Online Course Quality Review   
Adapted from OSCQR Course Design Review Scorecard  
for Moraine Valley Community College

# OVERVIEW:

**ABOUT THE RUBRIC:** The OSCQR Course Design Review Scorecard is a course-level quality rubric for reviewing and improving the instructional design and accessibility of online courses based on online best practices. With 50 instructional design and accessibility standards integrated into the rubric, it can be used to identify and target aspects of online courses for improvement. The OLC Online Course Quality framework provides a process, tools, and resources to systematically review, refresh, and continuously improve online courses.

The OSCQR Rubric, Dashboard, and Process are made available by Online Learning Consortium, Inc. (OLC) under the Creative Commons Attribution 4.0 International License (CC By 4.0). To view a copy of this license, visit [Creative Commons](https://creativecommons.org/licenses/by/4.0/). The OSCQR Rubric, Dashboard and Process were originally developed by the State University of New York, through the [Open SUNY® Center for Online Teaching Excellence](http://commons.suny.edu/cote/). Open SUNY and its logo are registered trademarks of the State University of New York.

The following rubric adaptations have been made for Moraine Valley Community College:

* The rubric rating structure has been simplified.
* A few standards have been elaborated upon for clarity.

**INSTRUCTIONS:** For each item, please check if it is met at as Met, Developing, Missing, or Not applicable status. Include evidence, comments, and action plan for each item marked as developing or missing, or as deemed necessary.

For detailed criteria explanations and ideas, click the corresponding criteria number or view a comprehensive list at: [OSCQR website.](https://oscqr.suny.edu/evidence-examples/)

# COURSE IDENTIFICATION:

**Name of Course:** Click here to enter text.

**Canvas Course URL:** Click here to enter text.

**Name of Instructor:** Click here to enter text.

**Name of Reviewer:** Click here to enter text.

**Reviewer Role:** Choose an item.

**Date of Review:** Click here to enter a date.

# COURSE OVERVIEW AND INFORMATION

|  | **Criteria** | **Met** | **Developing** | **Missing** | **N/A** | **Evidence/Comments/Action Plan** |
| --- | --- | --- | --- | --- | --- | --- |
| [1](https://oscqr.suny.edu/standard1/) | Course includes Welcome and Getting Started content. |  |  |  |  | Click here to enter text. |
| [2](https://oscqr.suny.edu/standard2/) | An orientation or overview is provided for the course overall, as well as in each module. Students know how to navigate and what tasks / assignments are due. |  |  |  |  | Click here to enter text. |
| [3](https://oscqr.suny.edu/standard3/) | Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way. |  |  |  |  | Click here to enter text. |
| [4](https://oscqr.suny.edu/standard4/) | A printable syllabus and calendar is available to learners (PDF, HTML). |  |  |  |  | Click here to enter text. |
| [5](https://oscqr.suny.edu/standard5/) | Course includes links to relevant campus policies on plagiarism, withdrawal policy, computer use, student grievances, accommodating disabilities, etc. |  |  |  |  | Click here to enter text. |
| [6](https://oscqr.suny.edu/standard6/) | Course provides access to student success resources (technical help, orientation, tutoring). |  |  |  |  | Click here to enter text. |
| [7](https://oscqr.suny.edu/standard7/) | Course information states whether the course is fully online, blended, or web-enhanced. |  |  |  |  | Click here to enter text. |
| [8](https://oscqr.suny.edu/standard8/) | Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam). |  |  |  |  | Click here to enter text. |
| [9](https://oscqr.suny.edu/standard9/) | Course objectives/outcomes are clearly defined, measurable, and aligned to student learning activities and assessments. |  |  |  |  | Click here to enter text. |
| [10](https://oscqr.suny.edu/standard10/) | Course provides contact information for instructor, department, and program. |  |  |  |  | Click here to enter text. |

# COURSE TECHNOLOGY AND TOOLS

|  | **Criteria** | **Met** | **Developing** | **Missing** | **N/A** | **Evidence/Comments/Action Plan** |
| --- | --- | --- | --- | --- | --- | --- |
| [11](https://oscqr.suny.edu/standard11/) | Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources |  |  |  |  | Click here to enter text. |
| [12](https://oscqr.suny.edu/standard12/) | Technical skills required for participation in course learning activities scaffold in a timely manner and provide skill-building opportunity (orientation, practice, and application - where appropriate). |  |  |  |  | Click here to enter text. |
| [13](https://oscqr.suny.edu/standard13/) | Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu. |  |  |  |  | Click here to enter text. |
| [14](https://oscqr.suny.edu/standard14/) | Course includes links to privacy policies for technology tools. Policies typically can be found on product website. |  |  |  |  | Click here to enter text. |
| [15](https://oscqr.suny.edu/standard15/) | Any technology tools meet accessibility standards. |  |  |  |  | Click here to enter text. |

