



Four-Year Periodic Review of Online Courses, v22-1

Center for Extended Learning, Office of Instructional Technology

This periodic review is designed to fulfill Higher Learning Commission standards for maintaining:

- a process to evaluate and improve quality in distance-delivered offerings (HLC Procedure, para. 7)
- a process for assessing and improving student learning and evaluating and improving student retention and completion (HLC Procedure, para. 7)

The review also addresses Council of Regional Accrediting Commission Guidelines for the Evaluation of Distance Education for ensuring:

- Online learning is incorporated into the institution's systems of governance and academic oversight (C-RAC 2011, para 3)
- Curricula for the institution's online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats (C-RAC 2011, para 4)
- The institution evaluates the effectiveness of its online learning offerings, including the extent to which the online learning goals are achieved, and uses the results of its evaluations to enhance the attainment of the goals (C-RAC 2011, para 5)

The following terms and definitions are used in the beta test to provide feedback to online instructors and course designers.

- **NA** : no changes are necessary or does not apply
- **Department Determination**: the department must determine the category's quality, sufficiency, and fit with applicable standards OR the faculty member and department need to be aware of certain problems or issues, but changes or modifications are not necessary.
- **Recommendation**: Change is recommended to be in line with [Higher Learning Commission, C-RAC](#), best practices, and minimum engagement standards
- **Required**: changes required to be compliant with Section 508 (Web Accessibility), American with Disabilities Act, as amended 2010

Course Number and Course Name:	
Course shell used for beta test:	
Course Developed by:	
Dates of Review:	
Reviewer:	

Home Page /Dashboard

Best Practice or Standard	Analysis	Feedback
Does the course menu contain a link to a dedicated course home page?		
Does the course home page use an approved MSU Logo?		
Are instructions provided on how to get started and where to find various components?		
Instructor bio included?		
Does the course home page also include a copyright statement, MSU Web Links, and a course schedule?		
Does the course menu contain a link to the Syllabus?		
Does the course menu contain a link to a dedicated course dashboard?		
Does the course dashboard include the Announcements and Calendar modules at a minimum?		
Do the course dashboard and home page include the course name and number in their title?		
Are dividers used to separate content areas and tools in the course menu?		

Assessment and Engagement

Best Practice or Standard	Analysis	Feedback

Is all communication maintained within the LMS? If NOT used, is the external communication justified?	Meets Standard	
Are students given access to the grade center? Are all assessments accounted for?		
Are discussions in a logical sequence?		
Are there opportunities built into the course for the instructor to participate in discussion or chat activities?		
Are assessment methods incorporated into the content area path?		
Are students asked to introduce themselves using the Discussion tool? Is the intro request in a logical location? Were any FERPA violations noted?		
Do some of the learning modules use an ungraded reinforcement activity?	It is the department's responsibility to determine if this type of exercise would benefit the student in this online course	Department's Determination
Do most of the learning modules have a minimum of one graded assessment?		
Do learning modules include additional resources to assist students in mastery of department and course learning objectives?		

Is multimedia used as part of content in most modules?		
Does the course contain a minimum of one major engagement activity?		

Course Tools and Technology

Best Practice or Standard	Analysis	Feedback
<p>At a minimum, are the following tools available for students?</p> <ol style="list-style-type: none"> 1. Announcements 2. Course Mail (Messages) 3. Discussion 4. Calendar 5. My Grades 6. Student Help and Resources 		
Navigation across the course is logical, consistent, and efficient?		
Are course tools separated from other sections of the course in the Course Menu by a Divider or Sub-header?		
Are tools named appropriately?		
Are course tools NOT in use turned off or hidden in the Course Menu?		

Content

Best Practice or Standard	Analysis	Feedback
Are unit learning objectives clearly		

identified in each content area of the course?		
Are content areas built in such a manner as to preclude excessive scrolling by the student?		
Does the course content include evidence of instructor expertise?	It is the department's responsibility to determine if the content as designed is sufficient and quality	Department Determination
Is the expertise presented in pedagogically sound manner?	It is the department's responsibility to determine if the content is presented in a pedagogically sound manner	Department Determination
Does the content take into account different learning styles?		
Does the course contain excessive amounts of typographical or grammatical errors?		
Are text-based instructional materials in HTML or true PDF format?		
Has the instructor considered or used an audio alternative for text-based content?		
Does course material meet copyright / fair use guidelines?		
Does the course content utilize terminology associated with the current LMS version?		
Is the distinction between required and optional materials clearly defined?		
Are Mashups still linked and operational?		

Is Publisher Content still linked and operational?		
Is the current <i>Last Page of Course</i> (Final Grade Information) included at the end of the Course Content path?		

Supplemental Technologies

Best Practice or Standard	Analysis	Feedback
Are the technologies and software required to successfully complete the course outlined in the syllabus?		
Are students provided with instructions as to how to access plug-ins needed to view third-party course materials?		
Is Collaborate used in the course? Are students advised of the need to have headsets with microphones?		
If Collaborate is a date and time-based tool within the course, are students provided with a tentative schedule for planned meetings?		
Is YuJa Lecture Capture used in the course? Are students advised on the need to have speakers or headset?		
If YuJa is used to create student recordings, are students advised on the need to have a headset with microphone?		

Is YuJa Remote Proctoring used in the course? Are students advised of the software and requirements for a web camera and identification procedures?		
Is Respondus Lockdown Browser used in the course and are students provided the appropriate use and download instructions?		
Is SafeAssign used in the course and are the students provided the appropriate use instructions?		
Is technology used within the course accessible to the target population?		

Learner Support

Best Practice or Standard	Analysis	Feedback
Links and or information relative to technical support are provided either in the syllabus or adjacent to technologies.		
Links and or telephone numbers to the MSU Help Desk are provided.		
Are sufficient instructions provided for access and help options to third-party vendors?		
Is the Student Bb Learn Tutorial link provided in the course syllabus or course home page?		

Course Links

Best Practice or Standard	Analysis	Feedback
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Are all course related links operational?		
Are all links labeled as the web site name and not by the URL?		

ADA / Accessibility Compliance

Best Practice or Standard	Analysis	Feedback
Are appropriate color and image backgrounds used?		
Are font styles and sizes consistent across the course?		
Are lists created as true lists, numbered or bulleted for screen readers?		
Is color coding used to signify importance, order, or category?		
Is excessive bolding or italics used?		
Is underlining used for other than identifying hyperlinks?		
Are tables used appropriately? Are the tables read from left to right? Does each column have a title? Is the table named?		
Are images and graphics meaningful and related to content?		
Do images have alt or null tags?		
The course contains equivalent ADA alternatives for auditory and visual content?		
If mashups are used, do they provide appropriate alternative text or closed captions?		

Are PowerPoint presentations used in this course? Are they accessible? Are they supplemental material?		
The course design facilitates readability and minimizes distraction?		
The course design accommodated the use of assistive technologies?		
Are there animated images? Do they meet the ADA flash rate?		

Other Comments and Findings: