11-C-3, Criteria 11-C-6 TCSG 02-05-02</i>		2	1	0		
The course content and assignments are aligned with TCSG curriculum standards or nationally accepted standards for those courses whose outcomes lead to certification. <i>REF: TCSG 02-05-01</i>		2	1	0		
Work Ethics is addressed according to TCSG requirements.		2	1	0		
Course tasks and assessments align with the required TCSG standards or nationally accepted assessment standards associated with the course. <i>REF: TCSG 02-05-03, 02-05-05</i>		2	1	0		

Course Content						
Criteria	Considerations	Meets Criteria	Partially Meets Criteria	Does Not Meet Criteria	N/A	Comments
Academic Content Standards and Assessments						
The course content and assignments are of sufficient rigor, depth and breadth to teach the standards and identified student learning outcomes. <i>REF: COC CS 3.3.1.1; COE Objective 11-C-3, Criteria 11-C-6; TCGS 02-05-01, 02-05-02, 02-05-03, 02-05-04, 02-05-05</i>	<i>Clear and explicit alignment exists between objectives, assessments, instructional strategies, content and technology; and the content, activities and assignments provide multiple learning opportunities to master the standards.</i>	2	1	0		
The course provides for timely and appropriate interaction between students and faculty and among students. <i>REF: COC CS 3.4.5; TCSG 02-05-12</i>	<i>Promotes student-to-student communication as part of lesson activities; utilizes communication forums such as threaded discussion forums, chats, etc.</i>	2	1	0		

Course Content						
Criteria	Considerations	Meets Criteria	Partially Meets Criteria	Does Not Meet Criteria	N/A	Comments
Academic Content Standards and Assessments						
Sufficient learning resources and materials to increase student success are available. REF: COC CS 3.8.2; COE Objective 11-E-1, Criteria 11-E-1; TCSG 02-05-09	<ul style="list-style-type: none"> • Self-assessments • Checklists • Orientation • Tutorials • Activities • Policies and procedures • External resource links • Etc. 	2	1	0		
Course Overview and Introduction						
A clear, complete course overview, syllabus and schedule are included in the course. REF: TCSG V.H Procedure Course Syllabus http://www.dtae.org/cgi-bin/dtaepolicy/zero_in.cgi?f=Procedure_Course_Syllabus.htm&s=syllabus	<i>The course syllabus is accurate, up-to-date and in correct format.</i>	2	1	0		

Course Content						
Criteria	Considerations	Meets Criteria	Partially Meets Criteria	Does Not Meet Criteria	N/A	Comments
Course Overview and Introduction						
Course requirements are consistent with course goals, are representative of the scope of the course and are clearly stated. <i>REF: COC CS 3.4.1, CS 3.4.12; COE Objective 11-C-6, Criteria 11-C-9</i>	<i>The course requirements include: a timeframe for participation; an approximate time required for individual activities; expectations for communications, such as online discussion, synchronous chats and e-mail; activity and other assignment expectations; and survey and/or exam expectations.</i>	2	1	0		

Course Content						
Criteria	Considerations	Meets Criteria	Partially Meets Criteria	Does Not Meet Criteria	N/A	Comments
Course Overview and Introduction						
Information is provided to students on how to communicate with the online instructor, including information on the process for these communications. <i>REF: COE Objective 11-C-4, Criteria 11-C-7</i>	<i>This could be included in the course syllabus, in the course materials, or in the orientation to the course materials.</i>	2	1	0		
Important dates are clearly indicated.	<i>Course includes important dates or milestones occurring during the course.</i>	2	1	0		
Legal and Acceptable Use Policies						
Issues associated with the use of copyrighted materials are addressed. <i>REF: COC CS 3.2.14</i>	<i>The instructor has complied with the provisions of the TEACH Act and "Fair Use" laws and practices to avoid copyright infringement.</i>	2	1	0		

Course Content						
Criteria	Considerations	Meets Criteria	Partially Meets Criteria	Does Not Meet Criteria	N/A	Comments
Legal and Acceptable Use Policies						
Academic integrity and netiquette expectations regarding lesson activities, discussions, e-mail communications and plagiarism are clearly addressed. <i>REF: COC CS 3.2.14, CS 3.4.5; COE Objective 11-A, Criteria 11-A</i>	<i>The course includes guidelines for students on the use of copyrighted materials, appropriate use of networked resources and academic honesty</i>	2	1	0		
Assessment and assignment feedback procedures are provided. <i>REF: COC CS 3.3.1.1</i>	<i>Course assessments and feedback</i> <ul style="list-style-type: none"> • <i>Checklist</i> • <i>Rubrics</i> • <i>Practice quizzes</i> • <i>Etc.</i> 	2	1	0		

Online/Hybrid Course Development Guide & Review

Category Two: Instructional Design

Standard: *The course uses learning activities that engage students in active learning; provides students with multiple learning paths to master the content based on student needs and demographic preferences; reflects multicultural sensitivity and is accurate, current and free of bias; and provides ample opportunities for student-to-student, student-to-instructor, and instructor-to-student interaction and communication.*

Course, Unit and Lesson Design

Indicators

- The course is organized into study units, time periods, etc.
- Study units/time periods include an overview of learning objectives.
- Lessons include overview, content and activities, assignments, and assessments.

