

Tomorrow's College Today!

Academic Quality Project



COASTLINE
COMMUNITY COLLEGE

RUBRICS

R

U

R

U

B

R

I

Academic
Quality
Project

RUBRICS

RUBRICS

C

Dear Faculty Colleague:

Thank you for participating in the Academic Quality Project. It only takes a few minutes to rate your course against our Academic Quality Rubric, but it in all

honesty, it may take a long time for you to develop your course into an “exemplary” course--the ultimate goal of our project. Most instructors agree that they strive to improve their courses semester after semester. We hope these rubrics will give you a “guidepost” to follow. The Senate developed these rubrics by studying rubrics from other colleges, incorporating pedagogy and insight from our own instructional designers here at Coastline, incorporating guidelines about quality from legislative bodies, and ideas from our own faculty Senators.

There are three rubrics: one for in-class courses, one for online courses, and one for telecourses. Be sure you pick the rubric that matches the type of course you teach. Then, study the rubric. Each rubric has three quality levels: Basic, Effective, and Exemplary. You will rate yourself within EACH level.



RUBRICS

LEVELS

Basic:

We consider EACH of the elements in the “Basic” column to be necessary for every course. Be sure your course includes each of these items. If you are unclear about how to achieve any of these items, contact your department chairperson, or one of the members of the Academic Quality Project team (below) for assistance. If you are missing any of these items, take steps to include it the next time you offer your course.

Effective:

We consider the elements in the “Effective” level to be ones that most “effective” courses should include and that most instructors should achieve. You should try to include at least 80% of the items in the “Effective” column. (Count the items you have achieved, and divide them by the number of items in the column to see if you have achieved 80% of the elements.)

Exemplary:

We would like to challenge all faculty members to build their courses into “Exemplary” courses by striving to include the elements described in the “Exemplary” level. While not all items will apply to all courses, you should try to include at least 80% of the items in the “Exemplary” column to be considered an “Exemplary” teacher.

How do you measure up? We hope that providing you with a measure of quality will help you to improve your own course. Please let us know your thoughts. If you have any questions, please feel free to contact any of us.

Academic Quality Project Team Members:

Gayle Berggren, gberggren@coastline.edu
Sylvia Amitoelau, samitoelau@coastline.edu
Marilyn Fry, mfry@coastline.edu
Ann Holliday, aholliday@coastline.edu
Noha Kabaji, [hkasaji@coastline.edu](mailto:hkabaji@coastline.edu)
Phyllis Lembke, plembke@coastline.edu
Bob Nash, bnash@coastline.edu

Fred Feldon, ffeldon@coastline.edu
Pedro Gutierrez, pgutierrez@coastline.edu
Tai James, tjames@coastline.edu
Ken Leighton, kleighon@coastline.edu
Ted Marcus, tmarcus@coastline.edu
Cheryl Stewart, cstewart@coastline.edu

Academic Quality Rubric:

IN-CLASS COURSES

Instructions:

In each column, circle each element you have achieved. All "Baseline" elements should be met; meeting 80% in Effective or Exemplary signifies achievement.



