
**Online Course Development, Instruction, Evaluation & Policy Handbook
for
Faculty**

Prepared by

Dr. Thillainatarajan Sivakumaran

Dr. Beverly Flowers-Gibson

College of Education and Human Development

University of Louisiana Monroe

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Introduction

The online student population expands by thirty percent each year, with over seventy-five percent of traditional colleges and universities becoming involved in the market, according to experts. With the use of the Internet, distance learning degrees have become a viable and valuable option for the individual who may not be able to enroll full-time in a traditional brick-and-mortar institution. Currently there are over 4 million students enrolled in online courses. (Lewis, 2005)

Online courses in the College of Education and Human Development at the University of Louisiana Monroe (ULM) allow students to fit course work into their schedule and to complete courses from the comfort of their homes. However, online courses are not for everyone. First, they require certain equipment, such as a modem, and a certain level of computer competence. Second, they call for a high level of initiative and self-discipline on the part of the student.

Points to Remember

- **Instruction:**

Online instructors hold the same responsibilities as onsite instructors. They are to guide students' interaction with the materials and provide fair and consistent feedback on assignments. They also apprise students of new developments in the field from one day to the next which could make parts of the course materials obsolete. Online instructors may need to alter their teaching style and strategies in order to be successful teaching online or using the web enhanced features for face to face courses. It is important that a lot of thought goes into creating online content and managing a virtual classroom environment.

- **Effective Online Instructor Characteristics:**

- Comfortable with technology
- Enthusiasm for the subject
- Flexibility in teaching methods and approaches
- Experienced in teaching
- Good course organization
- Effective written and oral communication skills with students
- Highly responsive to students and provides timely feedback
- Good time management skills
- Appropriate dispositions towards students and learning

Further detail provided within the Course Instruction Protocol sections (page 6)

- **Communication:**

Open lines of communication are critical. Please ensure that responses are made promptly and, please remember, to advise students when you will be unavailable. Timely and responsive communication with students is essential for a successful online educational experience. Further detail provided in the Course Communication Protocol sections (page 7)

- **Grading:**
Student work (assignments, exams, projects, etc.) are to be graded and accompanied by scores and feedback promptly on a regular basis. Further detail provided in the Course Grading Protocol sections (page 8)

Course Development Protocol

The following procedures are to be implemented to create a well-organized and successful online course.

- Faculty members (with appropriate academic credentials) who are teaching an online course must notify their department head one semester before teaching the course. They must submit the Online Course Development Form to their department head. (Appendix A)

- Faculty member is required to attend a two-hour Quality Matters workshop conducted by the Office of Continuing Education the semester before teaching the course.

- Once the course is developed for online delivery, it must be submitted for the Quality Matters review five weeks before the start of the semester in which the course is being taught. Submission for Quality Matters Review Form must be completed and emailed to Marilyn McIntosh as well as the Department Head. (Appendix B)

- Upon approval by the Quality Matters review team, the course is eligible to be taught. If minor changes are required by the Quality Matters review team, it can be made before the course is taught or during the semester. If course is not approved by the Quality Matters review team, the following procedure will go into effect:
 - The course will be taught that semester as a course not approved by Quality matters.
 - Course instructor will then meet with the technology coach of the College of Education and Human development and the Department Head to construct a plan of action to revamp the course to pass the quality matters review.
 - Prior to the course being taught again, it must pass the quality matter review. If a faculty member's course does not pass quality matters review two times in a row, the course will be assigned to another faculty member.

Course Instruction Protocol

Online learners come to a course with expectations about the frequency and kind of interaction they will have with the instructor. If they have not taken an online course before, these expectations will be based on their previous experiences in classrooms, which may not be relevant in this environment. It's important to manage these expectations from the beginning by being explicit about how, when, and how often you will respond. It's also important to establish a warm and responsive presence early. Learners' motivation to fully engage in the course is largely related to the perceived quality of their interaction with the instructor.

The experience a student encounters with their first online course often determines whether they will embrace online learning and enroll in subsequent courses. If a student is prepared for what to expect, chances are high they will succeed in the course. If a student is unfamiliar with the online learning environment and receives no preparation before a course begins, they may have difficulty completing the course.

Course Instruction Requirements:

- Course must pass quality matters review.
- Follow net etiquette guidelines (Appendix C)
- Follow faculty conduct outlined in College of Education and Human Development faculty handbook.

Course Communication Protocol

Instructors may communicate with students via e-mail, the course announcement section, discussion forums, an instructor's Web page, teleconferences, or any combination of these.

Many of these communication modes may be used to post announcements to the class. It is important that students are informed of where to look for updated information, so the instructor must be sure to inform them of where announcements will be posted.

