

Quality Standards

Using the Rubric

- **Aligned:** The element meets the standard and is fully implemented.
- **In Progress:** The element is partially implemented or needs improvement to fully align with the standards.

As you seek to align your course, Quality Standards (Qs) center the students who may lack prior higher education experience, such as familiarity with Canvas or understanding hidden curriculum, like the purpose of 'office hours.'

Course Structure and Navigation

Element	Aligned	In Progress
Objectives are available	Course objectives are clearly defined, measurable, easy to locate, and consider diverse student backgrounds and learning needs (e.g., first generation learners, students of color, neurodiverse students, students who have previously had negative educational experiences, etc.).	Objectives are included, but they are either difficult to locate, not measurable, or not inclusive of diverse perspectives.
Navigation is intuitive	Course navigation is logical, consistent, uncluttered, with self-evident titles and a layout that facilitates ease of use.	Navigation is present but may be confusing, inconsistent, or cluttered.
Instructions are written clearly (assessment)	Instructions for all activities and assessments are written clearly, with inclusive language, ensuring understanding,	Instructions are present but lack clarity, leading to potential confusion or fear.
Course policies for behavior are stated	Course policies regarding behavior, academic integrity, late work, and netiquette are clear, easy to find, and student-centered.	Course policies are included, but they may not be clearly written, easy to locate, or are not student-centered.
Links to institutional services are provided	Links to institutional services (e.g., library, writing center, DRC) are embedded in the course, easy to find, and include resources.	Links to institutional services are included but may be difficult to locate or not clearly labeled,

Communication and Interaction

Element	Aligned	In Progress
Instructor contact	Detailed instructor contact information is provided, including humanized	Instructor contact information is available but lacks detail,

Element	Aligned	In Progress
information is stated	biographical information, multiple options for contact and availability.	flexibility or multiple options for communication. Or, biographical information is lacking or written in a manner that does not connect with learners.
Instructor response time is stated	The instructor's response time for emails and feedback on assignments is clearly stated, and considers student needs for timely responses to increase academic success.	Response times are mentioned, but they are not clearly stated or consider student needs for feedback timing.
Communication and interaction supports learners	Course includes substantive, predictable communication/interaction designed to build a sense of community, establish trust, and support/monitor learners, and chunked into manageable units.	Some interaction strategies are included, but they may not build community, foster open communication, or monitor learners, or not chunked into manageable units.
Student-to-student interaction is supported	Course offers frequent opportunities for student-to-student interaction and collaboration.	Limited opportunities for student-to-student interaction and collaboration are available.
Expectations regarding quality of communications	Expectations for communication quality and quantity are clearly defined and inclusive, and include rubrics (or descriptive criteria) and guidelines.	Some expectations are stated, but they are not clearly defined, or lack rubrics (or descriptive criteria).

Assessment and Feedback

Element	Aligned	In Progress
Assessments align with objectives	Assessments are clearly aligned with objectives and outcomes.	Some but not all assessments align with objectives and outcomes.
Course activities promote achievement of objectives	Learning activities are clearly aligned with and promote the achievement of stated learning outcomes.	Some activities promote achievement, but there is inconsistency in alignment with the learning objectives.
Frequent assessments occur throughout the course	Assessments are frequent, varied, and conducted throughout the course, providing ongoing feedback to students to encourage academic improvement during the course.	Assessments are provided, but they may not occur frequently, lack variety, or do not provide specific, timely feedback to give learners a chance to improve.

Element	Aligned	In Progress
Rubrics for graded assignments are provided	Clear rubrics and/or descriptive criteria for all graded assignments are provided, which may include models of exemplary work.	Some rubrics or criteria are provided, but they are not explicit or consistent across all assignments.
Collaborative activities support learning	Collaborative activities between learners are well-integrated into the course to support the co-construction of knowledge and build workplace skills.	Some collaborative activities are present, but they do not consistently support content, the co-construction of knowledge.
Self-assessment options are provided	Students have several prompts for self-assessment through reflective assignments, which include instructor feedback to improve their performance during the quarter.	Limited self-assessment opportunities are provided, or they are not integrated effectively throughout the course, or instructor feedback is not provided.

Accessibility and Support

Element	Aligned	In Progress
Course materials are accessible	Course materials are formatted for accessibility for all students, with chunked pages/modules, accurate captions, support diverse learning modalities, and are culturally relevant to a wide-range of learners.	There are gaps in accessibility or course materials feature primarily one modality of content or are not culturally relevant to a wide-range of learners.
Technology promotes engagement/facilitates learning	Technologies are integrated to enhance student engagement with course materials (e.g., embedding discussion prompts or quiz questions within videos) and support diverse learning modalities.	Some technology is used, but it is not leveraged to fully engage students, or support varied learning modalities effectively.
Learners can leave feedback	Learners are provided an opportunity to give anonymous feedback about the course design and content at the end of the course.	Learners are unable to leave feedback at the end of the course.