

Running Head: IMPLEMENTATION OF A GRAPHICS COURSE

Implementation of an Internet Graphics Course

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Abstract

This paper will discuss the overview process and migration of a current onsite Internet Graphics course offered at the Digital Communication Department (DCD), Houston Community College; to an online course. Discussions of different components and its importance to the success of course delivery will also be included. A working course module containing sample content and online functional components located at http://swc3.hccs.cc.tx.us:8900/SCRIPT/imed1391ct/scripts/serve_home will be available for testing.

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Introduction

Web-based training (WBT) classes at the Digital Communication (DCD) department, Houston Community College (HCCS) began about three years ago. Online classes are growing rapidly. Currently only scripting classes (coding HTML pages) and design principles are offered. There is a need to develop a foundational web graphics course to be offered concurrently with the HTML scripting course. The targeted date for the online class will take place in the Fall of 2005. This class will cover the use of Macromedia Fireworks, an industry standard graphics and digital imaging program used for preparing images for multimedia and web (See course curriculum, objectives and goals in Appendix A).

The Digital Communication Department is a very small department. Therefore, the WBT team involved in building the module will only comprise of the following people, (1) Internet Graphics instructor, (2) department chair, (3) DE staff and administration from Houston Community College and (4) DCD technical support team. The Internet Graphics instructor who currently has the qualification and experience about online delivery will function as the project manager, SME, course designer and developer. The department chair will oversee program, budgetary and marketing concerns. The instructor will inform the chair regarding building progress of the WBT course. DE staff and administrator will help the instructional designer with technical issues such as setting up the module space within the WebCT environment, admin and student login. The DCD technical support team will help with setting up student web space and miscellaneous technical issues.

WBT Architecture & Delivery System

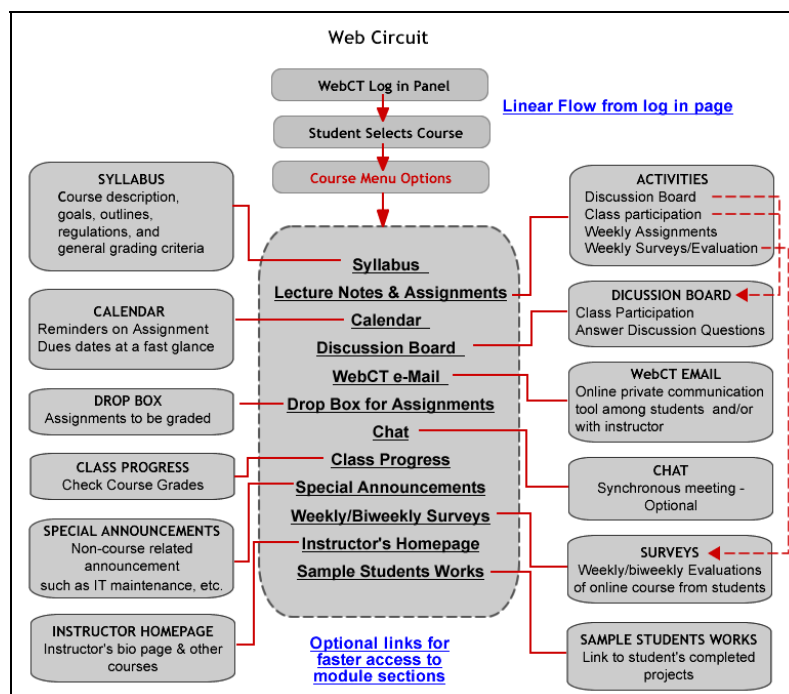
The challenge of converting face-to-face (F2F) graphic design classes which entails teaching graphic design concepts along with the mastering of required software applications to

online students is not easy. Issues such as course requirements and materials, technical and communication systems and teaching and evaluation styles were researched and studied and through careful planning and approval of the administration, before the classes were implemented online.