Requirements for communication with students

- Methods and forms of communication between instructor and student must be clearly posted on course site. Course instructor must use at least the minimum requirement of communication with students as outlined in the approved College of Education and Human Development course template.
- During the fall and spring semester, the instructor of the course will respond to student's questions within 48 hours on weekdays and weekends. During the summer or interim sessions, the instructor of the course will respond to student's question within 24 hours on weekdays and weekends.
- Course instructors will maintain at least two of the five required office hours as virtual office hours per week during the fall and spring semester. In the summer and interim sessions 2 of the 5 required offices hours will be maintained as virtual office hours. These hours must be clearly posted on the course site. Virtual office hours means, course instructors will be logged on to the course site during those hours for availability to answer questions or address any issues regarding the course from students.
- Course instructors may also conduct face-to-face question and answer sessions at their discretion. These sessions must be optional and not required for students to attend. In these sessions, no new material or reviews can be conducted, since this would create an unfair advantage to those who attended.
- Course instructors must follow net etiquette as outlined in Appendix C.

Course Grading Protocol

The following grading protocols are implemented to help create an efficient and student friendly learning environment.

Fall & Spring instructor turnaround time requirements

The grading scale will be determined by the course instructor and will be clearly described in the course syllabus.

| Student Action | Instructor Turnaround Time |
|-------------------------|-----------------------------|
| Assignment | 5 days |
| Questions and inquiries | 2 days (including weekends) |
| Exams | 10 days |

Summer & Interim session instructor turnaround time requirements

| Student Action | Instructor Turnaround Time |
|-------------------------|-----------------------------|
| Assignment | 3 days (including weekends) |
| Questions and inquiries | 1 days (including weekends) |
| Exams | 5 days (including weekends) |

Assessment System

All courses will follow current assessment protocol as face-to-face courses.

Grade Appeal

Grade appeals will be addressed as outlined in the student handbook. However, instructors are encouraged to have regular communication with students regarding grading and other course issues. Proper protocol must be followed to maintain the integrity of the appeals process and the University.

Course Evaluation Protocol

The following procedures are setup to evaluate both the design of the course and the course instruction.

- a. The course design will be done using the ULM modified quality matters rubric by the Quality Matter review team. (Appendix D)

- b. Peer faculty evaluation will be done on the online course by a faculty member assigned by the department head. The standard College of Education and Human Development online course rubric will be used. (Appendix E)

- c. Data from end of the course evaluation by students will be attached to the peer faculty evaluation of the course.

- d. The department head will review both the peer faculty and end of the course evaluation at the end of the semester.

- e. Course instructor who receives two poor successive evaluations will not be allowed to teach an online course.

Appendix A: Online Course Development Form

Online Course Development Form

Fill out this form and email a copy of it to your department head and the Dean of Assessment and Accreditation

| | |
|-----------------------------------|--|
| Course Being Developed for Online | |
| Term Course Being Taught Online | |
| Instructor Name | |
| E-mail | |
| Phone | |
| Comments | |

Appendix B: Submission for Quality Matters Review Form

Submission for Quality Matters Review Form

Fill out this form and submit it to Marilyn McIntosh, your Department Head and the Dean of Assessment and Accreditation

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| Course Being Developed for Online (include section number) | |
| Term Course Being Taught Online | |
| Instructor Name | |
| E-mail | |
| Phone | |
| Before submitting make sure all the indicators for each standard from the Quality Matters Rubric has been addressed | |
| 1. Course Review and Introduction | I.1 I.2 I.3 I.4 I.5 I.6 |
| 1. Learning Objectives | II.1 II.2 II.3 |
| 1. Assessment and Measurements | III.1 III.2 III.3 III.4 III.5 |
| 1. Resources and Material | IV.1 IV.2 IV.3 |
| 1. Learner Engagement | IV.1 IV.2 IV.3 |
| 1. Course Technology | VII.1 VII.2 VII.3 VII.4 |
| 1. Learner Support | VII.1 |
| 1. Accessibility | VIII.1 VIII.2 VIII.3 |
| By submitting this form, you are stating that your course is ready for Quality Matters review. You are also giving permission for your course to be blind reviewed by two ULM faculty members who are trained to evaluate online courses using the modified Quality Matters Rubric. | |

Appendix C: Net Etiquette

Internet etiquette, or **netiquette** guides us in proper behavior on the Internet. There are widely accepted rules of behavior to follow when you're online. It is very important to learn and follow these rules.

Sometimes the online world can feel "pretend" because you cannot see the person with whom you are communicating. So, it is very important to remember that you are dealing with "real" people online and you should use your very best manners - just as you would at home or at school.

As a **newbie** (someone new to the Internet) you do not want to venture into cyberspace until you are familiar with the acceptable rules of Internet behavior. There are a few tips that can help you feel more comfortable with the new situations cyberspace will throw at you. With a little practice you can become a responsible **Netizen**.

Here are some things to remember anytime you are online:

Do unto others, as you'd have others do unto you. Be polite and courteous at all times. Remember that you're not communicating with a computer screen, but with a human being who has thoughts and feelings just like you. So, always think of the *person* on the receiving end of your messages.

Do not TYPE IN ALL CAPITAL LETTERS for emphasis. IT LOOKS LIKE YOU ARE SHOUTING. If you need to emphasize a word, use asterisks, like **this** or lines, like *_this_*.