	Baseline (include all of the following)	Effective (must also include all items from Baseline)	Exemplary (must also include all items from Baseline and Effective)
Syllabus	1.1 List all assignments 1.2 Instructor's contact preferences (email address, voice mail, office hours, etc.) 1.3 The course grading policy is stated clearly. 1.4 A clear, organized schedule 1.5 FAQ; other relevant information	1.6 A general introduction to the course. 1.7 College Academic Honesty Policy 1.8 The course Student Learning Outcomes are stated. 1.9 Detailed course policies and procedures 1.10 Instructor response time and availability (email, voice mail, grade posting) is clear.	1.11 Provides suggestions for how to succeed in the course 1.12 Explanations of how the college's academic support resources can assist students 1.13 Explanations of how the college's student support services can help students reach their educational goals 1.14 Provides information or links for further information related to research, writing, technology, etc.
Content/ Lessons Materials/Resources	2.1 All content and required components of the course outline are addressed (e.g., uses the required textbook, addresses the course SLO, essays, projects). 2.2 The instructional materials address the achievement of the stated course outcomes.	2.3 The course content is well organized within the required time framework (e.g., 4-week, 8-week, or 16-week session). 2.4 The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject. 2.5 For a 3-unit course, 9 hours of instruction and study per week have been planned.	2.6 Activities are interactive for the entire class (e.g., discussion, small group activities). 2.7 Course content is enhanced through the use of associated resources (discussion, Internet search, quizzes, etc.) that engage students in further study.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assessment and Grading Rubric</p>	<p>3.1 The types of assessments used to measure the stated learning outcomes are consistent with course activities.</p> <p>3.2 It is clear to students what they need to do to successfully complete the course.</p> <p>3.3 In addition to other activities, at least one <u>written</u> assignment assesses learning.</p>	<p>3.4 Regular feedback about student performance is provided in a timely manner throughout the course.</p> <p>3.5 The course includes a rubric by which students know how their assignments will be graded.</p> <p>3.6 The assessment instruments are sequenced, varied, and appropriate to the content being assessed.</p> <p>3.7 Plagiarism detection strategies are used.</p>	<p>3.8 A combination of self-assessment, formative assessment and summative assessment is included throughout the course so students can measure their achievement of the learning outcomes.*</p> <p>3.9 A mix of traditional and alternative assessments are used throughout the course that include essays, oral presentations, portfolios, interviews, role playing, discussion forums, journals, blogs, Wikis, case studies, etc.</p> <p>3.10 Exams are changed/ updated frequently and different forms are randomly distributed to students.</p> <p>3.11 Assessments and grading policies are compared and discussed with other instructors to increase effectiveness and create a culture of collegiality.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Pedagogy / Interaction / Collaboration</p>	<p>4.1 The learning activities promote the achievement of the stated learning outcomes.</p> <p>4.2 Assignments and activities are aligned with stated outcomes.</p> <p>4.3 The course utilizes adult teaching pedagogy features, such as “preview,” “presentation,” “practice,” and “summary.”</p> <p>4.4 Students are engaged in active participation, rather than just listening.</p>	<p>4.5 Instruction is presented in a wide variety of formats (multiple visual, textual, kinesthetic and/or auditory, Power Points) to enhance and to meet the needs of a variety of learners.</p> <p>4.6 Assignments allow students to apply concepts and skills in realistic and relevant ways.</p> <p>4.7 There are frequent opportunities for students to be engaged in active participation.</p> <p>4.8 The course provides several activities that help students develop critical thinking skills.</p> <p>4.9 Assignments encourage students to make effective use of external resources such as libraries, Virtual Library, Web-based or other electronic resources.</p>	<p>4.10 There is a deliberate attempt to create opportunities for students to interact with one another to communicate about course content using such strategies as group projects, assignments, activities, or other collaborative activities.</p> <p>4.11 The course includes opportunities for learning by inquiry.</p> <p>4.12 The course provides multiple activities that help students develop critical thinking and problem-solving skills.</p>

*“Formative assessment generates useful feedback for development and improvement. The purpose is to provide an opportunity [for students] to perform and receive guidance (such as in-class assignments, quizzes, discussions, lab activities, etc.) that will improve or shape a final performance. This stands in contrast to summative assessment where the final result is a verdict and the participant may never receive feedback for improvement such as on a standardized test or licensing exam or final exam.” *Statewide Academic Senate: Glossary of Terms*

Academic Quality Rubric:

Instructions:

In each column, circle each element you have achieved. All "Baseline" elements should be met; meeting 80% in Effective or Exemplary signifies achievement.