Instructional Strategies and Activities

Indicators

- The course instruction includes activities that engage students in active learning and provide multi-level opportunities for students to master content.
- Course design engages students in learning activities that address a variety of learning styles and preferences.
- The course provides opportunities for students to engage in higher-order thinking, critical reasoning activities, and thinking in increasingly complex ways.
- The course design reflects diversity and is free of bias.
- The course design allows for the instructor to adapt learning activities to accommodate students' needs.
- Readability levels, written language assignments, and mathematical requirements are appropriate for the course.

Communication and Interaction

Indicators

- The course design provides opportunities for appropriate instructor-student interaction, including timely and frequent feedback about student progress.
- The course provides opportunities for appropriate instructor-student and student-student interaction to foster mastery and application of the material and a plan for monitoring interaction.

Resources and Materials

Indicators

- Students have access to multiple resources that enrich the course content.

Online/Hybrid Course Development Guide & Review

Instructional Design						
<i>Criteria</i>	<i>Considerations</i>	<i>Meets Criteria</i>	<i>Partially Meets Criteria</i>	<i>Does Not Meet Criteria</i>	<i>N/A</i>	<i>Comments</i>
Course Unit and Lesson Design						
The course is organized into study units, time periods, etc.	<i>The course is organized by units or time periods with associated lessons contained within the units/time periods, modules, sessions, sections, etc.</i>	2	1	0		
Study units/time periods include an overview of learning objectives.	<i>The lesson/unit overview: describes the learning objective.</i>	2	1	0		
Lessons include overview, content and activities, assignments and assessments.	<i>Describes the objectives, activities, assignments, assessments, estimated timeframe, and resources included in the lesson.</i>	2	1	0		

Instructional Design						
<i>Criteria</i>	<i>Considerations</i>	<i>Meets Criteria</i>	<i>Partially Meets Criteria</i>	<i>Does Not Meet Criteria</i>	<i>N/A</i>	<i>Comments</i>
Instructional Strategies and Activities						
The course instruction includes activities that engage students in active learning and provide multi-level opportunities for students to master content.	<i>The course provides clear directions and structure as to expectations and deadlines with instructor input and monitoring.</i>	2	1	0		
Course Design engages students in learning activities that address a variety of learning styles and preferences.	<i>Learning activities may include: examples; case studies; simulations; research; a variety of reading and writing activities; visuals and graphics; discussions and labs; podcasts; streaming video; and audio-scripted text. A learning style inventory may be included. Strategies that consider the different learning styles of students are used.</i>	2	1	0		

Instructional Design						
Criteria	Considerations	Meets Criteria	Partially Meets Criteria	Does Not Meet Criteria	N/A	Comments
Instructional Strategies and Activities						
The course provides opportunities for students to engage in higher-order thinking, critical reasoning activities and thinking in increasingly complex ways.	<i>Supporting opinions with evidence from test and experience; higher-order thinking inquiries with a variety of questions; interpersonal and self-directional skills; critical and systems thinking (understanding the interconnections among systems); activities that require students to frame, analyze and solve problems, form opinions, and develop mental models.</i>	2	1	0		
The course design reflects diversity and is free of bias.	<ul style="list-style-type: none"> • <i>Images</i> • <i>Language</i> • <i>Content</i> • <i>Etc.</i> 	2	1	0		
The course design allows for the instructor to adapt learning activities to accommodate students' needs.	<i>Students with disabilities</i>	2	1	0		

Instructional Design						
<i>Criteria</i>	<i>Considerations</i>	<i>Meets Criteria</i>	<i>Partially Meets Criteria</i>	<i>Does Not Meet Criteria</i>	<i>N/A</i>	<i>Comments</i>
Instructional Strategies and Activities						
Readability levels, written language assignments, and mathematical requirements are appropriate for the course.	<i>Sensitivity to readability issues, written language skills and mathematical requirements is demonstrated.</i>	2	1	0		
Communication and Interaction						
E-Course design provides opportunities for appropriate instructor-student interaction, including timely and frequent feedback about student progress.	<i>Instructor responds to students in a timely fashion. Feedback may include e-mails, discussions, and portfolios; feedback using CMS tools (e.g., dropbox, quizzes and grades; phone calls; webinars; regular progress reports; and end-of semester/term grades) also may be used.</i>	2	1	0		