Because of the course content requirements and its complexities, it is decided that the online class should have a simple user interface with minimal technical complexities for the instructor and students. Most of the students who have taken online classes in HCC are familiar with the WebCT interface. New students will be required to attend a mandatory orientation session prior to the start of classes. Additional support options on how to log in to classes will be available that the Distance Education website. Under special circumstances, students may contact the instructor to make an appointment to review the course module before the start of classes.

The following diagram (Figure 1) shows a web circuit of the Web Training Module.

Figure 1. OVERVIEW OF WEB CIRCUIT OF LEARNING MODULE



The login entrance page (Figure 2-4) into the WebCT module as Conrad refers to as the entry point will serve as the standardized entry point for the graphics WBT course. Student log in will be set up by the college administration.

Figure 2. Login Page in WebCT (“Entry Page”)



Figure 3. Select Course – Example Internet Graphics

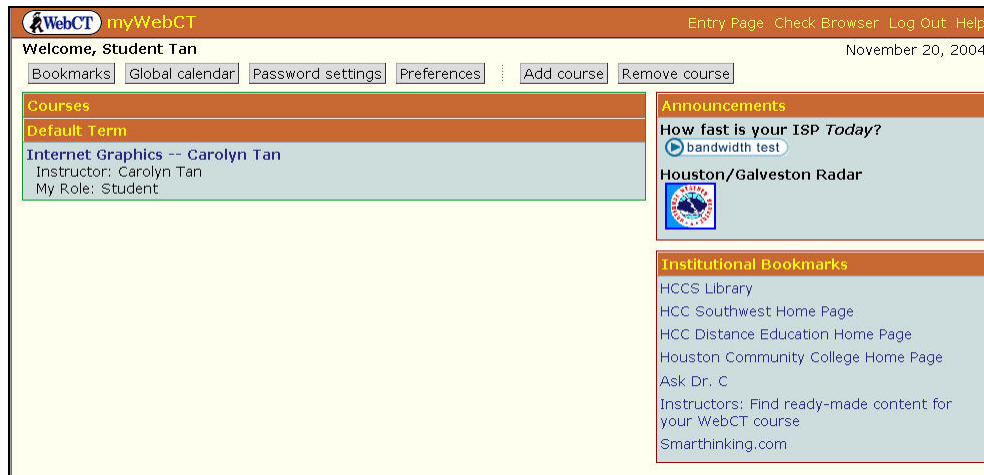
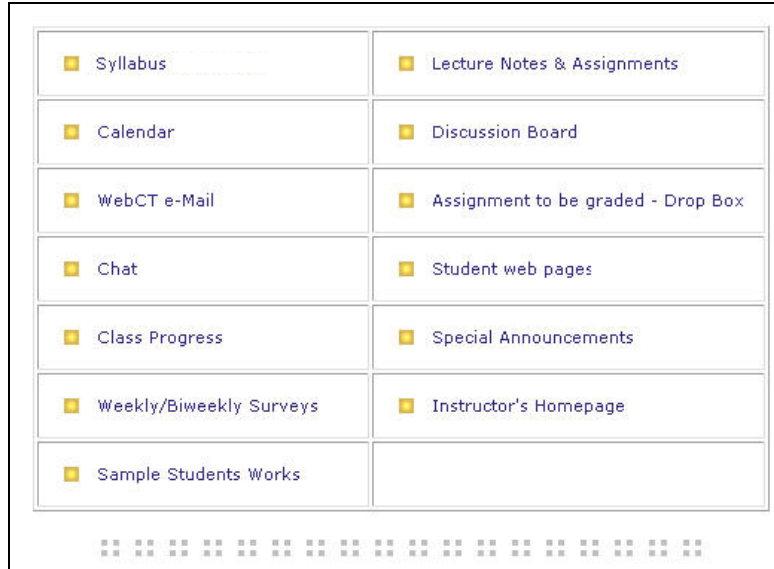


Figure 4. Entry page – Navigation to different sections “modules” of the course

Students will be able to select other module components depending on the functionality of each module. Description of each module link and purpose can be found in Appendix B.