Remember that the written word is hard to interpret. When you speak to someone, that person can hear the tone of your voice. If they can see you, they can take visual clues from your face and body to better understand your meaning. All of this is lost in text, and sometimes responses can come across as mean or rude, even when you did not intend them this way. This is the reason some people use emoticons (visual clues) in their e-mails, it saves a lot of confusion.

Be careful not to use rude or bad language online. Many providers will terminate your account.

Don't break any laws. When you're on the net, follow the same rules of behavior that you would in real life. Remember, if it is against the law in the real world, it is against the law in cyberspace.

Be universal. Other users have different Web browsers, different online services, different e-mail programs, etc. So don't, for example, send out e-mail with text formatting -- boldface, italics, indentations, etc. -- because many other programs will not be able to read the formatting and the recipients will receive your e-mail filled with muddled codes.

Be brief whenever possible. No one wants to read through a lot of unnecessary

information. If you are replying to an e-mail, try editing out unimportant information and anything that is repeated.

Don't flame. Do not send rude or offensive e-mails or postings. It's bad manners and can get seriously out of hand (flame wars). So don't flame others and if you are flamed, do not respond: you will never win. If you are flamed in a forum or chat room, or if you receive hateful e-mail, let your instructor know.

Always identify yourself. Never send e-mail without including your name at the bottom of the e-mail. Similarly, don't post forum messages without identifying yourself, this is seen as rude.

Make a good impression. Remember that the written word is the only way you can represent yourself online, so spelling and grammar count. If you are going to be writing a large amount of text for other people to see, make sure you break it up using paragraphs, it will make it easier on the eye for those that will read it.

Be patient with newcomers. Once you have become an Internet expert, it is easy to forget that you started out as a newbie too. Learning the rules of cyberspace is much like learning a new language; it takes practice, and includes making mistakes. So if you come across someone else's mistakes on the net, don't put them down, just politely point them in the right direction for guidance.

http://www.kidsdomain.com/brain/computer/surfing/netiquette_kids.html (modified to fit our needs)

Appendix D: ULM Modified Quality Matters Rubric

Quality Matters for Online Courses at ULM – Instructor Resource

I. Course Review and Introduction: *The overall design of the course components such as navigational information and course, instructor, and student information, is made clear to the student at the beginning of the course.*

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| <p>I.1 3 points</p> <p>Navigational instructions make the organization of the course easy to understand.</p> | <p>Instructions provide a general course overview, present the schedule for activities, guide the new student to explore the course website, and indicate what to do first, rather than list detailed navigational instructions for the whole course.</p> <p>Instructors may choose to incorporate some of this information in the course syllabus. If so, students should be directed to the syllabus at the beginning of the course. A useful idea is a "Read Me First" or "Start Here" button or icon on the course home page, linking students to start-up information.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. A course "tour" 2. Clear statements about how to get started in the course 3. A "scavenger hunt" assignment that leads students through an exploration of the different areas of the course areas |
| <p>I.2 3 points</p> <p>A statement introduces the student to the course and to the structure of the student learning and clarifies the relationship between the face-to-face and online components</p> | <p>The instructor's statement gives the new student an idea of how the learning process is structured, including schedule, communications modes, types of activities, and assessments. These features are often found in the course syllabus, but they may also be found in an introductory or welcome document.</p> <p>Look for some or all of the following:</p> <ol style="list-style-type: none"> 1. The course schedule (self-paced, following a set calendar, etc.) 2. Course sequencing, such as a linear or random order 3. Types of activities the student will be required to complete (written assignments, online self-tests, participation in the discussion board, group work, etc.) 4. Course calendar with assignment, activity, and test due dates. 5. Preferred mode of communication with the instructor (email, discussion board, etc.) 6. Preferred mode of communication with other students 7. Testing procedures (online, proctored, etc.) |

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| <p>I.3 2 points</p> <p>Etiquette expectations with regard to discussions, email, and other forms of communication are stated clearly.</p> | <p>Expectations of student conduct online and in the classroom are clearly stated, however brief or elaborate they may be. The expectations themselves are not evaluated.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Rules of conduct for participating in the discussion board 2. Rules of conduct for email content 3. "Speaking style" requirements (e.g., use of correct English required as opposed to net acronyms) 4. Spelling and grammar expectations, if any 5. Rules of conduct for classroom participation 6. Expectations for the tone and civility used in communicating with fellow students and the faculty member, whether the communication be via electronic means, telephone, or face-to-face 7. A link or reference to the school's student handbook/code of conduct |
| <p>I.4 1 point</p> <p>The self-introduction by the instructor is appropriate and available online.</p> | <p>The initial introduction creates a sense of connection between the instructor and the students. It should present the instructor as professional as well as approachable, and include the essentials, such as the instructor's name, title, field of expertise, email address, and phone number.</p> <p>The self introduction helps students get to know the instructor and should extend beyond the essentials. It could include:</p> <ol style="list-style-type: none"> 1. Information on teaching philosophy 2. Past experiences with teaching online classes 3. Personal information such as hobbies, family, travel experiences, etc. 4. A photograph |
| <p>I.5 1 point</p> <p>Students are requested to introduce themselves to the class.</p> | <p>The student introduction helps to create a supportive learning environment and a sense of community. Students are asked to introduce themselves and given guidance on where and how they should do so. Student introductions themselves are not evaluated.</p> <p>Instructors may ask students to answer specific questions (such as why they are taking the course, what concerns they have, what they expect to learn, etc.) or may choose to let the student decide what to include. Instructors may provide an example of an introduction and/or start the process by introducing themselves.</p> |