Instructional Design						
Criteria	Considerations	Meets Criteria	Partially Meets Criteria	Does Not Meet Criteria	N/A	Comments
Communication and Interaction						
The course provides opportunities for appropriate instructor-student and student-student interaction to foster mastery and application of the material and a plan for monitoring that interaction.	<i>Collaborative learning opportunities are available through e-mail, discussion strands, oral assessments, synchronous chats, webinars, simulations, lab activities, and other group projects.</i>	2	1	0		
Resources and Materials						
Students have access to resources that enrich the course content.	<i>Materials and/or Web links have been reviewed for appropriateness, currency, and are aligned with course objectives and specifications.</i>	2	1	0		

Category Three: Learner Assessment

Standard: *The course uses multiple strategies and activities to assess student readiness for and progress in the course content and provides students with feedback on their progress.*

Evaluation Strategies

Indicators

- Student evaluations are consistent with course goals and objectives, are representative of the scope of the course, and clearly stated.
- The course structure includes adequate and appropriate methods and procedures to assess students' mastery of content.

Feedback

Indicator

- Assessment strategies and tools make the student continuously aware of his or her progress in the class and mastery of the content.

Assessment Resources and Materials

Indicators

- Assessment materials provide the flexibility to assess students in a variety of ways.
- Grading rubrics and models of partially to fully completed assignments are provided.
- Grading policy and practices are easy to understand.

Online/Hybrid Course Development Guide & Review

Learner Assessment						
<i>Criteria</i>	<i>Considerations</i>	<i>Meets Criteria</i>	<i>Partially Meets Criteria</i>	<i>Does Not Meet Criteria</i>	<i>N/A</i>	<i>Comments</i>
Evaluation Strategies						
Student evaluations are consistent with course goals and objectives, are representative of the scope of the course, and are clearly stated.	<i>Student evaluation:</i> <ul style="list-style-type: none"> • <i>provides ongoing and periodic diagnostics to verify student's readiness for next module</i> • <i>allows student to be continuously aware of his/her progress in class and mastery of content beyond grade</i> • <i>provides clear expectations and criteria for assignments, including rubrics for projects and written assignments; specifies the relationship between individual assignments and final course grade</i> 	2	1	0		

Learner Assessment						
Criteria	Considerations	Meets Criteria	Partially Meets Criteria	Does Not Meet Criteria	N/A	Comments
	<ul style="list-style-type: none"> provides detailed, step-by-step instructions for each evaluative exercise; provides guidelines for submitting assignment; provides a variety of feasible and content relevant assignments or evaluative exercises. 					
Feedback						

Learner Assessment						
Criteria	Considerations	Meets Criteria	Partially Meets Criteria	Does Not Meet Criteria	N/A	Comments
The course structure includes adequate and appropriate methods and procedures to assess students' mastery of content.	<p><i>Valid and reliable assessments are periodic and timely and include online or proctored testing, performance assessments, projects, demonstrations, oral assessments, case studies and portfolios; assessment and measurement strategies include "self-check" or practice types of assignments to provide automated, immediate feedback to students</i></p> <ul style="list-style-type: none"> • <i>content that explains the error or alludes to the content presentation</i> • <i>promote academic integrity</i> • <i>student participation in the evaluation of work</i> • <i>assignments resubmitted to demonstrate mastery.</i> 	2	1	0		
Feedback						

Learner Assessment						
Criteria	Considerations	Meets Criteria	Partially Meets Criteria	Does Not Meet Criteria	N/A	Comments
Assessment strategies and tools make the student continuously aware of his/her progress in class and mastery of the content.	<i>Use of feedback tools and procedures built into the course; students should be able to continuously self-monitor their academic progress.</i>	2	1	0		
Assessment Resources and Materials						
Assessment materials provide the flexibility to assess students in a variety of ways.	<ul style="list-style-type: none"> • <i>multiple versions of the same test</i> • <i>test bank available for the instructor's use</i> • <i>alternative evaluation methods available</i> • <i>test/question item banks organized by the learning outcomes they are intended to assess</i> 	2	1	0		
Grading rubrics and models of partially to fully completed assignments are provided to the student.	<i>Grading rubrics specify the criteria for the assignments, and models of partially completed assignments demonstrate the characteristics of quality expected.</i>	2	1	0		

Learner Assessment						
Criteria	Considerations	Meets Criteria	Partially Meets Criteria	Does Not Meet Criteria	N/A	Comments
The grading policy and practices are easy to understand.	<i>The grade values given to assessment and assignments are balanced to reflect their importance in assessing mastery and the importance of the content being assessed.</i>	2	1	0		

Category Four: Technology

Standard: *The course takes full advantage of a variety of technology tools and online resources, has a Section 508, W3C compliant interface and meets accessibility standards for interoperability and access for learners with special needs.*

Course Architecture

Indicators

- The course architecture is designed to allow addition of content, activities, and assessments.

