

HCC Online Course Evaluation Rubric July, 2011

Instructor's Name(s): _____ Department: _____

Observer/Supervisor: _____ College: _____

Course Number: _____ Date: _____

This HCC Online Course Evaluation Rubric is one of several data sources for evaluating the effectiveness of instruction of online courses – distance education, hybrid, and web-enhanced. It can be complemented with other sources of data such as on-campus observation forms, SEOI reports, syllabi, class handouts and projects, tests, etc.

Source: "Quality Matters: Inter-Institutional Quality Assurance in Online Learning" from Mary Wells, Quality Matters co-director and consultant for Maryland Online, 2006. The Quality Matters™ Rubric is owned by MarylandOnline and is sponsored in part by the U.S. Department of Education Fund for the Improvement of Postsecondary Education.

Note to Users: This rubric serves as a guide to create and evaluate learner-centered online courses (model and non-model). It is also used as a component of the faculty annual PEP evaluation. When used for PEP, supervisors should write a comment following the "Overall Rating" for every section that they give an "Exemplary," "Needs Improvement," or "Unsatisfactory" rating. Additionally, on the last page of the rubric, supervisors should write final comments about the overall observation of the course.

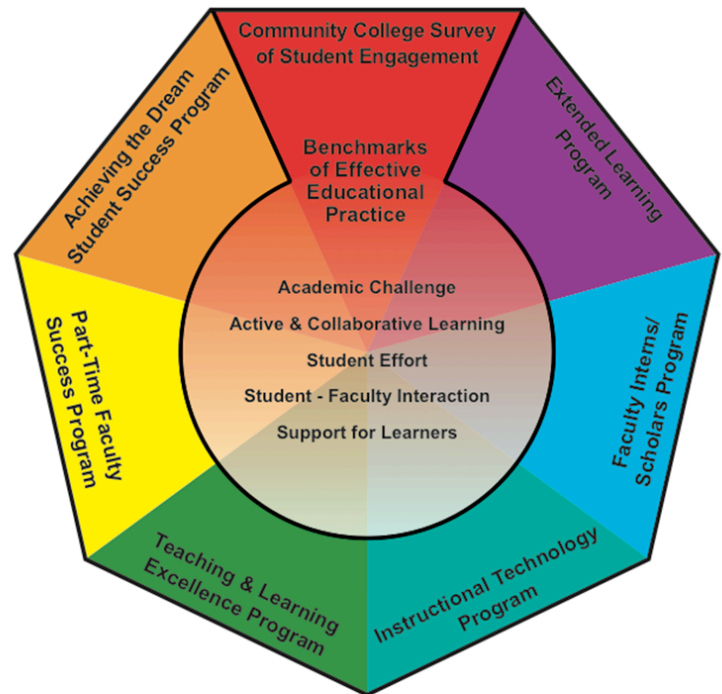
The Teaching & Learning Excellence (TLE) Program Supports the CCSSE Benchmarks

TLE supports faculty excellence in teaching and learning to ensure student success. HCC learner-centered instruction is measured by the five *CCSSE (Community College Survey of Student Engagement) Benchmarks of Educational Practices.

Student Engagement Criteria

- Academic Challenge
- Active and Collaborative Learning
- Student Effort
- Student-Faculty Interaction
- Support for Learners

Everything HCC faculty do to build their courses is based on these benchmarks, including this annotated rubric with tips from TLE. For more information, access TLE at: <http://www.hccs.edu/tle>



I. COURSE OVERVIEW AND ORGANIZATION

| General Review Standard: 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. | Done | Comments |
|---|---|----------|
| 1. Layout of your content items and your instructions make the organization of the course easy to understand. For example, the items at the top of the course and in each section are organized in a logical and easy-to-follow sequence. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 2. Introduce the student to the course (In the top label, provide course title, CRN#, and a statement.) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 3. An appropriate method of welcoming students is used. (May be incorporated into other items or stand alone.) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 4. Students are informed of the structure of the course content so they know what they have to do to learn. (Check that the required HCC learner-centered syllabus template is used.) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 5. The self-introduction by the instructor is appropriate. (Includes a professional biography in the course.) | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 6. Students are requested to introduce themselves to the class. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |
| 7. State minimum course requirements clearly for technology, and student knowledge and skills (entry level for the course.) If applicable, state the prerequisites. | <input type="checkbox"/> Yes <input type="checkbox"/> No | |