ONLINE COURSES

	Baseline (include all of the following)	Effective (should also include all items from Baseline)	Exemplary (should also include all items from Baseline and Effective)
Overview and Introduction	<p>1.1 Welcome message from the instructor with an appropriate image of the instructor</p> <p>1.2 Course image (e.g., picture of textbook) or other graphics are included to "brand" the course.</p> <p>1.3 Relevant FAQs, including minimum technical skills expected of the student</p>	<p>1.4 Overview contains a general introduction to the course.</p> <p>1.5 Instructor lists his/her contact preference.</p> <p>1.6 Instructions clearly tell students how to get started and where to find various course components.</p>	<p>1.7 Instructor response time and availability (email, voice mail returns, grade posting, etc.) are clearly stated.</p>
Syllabus	<p>2.1 Detailed course policies and procedures</p> <p>2.2 Information about written assignments and other procedures or directions are clearly described.</p> <p>2.3 Information about using the exam features</p> <p>2.4 How the student will be assessed/graded.</p> <p>2.5 Directions or links to descriptions of technical support.</p> <p>2.6 Information or links to Academic Honesty Policy</p> <p>2.7 Etiquette expectations for discussions, email, and other forms of communication</p>	<p>2.8 How the online course "works"</p> <p>2.9 How to access the online grade book/scores</p> <p>2.10 Clearly stated student participation requirements</p> <p>2.11 Nature of instructor participation in discussion board is clearly stated (participator, or reader, etc.)</p> <p>2.12 Information about how to withdraw</p>	<p>2.13 Orientation to course and online learning, how to succeed online</p> <p>2.14 Explanation or links to how the college's academic support resources can assist students</p> <p>2.15 Explanation or links to how the college's student support services can help students reach their educational goals</p> <p>2.16 Answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information.</p>
Content/ Lessons/ Materials/ Resources	<p>3.1 Course content is organized into consistent, functional learning modules or other types of learning units.</p> <p>3.2 The instructional materials in the course (other than the textbook) address the achievement of the stated course and module learning outcomes.</p> <p>3.3 The learning modules include assigned readings that include chapters or page numbers, files or websites.</p> <p>3.4 All content and required components of the course outline are addressed (e.g., use the required textbook, address the course SLO, essays, projects).</p>	<p>3.5 The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.</p> <p>3.6 The course supports learning by providing a variety of activities and experiences that encourage active engagement with the course content (discussion, role playing, debates, virtual field trips, etc.).</p> <p>3.7 There is substantive content that is equivalent to or surpasses the learning experience a student would receive in a site-based course.</p> <p>3.8 For a 3-unit course, 9 hours of instruction and study per week have been planned.</p>	<p>3.9 Content is enhanced through the use of associated resources that allow students to learn through inquiry (links, referral to outside readings, Internet searches).</p> <p>3.10 A significant number of the learning modules include exercises/activities that promote interactivity for the entire class (e.g. discussion).</p>