User Interface

Indicators

- Major course navigation reflects consistency with local college model.
- The course makes use of technology that enhances student learning.

Technology Requirements and Interoperability

Indicators

- Hardware, browser, and software requirements are specified.
- Prerequisite skills in the use of technology are identified.
- The course utilizes the appropriate content-specific tools and software.

Accessibility

Indicators

- The course meets Universal Design principles, Section 508 standards, and W3C guidelines to ensure access for all students.

Technical Support

Indicators

- The instructor offers orientation for course-specific technology.
- The technology used by the institution to deliver the program content meets the needs of the students without creating barriers to student learning.

- Technical support resources are provided to help students resolve issues that may arise with the course management system, supporting infrastructure systems such as email, and any software applications used in the course
- Resources for orientation on the use of the course management system, supporting infrastructure systems, and required software applications are provided.

Online/Hybrid Course Development Guide & Review

Technology						
Criteria	Considerations	Meets Criteria	Partially Meets Criteria	Does Not Meet Criteria	N/A	Comments
Course Architecture						
The course architecture is designed to allow addition of content, activities, and assessments.	<i>Additions can be made within the course itself.</i>	2	1	0		
User Interface						
Major course navigation reflects consistency with local college model	<i>Consistent and predictable navigation methods: Students can move logically and easily between areas of the course; color, graphics and icons are used to guide the student through the course; and a consistent look and feel exist throughout the course (consistent text, colors, bullets, and heading styles).</i>	2	1	0		
Course makes use of technology that enhances student learning.	<i>Rich media are provided in multiple formats for ease of use and accessibility:</i> <ul style="list-style-type: none"> • video • CDs • podcast • etc. 	2	1	0		

Technology						
Criteria	Considerations	Meets Criteria	Partially Meets Criteria	Does Not Meet Criteria	N/A	Comments
Technology Requirements and Interoperability						
Hardware, browser, and software requirements are specified.	<ul style="list-style-type: none"> • <i>operating system</i> • <i>processor speed</i> • <i>utility software</i> • <i>plug-ins</i> • <i>connection speed</i> • <i>etc.</i> 	2	1	0		
Prerequisite skills in the use of technology are identified.	<i>Skills and knowledge of Internet and software applications.</i>	2	1	0		
The course utilizes the appropriate content-specific tools and software.	<i>Graphing calculators, probes, microscopes, word processing, spreadsheets, presentation software, audio recordings.</i>	2	1	0		
The course meets Universal Design principles, Section 508 standards and W3C guidelines to ensure access for all students.	<i>Content can be accessed by all students, including students requiring assistive technology.</i>	2	1	0		
Technical Support						
The instructor offers orientation for course-specific technology.	<i>The instructor provides adequate training to ensure user understanding and knowledge of course-specific technologies.</i>	2	1	0		

Technology						
Criteria	Considerations	Meets Criteria	Partially Meets Criteria	Does Not Meet Criteria	N/A	Comments
Technical Support						
The technology used by the institution to deliver the program content meets the needs of the students without creating barriers to student learning.	<i>Ease of navigation and course orientation.</i>	2	1	0		
Technical support resources are provided to help students resolve issues that may arise with the course management system, supporting infrastructure systems such as email, and any software applications used in the course		2	1	0		
Resources for orientation on the use of the course management system, supporting infrastructure systems, and required software applications are provided.		2	1	0		

Section 5

GVTC Student Satisfaction Survey

The Georgia Virtual Technical College (GVTC) sends out a Student Satisfaction Survey the fourth week of every quarter through the ANGEL Learning Management System to all active students in the system. This survey gathers information about the quality of services GVTC provides to students as well as affords a mechanism for students to make comments about services, the learning management system, instructors, and improvements the students think necessary. Processes have been changed because of recommendations students have made.

Once the survey is complete, GVTC reviews the information and sends each college their students' survey responses.

Please help us improve by taking a few moments to fill out the following survey.

All information will be kept strictly confidential.

We always strive to provide the highest quality services to our students and faculty so your input is very important to us. Your feedback will allow us to serve you better!