Overall rating of COURSE OVERVIEW AND ORGANIZATION:

Exemplary
 Needs Improvement
 Not Applicable
 Professional Performance
 Unsatisfactory

Additional Comments and Recommendation

(Numbers in table below refer to the rubric items above.)

| TLE Tips and Examples for Creating and Delivering Your Hybrid Course | |
|---|--|
| Face to Face | Online |
| 1. A session agenda on the board lets students know what is coming up and helps to end with a review. | 1. Number the order & clearly word titles of all links listed in the course for clear organization. |
| 2. Cover “What’s in it for me?” (WIIFM) | 2. You have two places for the course title: The Moodle home page and in the course. |
| 3. Use activities to begin the course. Activities can build the community and relate student experience to the course objectives. | 3. Design a visually friendly, well-organized course. Use your photo in your own profile to be present whenever students email you. |
| 4. A syllabus can help students prepare to learn by including discussion to address study skills and generate student confidence. | 4. Post a learner-centered syllabus (required.) Place objectives and tasks on the course page (no clicks and highly visible). Create an avatar (with text equivalent) to let students know what to do. |
| 5. Make introductions part of an activity. (How will you introduce yourself to your students?) | 5. Your professional biography describes your qualifications. Your course appearance (organization and all visuals you may select) also tell about you. |
| 6. Use ice-breakers to prompt student interaction and build a learning community.* | 6. Have students edit their course profiles. Use a discussion forum for a student introduction activity. |
| 7. Use groups for peer teaching to recall and bring students up to speed.* Start in class and continue online with individual or group forum posts. | 7. Besides a syllabus to state minimums and pre-req’s, you can use an online tools to assess entry skills/knowledge, or bring students up to speed through query/teach methods. |

* See TLE course TL2075 *Improving Student Learning through Active Engagement*.

II. LEARNING OBJECTIVES (COMPETENCIES)

| General Review Standard: Learning objectives are clearly defined and explained. They assist the student to focus on learning activities. | Done | Comments |
|--|-----------|----------|
| 1. The learning objectives of the course describe outcomes that are measurable. | Yes No | |
| 2. The learning objectives of the course are clearly stated and understandable to the student. | Yes No | |
| 3. The learning objectives address content mastery, critical thinking skills, and core learning skills. | Yes No | |
| 4. Instructions to students on how to meet the learning objectives are adequate and easy to understand. | Yes No | |
| 5. The learning objectives of the course are articulated and specified on the module/unit level. | Yes No | |

Overall rating of COURSE OVERVIEW AND ORGANIZATION:

Exemplary Needs Improvement Not Applicable Professional Performance Unsatisfactory

Additional Comments and Recommendations:

(Numbers in table below refer to the rubric items above.)

| TLE Tips and Examples for Creating and Delivering Your Hybrid Course | |
|--|--|
| Face to Face | Online |
| 1. Learning objectives are written in the syllabus, but are also communicated in the objective-based activities, such as a graded (measured) critical debate.* | 1. Generate measurable graded activities using tools like forums for peer-to-peer and faculty-to-student interaction to research topics. |
| 2. Make sure learners know why they are doing an activity. Have learner ask questions (Round Robin*) to tie objectives to activities/lecture. | 2. The nature of online environments makes it possible to engage students by presenting clear objectives for the course and for lessons using avatars and other visual, kinesthetic and auditory methods. |
| 3. Instead of using only lecture, include peer teaching and faculty-student interaction in activities to prompt content mastery and critical thinking skills per objectives. | 3. Use the activity tools to develop content mastery. Pose issues in Q&A Advanced Forum and journal entries to encourage discussion and reflective thinking. These can allow more time for learners to reflect and respond online. |
| 4. Writing instructions on the board ahead of time helps when reviewing them. Include the WIIFM - tie it to the outcome. (WIIFM is "What's in it for me.") | 4. Instructions for many activities can include a rubric on how the objective is met and steps to complete it successfully, giving some learners confidence. |
| 5. Besides in the syllabus, discuss session objectives before and after the lesson activities. Students need to tie activities to outcomes. | 5. Learning objectives can be clearly stated on the course page (no clicking needed) where they are located in the lessons. |

* See TLE course TL2075 *Improving Student Learning through Active Engagement*.