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| <p>I.6 1 point</p> <p>Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline are clearly stated.</p> | <p>Explanations of technical requirements, technical skills, and prerequisite knowledge and skills may be found within the course, in documents linked to the course, or in supporting material not on the course site. Look for a link to that content and/or a reminder of it for the entering student.</p> <p>Technology requirements may include information on:</p> <ol style="list-style-type: none"> 1. Hardware 2. Software and plug-ins 3. ISP requirements <p>Examples of technology skills may include the capability to:</p> <ol style="list-style-type: none"> 1. Use email with attachments 2. Save files in commonly used word processing program formats (e.g. MS Word) 3. Use MS Excel or other spreadsheet programs <p>Discipline knowledge prerequisites should include academic course prerequisites.</p> |
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II. Learning Objectives (Competencies): *Learning objectives are clearly defined and explained. They assist the student to focus learning activities.*

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| <p>II.1 3 points</p> <p>The course learning objectives describe outcomes that are measurable.</p> | <p>Measurable course learning objectives precisely describe what students are to gain from instruction, and then guide instructors to accurately assess student accomplishment. Objectives should describe student performance in specific, observable terms. If this specificity is not possible (e.g., internal cognition, affective changes), check for clear indications that the learning objective is meaningfully assessed. (Learning objectives may be referred to as learning outcomes.)</p> <p>Examples of measurable objectives:</p> <ol style="list-style-type: none"> 1. Select appropriate tax strategies for different financial and personal situations. 2. Develop a comprehensive, individualized wellness action program focused on overcoming a sedentary life-style. 3. Describe the relationship between the components of an ecosystem. <p>Special situations: In some cases, the course objectives are institutionally mandated and the individual instructor does not have the authority to change them. If the institutionally-mandated learning objectives are not measurable, then please be sure to make note of this in the "comments" box. If the course objectives are institutionally mandated, then the reviewer may need to consider Standard II.1 in conjunction with Standard II.2 as follows:</p> <p><i>Standard II.1 is considered as being MET under the following circumstances:</i></p> <ol style="list-style-type: none"> 1. the course objectives are measurable, whether set by the institution or faculty member 2. the institutionally-mandated course objectives are not measurable, but the faculty-driven module/unit-level objectives are measurable <p><i>Standard II.1 is NOT MET under the following circumstances:</i></p> <ol style="list-style-type: none"> 1. there are no course-level objectives 2. there are course-level objectives that are not institutionally-mandated and that are not measurable 3. the institutionally-mandated course-level objectives are not measurable, and the faculty-driven module/unit objectives are either not measurable or are not present 4. there are no institutionally-mandated course-level objectives, and the faculty-driven module/unit objectives are either not measurable or not present <p>It is especially important to assess the presence of measurable course and module/unit-level learning objectives, as their effect on course design and the review process is wide-ranging. Learning objectives form the base of the Alignment concept and are used to assess Standards II.1–II.5, III.1, IV.1, V.1, and VI.1.</p> |
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| <p>II.2 3 points</p> <p>The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.</p> | <p>Measurable module or unit-level learning objectives are important. They precisely describe the specific competencies, skills, and knowledge that students should be able to master and demonstrate at regular intervals throughout the course. They provide students with greater focus and clarity of learning expectations and outcomes on a weekly, modular, or unit basis.</p> <p>Module- or unit-level objectives may be written by the instructor or come from the textbook. Module/unit learning objectives guide instructors to accurately assess student accomplishment. Objectives should describe student performance in specific, observable terms. (Learning objectives may be referred to as learning outcomes.)</p> <p>The module/unit-level objectives should be consistent with the course-level objectives.</p> <p>The module/unit objectives may either be implicitly or explicitly consistent with the course-level objectives. For example, the module/unit objective "Students will write sentences that demonstrate correct usage of commas, semicolons, and periods." is implicitly consistent with the course objective "Students will demonstrate correct writing skills."</p> <p>The learning objectives are written in a way that allows students to easily grasp their meaning and the learning outcomes expected of them.</p> <p>It is especially important to assess the presence of measurable course and module/unit-level learning objectives, as their effect on course design and the review process is wide-ranging. Learning objectives form the base of the Alignment concept, and are used to assess Standards II.1–II.5, III.1, IV.1, V.1, and VI.1.</p> |
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| <p>II.3 2 points</p> <p>The learning objectives address content mastery, critical thinking skills, and core learning skills.</p> | <p>Examine the course and module/unit learning objectives as a whole for all three types of skill. All three types of skills need not be present in both the course-level and module/unit-level objectives, nor in every single objective.</p> <p>Content mastery should be appropriate for the type and level of the course. Decisions on this aspect of the standard may require discussion with a subject matter expert. Reviewers should consult with the SME (subject matter expert).</p> <p>Core learning skills, including critical thinking, are typically those that transcend an individual course and are integrated across the curriculum. Core learning skills are sometimes called "core competencies."</p> <p><i>Core learning skills may include:</i></p> <ol style="list-style-type: none"> 1. Written and oral communication skills 2. Ability to compute and process mathematical information 3. Manipulation and organization of information in various ways or using different tools 4. Understanding what one knows and how one knows it, and also understanding what one does not know and what one needs to find it out <p><i>Critical thinking skills may include the ability to:</i></p> <ol style="list-style-type: none"> 1. Distinguish between fact and opinion 2. Distinguish between primary and secondary sources 3. Identify bias and stereotypes 4. Evaluate information sources for point of view, accuracy, usefulness, timeliness, etc. 5. Recognize deceptive arguments |
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III. Assessment and Measurement: *Assessment strategies use established ways to measure effective learning, assess student progress by reference to stated learning objectives, and are designed as essential to the learning process.*