Thank you for taking the time to help us gather this information. Please address any questions about this form to cbrock@tcsg.edu.

Section Demographics

1. Please select the technical college where you are enrolled for your program of study.
Drop Down Listing of Technical Colleges

2. Are you a United States Citizen?

Yes

No

3. Are you a Georgia resident?

Yes

No

4. If not a Georgia resident, please list your state, country, or province?

5. Gender

Male

Female

6. What age group best describes you?

Drop Down Box with the following listing:

- 17 or under
- 18 to 24
- 25 to 34
- 35 to 44
- 45 to 54
- 55 or over

7. Are you employed?

Drop Down Box with the following listing:

- Full-time
- Part-time
- Not employed
- Retired

8. What one reason best describes why you are interested in pursuing more education?

Drop Down Box with the following listing:

- Enhance career opportunities
- Further educational goals
- Required course in program of study

9. What is the highest level of education you have attained so far?

Drop Down Box with the following listing:

- High school, GED, or equivalent
- Associate degree
- Bachelor degree
- Master degree
- Doctorate degree

10. Where do you usually access the Internet?

Drop Down Box with the following listing:

- Home
- Library
- Work
- School
- Other

11. If other, please list.

12. What is your method of connection to the Internet?

Drop Down Box with the following listing:

- Modem
- DSL

Cable
ISDN
Network Connection (work or on campus)
Other
Don't Know

13. If other, please list.

14. Is this your first online class?

Yes

No

15. How interested would you be in using the Internet to take additional course?

Drop Down Box with the following listing:

Very interested

Somewhat interested

Not at all interested

16. Are you enrolled full-time or part-time?

Drop Down Box with the following listing:

Full-time

Part-time

17. Are you taking on-campus classes as well as online classes?

Yes

No

18. Did you use HOPE to pay for this course?

Yes

No

19. How satisfied were you with the GVTC course?

Drop Down Box with the following listing:

Very satisfied

Some satisfied

Not satisfied

20. Did you find the course website easy to use?

Drop Down Box with the following listing:

Very easy

Somewhat easy

Easy

Somewhat difficult

Very difficult

21. From whom did you receive online advisement?

Drop Down Box with the following listing:

Local technical college

GVTC staff

Both

None

22. Rate your online admission experience.

Very satisfied

Satisfied

Not satisfied

23. Do you have any suggestions for how we could make online education a better experience?

Section 6

Online/Hybrid Course Survey

(This survey may be used to survey students taking an online/hybrid course to obtain student feedback for one particular course)

Survey participants will rate a course using a six-point scale:

1 Very Poor	2 Poor	3 Fair	4 Good	5 Very Good	6 Excellent
----------------	-----------	-----------	-----------	----------------	----------------

Dependent Measures - The dependent measures provide a “global” rating to assess teaching effectiveness in support of the faculty performance evaluation process. For example, Division and Program Directors may choose to use the results of Q3D Q4D or an average of both; others may use the average of all four Dependent Measures questions in annual evaluation of instruction effectiveness.

Variable	Question	Question Purpose
Q1D	The course as a whole was:	Broadest measure of overall course quality; based on course content (e.g., topic, materials), outcomes (e.g., student learning) and instructor behaviors (organization, communication skills).
Q2D	The course content was:	Primarily a measure of student satisfaction with course topic, materials, and outcomes; in an online course, may also be influenced by instructor behaviors (e.g., organization of online materials may affect student ability to locate/read material) and characteristics (e.g., knowledge of subject).
Q3D	The instructor’s contribution to the course was:	Primarily a measure of student perceptions of instructor effort; influenced by instructor behaviors (e.g., organization, encouragement given to students/rapport, quality and timeliness of feedback) and instructor characteristics (e.g., knowledge of subject, communication skills).
Q4D	The instructor’s effectiveness in teaching the subject was:	Primarily a measure of student perceptions of instructor teaching skills; influenced by instructor behaviors (e.g., organization) and instructor characteristics (e.g., knowledge of subject, communication skills).
Average	The average of Q1D – Q4D	Can be viewed as an overall measure of course quality and instructor effectiveness.

Independent Measures - diagnostic questions measure specific areas of course quality and instructor effectiveness.