III. ASSESSMENT AND MEASUREMENT

| General Review Standard: Assessment strategies use established ways to measure effective learning, assess student progress by reference to stated learning objectives, and are designed to be essential to the learning process. | Done | Comments |
|---|-------------|-----------------|
| 1. The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources. | Yes No | |
| 2. The grading policy is transparent and easy to understand. | Yes No | |
| 3. Assessment and measurement strategies provide feedback to the student. | Yes No | |
| 4. The types of assessments selected and the methods used for submitting assessments are appropriate for the online environment. | Yes No | |
| 5. "Self-check" or practice types of assignments are provided for quick student feedback. | Yes No | |

Overall rating of COURSE OVERVIEW AND ORGANIZATION:

Exemplary Needs Improvement Not Applicable Professional Performance Unsatisfactory

Additional Comments and Recommendations:

(Numbers in table below refer to the rubric items above.)

| TLE Tips and Examples for Creating and Delivering Your Hybrid Course | |
|---|---|
| Face to Face | Online |
| 1. Determine how you will assess fulfillment of the objectives. The assessment formats should closely match the skills, knowledge and attitudes stated in the objectives. Determine if the assessment is delivered F2F or online. | 1. There are a variety of tools that can be used as graded tests to match the learning objectives and student learning outcomes. |
| 2. Besides the syllabus, grading rubrics for assignments describe how students will be assessed in both F2F and online activities, giving your learners confidence that they have fulfilled the course requirements. (Can they take part in building rubric components in your course?) | 2. The syllabus with the grading policy can always be available online. |
| 3. Feedback takes time, so you can give feedback online for F2F activities & assessments. Discuss what was missed and why. Include study skills, if appropriate. | 3. Students can see their grades and your feedback. Course email and tools with built-in feedback are available to interact with students to discuss performance. Use discussion forums for feedback. |
| 4. The in-class test has security advantages. However, the online tests offer other advantages, such as allowing more time privately, automatic grading, and a variety of assessment formats that match the objectives. | 4. Besides using the Quiz tool, there are other graded online tools that serve as assessment, including Respondus Lockdown Browser. |
| 5. Activities in class can prepare for online tests. Meet the CCSSE Active & Collaborative Learning benchmark by using group review activities. | 5. Online tests (quizzes) can be non-graded. You can set up rich instant feedback. Consider posting discussion about practice quiz questions in the Advanced Q&A Forum. |

* See TLE course TL2075 *Improving Student Learning Through Active Engagement*.

IV. RESOURCES AND COURSE MATERIALS

| General Review Standard: 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 other educators skilled in preparing materials for online learning.) | Done | Comments |
|---|-------------|-----------------|
| 1. The instructional materials support the stated learning objectives and have sufficient breadth and depth for the student to learn the subject. | Yes No | |
| 2. The instructional materials include instructor’s notes in addition to links, the publisher’s website, quizzes, etc. | Yes No | |
| 3. Instructional materials are presented in a format appropriate to the online environment, and are easily accessible to and usable by the student. | Yes No | |
| 4. The purpose of the course elements (content, instructional methods, technologies, and course materials) is evident. | Yes No | |
| 5. The instructional materials, including supporting materials (such as manuals, videos, CD ROMs, and computer software) are consistent in organization. | Yes No | |
| 6. All resources and materials used in the online course are appropriately cited. An image of the required materials is recommended. | Yes No | |

Overall rating of COURSE OVERVIEW AND ORGANIZATION:

