Mayville State University

# Online Course Evaluation Rubric – Instructional Design

Approved by Faculty Senate 09/25/13

Updated 10/24/19

The review process occurs in two rounds with a total of five steps. Occasionally a third round is required. The rubric is pass/fail; all standards must be met. This rubric was approved by Faculty Senate in 2013.

## Round 1

1. Instructor initiated review
2. Reviewer Response
3. Developer Response to Round 1 Review

## Round 2

1. Reviewer Response to Developer Comments
2. Developer Response to Reviewer Comments

## Round 1

***Instructor Initiated Review***

1. **Courses must be ready for review.** Please do not submit your course for review until the entire course is complete and available to the reviewers. This includes login information for any third-party course materials you are using as well as access to your textbooks and other materials.
2. **Begin with the end in mind!** While developing this course, use this rubric as a guide to applying best practices.
3. **Complete the Objectives Alignment Matrix.** As you develop the course, track how each learning activity and assessment aligns with your course objectives. This information will help evaluators with their reviews and will help you ensure that your course is aligned with its objectives.
4. **Yes/No is for the Reviewers.** In the form below, please do not complete the “Yes/No” column; it will be completed by the reviewer to indicate whether he or she thinks the course meets the rubric standard. Comments will be inserted where necessary for detailed feedback.
5. **Complete the Location column.** The “Location” column is for the Developer 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. If you do not complete this column, a reviewer may send the form back to you and request that you complete it prior to completing the review.
6. **Submit the rubric.** When you are done developing, and you have completed the Objectives Alignment Matrix, submit both forms in the Online Course Development course shell under the 3-Submit Rubric course menu item.

***Reviewer Response***

1. **Comments, Questions and Suggestions.** Reviewers will give feedback using the “Reviewer 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.

***Developer Response to Round 1 Review***

1. **Use Developer Response Row.** When you make changes to your course based on the reviewer comments, please write an explanation in the “Developer Response” row for each section. If you decide not to make a suggested change, please indicate the reason in the same area.

Please do not indicate that something a reviewer has requested that you do will be done when you teach the course. With few exceptions, all aspects of the course must be available for review before it will pass the rubric.

## Round 2

***Reviewer Response to Developer Comments***

1. **Reviewer initiates a Round 2 review.** If the reviewer has further comments, questions or suggestions, he or she will initiate a Round 2 Review. This process is much quicker than the previous process and the Round 2 Developer Response to Reviewer Comments is usually the last step in the review.

***Developer Response to Review Comments***

1. **Developer responds.** This step is often simply a confirmation of agreed changes. Stipend payment will occur after this step is complete.

## Comments from Instructor to Reviewer prior to reviewing the course.

#### Enter any information you would like the reviewers to know.

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

| **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 | The course syllabus is easily located in Blackboard. |  |  |
| 1.2 | The syllabus requirements in policy M490 are met [See Policy Manual Policy M490: Section A – Syllabi]. |  |  |
| 1.3 | The course syllabus is written for an online audience. (Phone numbers are complete with area code, time zone is listed, no classroom locations listed, etc.) |  |  |
| 1.4 | 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 and/or publisher provided resources. |  |  |
| 1.5 | Instructions make it clear how to get started in the course and are located at the top of the main course page. For example, a “Getting Started” section or a Course Guide. |  |  |
| 1.6 | Navigation of the course makes it clear where to find course components |  |  |
| 1.7 | Visual design of the course is logical, consistent and efficient with important information placed in a prominent area of the Blackboard course shell. |  |  |
| 1.8 | A course schedule clearly indicates the existence of student coursework submission deadlines throughout the duration of the semester. |  |  |
| Reviewer Comments |  | | |
| Developer Response |  | | |

| **No.** | **Standard** | **Yes / No** | **Location** |
| --- | --- | --- | --- |
| 2. 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-level objectives are specific, clearly stated and support the purpose of the course. [See Policy Manual Policy M490 Section B – Standards of Instruction.] |  |  |
| 2.2 | All course-level objectives are promoted by evaluated learning activities. Please complete the Course Alignment Matrix to demonstrate alignment. |  |  |
| Reviewer Comments |  | | |
| Developer Response |  | | |

| **No.** | **Standard** | **Yes/No** | **Location** |
| --- | --- | --- | --- |
| 3. Learner Support Courses are effectively supported for learners through fully accessible instructors, resources and other learner supports. | | | |
| 3.1 | Instructor expresses willingness to engage with student questions and concerns and has provided a preferred method of contact. *Recommendation*: The preferred method of contact can be displayed as part of the **Your Instructor** page and/or in the syllabus. |  |  |
| Reviewer Comments |  | | |
| Developer Response |  | | |

| **No.** | **Standard** | **Yes / No** | **Location** |
| --- | --- | --- | --- |
| 4. Student Performance Expectations and Evaluation Grading and evaluation strategies are established to measure effective learning and learner progress. | | | |
| 4.1 | A clear and detailed explanation of expectations for each assignment is provided. For example, a grading rubric. |  |  |
| 4.2 | A mechanism is in place that allows the students to monitor their course progress and performance. For example, the Blackboard Grade Center or a spreadsheet for students to use to track their grades. |  |  |
| Reviewer Comments |  | | |
| Developer Response |  | | |