Course units are divided over a 16 week semester span (See Appendix C). The section (linked off from the main page, “Lecture Notes & Assignments”) containing links to Lesson Units (See Appendix C Sample Unit 1) which forms as a summary page for weekly activities, (1) Lecture & Assignments that comprise of readings from text, PDF documents, website resources, audio/video and flash presentations, (2) Weekly Discussion Questions, (3) Project requirement at the completion of each unit (4) Weekly/Biweekly formative Surveys. Students will see the breakdown of allocated points for each section for the week. It is important that this page that functions like a table of contents is consistent to avoid confusion (Conrad, p.120).

In addition to running course lessons, and monitoring student activities through assignments and project completions, WebCT will be also used as an administrative tool to check student log in activities during the duration of the online course. This will help instructors

keep track of student attendance, logging student grades and monitoring student activity progress.

Course Functionality and Activity Components

Besides having a module that functions well as on online delivery system, careful planning and utilizing facilitative components can help with the success of the online course. Elements include, (1) type of communication style between facilitator and students, (2) assignment and project delivery options, (3) evaluation and assessment methods to ensure student learning is taking place, (4) course and instructor evaluation procedures, and (5) additional ideas how to enhance interactivity to keep students motivated.

Communication

The class will be asynchronous based since 95% of the students are full time working adults. Instructor and technical support will be available via email or telephone conferencing. This discussion board will serve as one of the communication tools for asynchronous communication. Students can post completed assignments, problems and concerns, and feedbacks on this board. The discussion board will also be used as one of the components for tracking students' attendance and participation.

Students may communicate via WebCT email for personal matters. Instructors are required to check their email daily and are required to respond to their students within a 48 hour period. Instructors must inform students if they are unable to be online for more than 2 days. Instructors and students have the option of getting in touch with each other via phone or leave a message at the administrator's office in case of emergencies. WebCT chat module may be utilized for synchronous activities if needed.

Lectures, Project Assignments and Assessments

Apart from the instructors' weekly lectures, students are required to purchase required textbooks. The course module (lecture and assignment link) will consist of tutorials and lessons, graphic illustrations and video clips that show the use of Fireworks application and design creation techniques. Most of the DCD students are visual learners, and therefore multimedia component must be added to enhance the learning process. Through the use of auditory and visual methods of presenting information, students process and learn information better (Michelich, 2002). Additional web resources will be included for students who need extra help.

Instructors will prepare supplemental lectures where needed and projects upon completion of each learning module. Challenging exercises are given to test student's understanding, skills and knowledge gaps. Students will be required to post assignments with brief explanations on how each project was done. Students will post original works to their websites and will be required to submit a URL as to the location of the posted assignment. Others students must review and post comments about each other's assignment. This provides for an interactive learning environment. Instructors will be responsible of monitoring, assessing and keeping a record of all student projects.

In addition to the projects, weekly discussion questions with mandatory responses are also required. Discussion questions will be based on concepts and applications learned from the textbook and lecture material. That is to track students' understanding courseware material.

Course Evaluation and Instructor Surveys

Students are required to complete biweekly/weekly surveys at the end of each learning unit. These surveys will be programmed as HTML forms to be delivered to the instructor's email

box. This form of formative evaluation will help instructors monitor student progress and make necessary changes to the course material if needed. A sample of a unit survey can be found in Appendix D. Instructors can use the submitted surveys to reply to students for the week. At the same time, feedback on each student's progress is sent via these replies bi-weekly. This is one of the methods that can help ensure the student that the instructor is working at meeting the student's course needs.