- Exemplary
 Needs Improvement
 Not Applicable
 Professional Performance
 Unsatisfactory

Additional Comments and Recommendations:

(Numbers in table below refer to the rubric items above.)

| TLE Tips and Examples for Creating and Delivering Your Hybrid Course | |
|--|--|
| Face to Face | Online |
| 1. Use short activities* that get increasingly deep or broad. Use collaboration for peer-to-peer teaching to take place and continue online. | 1. Offer graduated activities that appeal to initial levels of understanding and learner styles. “Send-A-Problem”** can be started online and finished in class. |
| 2. | 2. Online tools support instructor notes and web links. Uphold copyright laws. |
| 3. If online files are to be printed, make sure they are in print quality and conserve printer ink or consider a printable version. Make sure handouts are online (ADA compliant). | 3. Consider when long files can be broken into digestible chunks of information with illustrations while also considering readers and other ADA compliance. |
| 4. Use activities* for student discussion of course content so they are aware of the purpose. | 4. Consider using a forum to discuss the importance of content and applications to their lives. |
| 5. Plan your course content design to achieve consistency. | 5. The layout and tools of Eagle Online support consistency. Plan to use them for design consistency. |
| 6. Give students the responsibility to cite sources in their preparation for class activities, such as a case study*. | 6. While all of your materials are cited and images are used, let your students build a database or glossary, citing resources and using appropriate images, such as those used in their fields. |

* See TLE course TL2075 *Improving Student Learning through Active Engagement*.

V. LEARNER INTERACTION

| General Review Standard: The effective design of instructor-student interaction, meaningful student cooperation, and student-content interaction is essential to student motivation, intellectual commitment, and personal development. | Done | Comments |
|--|-------------|-----------------|
| 1. The learning activities promote the achievement of stated objectives and learning outcomes. | Yes No | |
| 2. Learning activities foster instructor-student interaction, content-student interaction, and, if appropriate to this course, student-student interaction. | Yes No | |
| 3. “Netiquette” expectations with regard to discussions and email communication are clearly stated; the instructor’s “tone” is respectful. | Yes No | |
| 4. Clear standards are set for instructor response and availability (turn-around time for email, grades posted etc.). For example, the instructor should respond to Eagle Online mail and other questions within two business days. | Yes No | |
| 5. The requirements for course interaction are clearly articulated. | Yes No | |
| 6. The course design prompts the instructor to be present, active, and engaged with the students. | Yes No | |

Overall rating of COURSE OVERVIEW AND ORGANIZATION:

Exemplary Needs Improvement Not Applicable Professional Performance Unsatisfactory

Additional Comments and Recommendations:

(Numbers in table below refer to the rubric items above.)

| TLE Tips and Examples for Creating and Delivering Your Hybrid Course | |
|--|---|
| Face to Face | Online |
| 1. Plan objective-based activities* for real-time collaboration/discussion, such as a critical debate*. Start and end in class. Allow prep time online. | 1. For portions of activities online, use the capabilities to group students; generate forums, databases, glossaries and mind maps; and link to websites for interaction with visual tools. |
| 2. Use content-related interactive activities* to begin, divide and end lecture content. Activities promote learner-centered discussion/discovery. | 2. Begin or end an activity* online using group capability in Eagle Online. This allows time for all students to contribute to their role in the activity. |
| 3. Your interaction sets the class tone. Over 90% of communication is non-verbal. Calling students by name, your energy, eye contact and facial expressions are methods to involve students. | 3. The instructor’s online presence in emails, messages, notes, postings and instructions to students are opportunities to model professional respect as a skill set for students. |
| 4. Office hours are in the syllabus and are also discussed. Elicit from students general thoughts on using office hours to talk with the instructor. Ask what kinds of questions they might ask. | 4. Let students know how they can reach you online and when to expect your reply. Have an email or forum post waiting when students start class to establish being present and begin interaction. |
| 5. In a creative short activity*, generate a rubric with students for grading classroom interaction. Post the rubric online. | 5. Using a forum as a group assignment, let students submit rubrics for online interaction. Discuss the rubrics in a class activity, determining a final rubric. |
| 6. Exchange long lectures for integrated activities that use instructor-student and student-student interaction for inquiry, role-play, or other formats*. | 6. Use forums (graded or ungraded) to ask meaningful questions and respond to student replies, including follow-up queries on individual student levels of understanding that elicit higher level thinking. |

* See TLE course TL2075 *Improving Student Learning Through Active Engagement*.