Variable	Question	Question Purpose
Q5I	Organization of the course was:	Student control over order of presentation of materials in online classes, access may be non-linear; design of course Web page/site (e.g., ease of navigation, page layout, etc.) may affect ratings.
Q6I	Clarity of course objectives was:	Related to instructor's written communication skills in online classes; fewer opportunities to clarify objectives through classroom discussion; students must choose to read/review written objectives in online classes.
Q7I	Contribution of assignments/activities (e.g., homework, exams, projects, etc.) to understanding of course content was:	Affected by instructor's ability to develop and communicate requirements for assignments; written communication skills important.
Q8I	Encouragement given to students to express their own ideas was:	Affects perceptions of "rapport with students"; students carry more responsibility since they must read email and other written material that conveys this encouragement.
Q9I	Student confidence in instructor knowledge was:	Some (possibly many) people assume some correlation between knowledge/intelligence and writing skills; any writing errors may affect student confidence. Fewer opportunities in online classes to demonstrate knowledge using "off the cuff" examples. Easier for students to learn the age of online materials and compare contents to other sources; inconsistencies or use of outdated material may affect this rating.
Q10I	Clarity of instructor's writing was:	Clear writing critical since most (all) communication is written; spelling, grammar, and sentence construction errors can affect clarity of instructions. Style (active versus passive) may also affect clarity.
Q11I	Quality of course content (e.g., lectures, handouts, etc.) was:	May be affected by material design (e.g., use of multimedia, graphics to enhance appearance of materials), writing skills, and technical factors (e.g., errors in linked sources on Web page).

Variable	Question	Question Purpose
Q12I	Instructor's identification of supplementary resources (e.g., movies, books, Web pages, etc.) was:	Providing links to study aids, relevant articles, etc. helps students understand the materials and may be related to ratings of knowledge of subject.
Q13I	Instructor's timeliness in making course materials available was:	Relates to instructor's "preparation for class"; students may have a self-paced mentality and expect to work ahead. Students may be dissatisfied if they can't work ahead or if they work ahead and instructor then changes/updates materials before the rest of the class starts working on them.
Q14I	Instructor's encouragement of student participation in the class was:	Lack of FTF interaction makes encouragement more difficult; requires student cooperation (must read email/other material that communicates encouragement); may be more strongly influenced by individual communication.
Q15I	Instructor's timeliness in providing feedback (e.g., grades, responses to questions, etc.) was:	Students may have more control over date/time of assignment submission; better/more motivated students may submit assignments early and wait longer for grades; student cooperation required; may be affected by technical problems.
Q16I	User friendliness of online course materials was:	Students may mentally compare course site/page design to typical Web sites; may be affected by technical problems.
Q17I	Overall quality of learning materials was:	Composite measure of overall course materials including handouts, assignments, lectures. Affected by writing skills, contribution and relevance of material, and more.
Q18I	Amount you learned in this class was:	Student assessment of amount learned; single global measure of outcomes.
Q19I	Instructor's interest in whether students learned was:	Related to rapport with students; may be related to enthusiasm for subject and encouragement of participation.
Q20I	Relevance and usefulness of course content was:	Student assessment of value of course content; largely beyond the control of instructor but may be influenced by use of supplemental resources and teaching style (e.g., use of experiential exercises, tying class to other courses, etc.).
Q21I	Reasonableness of assigned workload was:	Student assessment of course difficulty; may be strongly affected by student skills (lack of computer skills or reading comprehension difficulties may significantly increase workload); may be affected by student expectation for a lighter workload in an online class.

Variable	Question	Question Purpose
Q22I	Clarity of student responsibilities and requirements was:	Related to writing skills and may affect perceptions of fairness in grading.

Service and Support Measures - questions measure specific areas of learner support.

Variable	Question	Question Purpose
Q23S	Technical support for issues related to the Learning Management System, Email, and any course-specific software was easily available.	Student assessment of the availability of technical support, online help and assistance, and other support for information systems in support of the online class. Isolates the topic of information systems from course content.
Q24S	Ease of the course registration process was:	Student assessment of the ease with which course registration is accomplished.
Q25S	Ease of obtaining financial aid was:	Student assessment of the ease with which financial aid was obtained.
Q26S	Customer service in the registration process was:	Measures student perception of customer service.
Q27S	Access to special assistance, tutoring, and learning success services was:	Measures student assessment of the readiness, availability and value of institutional measures to reduce course attrition through available services to "at risk" students.