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| <p>III.1 3 points</p> <p>The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.</p> | <p>Assessments and learning objectives align in a clear and direct way. The assessment formats provide a reasonable way to measure the stated learning objectives. Consider both the course and module/unit learning objectives in your assessment of this standard. (Learning Objectives may be called learning outcomes.)</p> <p>Examples of objective/assessment alignment:</p> <ol style="list-style-type: none"> 1. A problem analysis evaluates critical thinking skills. 2. A multiple choice quiz verifies vocabulary knowledge. 3. A composition assesses writing skills. <p>Examples of <i>inconsistent</i> objective/assessment alignment:</p> <ol style="list-style-type: none"> 1. The objective is to be able to "write a persuasive essay" but the assessment is a multiple choice test. 2. The objective is to "demonstrate discipline-specific information literacy" and the assessment is a rubric-scored term paper, but students are not given any practice with information literacy skills on smaller assignments. <p>Some assessments may be geared towards meeting objectives other than those stated in the course; for example, a course may have a writing component as part of a college-wide "Writing Across the Curriculum" requirement. In that case, the reviewer should suggest that the appropriate objectives also be stated within the course.</p> <p>Special situations: In some cases, the course objectives are institutionally mandated and the individual instructor does not have the authority to change them. For such cases, consider instead the module/unit-level objectives to assess and score Standard III.1.</p> |
| <p>III.2 3 points</p> <p>The course grading policy is stated clearly.</p> | <p>A clear explanation indicates how the course grade is computed. The points, percentages, and weights for each component of the course grade are clearly stated. The relationship(s) between points, percentages, weights, and letter grades are explained. The instructor's policy on late submissions is clearly stated.</p> <p>Review the clarity of the explanation and presentation to the student, not the simplicity or complexity of a given grading system itself. A relatively complex grading system can still be unambiguous and easy to understand.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. A list of all activities, tests, etc. that will affect the students' grade 2. An explanation of the relationship between the final course letter grade and the student's accumulated points and/or percentages 3. If points and percentages are used, an explanation of the relationship between these two |