| **No.** | **Standard** | **Yes / No** | **Location** |
| --- | --- | --- | --- |
| 5. Resources and Materials Instructional materials (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.) | | | |
| 5.1 | If online resources or materials are required, they are easily found, and instructions are clear. |  |  |
| 5.2 | Instructional materials are designed for an effective online environment. For example, a variety of multimedia elements are used; text should not be the only instructional medium (PowerPoint slides alone are not sufficient); video, audio, and other elements like quizzes and discussion forums, offer students more than one way to learn the material. |  |  |
| Reviewer Comments |  | | |
| Developer Response |  | | |

| **No.** | **Standard** | **Yes / No** | **Location** |
| --- | --- | --- | --- |
| 6. Learner Engagement The effective design of instructor-learner interaction and meaningful learner cooperation is essential to learner motivation, intellectual commitment, and personal development. | | | |
| 6.1 | 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. This can be accomplished by providing students a method to submit their work and instructors to give feedback throughout the duration of the semester. Examples: forums, homework and regular and consistent deadlines. [See e-Code of Federal Regulations 600.2 Section – Distance education] |  |  |
| 6.2 | Learning activities foster content-student interactions. This can be accomplished by assigning forums, homework, practice quizzes, projects and/or papers throughout the *duration* *of the semester*. [See e-Code of Federal Regulations 600.2 Section – Distance education] |  |  |
| 6.3 | A mechanism is in place to allow for optional student-student interaction. For example, discussion forum. |  |  |
| Reviewer Comments |  | | |
| Developer Response |  | | |

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

| **No.** | **Standard** | **Yes / No** | **Location** |
| --- | --- | --- | --- |
| 7. Accessibility \* Access to course resources is in accordance with the Americans with Disabilities Act and US copyright laws are followed. | | | |
| 7.1 | Alt text or some other means of description is included for all images related to evaluated materials.\*  ***Descriptive images****: ALT text is the alternative text for images that gets read by screen readers. This description should be succinct, accurately represent the image and/or convey the purpose of the image. For recordings, provide a verbal description of visual materials.* |  |  |
| 7.2 | The course title is formatted as H1 in HTML code and the section titles are formatted with H2 or H3 HTML code to make the course navigation screen reader friendly.  ***Notes on Screen Readers:*** *Headings written in HTML code provide vital information to a screen reader user. Headings use a hierarchy. There are six levels of the heading hierarchy: H1, H2, H3, H4, H5 and H6.* ***H1*** *tells the screen reader, "The following information is the most important thing on this page." Many screen reader users skim a Blackboard page by tabbing from header to header.* |  |  |
| 7.3 | All hyperlinks in the course use descriptive text such as the title of the document or webpage (“Blackboard Course page”), instead of “click here” or the URL (http://www.google.com).  ***Note****: Screen reader users can browse through Blackboard pages by calling up a list of links to navigate. Non-descriptive link text such as ‘click here’ should be avoided at all costs as it makes no sense whatsoever out of context.* |  |  |
| 7.4 | When using colored text, additional formatting is added for emphasis by using bold, italic and/or underline to accommodate color blind learners. |  |  |
| 7.5 | 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). |  |  |
| 7.6 | Readable fonts such as Arial, Calibri, Verdana, or Times New Roman are used. |  |  |
| Reviewer Comments |  | | |
| Developer Response |  | | |

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

| **No.** | **Standard** | **Comments** |
| --- | --- | --- |
| 8. Optional This section offers several options for improving your course. | | |
| 8.1 | Ongoing multiple assessment strategies are used to measure content knowledge, attitudes, and skills. |  |
| 8.2 | Students’ self-assessments and peer feedback opportunities exist throughout the course. |  |
| 8.3 | Course offers access to a wide range of resources supporting course content and different learning abilities. |  |
| 8.4 | Instructor offers multiple opportunities for students to give feedback on course content (For example, a “muddiest point” exercise). |  |
| 8.5 | Instructor offers multiple opportunities for students to give feedback on ease of online technology and accessibility of course. (For example, a Blackboard poll on use of the forum tool). |  |
| 8.6 | Instructor uses formal and informal student feedback in an ongoing basis to help plan instruction and assessment of student learning throughout the semester. |  |
| Reviewer Comments |  | |
| Developer Response |  | |

## Overall Comments by Reviewer:

## Signature Section

Comments and signatures will be captured below for each step of the formal course evaluation.

## Round 1

|  |
| --- |
| ***Instructor Initiated Review***  Comments:  Developer/Instructor signature Date  ***Reviewer Response***  Comments:  Developer/Instructor signature Date  ***Developer Response to Round 1 Review***  Comments:  Developer/Instructor signature Date |

## Round 2

|  |
| --- |
| ***Reviewer Response to Developer Comments:***  Comments:  Developer/Instructor signature Date  ***Developer Response to Reviewer Comments:***  Comments:  Developer/Instructor signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_ |

**In Blackboard**

Please submit your finished review or response in the Online Course Development shell. Thank you!