Promoting Interaction

Many have said that that one of the major disadvantages of self-paced e-learning compared to F2F classrooms are that the lack of motivated interaction. Dialogue and interaction is crucial to the success of online classes (Sevilla & Wells, 2002). Instructors must encourage learners to interact by making them part of the learning system thereby achieving learning effectiveness (Belanger & Jordan, 2001). For example, increase interaction can be achieved through careful thought in question & response preparations to students via discussion threads. Instructors can also motivate students into the discussion through supportive feedbacks to their postings.

Another option available for instructors is the illustration of problem solving techniques. This can be achieved through the use of video captures with audio. Viewing the short movie clips to trouble shoot problems instead of having to explain concepts via text is a great time saver.

Alpha & Beta-testing Stage

An alpha testing stage will take place between instructional designer and department chair making sure that course vision, training and goals are met. In the beta-testing stage, that is prior to the delivery of the course, the project manager will present the WBT module to DCD

department chair and faculty members for usability testing. A PowerPoint outline about what the WBT course entails will be used for the presentation. Beta-testers will evaluate the course and WBT delivery system to see if any area of the module needs improvement for success student learning.

Summative Course Evaluation and Maintenance

At the end of the semester, the department chair will review the course through the use of an example course evaluation provided by the DE departments (See Appendix F). The department chair will also meet with the online instructor to discuss course success and failures to help improve course delivery for the following semester. In addition, students' formative and summative evaluation feedbacks about course and delivery will be used as an evaluation tool for course improvement.

References

- Belanger, F. & Jordan, D.H. (2000). Distance Learning Technology. *Evaluation and Implementing of Distance Learning: Technologies, Tools and Techniques*, p35-88. Pennsylvania: Idea Group Publishing.
- Conrad, K. & Training Links (2000). *Instructional design for web-based training*. Amherst, MA: HRD Press.
- Michelich, V. (2002). *Streaming media to enhance teaching and improve learning*. Retrieved May 31, 2002 from <http://ts.mivu.org/default.asp?show=article&id=941>
- Sevilla, C. & Wells, T. (2002). Guiding and evaluation online discussion. *E-learning*, 3(2), 22-24.
- Graham, Kursat, Byung-Ro, Craner, & Duffy. (2001). *Seven principles of effective teaching: a practical lens for evaluating online courses*. Retrieved August 13, 2005, from <http://distance.wsu.edu/facultyresources/savedfromweb/7principles.htm>

Appendix A

Course Objectives & Goals

Credit: 3 (2 lecture, 4 lab)

Catalog Description

Digital imaging using raster image editing and/or image creation software: scanning, resolution, file formats, output devices, color systems, and image-acquisitions for the web.

Course Content

- Understand image types (vector versus bmp) for the web
- Description of web graphic formats (transparency, interlaced, progressive)
- Scanning graphics
- Monitor resolutions, web browser displays
- Images editing – understand the terms: hue, saturation & value
- Use of colors, browser safe colors, and hexadecimal codes
- Vector tools (pen-tool) for creating paths and objects, fills and strokes,
- Working with tools to edit raster images (selection tool, magic wand, etc)
- Masking and filter techniques
- Creating background patterns, styles, textures, rules, bullets, navigation buttons, and visual effects.
- Typography
- Importing and exporting file formats within the software application
- Design techniques and application
- Website analysis on effective and non-effective designs
- Designing interfaces and optimizing graphics for low bandwidth modems.

- Creating image maps and links, slices, behaviors, drop down menus available in the software application
- Animation basics
- Brief overview on Flash

Course Objectives

- Create, prepare and edit graphics for the web
- Study graphic types (vector vs. bitmaps) with their output differences, formats and compressions
- Investigate color palettes, digital imaging, interactive graphics (dynamic interactivity), in 2-D, 3-D and virtual reality environments.
- Prepare web interfaces with dynamic interactivity
- Web animation and motion graphics
- Analyze current web trends in design issues, graphic production, techniques and usability
- Learn problem solving techniques to improve webpage layouts and design

