**Mayville State University**

**Online Course Evaluation Rubric**

Approved by Faculty Senate 5/6/11

**Instructions for Developers of New Online Courses**

* 1. The “Yes/No” column is for the evaluator to indicate whether he or she thinks the course meets the rubric standard. Comments will be inserted where necessary for detailed feedback.
	2. The “Location” column is meant for the person developing the course to enter the location of each item so that the reviewers can save the time it would take to look for the item. This helps speed up the process of evaluation.
	3. Reviewers will give feedback using the “Comments” row. Many times you will see that you have met a standard and below in the Comments the reviewer will give suggestions. These are items that you should consider including in your course to make it even better, but as-is the course meets that standard anyway.
	4. When you make changes to your course based on the reviewer comments, please write an explanation in the “Response” row for each section of the evaluation form.
	5. When you are done developing, send the rubric to Chris to notify her that you are ready to have the course reviewed. If you would like someone other than your Division mentor to review your course, let Chris know at this time.

**Instructions for Quality Assurance Evaluators**

1. Request from a Moodle Administrator to be added to the course you are about to review.
2. The “Yes/No” column is for you to indicate whether you think the course meets the rubric standard. Where necessary, Insert comments in the “Review Comments” box for the section in which you are working.
3. The “Location” column will not be completed for QA Reviews. Feel free to use it yourself to indicate the location of certain items if you like.
4. Please make recommendations for improvement in areas where you believe the course is lacking. Remember to include both positive and negative feedback using language that is respectful of your colleagues' work and academic freedom.
5. When you are done reviewing the course, please send the completed form to Chris.

**Online courses will meet all of the following requirements.**

**Course Info: Reviewer:**

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| --- | --- | --- | --- |
| **No.** | **Standard** | **Yes / No** | **Location** |
| 1. **Course Overview and Introduction**

The overall design of the course, navigational information, as well as course, instructor, and student information are made transparent to the student at the beginning of the course. |
| 1.1 |  A strong continuity exists between the syllabus, textbook, and course materials. |  |  |
| 1.1a | The course syllabus is updated and written for an online audience. |  |  |
| 1.1b | The course materials are updated to avoid the use of broken web links, the wrong year in the header/file name, or references to pages/sections or chapters in older editions of a textbook or links to websites. |  |  |
| 1.2 | A statement introduces the students to the purpose of the course.  |  |  |
| 1.3 | If necessary, instructions make it clear how to get started in the course. |  |  |
| 1.4 | If not obvious, visual design of the course makes it clear where to find course components. |  |  |
| 1.5 | Clearly stated expectations/protocols defining or explaining required levels of student participation are provided. |  |  |
| 1.6 | A timeline clearly indicates the existence of student coursework submission deadlines throughout the duration of the semester. |  |  |
| Reviewer Comments |  |
| Developer Response |  |

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| **No.** | **Standard** | **Yes / No** | **Location** |
| 1. **Learning Objectives**

Learning objectives are clearly defined and explained. Objectives help the learner to focus on learning what the instructor intends for them to learn. |
| 2.1 | The course learning objectives are specific and clearly stated. |  |  |
| 2.2 | All learning objectives are promoted by learning activities. |  |  |
| Reviewer Comments |  |
| Developer Response |  |

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| **No.** | **Standard** | **Yes / No** | **Location** |
| 1. **Evaluation of Student Performance**

Grading strategies are established to measure effective learning and learner progress. |
| 3.1 | The course grading policy is stated clearly. |  |  |
| 3.2 | Descriptive criteria are provided for the evaluation of students' work and, if applicable, participation. |  |  |
| 3.3 | A mechanism is in place that allows the students to monitor their course progress and performance. |  |  |
| 3.4 | The conflict resolution statement in the course syllabus has been updated with the e-mail addresses and phone numbers of the division Chair and VPAA.  |  |  |
| Reviewer Comments |  |
| Developer Response |  |

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| **No.** | **Standard** | **Yes / No** | **Location** |
| 1. **Resources and Materials**

Instructional materials are designed and prepared by a qualified person that is competent in the field. (Materials, other than standard textbooks are produced by recognized publishers, are prepared by the instructor or distance educators skilled in preparing materials for distance learning.) |
| 4.1 | Resources and materials are easily accessible to and usable by the learners. |  |  |
| 4.2 | If applicable, Instructions on how to access resources at a distance are sufficient and easy to understand. |  |  |
| 4.3 | Instructional materials are designed for an effective online environment. |  |  |
| Reviewer Comments |  |
| Developer Response |  |

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| **No.** | **Standard** | **Yes / No** | **Location** |
| 1. **Learner Engagement**

The effective design of instructor-learner interaction and meaningful learner cooperation is essential to learner motivation, intellectual commitment, and personal development. |
| 5.1 | Learning activities foster instructor-student and content-student interactions. |  |  |
| 5.2 | A mechanism is in place to allow for optional student-student interaction. |  |  |
| 5.3 | Instructor expresses willingness and has provided a preferred method to engage with student questions and concerns. |  |  |
| 5.4 | Clearly defined statements inform students what to expect in terms of instructor response time regarding academic feedback and other questions/problems. |  |  |
| 5.5 | A mechanism has been designed to provide regular and substantive\* interaction between the instructor and students through the use of synchronous and/or asynchronous tools.  |  |  |
| Reviewer Comments |  |
| Developer Response |  |

\* Significant instructor and student interaction that fosters an instructor/learner relationship

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| **No.** | **Standard** | **Yes / No**  | **Location** |
| 1. **Course Technology**

To enhance student learning, course technology should enrich instruction and foster learner interactivity.  |
| 6.1 | The tools and media support the learning objectives. |  |  |
| 6.2 | Navigation throughout the online components of the course is logical, consistent and efficient. |  |  |
| Reviewer Comments |  |
| Developer Response |  |

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| **No.** | **Standard** \*Essential standards bolded | **Yes/No** | **Location** |
| 1. **Learner Support**

Courses are effectively supported for learners through fully accessible modes of delivery, resources and learner support. |
| 7.1 | The standard statement regarding technical support within the course shell has been left undisturbed. | N/A | Yellow Help Button |
| Reviewer Comments |  |
| Developer Response |  |

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| **No.** | **Standard** | **Yes / No** | **Location** |
| **VIII. Accessibility \***Access to course resources is in accordance with the Americans with Disabilities Act and US copyright laws are followed. |
| 8.1 | Captions are included for images.  |  |  |
| 8.2 | There are no flashing elements (graphics or text) that may cause seizures (content should not flash more than 3 times in any 1 second period).  |  |  |
| 8.3 | Links are readable, using the title of the document or webpage, instead of “click here” or the web address. |  |  |
| 8.4 | If needed, HTML headers are used in the course, rather than regular text, to enable ease of use for screen reading applications. (See the Office of Instructional Technology for assistance.) |  |  |
| 8.5 | Paragraphs and headings are separated by blank lines. |  |  |
| 8.6 | Text boxes are limited in length so users do not have to scroll to the right to continue reading. |  |  |
| 8.7 | Readable fonts such as Arial, Calibri, Verdana, Helvetica or Times New Roman are used. |  |  |
| 8.8 | When using colored text, add additional emphasis by using bold, italic and/or underline to accommodate color blind learners. |  |  |
| Reviewer Comments |  |
| Developer Response |  |

\* If a need arises, Student Services will contact the instructor and they will work together on behalf of the student.

Evaluator signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_