Learning Outcomes	<p>4.1 The learning activities promote the achievement of the stated learning outcomes.</p> <p>4.2 Learning outcomes are included for each learning module.</p>	<p>4.3 The course Student Learning Outcome(s) is(are) stated and measured.</p> <p>4.4 Module learning outcomes are consistent with the course-level outcomes.</p>	<p>4.5 Program or college learning outcomes are stated if applicable.</p>
Assessment and Grading	<p>5.1 The course grading policy is stated clearly.</p> <p>5.2 It is clear to students what they need to do to successfully complete the course.</p> <p>5.3 The types of assessments used to measure the stated learning outcomes are appropriate to the course.</p> <p>5.4 In addition to other activities, at least one written assignment assesses learning.</p>	<p>5.5 Regular feedback about student performance is provided in a timely manner throughout the course.</p> <p>5.6 The learning modules include pre- and post-assessment or “self-check” practice assignments that measure the achievement of the learning outcomes for the module.</p> <p>5.7 The course includes a rubric(s) by which students know how their assignments will be graded.</p> <p>5.8 Ongoing multiple assessment strategies are used to measure content knowledge, application, and skills.</p> <p>5.9 Plagiarism detection strategies are used.</p>	<p>5.10 A combination of self-assessment, formative assessment and summative assessment is included throughout the course so students can measure their achievement of the learning outcomes.*</p> <p>5.11 A mix of traditional and alternative assessments are used throughout the course that include essays, portfolios, interviews, role playing, discussion forums, journals, blogs, Wikis, case studies, etc.</p> <p>5.12 Exams are changed/updated frequently and different forms are randomly distributed to students.</p> <p>5.13 Assessments and grading policies are compared and discussed with other instructors to increase effectiveness and create a culture of collegiality.</p>
Pedagogy, Interaction / Collaboration	<p>6.1 The course includes opportunities for student introductions.</p> <p>6.2 Learning activities foster instructor-student or student-student interaction.</p> <p>6.3 The assignments promote the achievement of the stated learning outcomes.</p> <p>6.4 The course encourages students to manage their time and avoid procrastination by setting clear timelines and goals.</p> <p>6.5 The course makes use of most of Seaport teaching pedagogy features, such as “Preview” and “Practice” features.</p>	<p>6.6 The course provides multiple activities that help students develop critical thinking and problem-solving skills.</p> <p>6.7 Assignments and activities allow students to apply concepts and skills in realistic and relevant ways.</p> <p>6.8 Content is enhanced through the use of resources that allow students to learn through inquiry (e.g., Internet links) rather than just reading a textbook.</p> <p>6.9 Materials are presented in a variety of formats (multiple visual, textual, kinesthetic and/or auditory) to enhance and to meet the needs of a variety of learners.</p> <p>6.10 Regular effective contact is made between instructor and students**</p>	<p>6.11 There is a deliberate attempt to create a learning community using such strategies as discussion boards, group projects, group problem-solving, discussion of assignments, activities, or other collaborative activities, as applicable to the course.</p> <p>6.12 The course makes creative use of a variety of technologies that assist students in understanding course content (discussion board, email, scheduled emails, web hunt, digital slide shows, Power Points, Camtasia shows, streaming video, etc.).</p> <p>6.13 Assignments require students to make effective use of external resources including Virtual Library, Web-based and other electronic resources.</p>
Navigation & Design	<p>7.1 The course is accessible to disabled users.</p> <p>7.2 All the web links are current and functional.</p> <p>7.3 All calendar dates and due dates are correctly set for the current semester.</p> <p>7.4 All exams are set to open and close for the current semester.</p> <p>7.5 No grammatical, spelling, or typographical errors</p>	<p>7.6 Schedule is well planned and easy to use.</p> <p>7.7 Students can easily navigate through the course.</p> <p>7.8 Students can easily find, access, and review content.</p>	<p>7.9 Students are provided an opportunity to participate in course evaluation.</p> <p>7.10 Visual and auditory stimuli are used to motivate students.</p>

**Formative assessment generates useful feedback for development and improvement. The purpose is to provide an opportunity [for students] to perform and receive guidance (such as in class assignments, quizzes, discussions, lab activities, etc.) that will improve or shape a final performance. This stands in contrast to summative assessment where the final result is a verdict and the participant may never receive feedback for improvement such as on a standardized test or licensing exam or final exam.”
Statewide Academic Senate: Glossary of Terms

**Instructor Contact--Distance Learning Title 5, Section 55211 of the Education Code requires that all courses offered as distance education include “regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.”

Academic Quality Rubric:

TELECOURSES

Instructions:

In each column, circle each element you have achieved. All "Baseline" elements should be met; meeting 80% in Effective or Exemplary signifies achievement.

