Category 1 - Learner Support and Resources

Q1 To what degree does the course provide information for online learner support?

Examples of information for online learner support:

- Tips for being a successful online student
- Quiz to self-assess readiness to be an online student
- Instructions for how to conduct online research
- Information/tutorials on how to use software required by class assignments
- Checklist or other method for common troubleshooting tips
- Minimum computer hardware and software requirements
- Tips for avoiding and dealing with computer viruses
- Sources for any required plug-ins (and links)
- Tutorial(s) for how to use Blackboard tools
- FAQs for Blackboard
- Netiquette guidelines

Baseline: Course contains limited information for online learner support and links to campus resources.

Effective: Course contains adequate information for online learner support and links to campus resources.

Exemplary: Course contains extensive information for online learner support and links to campus resources.

Q2 To what degree does the course provide links to campus resources?

Examples of links to campus resources:

- Link to Library resources
- Link to the Writing Center
- Information on the Genius Corner
- Information on the Center for Student Information
- Information on other campus resources such as Special Educational Services

Baseline: Course contains limited links to campus resources.

Effective: Course contains adequate links to campus resources.

Exemplary: Course contains extensive links to campus resources.

Q3 To what degree does the course provide information for course-specific resources?

Examples of information for course-specific resources:

- Contact information for the instructor
- Contact information for academic department or advisor
- Information on additional related courses
- Pre-requisites of course
- Link(s) to Bookstore(s) to order textbooks or other instructional materials
- FAQ site on course information
- Estimated amount of time needed for completing course requirements

Baseline: Course provides limited course-specific resources (such as limited contact information for instructor, department, and/or program).

Effective: Course provides adequate course-specific resources (such as some contact information for instructor, department, and program).

Exemplary: Course provides a variety of course-specific resources (such as contact information for instructor, department, and program).

Q4 To what degree does the course provide information for resources supporting course content?

Examples of information for resources supporting course content:

- Link(s) to web sites with supporting information relevant to course content
- Link(s) to web sites of organizations or associations related to course content
- Glossary of terms or links to definitions of new vocabulary

Baseline: Course offers limited access to resources supporting course content.

Effective: Course offers access to adequate resources supporting course content.

Exemplary: Course offers access to a wide range of resources supporting course content.

Q5 To what degree does the course provide information for resources supporting different learning abilities?

Examples of information for resources different learning abilities:

- Link to the Writing Center
- Information on Special Educational Services

Baseline: Course offers access to limited resources supporting different learning abilities.

Effective: Course offers access to adequate resources supporting different learning abilities.

Exemplary: Course offers access to a wide range of resources supporting different learning abilities.

Category 2 - Online Organization and Design

Q6 How complete is the organization of this course?

- Syllabus is easily located
- Links to other parts of the course or external sources are accurate and up-to-date
- Instructional materials required are easily located
- Numbers identify sequenced steps; bullets list items are not prioritized or sequential
- Course content is organized in a logical format
- Topics are clearly identified and subtopics are related to topics
- Sequential (vs. concurrent) topics are annotated with dates
- Course schedule is available in a printer-friendly format for student convenience
- Organization and sequencing of the course content is logical and clear
- Resources are separated into "required" and "optional" categories

Baseline: Much of the course is under construction, with some key components identified such as the syllabus.

Effective: Course is organized and navigable. Students can understand the key components and structure of the course.

Exemplary: Course is well-organized and easy to navigate. Students can clearly understand all components and structure of the course.

Q7 Please rate the clarity of the syllabus:

- Course objectives
- Course completion requirements
- Expectations of students' participation, honesty, etc.

- Timeline for student participation is clear
- Faculty member(s) introductory information
- Expectations of availability of and turnaround time for contact with instructor
- Course schedule is summarized in one place

Baseline: Course syllabus is unclear on the role the online environment will play in the course.

Effective: Course syllabus identifies and delineates the role the online environment will play in the course.

Exemplary: Course syllabus identifies and clearly delineates the role the online environment will play in the total course.

Q8 To what degree does the course's aesthetic design communicate the course information?