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| <p>III.3 3 points</p> <p>Specific and descriptive criteria are provided for the evaluation of students' work and participation.</p> | <p>Students are provided with a clear and meaningful description of the criteria that will be used to assess and evaluate their work and participation in the course. These criteria are stated up-front at the beginning of the course. This description and/or statement of criteria provides students with clear guidance as to the expectations and required components of work and participation. These criteria give students a clear idea of how to strive for a particular grade on an assignment or activity.</p> <p>A rubric is not a required component. However, expectations and criteria for assessment should be clearly stated in assignment instructions.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Evidence that the instructor has stated the criteria for evaluation of students' paper and assignments, such as rubrics or a list of criteria with associated point values 2. A description of the how students' participation in discussions will be graded, including the number of required postings per week; the criteria for evaluating the originality and quality of students' comments; responsiveness to other students' comments; and grade credit they can expect for various levels of performance |
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| <p>III.4 2 points</p> <p>The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed.</p> | <p>Multiple assessment strategies are used in both the online and face-to-face settings, and they are appropriate to the content of and format in which they are implemented.</p> <p>Assessments are varied to provide multiple avenues for the demonstration of mastery, and to accommodate multiple learning styles.</p> <p>The assessments are appropriately sequenced to facilitate the learning process and to build on previously mastered knowledge and skills gained in this and prerequisite courses. Assessments are paced to give students adequate time to achieve mastery and complete the work in a thoughtful manner.</p> <p>Examples that DO meet the standard:</p> <ol style="list-style-type: none"> 1. A series of assessments that progress from the definition of terms, to a short paper explaining the relationship between various theoretical concepts, to a term paper that includes the application of theoretical concepts and critical analysis of a journal article 2. Multiple types of assessment which enable the instructor to become familiar with an individual student's work and which discourage "proxy cheating" (someone other than the student completing and submitting work) 3. A series of assessments evenly paced every 2 weeks throughout the course <p>Examples that do NOT meet the standard:</p> <ol style="list-style-type: none"> 1. The entire set of assessments consists of 5 multiple choice tests. 2. The first assessment requires students to locate research materials, while library research skills and methods aren't covered until the third assessment. 3. No assessments during the first 12 weeks of the semester, with an essay, term paper, and final exam due during the 13th, 14th, and 15th weeks, respectively. |
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| <p>III.5 1 point</p> <p>"Self-check" or practice types of assignments are provided for timely feedback.</p> | <p>Students have ample opportunity to measure their own learning progress. Students learn more effectively if they receive frequent, meaningful, and timely feedback. This feedback may come from the instructor directly, from assignments and assessments that have feedback built into them, or even from other students.</p> <p>Look for examples of "self-check" quizzes and activities, as well as other types of practice opportunities that provide timely feedback. These types of assignments should be voluntary or allow multiple attempts.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Writing assignments that allow for the submission of a draft for instructor comment and suggestions for improvement 2. Self-mastery tests and quizzes that include informative feedback with each answer choice 3. Interactive games and simulation that have feedback built in 4. Practice quizzes and/or written assignments 5. Peer reviews 6. Model papers or essays provided for students' viewing 7. Sample answers or answer keys provided for students' viewing |
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IV. Resources and Materials: Instructional materials are sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields. (Materials, other than standard textbooks produced by recognized publishers, are prepared by the instructor or distance educators skilled in preparing materials for distance learning.)

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| <p>IV.1 3 points</p> <p>The instructional materials support the state learning objectives.</p> | <p>Course materials, resources, and learning objectives align in a clear and direct way. The course materials and resources provide a reasonable base to achieve the stated learning objectives. As a reviewer, consider both the course and module/unit learning objectives in your assessment of this standard. (Learning objectives may be called learning outcomes.)</p> <p>Decisions on this standard may be particularly difficult for individuals whose expertise is not in the course discipline. Consult with a subject matter expert and use common sense to determine if the content is appropriate enough to support the learning objectives.</p> <p>Special situations: In some cases, the course objectives are institutionally mandated and the individual instructor does not have the authority to change them. For such cases, consider instead the module/unit-level objectives to assess and score Standard IV.1.</p> |
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| <p>IV.2 3 points</p> <p>The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject.</p> | <p>Breadth: The course materials are robust and create a rich learning environment for students. Instructors should provide meaningful content in a variety of ways, including the textbook, PowerPoint presentations, websites, lecture notes, outlines, and multimedia.</p> <p>Depth: The level of detail in supporting materials is appropriate for the level of the course, and provides sufficient depth for students to achieve the learning objectives. For example, an upper-level capstone course should include significantly deeper materials than those required for an introductory general education course.</p> <p>Currency: The materials represent up-to-date thinking and practice in the discipline. Some examples: an introductory computer course should include recent trends such as podcasting; an English writing course should discuss the purpose of Internet research; a chemistry course should include computerized models to demonstrate chemical structures and reactions.</p> <p>Decisions on this standard may be particularly difficult for individuals whose expertise is not in the course discipline. Consult with a subject matter expert and use common sense to determine if the content is robust enough to support the course.</p> <p>The course materials are used in a logical sequence.</p> |
| <p>IV.3 1 point</p> <p>All resources and materials used in the course are appropriately cited.</p> | <p>Materials created by the instructor and those borrowed from other sources are distinctly identified. Text, images, graphic materials, tables, videos, audios, websites, and other forms of multimedia are appropriately referenced according to the institution's copyright and intellectual property policy.</p> <p>Courses that use an e-pack or course cartridge may provide a blanket statement acknowledging that a significant portion of the course materials came from the publisher rather than include individual citations for each instance of publisher materials.</p> |

V. Learner Engagement: The effective design of instructor-student interaction, meaningful student cooperation, and student-content interaction is essential to student motivation, intellectual commitment, and personal development.