	Baseline (include all of the following)	Effective (should also include all items from Baseline)	Exemplary (should also include all items from Baseline and Effective)
Course Overview/ Introduction	1.1 Appropriate welcome message from the instructor 1.2 Clear instructions tell students what to do to get started. 1.3 Instructor lists his/her contact preferences.	1.4 Overview contains a general introduction to the course. 1.5 Instructor response and availability time (email, voice mail, letter-returning, grade posting, etc.) is included.	1.6 Course image (e.g., picture of textbook) or other graphics are included to motivate students. 1.7 Suggestions are provided for how to succeed in the course. 1.8 Information about how to write well, and/ or links to tutorials or other resources that provide the information are provided.
Handbook/ Course Requirements	2.1 Handbook is current and without spelling, typographical, or grammatical errors. 2.2 All course content and required components of the course outline are addressed (e.g., use of the required textbook, the course SLO, essays, projects). 2.3 Textbook edition and quizzes/exams match each other.	2.4 Information about written assignments and other procedures or directions are clearly described in detail. 2.5 College Academic Honesty Policy is included. 2.6 Instructor maintains course website.	2.7 Appropriate Midterm and Final Review materials are provided for students who are unable to attend on-site reviews.

Continued

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Ins</p>	<p>3.1 The course assignment/schedule is organized into consistent, functional learning modules/lessons.</p> <p>3.2 Required assignments and extra credit are accessible and can be completed by all students in the course.</p> <p>3.3 Students are engaged in active learning, rather than just reading (e.g., keeping a journal, crossword puzzles).</p>	<p>3.4 The instructional methods/assessments/ assignments and resources address the achievement of the stated course learning outcomes (video lessons, textbooks, assignments, etc.)</p> <p>3.5 The course provides multiple activities that help students develop critical thinking and problem-solving skills.</p> <p>3.6 Assignments allow students to apply concepts and skills in realistic and relevant ways.</p> <p>3.7 Assignments are staggered to prevent cheating in the event that handbooks are recycled in succeeding semesters.</p> <p>3.8 Regular effective contact is made between instructor and students*</p> <p>3.9 For a 3-unit course, 9 hours of instruction and study per week have been planned.</p>	<p>3.10 Supplementary resources are suggested as part of the course content (e.g., study guide, readers).</p> <p>3.11 Content is enhanced through the use of associated resources that allow students to learn through inquiry (links, referral to outside readings).</p> <p>3.12 Deliberate opportunities for students to interact with one another to communicate about course content.</p> <p>3.13 Each module includes pedagogy such as preview, practice exercises, glossary, or summary.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Learning Outcomes</p>	<p>4.1 The learning activities promote the achievement of the stated learning outcomes.</p> <p>4.2 Assignments and activities are aligned with stated outcomes.</p> <p>4.3 Learning outcomes are included for each learning module.</p> <p>4.4 The course Student Learning Outcome(s) is(are) stated.</p>	<p>4.5 Module learning outcomes are consistent with the course-level outcomes.</p>	<p>4.6 The course program or college learning outcomes are stated if applicable.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Assessment and Grading</p>	<p>5.1 The course grading policy is stated clearly.</p> <p>5.2 Regular feedback about student performance is provided in a timely manner throughout the course.</p> <p>5.3 It is clear to students what they need to do to successfully complete the course.</p> <p>5.4 The types of assessments used to measure the stated learning outcomes are appropriate to the course.</p> <p>5.5 In addition to other activities, at least one <u>written</u> assignment assesses learning.</p>	<p>5.6 Exams/quizzes/assignments are changed/updated frequently.</p> <p>5.7 Ongoing multiple assessment strategies are used to measure content acquisition, application, and skills.</p>	<p>5.8 The course includes a rubric(s) so students know how their assignments will be graded.</p> <p>5.9 Students are given choice in selecting assignments.</p> <p>5.10 A combination of self-assessment, formative assessment and summative assessment is included throughout the course so students can measure their achievement of the learning outcomes.**</p>

**Instructor Contact--Distance Learning*

Title 5, Section 55211 of the Education Code requires that all courses offered as distance education include “regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.”

**Formative assessment generates useful feedback for development and improvement. The purpose is to provide an opportunity [for students] to perform and receive guidance (such as in class assignments, quizzes, discussions, lab activities, etc.) that will improve or shape a final performance. This stands in contrast to summative assessment where the final result is a verdict and the participant may never receive feedback for improvement such as on a standardized test or licensing exam or final exam.” *Statewide Academic Senate: Glossary of Terms*

Academic Quality: Philosophy and Ideas for Implementation

The goal of higher education should be transfer of knowledge, long-term retention, and the application of skills and attitudes learned to some other context, at some time in the future.