Examples of course's aesthetic design communication of the course information:

- Typeface is easy to read
- Sufficient contrast between text and background makes information easy to read
- Appropriate images supporting course content add visual interest
- Design keeps course pages to a comfortable length with white space

Baseline: Aesthetic design does not present and communicate course information clearly.

Effective: Aesthetic design presents and communicates course information clearly.

Exemplary: Aesthetic design presents and communicates course information clearly throughout the course.

Q9 Please rate the clarity of the web pages used in this course:

- Layout of course is visually and functionally consistent
- Navigability is clear, simple and user friendly
- Spelling and grammar are consistent and accurate
- Written material is concise
- Language of written material is friendly and supportive
- Clear directions are given for each task or assignment
- Sentences and paragraphs brief

Baseline: Web pages are confusing both visually and functionally.

Effective: Most web pages are visually and functionally clear.

Exemplary: All web pages are visually and functionally clear throughout the course.

Q10 Please rate the degree to which **accessibility concerns are addressed throughout the course**:

Examples of concerns addressed:

- Universal accessibility concerns are addressed throughout the course, including transcripts of any non-text objects
- Images are optimized for speedy display and include alternative text
- Alternative formats of materials provided, when possible (e.g., optional print packet of extensive reading materials, CD of audio clips used in course, etc.)
- Use of color adds interest but does not disadvantage those with color blindness

Baseline: Accessibility issues are not addressed. (Including: sight, mobility, hearing, cognition, ESL, and technical.)

Effective: Accessibility issues are briefly addressed. (Including: sight, mobility, hearing, cognition, ESL, and technical.)

Exemplary: Accessibility issues are addressed throughout the course. (Including: sight, mobility, hearing, cognition, ESL, and technical.)

Category 3 - Instructional Design and Delivery

Q11 Please rate the degree to which the course offers opportunities for interaction among students:

Examples of offers opportunities for interaction among students:

- Students introduce themselves
- Students are encouraged to respond to classmate introductions
- "Ice-breaker" activity to get acquainted
- Students participate in online discussions
- Students participate in group projects

Baseline: Course offers limited opportunity for interaction and communication student to student and student to content.

Effective: Course offers adequate opportunities for interaction and communication student to student and student to content.

Exemplary: Course offers ample opportunities for interaction and communication student to student and student to content.

Q12 Please rate the degree to which the course offers opportunities for interaction between students and instructor:

Examples of offers opportunities for interaction between students and instructor:

- Instructor introduces himself/herself to model interaction
- Students' input is not evaluated as "right" or "wrong
- Netiquette described and enforced
- Student participation is tracked and "wallflowers" drawn in to the discussions
- Students are prompted by facilitator to expand on relevant points
- Facilitator may play "devil's advocate"

Baseline: Course offers limited opportunity for interaction and communication between students and instructor.

Effective: Course offers adequate opportunities for interaction and communication between students and instructor.

Exemplary: Course offers ample opportunities for interaction and communication between students and instructor.

Q13 Please rate the clarity of course objectives:

- Pace of delivery of course content is managed
- Course content is "chunked" for more manageable learning
- Instructional design is made clear (e.g., is it self-paced, or group-paced)
- Expectations for synchronous vs asynchronous activities are clearly spelled out

Baseline: Course objectives are poorly defined.

Effective: Course objectives are adequately defined.

Exemplary: Course objectives are clearly defined.

Q14 To what degree do learning activities reflect course objectives?

Examples of learning activities reflecting course objectives:

- Reading assignments match learning objectives
- Activities lead to learning desired concepts
- Tasks and activities are designated as synchronous or asynchronous; sequential or may be completed in any order (clarified)
- Instructional material may be reviewed repeatedly (built-in redundancy)

- Summary provided frequently, particularly at the end of topics, to reinforce learning

Baseline: Learning activities are poorly related to course objectives.

Effective: Learning activities are moderately related to course objectives.

Exemplary: Learning activities are clearly related to course objectives.

Q15 To what degree does the course enhance student learning by addressing multiple learning styles?

Examples of enhancements:

- Video clips of interviews, movements
- Historical audio clips of famous speeches
- Screen animations for instructional exercises using software
- Personal interview reports
- Crossword or word search puzzles
- Matching and game-show-style trivia games
- Online scavenger hunt/WebQuest
- Annotated bibliography
- PowerPoint presentations as assignments
- Flash simulations

Baseline: Course provides limited visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility.