Upon completion of the course

- Students must understand various graphic types for current web technology
- Students must understand and apply guideline requirements for each project, create and produce correct graphic formats for web page layouts
- Students must know the different stages of creating web graphics, troubleshoot, problem solve from the beginning (mock up level) to the final web output.
- Students must be able to apply techniques and concepts taught in class to all projects

Appendix B
Entry/Index Page
Navigation to different sections “modules” of the course

<input type="radio"/> <input type="checkbox"/> IMED 1374 Fall 2005 Syllabus	<input type="radio"/> <input type="checkbox"/> Lecture Notes & Assignments
<input type="radio"/> <input type="checkbox"/> Calendar	<input type="radio"/> <input type="checkbox"/> Discussion Board
<input type="radio"/> <input type="checkbox"/> WebCT e-Mail	<input type="radio"/> <input type="checkbox"/> Assignment to be graded - Drop Box
<input type="radio"/> <input type="checkbox"/> Chat	<input type="radio"/> <input type="checkbox"/> Student web pages/Design Journals
<input type="radio"/> <input type="checkbox"/> Class Progress	<input type="radio"/> <input type="checkbox"/> Check Grades
<input type="radio"/> <input type="checkbox"/> Instructor's Homepage	<input type="radio"/> <input type="checkbox"/> Weekly/Biweekly Surveys
<input type="radio"/> <input type="checkbox"/> Resources (Plug-ins)	

Students will be able to select other module components depending on the functionality of each module.

1. **Syllabus** - Download semester syllabus. Syllabus will contain course description, goals, outlines, regulations, and general grading criteria.
2. **Lecture Notes & Assignment** - Lectures/Assignments & Assignment checklist for the week will be posted here. Documentation will include course objectives and activities such as projects for each learning unit.
3. **Calendar** - View at a glance for important announcements/reminders
4. **Discussion Board (Activity Based)** - Required to answer weekly/biweekly questions posted by instructor – Questions will cover reading concepts and cognitive application
 - Required to post *substantive feedback* to peers' answers/comments
 - Post completed assignment for feedbacks from instructor/class for self improvement
 - Asynchronous chat sessions under Problems/Concerns; Coffee Lounge, and miscellaneous questions
5. **WebCT Email**
 - Email peers/instructors within this area. Click on email link>Compose Message>Browse button for email address search

6. **Assignment/Project Drop Box**

- ONLY Submit Assignment/Project when it is ready for grading at the due dates.

(Note: You may post assignments early to the discussion board for feedbacks and thoughts. The goal of the class is to improve work based on feedbacks)

7. **Chat** - Optional. This section to meet class peers synchronously. Instructor may drop in to join chat sessions depending on when she is on/offline

8. **Student Web Pages** – Students project Display

9. **Class progress & Check Grades** – Check grades posted by instructor

10. **Special Announcements** - Non-course related announcement such as IT maintenance, etc.

11. **Weekly/Biweekly Surveys** - Mandatory Feedback to instructor on weekly progress and concerns. Help monitor student's progress and/or any problems. This form of formative feedback, functions as one of the communication tool that can help instructor accommodate student's online learning needs and facilitate the online class successfully.

12. **Instructor's Homepage** - Link to instructor's other classes & Students' Past Semesters' Works

13. **Sample Students Works** – Past student's portfolio reviews

14. **Resources (plug-ins)** - Links to additional plug-ins required for the course, and other valuable resources

Appendix C
Week Course Plan - SAMPLE
(Return to Report)

Sample Layout of Learning Units Linked off from the Lecture notes & Assignment
 Link located on the Main Navigation Page

**SAMPLE COURSE SCHEDULE OUTLINE/TEMPLATE WITH
 LECTURE INFO & ASSIGNMENTS**
 (Dates and points are subject to change)



Houston Community College System
Southwest College , West Loop Center
713.718.7896