College faculty, therefore, would do well to apply current research about human cognition and learning, write Halpern and Hakel in their article *Applying the Science of Learning to the University and Beyond* (2003).

They argue that understanding and learning are interpretive processes in which students must be active participants. Multiple-choice exam questions tap only lower-level cognitive processes or simply require students to repeat back course material. High scores on tests like these do not necessarily indicate enduring or transferable learning.

The Academic Senate recommends limiting the use of objective exams. Determining the best way to assess whether students have learned and are able to recall knowledge, skills, and attitudes is an ongoing process. Whatever the class size or the format, we urge faculty to discuss ways to enhance learning, to devote considerable time and energy in the discussion of using empirically validated learning principles, and to share their experiences with their colleagues.

Academic standards include more than the science and principles of learning.

We believe faculty should seek change and improvement. We discourage faculty from using the same lecture notes, the same exams, the same assignments, and the same syllabus as they teach and re-teach their courses.

We believe student questions, comments, and concerns should be valued, acknowledged, and replied to in a timely manner. Set the highest possible standards for response time. A day or two should be your goal.

We believe faculty should solicit and value input from their students. The easiest way is to ask your class the following (in the middle of the semester) and collect their answers (anonymously): What worked? What didn't work? What changes, if any, would you recommend the next time I teach this class? At the next class, share the responses with your students and discuss how their responses might change the way you teach.

We believe course content and level of rigor should be identical for a course no matter what the method of instruction or mode of delivery. Is the class traditional? Online? Hybrid? For incarcerated students? Military students? Is it 16 weeks, 12 weeks, 8 weeks, or 4 weeks? Students should cover the same topics, take the same exams, and use the same textbooks and learning material, no matter what the length of the term or the mode of delivery.

We believe faculty should encourage academic honesty. Create several different forms of your assessments. Distribute them at random to students. Scramble the order of the questions. Be sure students are physically separated at exam sessions so they are not tempted to look around. To further limit academic dishonesty, a significant portion of your exams should include authentic assessment items

that require students to explain their thinking and justify their answers. Include in your syllabus the consequences for violating academic honesty and enforce them. This could be failing the class with a grade of F or requiring the student to retake a different form of the exam under your supervision.

We believe faculty should be engaged in professional development. Read documents, subscribe to a list-serve or a newsletter, and attend conferences in your discipline. Communicate with your colleagues around the country and at the other schools in our district. Share questions, concerns, and solutions. Get to know your publisher sales rep. These representatives work with thousands of faculty in your discipline; they can often tell you about emerging trends or share your concerns with other faculty. Communicate with colleagues in K-12 and at the 4-year universities. We should know everything possible about where our students are coming from and where they're going.

We believe faculty should constantly assess their effectiveness as instructors and should question how well their students are learning. We urge you to incorporate *Classroom Assessment Techniques: A Handbook for College Teachers* by Angelo and Cross. It's a classic. It's one of the best resources available to help us improve what we do!

Become a member of our Senate discussion group at <http://groups.google.com/group/coastline-faculty> where you can share and discuss these ideas further. You can also upload files and see files that other faculty have uploaded for sharing.

Expectations of Teachers

1. Read and follow the course outline of record for the course (if there are problems or if a different textbook is desired, talk to the Department Chair and other discipline faculty about changing that on the course outline). If you need a copy of your course outline, email jnash@coastline.edu
2. Give students a detailed syllabus (there are sample syllabi that you can copy at <http://groups.google.com/group/coastline-faculty>)

- a. Include as many elements from the "Basic" and "Effective" categories on the Rubrics as you can.
- b. Include as many elements from the "Exemplary" categories on the Rubric as you can.

Refer to <http://groups.google.com/group/coastline-faculty> for ideas that you can cut and paste into your syllabus (e.g., study skills, referrals to academic support, student support, links to writing and research resources).