Effective: Course provides adequate visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility.

Exemplary: Course provides multiple visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility.

Q16 To what degree does the course offer activities to develop students' **critical thinking skills**?

Examples of activities to develop students' critical thinking skills:

- Discussions center on questions without a single correct answer
- Compare and contrast exercises
- Case studies
- Critique classmates' assignments
- Collaborative exercises
- Portfolios (building one activity upon another) to share/peer review

Baseline: Course provides limited activities to help students develop critical thinking skills.

Effective: Course provides adequate activities to help students develop critical thinking skills.

Exemplary: Course provides multiple activities that help students develop critical thinking skills.

Q17 To what degree does the course offer activities to develop students' **problem-solving skills**?

Examples of activities to develop students' problem-solving skills:

- Discussions center on questions without a single correct answer
- Compare and contrast exercises
- Case studies
- Critique classmates' assignments
- Collaborative exercises
- Portfolios (building one activity upon another) to share/peer review

Baseline: Course provides limited activities to help students develop problem-solving skills.

Effective: Course provides adequate activities to help students develop problem-solving skills.

Exemplary: Course provides multiple activities that help students develop problem-solving skills.

Category 4 - Assessment and Evaluation of Student Learning

Q18 To what degree does the course assess **student readiness for learning**?

Examples of assessments:

- Pre-requisites are defined and enforced
- Acceptable methods for completing assignments are identified (group work, open book, etc.)
- Consequences of cheating or plagiarism

Baseline: Course has limited activities to assess student readiness for course content and mode of delivery.

Effective: Course has adequate activities to assess student readiness for course content and mode of delivery.

Exemplary: Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery.

Q19 To what degree are the assessment activities aligned with the learning objectives?

Examples of assessment activities aligned with the learning objectives:

- Criteria used to evaluate participation in online discussion groups
- Study questions
- Quantity and scope of graded assignments is reasonable
- Authentic assessments

Baseline: assessment activities and learning objectives are poorly aligned.

Effective: assessment activities and learning objectives are moderately aligned.

Exemplary: assessment activities and learning objectives are clearly aligned.

Q20 Please rate the utility level of on-going direct measures of student learning:

- Students' bibliography or reference list includes a variety of materials such as URLs, books and journals, and videos
- When possible, options among assignments are provided to allow for different interests, backgrounds, and personal learning styles
- Students are not assessed solely on tests/quizzes but are provided ample opportunity to demonstrate proficiency in different ways

Baseline: There are limited assessment strategies to directly measure students' learning.

Effective: There are on-going assessment strategies to directly measure students' learning.

Exemplary: There are on-going multiple assessment strategies to directly measure students' learning.

Q21 Please rate the degree to which students receive feedback regularly:

Examples of activities to develop students' problem-solving skills:

- Rich and rapid feedback - self-grading assignments released immediately
- Frequent and substantial feedback from the instructor
- Samples of assignments illustrate instructor's expectations
- Detailed instructions and tips for completing assignments
- Due dates for all assignments

- Rubrics for all assignments identify assessment guidelines
- Grading scale
- Instructor models assignment

Baseline: Opportunities for students to receive feedback about their own performance are infrequent and sporadic.

Effective: Opportunities for students to receive feedback about their own performance are provided.

Exemplary: Regular feedback about student performance is provided in a timely manner throughout the course.

Q22 To what degree does the course provide opportunities for self-assessments and peer feedback?

Examples of opportunities for self-assessments:

- Self-tests similar to the final evaluation instruments
- Students pose discussion questions, respond to others' discussion topics, later post
- answers to their own questions and respond to others' comments on their discussion topic
- Peer review opportunities
- Students apply rubric to their own work and describe/defend their score
- Clear guidelines for peer review, if applicable

Baseline: Students' self-assessments and/or peer feedback opportunities are limited.

Effective: Students' self-assessments and/or peer feedback opportunities exist.

Exemplary: Students' self-assessments and peer feedback opportunities exist throughout the course.

Category 5 - Innovative Teaching Technology

Q23 To what degree does the course use technology tools to facilitate learning?

