

Template for Part I: Course Analysis and Part II: Improvement

General Information

Course Title: HYDROLOGY/GIS 400

Instructor: Faculty in the GIS Department

Course Type (*i.e., general education, major, elective, other*): **CORE Course**

Target Audience (*i.e., traditional students, adult learners, other*): Community College, Graduate / Professional, Adult Education

Rating Key: E=Exceeds, S=Satisfactory, N=Needs Improvement or Nonexistent

For all items rated an "N", include an improvement plan/strategy and projected timeline

Course/Instructor Information

Description	Part I: Rating	Part II: Improvement Plan/Strategy	Part II: Time Line
Provide instructor contact information (<i>at least two methods</i>)	S		
Instructor presence is felt (<i>i.e., bio, welcome, discussions/chat, announcements</i>)	N	Welcome video (Voice thread) Announcements as needed	Upload welcome video One week before course starts in Summer 2017
Opportunity for students to meet-and-greet is prevalent	S		
A course description is provided that aligns with the course's Learning outcomes	S		
SYLLABUS: Course Syllabus is clearly stated and provided as PDF and Word file after the welcome and Introduction video.	S		
Course Outcomes are explicitly stated to the learner.	S		
Module Objectives/Outcomes are clearly presented to the learner and are aligned with the larger course objectives.	N	Need to add the modules	Jan 2017
Information regarding online support resources (<i>i.e., library, help desk, tutoring, writing center, accommodations etc.</i>) are	S		

easy to locate or access			
Students are provided with a list of online instructional materials (<i>i.e., textbooks, articles, websites, tech tools etc.</i>) needed for this course	S		
A clear concise list of modules and activities that will be completed within each of the course modules/chapters/topics are provided. Calendar of due dates and other events are provided	N	Need to organize the modules and add due dates	Jan-Feb2017
Copyright permissions have been acquired where necessary or related content has been removed from the course			
Links to online text resources (<i>i.e., self-assessments, assignments, discussion boards, or supplemental content</i>) are provided along with explanations of how they will be used			
<u>Other:</u> A list of technical competencies necessary for course completion are provided. A list of technical requirements such as connection speed, hardware, and software are provided.	S S		

Instructional Strategies, Engagement and Reducing Barriers

Description	Part I: Rating	Part II: Improvement Plan/Strategy	Part II: Timeline
A variety of instructional delivery methods, accommodating multiple learning styles are available throughout the course.	S		
Learners are provided with a variety of ways to demonstrate knowledge	S		
Course includes a variety of visual, textual, auditory, interactive and/or field activities to enhance student learning	S		
Student/content activities promote learning outcomes	S		
Student/student activities promote learning outcomes and foster communication and/or collaboration among students	S		
Student/instructor activities promote learning outcomes and foster communication and/or collaboration with the instructor	S		
Content is sequenced and structured in way that enables learners to achieve stated goals	N	Need to create more Powtoon videos on the content	Jan-Feb2017
The strategies used to present each activity are appropriate and effective for the delivery of the content	S		
Image/Audio/Video components have a specific purpose regarding course goals and adhere to common accessibility standards	S		
Documents are posted in an accessible format	N	Need to be posted	Jan-Feb2017
Course materials are current and free of "dead links"	S		
Other: Presentation: The selected tool for each activity is appropriate for effective delivery of the content.	S		

Assessment Strategy

Description	Part I: Rating	Part II: Improvement Plan/Strategy	Part II: Time Line
Assessments and evaluation are aligned with the learning outcomes	S		
Assessments and evaluation intentions are clearly communicated	N	Need to create the rubrics for student's evaluation	Feb-March2017
Multiple methods are used to assess and evaluate students (<i>i.e., Quizzes, projects, papers, self- or peer- evaluations, response groups, rubrics, creation of PDF maps</i>)	S		
Assessments and evaluations are Formative and Summative	S		
<u>Other: GROUP WORK</u> 1. Task: An appropriate, reasonable and achievable statement is provided aligned with the course outcome. 2. Formation Rules for forming groups and assigning roles within each are clearly stated. 3. Student participation is defined and a mechanism for measuring quality and quantity is provided 4. Delivery: A statement of how, when, and where the final product will be delivered is provided.	N	Need to add the group rules, roles, expectations and participation using snapchat, LMS discussion forums	March2017
<u>Grades:</u> RUBRICS: Explicit rubric, rationale, and/or characteristics are provided for each graded assignment.	N	Need to create the student's rubrics	March2017
<u>Grading Scale:</u> A grading scale that defines letter grades and/or weights, if applicable, is provided.	N	Need to create the grading scale	March 2017
<u>Penalties:</u> Penalties assessed to grades, if applicable, are	S		