# DESIGN AND LAYOUT

|  | **Criteria** | **Met** | **Developing** | **Missing** | **N/A** | **Evidence/Comments/Action Plan** |
| --- | --- | --- | --- | --- | --- | --- |
| [16](https://oscqr.suny.edu/standard16/) | A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles). |  |  |  |  | Click here to enter text. |
| [17](https://oscqr.suny.edu/standard17/) | Large blocks of information are divided into manageable sections with ample white space around and between the blocks. |  |  |  |  | Click here to enter text. |
| [18](https://oscqr.suny.edu/standard18/) | There is enough contrast between text and background for the content to be easily viewed. |  |  |  |  | Click here to enter text. |
| [19](https://oscqr.suny.edu/standard19/) | Instructions to complete course lessons / assignments are provided and well written. |  |  |  |  | Click here to enter text. |
| [20](https://oscqr.suny.edu/standard20) | Course is free of grammatical and spelling errors. |  |  |  |  | Click here to enter text. |
| [21](https://oscqr.suny.edu/standard21/) | Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document. |  |  |  |  | Click here to enter text. |
| [22](https://oscqr.suny.edu/standard22) | Flashing and blinking text are avoided |  |  |  |  | Click here to enter text. |
| [23](https://oscqr.suny.edu/standard23) | A sans-serif font with a standard size of at least 12pt is used. |  |  |  |  | Click here to enter text. |
| [24](https://oscqr.suny.edu/standard24) | When possible, information is displayed in a linear format instead of as a table. |  |  |  |  | Click here to enter text. |
| [25](https://oscqr.suny.edu/standard25) | Tables are accompanied by a title and summary description. |  |  |  |  | Click here to enter text. |
| [26](https://oscqr.suny.edu/standard26) | Table header rows and columns are assigned. |  |  |  |  | Click here to enter text. |
| [27](https://oscqr.suny.edu/standard27) | Slideshows use a predefined slide layout and include unique slide titles. |  |  |  |  | Click here to enter text. |
| [28](https://oscqr.suny.edu/standard28) | For all slideshows, there are simple, non-automatic transitions between slides. |  |  |  |  | Click here to enter text. |

# CONTENT AND ACTIVITIES

|  | **Criteria** | **Met** | **Developing** | **Missing** | **N/A** | **Evidence/Comments/Action Plan** |
| --- | --- | --- | --- | --- | --- | --- |
| [29](https://oscqr.suny.edu/standard29) | Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support student learning and engagement. |  |  |  |  | Click here to enter text. |
| [30](https://oscqr.suny.edu/standard30) | Course provides activities for students to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis. |  |  |  |  | Click here to enter text. |
| [31](https://oscqr.suny.edu/standard31) | Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities. |  |  |  |  | Click here to enter text. |
| [32](https://oscqr.suny.edu/standard32) | Where available, Open Educational Resources, free, or low cost materials are used. |  |  |  |  | Click here to enter text. |
| [33](https://oscqr.suny.edu/standard33) | Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable. |  |  |  |  | Click here to enter text. |
| [34](https://oscqr.suny.edu/standard34) | Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, Including a PDF or any text contained in an image. |  |  |  |  | Click here to enter text. |
| [35](https://oscqr.suny.edu/standard35) | A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.). |  |  |  |  | Click here to enter text. |
| [36](https://oscqr.suny.edu/standard36) | Text, graphics, and images are understandable when viewed without color. (Using color as a highlight may not be readable by all learners, and they can miss out on key concepts if only color is used to make specific information stand out.) Text should be used as a primary method for delivering information. |  |  |  |  | Click here to enter text. |
| [37](https://oscqr.suny.edu/standard37) | Hyperlink text is descriptive and makes sense when out of context (avoid using "click here"). Screen readers provide learners with the ability to hear only the links that appear on a page. |  |  |  |  | Click here to enter text. |

# INTERACTION

|  | **Criteria** | **Met** | **Developing** | **Missing** | **N/A** | **Evidence/Comments/Action Plan** |
| --- | --- | --- | --- | --- | --- | --- |
| [38](https://oscqr.suny.edu/standard38) | Expectations for timely and regular feedback from the instructor are clearly stated (questions, grading, email, assignments). |  |  |  |  | Click here to enter text. |
| [39](https://oscqr.suny.edu/standard39) | Expectations for interaction are clearly stated (netiquette, grade weighting, Models/examples, and timing and frequency of contributions). |  |  |  |  | Click here to enter text. |
| [40](https://oscqr.suny.edu/standard40) | Students have an opportunity to get to know the instructor. |  |  |  |  | Click here to enter text. |
| [41](https://oscqr.suny.edu/standard41) | Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust (at least one of the following - Icebreaker, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums). |  |  |  |  | Click here to enter text. |
| [42](https://oscqr.suny.edu/standard42) | Course offers opportunities for student to student interaction and constructive collaboration. |  |  |  |  | Click here to enter text. |
| [43](https://oscqr.suny.edu/standard43) | Students are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions |  |  |  |  | Click here to enter text. |

# ASSESSMENT AND FEEDBACK

|  | **Criteria** | **Met** | **Developing** | **Missing** | **N/A** | **Evidence/Comments/Action Plan** |
| --- | --- | --- | --- | --- | --- | --- |
| [44](https://oscqr.suny.edu/standard44) | Course grading policies, including consequences of make-up/late submissions, are clearly stated in the course information area or syllabus. |  |  |  |  | Click here to enter text. |
| [45](https://oscqr.suny.edu/standard45) | Course includes frequent and appropriate methods to assess students’ mastery of content. |  |  |  |  | Click here to enter text. |
| [46](https://oscqr.suny.edu/standard46) | Criteria for the assessment of a graded assignment are clearly articulated (rubrics exemplary work) |  |  |  |  | Click here to enter text. |
| [47](https://oscqr.suny.edu/standard47) | Students have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.). |  |  |  |  | Click here to enter text. |
| [48](https://oscqr.suny.edu/standard48) | Students are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation. |  |  |  |  | Click here to enter text. |
| [49](https://oscqr.suny.edu/standard49) | Students have easy access to a well-designed and up-to-date gradebook. |  |  |  |  | Click here to enter text. |
| [50](https://oscqr.suny.edu/standard50) | Students have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology. |  |  |  |  | Click here to enter text. |

# Overall Narrative

Click or tap here to enter text.