3. Attend class (classroom sections) for the expected hours of the course (e.g., 54 hours for a 3-unit course). Answer mail, email, or voicemail (telecourses and online courses) in a timely manner. It is recommended that the "Basic" response rate for distance education teachers is 3 days. "Exemplary" teachers respond within 24 hours. According to the Education Code, distance education faculty are expected to have "regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities."
4. Use a textbook, and give appropriate homework assignments. According to state Education Code, students should be engaged in 9 hours of work per unit (including attending your course, if it is an on-site course). If you have a distance learning course, be sure you have planned enough lecture, discussion board, activities, and assignments so that your students are involved in an appropriate amount of study each week.
5. Assess students on two or more examinations and/or papers (the Education Code does not allow 100% of the grade to be on one assessment instrument). Provide regular feedback to students about their performance in your course.

Except for mathematics, physical education, or a performance subject, all courses are required to have a writing component incorporated into the course grade. Assess students on at least one significant written assignment: essay, report, essay examination, etc. (The Education Code requires this.)

Use a variety of activities and experiences that encourage active engagement with the course content (discussion, role playing, debates, supplemental readings). Provide multiple activities that help students develop critical thinking and problem solving skills. Help students apply concepts and skills in realistic and relevant ways.

Address Student Learning Outcomes, obtained from the course outline, using learning activities to promote their attainment.

Best Practices

1. Build a sense of community and shared learning. The following are some suggestions:
 - a. Learn students' names (perhaps use seating charts, name tags, name holders on desks, etc.).
 - b. Use "ice breakers" for students to get to know each other.
 - c. Direct cooperative learning groups within class. If you have an online course or telecourse, set up a discussion board.
 - d. Encourage study groups outside of class.
 - e. Provide a discussion board on the Web page and visit it often, providing guidance, questions, and comments.
 - f. Encourage students to lead class discussions or explain solutions to problems.
 - g. Ask students to each write a "one minute paper" (per Dr. Vincent Tinto) with no names; have them write on one side of the paper in a few sentences the two things about that class session that interested them; on the other side have them write what they found confusing or "muddy." Collect the papers and respond on the web page or at the next class meeting.
 - h. Have students post short autobiographies and perhaps photographs of themselves on the Web page.
 - i. Phone or e-mail students who are absent from class or who are not participating or who seem to be having problems. Catch problems early.
2. Respect individual students' learning styles (for example, don't force introverts to become extroverts.)
3. Involve students in Coastline.
 - a. Invite a counselor, the librarian, a fellow instructor, Student Advisory Council (SAC) members, and/or others to come to class to inform them about the college and various services and activities.
 - b. Post on the Web page or announce in class the dates and places of college activities: university transfer events, concerts, workshops, etc. (this information can be found in faculty mailboxes and/or in e-mails from the college).
 - c. Bring to class or post on the class Website the Coastline scholarship form; urge students to apply for a scholarship.
 - d. Recommend other good courses and college services to students, such as the following:
 - Other courses in the discipline.
 - Counseling 105: Succeeding in College: "This course is designed to increase success in achieving educational, career, and life goals. It includes information on learning styles and strategies, time management, decision making, goal setting, college resources and services, memory techniques, note-taking, test-taking, and other success techniques. Students will develop educational and career plans."
 - Education 107: Introduction to Distance Learning. "Using the tools and systems of distance learning, students will develop skills that will enable them to successfully

complete distance learning programs on their own in the future. The course is a 1.0 unit class that addresses the technical competencies and computer skills needed for distance learning success.”