Examples of technology tools:

- Discussion boards
- Synchronous "chats"
- Email
- Listserv
- Teleconferencing
- Group discussion areas, when appropriate for group activities
- Instant messaging

Baseline: Course uses limited technology tools to facilitate learning.

Effective: Course uses adequate technology tools to facilitate learning.

Exemplary: Course uses a variety of technology tools to appropriately facilitate learning.

Q24 To what degree does the course utilize new teaching methods?

Examples of new teaching methods:

- Instructor is open to trying new methods of delivery of instruction
- Instructor is open to accepting new methods of students preferred learning styles

Baseline: New teaching methods applied to enhance student learning are limited.

Effective: New teaching methods are adequately applied to innovatively enhance student learning.

Exemplary: New teaching methods are applied and innovatively enhance student learning.

Q25 To what degree does the course utilize multimedia elements to accommodate different learning styles?

Examples of utilizing multimedia elements to accommodate different learning styles:

- Flash animations
- Tutorials with screen captures and voice over
- Audio clips
- Graphics
- Video clips
- PowerPoint presentations
- CD-Rom or DVD supplemental materials
- Other learning objects, simulations or interactivities

Baseline: There are limited multimedia elements for accommodating different learning styles.

Effective: Multimedia elements are used and are relevant to accommodate different learning styles.

Exemplary: A variety of multimedia elements are used and are relevant to accommodate different learning styles throughout the course.

Q26 To what degree does the course utilize internet access to engage students in learning?

Examples of utilizing internet access to engage students in learning:

- Students off-campus with modems are provided with low-bandwidth alternatives for downloading media
- Technology is used to engage students in learning, not just for viewing but for interacting with other students or with the course content

Baseline: Course uses Internet access to engage students in the learning process in a very limited way.

Effective: Course uses some Internet access to engages students in the learning process.

Exemplary: Course optimizes Internet access to effectively engage students in the learning process in a variety of ways throughout the course.

Category 6 - Faculty Use of Student Feedback

Q27 To what degree does the instructor provide opportunities for students to give feedback to faculty on course content?

Examples of opportunities provided:

- Evaluation survey at end of course
- Student input sought at regular intervals
- Open ended questions
- Students falling behind are prompted to determine what might be delaying their progress
- Students prompted to find web-based resources supporting the topic to share with classmates; the highest quality resources incorporated into the course

Baseline: Instructor offers limited opportunity for students to give feedback to faculty on course content.

Effective: Instructor offers adequate opportunities for students to give feedback on course content.

Exemplary: Instructor offers multiple opportunities for students to give feedback on course content.

Q28 To what degree does the instructor provide opportunities for students to give feedback on ease of online technology in the course?

Examples of opportunities provided:

- Instructor has an open door to students to point out flaws of delivery of instruction using technology
- Instructor solicits feedback on how delivery can be more effective for student learning (e.g., a Discussion Topic for Feedback)

Baseline: Instructor offers limited opportunity for students to give feedback on ease of online technology and accessibility of course.

Effective: Instructor offers adequate opportunities for students to give feedback on ease of online technology and accessibility of course.

Exemplary: Instructor offers multiple opportunities for students to give feedback on ease of online technology and accessibility of course.

Q29 To what degree does the instructor utilize students' feedback in future planning of assessment?

Examples of utilizing students' feedback:

- Instructor is able to modify elements (e.g., fix bad quiz questions, extend deadlines, review methods of achieving course objectives)

Baseline: Instructor uses student feedback to help plan instruction for the next semester in a limited way.

Effective: Instructor and uses student feedback a couple times during the semester to help plan assessment for the rest of the semester.

Exemplary: Instructor uses formal and informal student feedback in an ongoing basis to help plan assessment for the semester.

Q30 To what degree does the instructor utilize students' feedback in future planning of instruction?

Examples of utilizing students' feedback:

- Instructor is willing to modify course (live) as needed to improve or fix inadequacies

Baseline: Instructor uses student feedback to help plan instruction for the next semester in a limited way.

Effective: Instructor uses student feedback a couple times during the semester to help plan instruction for the rest of the semester.

Exemplary: Instructor uses formal and informal student feedback in an ongoing basis to help plan instruction throughout the semester.