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| <p>V.1 3 points</p> <p>The learning activities promote the achievement of stated learning objectives.</p> | <p>Activities and learning objectives align in a clear and direct way. The activities provide a reasonable way to measure the stated learning objectives. Consider both the course and module/unit learning objectives in your assessment of this standard. (Learning objectives may be called learning outcomes.)</p> <p>Learning activities are included in both the online and face-to-face components of the course. Learning activities are varied to provide multiple avenues for reinforcement and mastery, and to accommodate multiple learning styles. Activities may include student presentations, science labs, class discussions, case studies, role playing, simulation exercise, practice quizzes, tests, etc.</p> <p>Examples of mismatches between activities and objectives:</p> <ol style="list-style-type: none"> 1. The objective requires students to be able to deliver a persuasive speech, but the activities in the course do not include practice of that skill. 2. The objective is "Prepare each budget within a master budget and explain their importance in the overall budgeting process." The students review information about this in their texts, observe budgets worked out by the instructor, and produce only one of the several budgets. <p>Special situations: In some cases, the course objectives are institutionally mandated and the individual instructor does not have the authority to change them. For such cases, consider instead the module/unit-level objectives to assess and score Standard V.1.</p> |
| <p>V.2 3 points</p> <p>Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction.</p> | <p>All online courses should include interaction between the instructor and the students and between the students and the content. The degree and type of student-to-student interaction may vary with the discipline and the level of the course.</p> <p>Examples of learning activities that foster the following types of interaction:</p> <ol style="list-style-type: none"> 1. Instructor - student (Required): Self-introduction; discussion postings and responses; feedback on project assignments; evidence of one-to-one email communication, etc. 2. Student - content (Required): Essays, term papers, group projects, etc. based on readings, videos, and other course content; self-assessment exercises; group work products, etc. 3. Student - student (if appropriate to <i>this</i> course): Self-introduction exercise; group discussion postings; group projects; peer critiques, etc. If needed, ask the instructor if student-student interaction is appropriate for this course. If he/she indicates that such interaction is appropriate, then consider this in deciding if the standard is met. If he/she indicates that such interaction is not appropriate, then focus only on instructor-student and student-content interaction to decide whether this standard has been met. Where possible include your recommendations and suggestions for including student-student interaction in this course. |

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| <p>V.3 3 points</p> <p>Clear standards are set for instructor response and availability (turn-around time for email, grade posting, etc.)</p> | <p>Information clearly indicates how quickly the instructor will respond, when feedback will be provided, and when the instructor is available to meet.</p> <p>Information clearly indicates instructor response time for key events and interactions, including e-mail turnaround time, time required for grade postings, discussion postings, etc. Standards also include instructor availability, including e-mail response time, degree of participation in discussions, and availability via other media (phone, in-person) if applicable.</p> <p>This standard does not prescribe what that response time and availability ought to be.</p> |
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VI. Course Technology: *To enhance student learning, course technology enriches instruction, fosters student interactivity, and increases access to instructional materials and resources.*

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| <p>VI.1 3 points</p> <p>The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course.</p> | <p>Tools and media used in the course support related learning objectives, and are contextually integrated with texts and lesson assignments. Students know how the tools and media support the assignments and how they support the learning objectives. Technology is not used simply for the sake of using technology. For example, a course might require viewing video materials, but it may not be clear how the video materials illustrate or support any learning objective.</p> <p>Examples of tools include discussion boards, chat rooms, gradebook, whiteboard, etc. Examples of media include video, audio, animations, simulations, etc.</p> <p>Media are not required for this standard to be met. Rather, if media are used they should support the learning objectives and be contextually integrated.</p> <p>Special situations: In some cases, the course objectives are institutionally mandated and the individual instructor does not have the authority to change them. For such cases, consider instead the module/unit-level objectives to assess and score Standard VI.1.</p> |
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| <p>VI.2 2 points</p> <p>The tools and media enhance student interactivity and guide the student to become a more active learner.</p> | <p>Tools and media used in the course help students actively engage in the learning process, rather than passively "absorbing" information.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. Automated "self-check" exercises requiring student response 2. Animations, simulations, and games that require student input 3. Software that tracks student interaction and progress 4. Use of discussion tools with automatic notification or "read/unread" tracking feature |
| <p>VI.3 2 points</p> <p>Technologies required for this course are either provided or easily downloadable.</p> | <p>For this standard, the term "technologies" may cover a range of plug-ins such as Acrobat Reader, media players, etc. In addition, courses may require special software packages (spreadsheets, math calculators, etc.).</p> <p>Clear instructions list the required software and plug-ins, along with instructions for obtaining and installing these items.</p> |
| <p>VI.4 1 point</p> <p>Instructions on how to access resources at a distance are sufficient and easy to understand.</p> | <p>The instructional materials, resources, tools, and media should be easily accessible, obtainable, and useable by the student. Students need to know about and be able to obtain access to educational resources by remote access. Information on these resources is readily visible with clear instructions on how to access the resources.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. For textbooks, CD/DVDs, etc., instructors provide the title, author, publisher, ISBN number, copyright date, and information as to where copies can be obtained. 2. A navigation button is devoted to "Resources" and appropriately tied in with the overall course design. 3. The instructor mails to students a custom CD prepared for the course. 4. An explanation of how to obtain full-text journal articles is provided in the assignment that requires their use. |

VII. Learner Support: *Courses are effectively supported for students through fully accessible modes of delivery, resources, and student support.*