IMED 1374 Internet Graphics
Course Schedule/Checklist - Fall 2005 CRN XXXXX
 (Please note that the schedule is **subject to change at anytime**,
 you need regularly to check your email/discussion board for new changes)

<p style="text-align: center;">Week 1 August 28-Sept 5, 2005 INTRODUCTIONS & Getting to know Class interface</p>	<p>Orientation (Learning Unit 1)</p> <ul style="list-style-type: none"> • Class meets at West Loop Room TBA, 11.30am • Course introduction • Textbook information • Orientation & Assignment #1 - Due Date - TBA • Complete Weekly Survey
<p style="text-align: center;">Week 2 & 3 DATE - TBA Topic Title</p>	<p>Topic title (Learning Unit 2)</p> <ul style="list-style-type: none"> • Lecture & Assignments #2 - Due Date TBA Mandatory Discussion Questions (10 pts) • Discussion Board Participation - Postings and 5 substantive mandatory feedbacks/critiques for EACH week (TOTAL 10 for weeks 2 & 3) Due Date TBA (10 pts) • Weekly Survey Due Date TBA upon completion of ALL assignments for the week. (5 pts)
<p style="text-align: center;">Week 4 & 5 DATE - TBA Topic Title</p>	<p>Topic title (Learning Unit 3)</p> <ul style="list-style-type: none"> • Lecture & Assignments #3 - Due Date TBA Mandatory Discussion Questions (10 pts) • Discussion Board Participation - Postings and 5 substantive mandatory feedbacks/critiques for EACH week (TOTAL 10 for weeks 4 & 5) Due Date TBA (10 pts) • Weekly Survey Due Date TBA upon completion of ALL assignments for the week. (5 pts)

	pts)
<p>Week 6 & 7 DATE - TBA Topic Title</p>	<p>Topic title (Learning Unit 4)</p> <ul style="list-style-type: none"> • Lecture & Assignments #4 - Due Date TBA Mandatory Discussion Questions (10 pts) • Discussion Board Participation - Postings and 5 substantive mandatory feedbacks/critiques for EACH week (TOTAL 10 for weeks 6 & 7) Due Date TBA (10 pts) • Weekly Survey Due Date TBA upon completion of ALL assignments for the week. (5 pts)
<p>Week 8 & 9 DATE - TBA Topic Title</p>	<p>Topic title (Learning Unit 5)</p> <ul style="list-style-type: none"> • Lecture & Assignments #5 - Due Date TBA Mandatory Discussion Questions (10 pts) • Discussion Board Participation - Postings and 5 substantive mandatory feedbacks/critiques for EACH week (TOTAL 10 for weeks 8 & 9) Due Date TBA (10 pts) • Weekly Survey Due Date TBA upon completion of ALL assignments for the week. (5 pts)
<p>Week 10 & 11 DATE - TBA Topic Title</p>	<p>Topic title (Learning Unit 6)</p> <ul style="list-style-type: none"> • Lecture & Assignments #6 - Due Date TBA Mandatory Discussion Questions (10 pts) • Discussion Board Participation - Postings and 5 substantive mandatory feedbacks/critiques for EACH week (TOTAL 10 for weeks 10 & 11) Due Date TBA (10 pts) • Weekly Survey Due Date TBA upon completion of ALL assignments for the week. (5 pts)
<p>Week 12 DATE - TBA Topic Title</p>	<p>Topic title (Learning Unit 7)</p> <ul style="list-style-type: none"> • Lecture & Assignments #7 - Due Date TBA Mandatory Discussion Questions (10 pts) • Discussion Board Participation - Postings and 5 substantive mandatory feedbacks/critiques for EACH week (TOTAL 5 for week 12) Due Date TBA (10 pts) • Weekly Survey Due Date TBA upon completion of ALL assignments for the week. (5 pts)