- **English 103: Business English.** “English for careers focuses on real-world English skills that contribute to good workplace communication. It includes English principles you already know, those you learned in the past and forgot, and those you wish you had learned. Students study grammar, English usage, punctuation, spelling, vocabulary, and dictionary use from the businessperson’s viewpoint. Emphasis is placed on finding and correcting types of errors people make while speaking and writing.”
- **English 091: Basic Reading.** “An individualized reading program designed to develop and improve basic reading skills in comprehension, main idea, facts and details, conclusions, judgments, inferences, vocabulary, and critical thinking. The student will complete a diagnostic assessment during the first class session.”
- **Leadership 140: Leadership Development/Student Government.** “Introductory participatory course designed to improve leadership and management skills. Assess leadership skills; analyze management styles; evaluate interactions among leaders, followers and situations; reduce conflicts, set goals, delegate tasks, use parliamentary procedure and conduct effective meetings through participation in the Student Advisory Council (SAC). Enrollment requires additional outside classroom hours and participation in college wide committees and special projects.”
- **Student Success Center** at the Le-Jao Center: Offers computerized basic skills courses and personalized

assistance. Also provides tutoring in English and math, and ½-unit online English improvement courses (English 022, 037, 040, 041, 080).

- e. Inform students about the lending library at the Garden Grove Center (is a copy of your textbook there?). Donations are encouraged.
 - f. Reward class participation.
4. Use a variety of teaching methods:
 - Lecture/discussion
 - Various technological media
 - Guest speakers
 - Field tripsGroup activities (problem solving, role playing, online debates); check your textbook publisher’s manual for ideas.
 5. Use a variety of grading opportunities to determine the final grade in the course. Use critical thinking examinations rather than examinations that only require rote memorization. Research shows that objective tests tap only lower-level cognitive processes or require students only to repeat back course material. Here are some other ideas:
 - a. Well-written objective quizzes—for test security, online objective quizzes and examinations need to have a test bank two and one-half times or more than the examination test questions. For example, if the test has 10 questions, the test bank should have 25 or more questions for the software to randomly choose from. Objective testing is strictly an assessment instrument, not a learning experience, whereas open-ended and free response testing and other types of projects can demonstrate the student’s knowledge as well as the student’s ability to use critical thinking to apply the knowledge in a practical way.Multiple forms of exams—if students are seated in close proximity or if students take examinations on successive days, their tests should be different. For telecourse quizzes and exams, use alternate forms in different semesters.

- b. Concept tests: tests that demand the student to use critical thinking rather than rote memorization.
- c. Various projects, research reports, essays, case studies, oral reports
- d. Discussion-board participation (debates, online problem solving, role playing, response to teacher questions, response to each other, posting ideas or Internet sites, etc.)
- e. Collaborative testing, such as in group projects, making sure that each student is aware that his or her individual effort and contribution to the project will be measured and will affect his or her grade.



Academic Senate

Academic Quality Principles

The Senate strongly supports the guidelines of the following governmental and self-regulatory agencies. We believe all faculty members should strive to meet each of these guidelines:

Syllabus

The Accreditation Commission states “In every class section students receive a course syllabus that specifies learning objectives consistent with those in the institution’s officially approved course outline.” http://www.accjc.org/pdf/ACCJC_NEW_STANDARDS.pdf

Contact Hours and Study Requirements

Title 5, Section 55002.5 of the California Education Code requires a minimum of 48 hours of lecture, study, or laboratory work for each unit a student is engaged in for a semester (48 / 16 weeks= 3 contact hours a week for a one-unit course). For a 3-unit course, a student should be involved in a combination of nine hours of instruction and study per week.

Writing

Title 5, Section 55002 of the California Education Code requires grades to be “based on demonstrated proficiency in subject matter and the ability to demonstrate that proficiency, at least in part, by means of essays or, in courses where the curriculum committee deems them to be appropriate, by problem-solving exercises or skills demonstrations by students.” This means that all courses (except “skills” courses like math, typing, or PE) need to have a significant written assignment or essay exam that is incorporated into the course grade. Details for fulfilling this requirement (e.g., number or type of written assignments) should be determined within the department.

Instructor Contact--Distance Learning

Title 5, Section 55211 of the Education Code requires that all courses offered as distance education include “regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.” Details for fulfilling this requirement (e.g., number or type of written assignments) should be determined within the department.