From the information collected, six factors can be evaluated:

Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6
Course as a Whole	Course Content	Instructor Contribution	Teaching Effectiveness	Average (Q001D – Q004D)	Service And Support
Amount Learned (Q18I)	Amount Learned (Q18I)	Instructor interest in student learning (Q19I)	Instructor interest in student learning (Q19I)	Amount Learned (Q18I)	Technical Support (Q23S)
Contribution of assignments to learning (Q7I)	Relevance and/or usefulness of course materials (Q20)	Confidence in instructor knowledge (Q9I)	Confidence in instructor knowledge (Q9I)	Instructor interest in student learning (Q19)	Registration Process (Q24S)
Organization of course materials (Q5I)	Overall quality of materials (Q17I)	Timeliness of feedback (Q15I)	Clarity of instructor's writing (Q10I)	Organization of course materials (Q5I)	Financial Aid Process (Q25S)
Relevance and/or usefulness of course materials (Q20I)	Organization of course materials (Q5I)	Organization of course materials (Q5)	Organization of course materials (Q5)	Confidence in instructor knowledge (Q9)	Customer Service (Q26S)
Reasonableness of workload (Q21I)	Quality of course content (Q11I)	Encouragement given to express ideas (Q8I)	Amount learned (Q18I)	Quality of course content (Q11I)	Learning Success Resources (Q27S)
Total score provides benchmark for the Course as a Whole.	Total score provides benchmark for student assessment of course content	Total score provides assessment of student perception of the value of instructor contribution.	Total score provides benchmark for effectiveness of individual instructor in the assimilating new knowledge.	Total score provides summative benchmark for all aspects of hybrid/online course.	Total score provides benchmark for student and support services.

Online/Hybrid Student Survey

Who was the instructor for this course?

Enter the CRN or the Name of the course for which you are providing feedback:

Please rate each item from 1 (Very Poor) to 6 (Excellent)		1	2	3	4	5	6
		Very Poor	Poor	Fair	Good	Very Good	Excellent
1	The course as a whole was:						
2	The course content was:						
3	The instructor's contribution to the course was:						
4	The instructor's effectiveness in teaching the subject was:						
5	The organization of the course was:						
6	The clarity of the learning objectives of the course was:						
7	The contribution of assignments, activities, homework, projects, etc., to your learning was:						
8	Encouragement given to you by the instructor to express your own opinions and ideas was:						
9	Your confidence in the instructor's knowledge was:						
10	The clarity of your instructor's writing was:						
11	The quality of the course content (handouts, online presentation, etc.) was:						
12	The instructor's identification of additional resources for the course (books, web sites, etc.) was:						
13	The instructor's timeliness in making course materials available was:						

Online/Hybrid Student Survey Continued

Please rate each item from 1 (Very Poor) to 6 (Excellent)		1	2	3	4	5	6
		Very Poor	Poor	Fair	Good	Very Good	Excellent
14	The instructor's encouragement of your active participation in the course was:						
15	The instructor's timeliness in providing feedback (grades, responses to questions or inquiries, participation in discussion forums, etc.) was:						
16	The user friendliness of the course was:						
17	The overall quality of the learning materials for this course were:						
18	The amount you learned in the class was:						
19	The instructor's interest in whether students learned was:						
20	The relevance and usefulness of the course content was:						
21	The clarity of student responsibilities and requirements for this course were:						
22	Technical support for issues related to ANGEL, student email, and any course-specific software was:						
23	The value of the textbook required for this course to your learning was:						
24	The ease of the course registration process was:						
25	The ease of obtaining financial aid was:						
26	Customer service in the registration process was:						
27	Access to special assistance, tutoring, and learning success services was:						

Please comment on the following three questions.

28 What was the best thing about this course?

29 What was the worst thing about this course?

30 If you were the instructor for this course, what would you improve upon or what would you do differently?

Section 7

Online/Hybrid Instructor Evaluation

Instructor: _____ Date: _____

Term	
Course Title	
Course Number/Section	
Reviewer	

The Summative Online Instructor Evaluation is a summary feedback form that reflects the instructor's facilitation of the course content and interaction with and assessment of students. Instructors also receive formative feedback from their Online Instructor Evaluator; this review also takes into account any modifications or adjustments made by the instructor as a result of evaluation.

Criteria	Exemplary	Acceptable	Needs Attention	Comments, Concerns, Suggestions
Course Organization				
Instructor is effective in reinforcing the core learning outcomes.	3	2	1	
Instructor conducts the course according to the expectations and schedule presented in the syllabus.	3	2	1	
Instructor is consistently well-prepared and organized.	3	2	1	
The course is conducted so that students know on a daily/weekly basis what is expected of them.	3	2	1	
Instruction				
Instructor clearly and effectively explains concepts.	3	2	1	
Instructor includes important points in information resources (lectures, discussion, etc).	3	2	1	
Instructor demonstrates expertise in the subject matter.	3	2	1	
Instructor promotes students' understanding of course concepts through various interactions (discussion, gradebook, feedback, etc.).	3	2	1	

