**Rubric for assessing vendor software supplemental materials**

**Name of Software materials being assessed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

SCORING for the presence of these features -- 0 = not found, 1= occasionally or minimally present, 2= present at an acceptable level, 3= consistently present at a superior level

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| --- | --- | --- |
| **QM Standard/ACQ Best Practices Indicator** | **Question** | **Score** |
| **DESIGN** |
|  | AQC F**Examinations and Other Assessments** | F.4 Does the provider uses secure, user-friendly methods for the submission of **exams**?  |  |
| Does the exam submission process includes some mechanism to verify learner identity?  |  |
| **QM Standard 3.1-** The assessments measure the stated learning objectives or competencies. | F.3 Can the **types of test items** provided effectively measure the mastery and application of course objectives. |  |
| **QM Standard 4.2-** Both the purpose of instructional materials and how the materials are to be used for learning activities are clearly explained. | AQC H**Organization of Instructional Materials** | H.2 Is the **content of the course** segmented into manageable units for convenient study sessions? Or, can they be easily organized into convenient study sessions? |  |
| Does the product offer a **product tutorial** the students can complete before beginning the learning activities? Is the tutorial easy to access such as through links you can supply inside the LMS? Is there a clear concise explanation of how these materials will help the students succeed in the course? |  |
| **QM Standard 7.1**- The course instructions articulate or link to a clear description of the technical support offered and how to access it. | AQC J**Study Instructions** | J.3 Are the learners provided with options to obtain **support for learning activities** that can accommodate individual needs and interests (e.g., links to tutoring services, learner support resources, web or video consultation). |  |
| Does the product offer 24/7 technical support for the students that has multiple ways it can be accessed? Such as internet, chat, phone etc. |  |
| **QM Standard 5.1-** **The learning activities** promote the achievement of the stated learning **objectives** or competencies. | BP 4**Align** your learning activities to your **objectives and outcomes**. | Are the materials labeled/organized in a way that it is easy to align with the course objectives and outcomes? |  |
| Is it clear how the learning activities provided in the website/product will provide the knowledge, skills and abilities to master the learning outcomes? |  |
| **QM Standard 5.2-** **Learning activities** provide opportunities for interaction that support **active learning.****QM Standard 5.3-** The instructor’s plan for classroom response time and feedback on assignments is clearly stated. | BP. 6 **The learning activities** are structured to foster student-instructor, student-student, and student-content **interactions.**ACQ K**Educational Media and Learning Resources**(K.7 The **technology platform** supports collaboration and interactivity among learners, along with **instructor feedback** as appropriate to the course design.) | Is the software designed to include **student-student and/or student-instructor interaction**? |  |
| Can the software provide immediate feedback and/or embedded support tools to students to support active learning? |  |
| **QM Standard 6.2**- Course tools promote learner engagement and active learning. | BP. 8 Post **model** **submission** assignments. | Does the software provide assignment models? (For example, MyMathLab has a “Show Me an Example” capability.)  |  |
| **QM Standard 3.5-** The course provides learners with multiple opportunities to track their learning progress. | BP. 14When designing lengthy quizzes or exams, design them so **students see one question at a time.** | Can assessments be set so students see just one question and a time and can go back and re-work as necessary? |  |
| Does the product offer “dashboards” pop-ups or other progress tracking tools |  |
| Does the product offer practice quizzes that mirror the graded assessments? How many times can a student take these practice quizzes? |  |
|  | BP 15Gather **feedback from your students** on the course so you can improve it for the future. | Does the software collect analytics to aggregate student performance [on particular parts of an assignment/assessment}?  |  |
| **CONTENT** |
| **QM Standard 4.4**- The instructional materials are current. | AQC E Comprehensive and up-to-date **Instructional materials** | Are the Instructional materials sufficiently up to date and comprehensive to enable learners to achieve announced objectives? |  |
| **QM Standard 4.1-** The instructional materials contribute to the achievement of the stated course and module/unit learning objectives or competencies. | AQC G**Curriculum Development** | Are the instructional materials from credible and authoritative sources documented in the course (e.g., recognized experts and practitioners from respected organizations or institutions)? |  |
| Do the activities and materials in the external site contribute in a significant way to the student’s achievement of the learning outcomes? |  |
| **QM Standard 2.5-** The learning objectives or competencies are suited to the level of the course. | AQC I**Curriculum Delivery** | Are instructions and content written for a reading comprehension level that is compatible with the level of the course? |  |
| **QM Standard 6.1**- The tools used in the course support the objectives or competencies.   | AQC K **Educational Media and Learning Resources** | Are the **learning resources** available through the software **appropriate to the level** and scope of the course offerings? |  |
|  | Do the **learning resources** available through the software easily complement the instruction available through the course LMS? |  |
| **QM Standard 6.2**- Course tools promote learner engagement and active learning. **QM Standard 6.4**- The course technologies are current.   | K.3 Do the **learning resources** reflect current **practice and knowledge** in the content area of the course? Does this include the supplemental materials (e.g. Embedded “Just in time” support such as “Help Me Solve This”, PPTs, Videos, Animations, etc.)? |  |
| **QM Standard 1.7** -Minimum technical skills expected of the learner are clearly stated.  |  | Are the requirements for technical skill for the external site comparable to those required for the course LMS? |  |
| **QM Standard 2.4** The relationship between learning objectives or competencies and course activities is clearly stated. |  | Can we easily and consistently document alignment with the course outcomes for all the externally supported activities? |  |
| **QM Standard 4.5** A variety of instructional materials are used in the course. |  | Does the software offer a variety of instructional materials? For instance, videos, Powerpoints, interactives, simulations? |  |
| **QM Standard 8.1** Course navigation facilitates ease of use**. & 8.3** The course provides alternative means of access to course materials in formats that meet the needs of diverse learners. |  | Is the website/product ADA compliant without any additional effort by the school? Does it have alternative means of accessing information (video, audio, screen reader friendly) for all information including graphics, formulas, and photos? |  |
| **TOTAL POINTS** |  |  |  |

**References:**

*Quality Matters Higher Education Rubric Workbook*, 5th Edition, 2014.

Distance Education Accrediting Commission. (2015). *Approved Quality Curriculum Rubric*. Retrieved from http://www.deac.org/AQC/

Las Positas College. (2015). *Best Practices in Designing Online* Courses. Retrieved from <http://lpc1.clpccd.cc.ca.us/lpc/blackboard/best_practices/>

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