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<p>Week 13 DATE - TBA Topic Title</p>	<p>Topic title (Learning Unit 8)</p> <ul style="list-style-type: none"> • Lecture & Assignments #8 - Due Date TBA Mandatory Discussion Questions (10 pts) • Discussion Board Participation - Postings and 5 substantive mandatory feedbacks/critiques for EACH week (TOTAL 5 for week 13) Due Date TBA (10 pts) • Weekly Survey Due Date TBA upon completion of ALL assignments for the week. (5 pts)
<p>Week 14 & 15 DATE - TBA Topic Title</p>	<p>Topic title (Learning Unit 9)</p> <ul style="list-style-type: none"> • Lecture & Assignments #9 - Due Date TBA Mandatory Discussion Questions (10 pts) • Discussion Board Participation - Postings and 5 substantive mandatory feedbacks/critiques for EACH week (TOTAL 10 for weeks 14 & 15) Due Date TBA (10 pts) • Weekly Survey Due Date TBA upon completion of ALL assignments for the week. (5 pts)
<p>Week 16 DATE - TBA FINALS</p>	<p>Topic title</p> <ul style="list-style-type: none"> • Finals Week – Work on Final Project • <u>Weekly Survey</u> Due Date TBA upon completion of ALL assignments for the week. (5 pts)

Appendix D
Lecture Unit 1 & Assignments (SAMPLE)
Week 1-3
(Back to index page)

Lesson Objectives

- Learn the different web file format formats
- Overview of Macromedia Fireworks
- Understanding color theory
- Know what color hexadecimal coding is
- Understand the importance of resolution

Reading Requirements

Web File formats

- Understanding Web File Formats Designing Web Graphics - Chapter 10
- [View presentation on Web File Formats \(Flash Plug in required\)](#)

Color theory

- [Lecture Notes on Colors](#) - An overview in HTML
- [PDF document on Color theory](#)
- [View Color Theory Presentation \(A summary-Flash Plug in required\)](#)

Resolution

- [Understanding Resolutions \(Presentation\) \(Flash Plug in required\)](#)
- Lynda's notes on browser safe colors
<http://www.lynda.com/hex.html>
- A resource of sites to study
<http://www.lynda.com/resources/inspiration/index.html>

Using the Fireworks application

- [Overview of Fireworks MX 2004 \(Macromedia Breeze\)](#)
- Visual Quickstart Guide - Read Chapter 1-4
- [Log on to Lynda.com - Learning Fireworks MX 2004](#) - Review the following video tutorial (QuickTime plug in required)
 - **Introduction**
welcome
 - **Getting Started**
The interface
 - **Drawing Tools**
vector vs. bitmap

basic shapes
vector drawing
modifying points (Sample QuickTime Demo Movie)
bitmap drawing

- **Color, Strokes and Fills**
 - fill properties
 - fill textures
 - fill patterns
 - fill gradients
 - web dither fill
 - stroke settings
 - creating custom strokes
- Supplement for FW tutorials (A little outdated but some of the info is good)
<http://hotwired.lycos.com/webmonkey/98/30/index2a.html>

Assignments/Projects

Reminder - Please make sure that you have completed the reading requirement section before working on the assignment & project section

A. Discussion Questions (Due Date - TBD) 40 pts

1. List the 4 types of web graphic formats supported by all browsers
2. Find 2 examples of websites with color information. Analyze the colors used. Use color harmony terms to support your analysis. Post the examples on the discussion board.
3. Share your thoughts on Web Safe colors. Do you think that all designers must comply with the rules? Why or why not?
4. Share 3 interesting thoughts about the Fireworks Overview presentation by Macromedia

B. Assignment Project #1 Hands on Project (Due Date - TBD) - 100 pts

With the use of fireworks, create a document 800 by 400 pixels, with resolution at 72 dpi. With the **Vector tool**, create the following sets of color harmony relationships with the use of shapes, fills and strokes.. Be creative with the designs. Include labels and hexadecimal coding for each color family

- Primary colors
- Secondary colors
- Tertiary colors
- Achromatic colors
- Monochromatic colors
- Triadic colors
- Complementary colors

Save the working document and upload it to your server space. Post the link on the discussion board.