provided.			
<u>Extra Credit:</u> The opportunity for earning extra credit, if applicable, is provided.	S		
<u>FEEDBACK from INSTRUCTOR:</u> <u>When:</u> A statement explaining when students should receive feedback is provided.	S		
<u>What:</u> A statement explaining what type of feedback students will receive is provided.	S		
<u>How:</u> A statement explaining how feedback will be given is provided.	S		
<u>MANAGEMENT:</u> <u>Time:</u> A statement of the time allocated for each assessment is provided.	N	Need to update the time allocated for each assessment	March 2017
<u>Deadline:</u> A deadline for each activity is provided.	S		
<u>Availability:</u> A date/time when the assessment will be available is provided.	S		
<u>Retake:</u> A statement indicating whether or not the assessment can be retaken is provided.	S		
<u>Delivery method:</u> A description of the assessment delivery method is provided.	S		
<u>Submission:</u> Provide instructions for completion and submission	S		
<u>USE OF MULTIMEDIA:</u> <ul style="list-style-type: none"> • <u>Audio Standards:</u> Audio files meet minimum standards in the following areas: • Audio/stereo quality is 44.1/16bit sampling frequency like CD quality or higher • Audio file length is adequate to meet the goals of the activity without being too large to restrict users' ability to download the file on computers with lower 	S		

<p>bandwidths.</p> <ul style="list-style-type: none"> • Audio file length is adequate to meet the goals of the activity without adding unnecessary information. • Audio player required is compatible with multiple operating systems and requires only a standard, free plug-in. 			
<p><u>Video Standards:</u></p> <p>Video files meet minimum standards in the following areas:</p> <ul style="list-style-type: none"> • Video quality is clear • Size to export: <ul style="list-style-type: none"> ▪ Mobile: 640X360, ▪ HD: 1280X720 • A written transcript is provided with all video files. • Video file length is adequate to meet the goals of the activity without adding unnecessary information. • Video player required is compatible with multiple operating systems/browsers and are HTML5 format and require No plugin 	N	Need to work on the PowToon videos	Jan 2017
<p><u>USE OF IMAGES:</u></p> <p><u>Image Quality:</u> Images are clear and easy to view and not hazy and/or pixelated.</p> <p><u>Image Resolution:</u> Image files are 72 pixels per inch/PPI.</p> <p><u>Animation of Images:</u> Use of animated GIFs/other images are limited to only those that contribute to the learning experience – supporting the course content, cursor and</p>	S		

focus areas are highlighted.			
<u>LINKS/NAVIGATION:</u> Consistency: Navigation aids are in the appropriate location; Graphics have hyperlink that are consistent.	N	Needs to upload more graphics and create hyperlink	Jan2017
<u>Hyperlink Identify:</u> Navigation cues are present, clearly identifiable, offered in text and graphic formats, and are obvious links based on visual cues such as blinking graphics, arrows, and text directives (e.g., Start here).	N	Needs to work on the identities after uploading all the graphics	Jan2017
<u>Hyperlink Target:</u> Hyperlinks open in new tab	N	Needs to work on the hyperlinks after uploading all the graphics	Jan2017
<u>ACCESSIBILITY:</u> Section 502(B): Course design indicates a conscious effort to comply with or exceed Level 1 of Accessibility standards.	S		
<u>FEEDBACK:</u> Instruction: Students are encouraged and provided opportunities to offer feedback to instructor on instructional strategies twice (mid-course and at the end of the course).	S		
<u>Content:</u> Students are encouraged and provided opportunities to offer feedback to instructor on course content at the end of the course.	S		

REFERENCE:

QOCI RUBRIC: A tool to assist in the design, redesign, and/or evaluation of online courses. An Initiative Sponsored By: Illinois Online Network (ION) University of Illinois
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