Criteria	Exemplary	Acceptable	Needs Attention	Comments, Concerns, Suggestions
Interaction and Discussion				
Instructor promotes critical thinking in discussions.	3	2	1	
Instructor contributed meaningfully in course discussions.	3	2	1	
Instructor effectively leads online discussions, synthesizing student posts, and stimulating ongoing discussion.	3	2	1	
Instructor is responsive to student questions.	3	2	1	
Assessments, Grading and Feedback				
Instructor provides clear and specific assignment directions and evaluation criteria.	3	2	1	
Instructor provides helpful, individualized, constructive feedback on assignments; for example, correcting errors, highlighting strengths, and providing suggestions for improvement.	3	2	1	
Instructor provides grading and feedback in a timely manner.	3	2	1	
Instructor keeps students informed of their progress in the course.	3	2	1	
Grading methods accurately represent students' mastery of course objectives.	3	2	1	
Classroom Climate				
Instructor maintains a positive environment.	3	2	1	
Instructor is responsive to student difficulty with course work.	3	2	1	
Instructor procedures for individual consultation are available.	3	2	1	

Criteria	Exemplary	Acceptable	Needs Attention	Comments, Concerns, Suggestions
Professional Engagement				
Instructor is responsive to Online Course Evaluator's formative feedback.	3	2	1	
Instructor demonstrates continuous improvement.	3	2	1	

Overall Recommendation:

Continue with Online Instruction	Needs Improvement	Remove from Online Instruction

Section 8

Instructor Self- Review

Instructor	
Term	
Course Title	
Course Number	
Section	

The Self-Review is a detailed feedback form completed by each instructor to provide reflection on the personal experience with a course. The purpose of this self-review is to help pinpoint strengths and weaknesses as an instructor; thus, it is important that you honestly and carefully critique your own performance.

Opinion Statements	Strength	Satisfactory	Needs Improvement
Course Organization			
I was effective in reinforcing the learning outcomes of the course.			
I explained all activities and assessments clearly.			
I conducted the course according to the expectations outlined in the syllabus.			
Work requirements, grading system, and feedback schedule were clear and consistently followed from the beginning of the course.			
I was consistently well-prepared and organized for class.			
My additions to the core course content were clearly related to the core learning outcomes and integrated logically with the rest of the course content.			
The course was so conducted that students know on a daily/weekly basis what is expected of them.			

Opinion Statements	Strength	Satisfactory	Needs Improvement
Instruction			
I made good use of examples and illustrations.			
I reinforced important points in information resources (in lectures, discussion, etc.).			
I was able to explain concepts clearly and effectively.			
I stimulated students to think critically about the subject matter.			
I broadened students' understanding and ability to apply the subject matter.			
I frequently discussed recent developments related to the subject matter.			
Interaction and Discussion			
I responded to student inquiries within the specified time period indicated on the course syllabus.			
I communicated clearly via email and discussion postings, modeling the types of interactions expected in an online course.			
I was able to lead online discussions, synthesizing student posts and encouraging continued dialogue.			
Assessments, Grading and Feedback			
Directions for course activities were clear and specific.			
I provided helpful, timely instruction on all activities and assessments, helping students prepare to successfully complete assignments.			
My evaluation of students' work was constructive, focused on continued learning, and reflective of the assessment expectations/criteria communicated.			

Opinion Statements	Strength	Satisfactory	Needs Improvement
Exams and assignments were returned promptly so that learning was reinforced.			
I acknowledged all questions in a timely manner.			
I gave individual feedback to students in the class.			
I suggested specific ways students could improve.			
I identified strengths in student work.			
I kept students informed of their progress.			
The grading system was clearly explained in the syllabus and rubrics (or general grading criteria) were provided.			
Students' grades accurately represented their performance in the course.			
Classroom Climate			
I promoted positive interaction.			
I was sensitive to student difficulty with course work, providing extra attention, and resources when appropriate.			
I was easy to communicate with and available for consultation.			
I provided individual help when students needed it.			

Instructors are one of the most valuable sources for information about the quality of the course curriculum and effectiveness of instructor training and support. As such, the following questions will be used to provide insight on curriculum enhancement and creation of ongoing professional development opportunities. Please use these questions as a vehicle to critically examine your experiences in these areas and turn this in with your Instructor Evaluation.

Please consider these follow-up questions carefully:

Do you have suggestions about how to improve the content or presentation of the core course curriculum?

Describe one or two aspects of your instruction this term (interaction with students, facilitation of weekly threaded discussions, supplemental content additions, etc.) that you feel are indicative of your strengths as an online instructor.

Create a priority list of your plans for improving your facilitation of this course and encouraging your overall professional growth as an online instructor. How will you carry out these plans?

Reference

Online Journal of Distance Learning Administration, Volume VIII, Number III, Fall 2005.