C. Required participation for the week (10pts). Students must give comments and feedbacks to their peer's assignments. This is counted as class participation. A minimum of **5 substantive postings** are required.

D. Complete Unit 1 Survey (5 pts)

Appendix E
Sample of an Online Weekly Survey Form
(used for Formative Evaluation)

Weekly Summary Report
(DUE EVERY Tuesday by Midnight)
Internet Animation - Flash 5.0
(Introduction/Intermediate)
IMED 1391 Flash ONLINE CLASS
Spring 2002

PLEASE FILL IN ALL FIELDS

Name

Date (mm/dd/yy)

Email

Assignment's URL

What is the status of your assignment/s?

What did you learn this week? From your tutorials and readings.

What did you figure out this week about design, using the Web, or your computer that would be helpful to others?

What did you have trouble with?

Which concept or idea is still vague after this week's assignment?

What technology problems did you have this week?

What technology successes did you have this week?

Other comments:

**Appendix F
Instructor/Course Evaluation Form**

Evaluation form (Retrieved from http://distance.hccs.edu/links/DEfac_eval.pdf)

Evaluation Checklist for Faculty Teaching Distance Education Courses

Instructor's Name: _____ Department: _____

Observer: _____ College: _____

Course Number: _____ Internet Course ___ Telecourse ___ Videocassette Course ___

1. The learning outcomes of the course are appropriate to the scope of the degree or certificate awarded by HCCS.	<input type="checkbox"/> Recognized Strength <input type="checkbox"/> Professional Performance <input type="checkbox"/> Needs Improvement <input type="checkbox"/> N/A
2. The course objectives and goals, and outcomes as presented and offered by the faculty are coherent and are consistent with those presented in on-campus offerings of the same course.	<input type="checkbox"/> Recognized Strength <input type="checkbox"/> Professional Performance <input type="checkbox"/> Needs Improvement <input type="checkbox"/> N/A
3. The faculty makes him/herself adequately available to students via electronic means, contributes as a discussion leader, and is open to student views.	<input type="checkbox"/> Recognized Strength <input type="checkbox"/> Professional Performance <input type="checkbox"/> Needs Improvement <input type="checkbox"/> N/A
4. The format of the distance education course (e.g., discussions, lectures, chat, opportunities for Q&A, availability of faculty using electronic means) is conducive to student learning and encourages students to express themselves.	<input type="checkbox"/> Recognized Strength <input type="checkbox"/> Professional Performance <input type="checkbox"/> Needs Improvement <input type="checkbox"/> N/A
5. The assignments are useful and consistent with the on-campus offering of the same course.	<input type="checkbox"/> Recognized Strength <input type="checkbox"/> Professional Performance <input type="checkbox"/> Needs Improvement <input type="checkbox"/> N/A
6. If provided, online tests are administered properly and securely. There is sufficient opportunity provided for course review and student feedback in preparation for tests.	<input type="checkbox"/> Recognized Strength <input type="checkbox"/> Professional Performance <input type="checkbox"/> Needs Improvement <input type="checkbox"/> N/A
7. Appropriate online or on-site course orientation is provided to students for this distance education course.	<input type="checkbox"/> Recognized Strength <input type="checkbox"/> Professional Performance <input type="checkbox"/> Needs Improvement <input type="checkbox"/> N/A
8. The assessment of learning outcomes must be consistent with on-campus offerings of the same course.	<input type="checkbox"/> Recognized Strength <input type="checkbox"/> Professional Performance <input type="checkbox"/> Needs Improvement <input type="checkbox"/> N/A

Observer's Comments:

Observer's Signature: _____ Date: _____

Instructor's Signature: _____ Date: _____

Instructor's Comments (If Any):