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| <p>VII.1 2 points</p> <p>The course instructions articulate or link to a clear description of the technical support offered.</p> | <p>Technical support includes information about such topics as how to log in, how to use the software, and how to upload files.</p> <p>Look for evidence that students have access to technical support services from within the course. The purpose is not to review the adequacy of those services on an institutional level.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. A clear description of the services, including a link to a technical support website 2. An email link to an online learning helpdesk 3. A phone number for an online learning helpdesk |
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VIII. Accessibility: *The face-to-face, electronic, and online course components are accessible to all students.*

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| <p>VIII.1 3 points</p> <p>The course acknowledges the importance of ADA requirements.</p> | <p>All courses should direct students to the institution's Americans with Disabilities Act (ADA) services on their campus. The course should include a statement that tells students how to gain access to ADA services at their institution, including the location and contact information of the appropriate office at the institution. Encourage faculty to consult the office on their campus that provides disability services for the wording of an ADA Statement appropriate to their institution.</p> <p>To meet this standard a course must achieve BOTH of the following criteria:</p> <ol style="list-style-type: none"> 1. Include a statement that tells students how to gain access to an institution's disabilities support services (often known as ADA services) 2. Be offered in an ADA-compliant Course Management System (Moodle) or provide documentation by the CMS that it is ADA-compliant. |
| <p>VIII.2 1 point</p> <p>Course pages have links that are self-describing and meaningful.</p> | <p>The course provides Internet links that include useful descriptions of what students will find at those sites. These descriptions enable the vision-impaired student to use screen reader software to understand links. In addition, instructors provide directions that clearly direct students to the appropriate sub-pages within an external web site.</p> <p>Examples:</p> <ol style="list-style-type: none"> 1. All file names and web hyperlinks have meaningful names. For instance, the link to take a quiz should say "Take Quiz 1," not "click here." 2. Images/Icons are appropriately named. |

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| <p>VIII.3</p> <p>1 point</p> <p>The course demonstrates sensitivity to readability issues.</p> | <p>The course employs appropriate font, color, and spacing to facilitate readability and minimize distractions for the student.</p> <p>Examples of practices that facilitate readability and minimize distractions include:</p> <ol style="list-style-type: none"> 1. Sufficient contrast is used for the font and background colors 2. Text size is consistent with typical View/Text Size settings. 3. Spaces and font sizes are used to set apart topics and subtopics. 4. Formatting and color coding are used to serve specific instructional purposes. For example, format and color are used purposefully to communicate key points, group like items, emphasize relevant relationships, etc. |
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Appendix E: CEHD Online Course Evaluation Rubric

Online Course Evaluation

| Instruction/Instructor Characteristics | | | | | |
|--|-----------|------|--------------|------------|--------|
| | Very Good | Poor | Unacceptable | Acceptable | Target |
| The clarity with which the class assignments were communicated. | | | | | |
| The degree to which the pre-prepared graphics helped you gain a better understanding of the course material. | | | | | |
| The production quality of the pre-prepared graphics used for the class. | | | | | |
| The timeliness with which papers, tests, and written assignments were graded and returned. | | | | | |
| The degree to which the types of instructional techniques that were used to teach the class (e.g., lectures, demonstrations, online discussions, case studies, etc.) helped you gain a better understanding of the class material. | | | | | |
| The extent to which the course management tool was free of distractions (e.g., clean interface, easy to follow instructions, etc.) | | | | | |
| The extent to which the instructor made the students feel they were part of the class and "belonged". | | | | | |
| The instructor's communication skills. | | | | | |
| The instructor's organization and preparation for class. | | | | | |
| The instructor's general level of enthusiasm. | | | | | |
| The instructor's teaching ability. | | | | | |
| The extent to which the instructor encouraged class participation. | | | | | |
| The in-person/telephone accessibility of the instructor outside of class. | | | | | |
| The instructor's professional behavior. | | | | | |
| Overall, this instructor was: | | | | | |

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| Technological Characteristics |
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| | Very Good | Poor | Average | Good | Very Good |
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| The quality of the course content, graphics, and navigation. | | | | | |
| The quality of the streaming sound and video when applicable. | | | | | |
| The adequacy of the computer screen size for the class materials presented. | | | | | |
| The promptness with which the instructor recognizes and answers student email and bulletin board messages. | | | | | |
| The degree of confidence you have classes will not be temporarily interrupted or canceled due to technical problems. | | | | | |

| Course/Program Management and Coordination | | | | | |
|---|-----------|------|---------|------|-----------|
| | Very Good | Poor | Average | Good | Very Good |
| Material exchange between you and the course instructor. | | | | | |
| Your ability to access a library when, and if, needed. | | | | | |
| The general conscientiousness of the class instructor, e.g., in delivering materials, solving technical problems. | | | | | |
| The accessibility of the course instructor. | | | | | |
| The degree to which the helpdesk or someone was able to help you trouble shoot system problems. | | | | | |
| The promptness with which class materials were delivered/sent to the students. | | | | | |
| Student's ability to access helpdesk personnel when needed. | | | | | |
| The ease of class enrollment and registration procedures. | | | | | |

Instrument was created by Ball State University.