VI. COURSE TECHNOLOGY

| General Review Standard: To enhance student learning, course technology should enrich instruction and foster learner interactivity | Yes/No | Comments |
|---|---------------|-----------------|
| 1. The tools and media support the learning objectives of the course and are integrated with texts and lesson assignments. | Yes No | |
| 2. The tools and media enhance student interactivity and guide the student to become a more active learner. | Yes No | |
| 3. Technologies required for this course are either provided or easily downloadable. | Yes No | |
| 4. The tools and media are compatible with existing standards of delivery modes. | Yes No | |
| 5. Instructions on how to access online resources are sufficient and easy to understand. | Yes No | |
| 6. Course technologies take advantage of existing economies and efficiencies of delivery. | Yes No | |

Overall rating of COURSE OVERVIEW AND ORGANIZATION:

Exemplary Needs Improvement Not Applicable Professional Performance Unsatisfactory

Additional Comments and Recommendations:

(Numbers in table below refer to the rubric items above.)

| TLE Tips and Examples for Creating and Delivering Your Hybrid Course | |
|--|---|
| Face to Face | Online |
| 1. Plan activities* each session that elicit student responses about the learning objectives in the content. | 1. The discussion started in class can continue online using tools to produce an end product or project. |
| 2. F2F allows the learners to interact in physical groups or pairs, with the instructor available for timely feedback. | 2. Start or end activities online, maintaining a flow to the course and continuity to the learning community. |
| 3. The online portion serves the face-to-face as a repository for handouts, media, and publisher packs. | 3. The online tools available for free to the students within the course, as well as free internet tools and content support student learning through activities and discovery. |

* See TLE course TL2075 *Improving Student Learning Through Active Engagement*.

VII. LEARNER SUPPORT

| General Review Standard: Courses are effectively supported for students through fully accessible modes of delivery, resources, and student support. | Yes/No | Comments |
|---|---------------|-----------------|
| 1. The course instructions articulate or link to a clear description of the technical support offered. | Yes No | |
| 2. Course instructions articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided. | Yes No | |
| 3. Course instructions articulate or link to an explanation of how the institution's student support services can assist the student in effectively using the resources provided. | Yes No | |
| 4. Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology, etc. | Yes No | |

Overall rating of COURSE OVERVIEW AND ORGANIZATION:

Exemplary Needs Improvement Not Applicable Professional Performance Unsatisfactory

Additional Comments and Recommendations:

(The table below refers to the rubric items above.)

| TLE Tips and Examples for Creating and Delivering Your Hybrid Course | |
|--|--|
| Face to Face | Online |
| Cover information about tutors, libraries, ADA support and classroom course instructions in the syllabus. Have the HCC Librarian visit to explain the library, the online library and the databases available to the students. (This is the fifth CCSSE benchmark - Support the Learners.) | Online information of learner support is located in multiple locations: syllabus; menu bar links to Helpdesk; HCCS Student, DE Orientation, and Distance Education as well as Teaching & Learning Resources websites. Add the HCC Empower Library Module in your course. |

VIII. ACCESSIBILITY

| General Review Standard: The course is accessible to all students. | Yes/No | Comments |
|--|-----------|----------|
| 1. The course acknowledges the importance of ADA requirements. | Yes No | |
| 2. Web pages provide equivalent alternatives to auditory and visual content. | Yes No | |
| 3. Web pages have links that are self-describing and meaningful. All the images should be tagged. | Yes No | |
| 4. The course demonstrates sensitivity to readability issues. For example, avoid long scrolling text and red or other bright colors. | Yes No | |

Overall rating of COURSE OVERVIEW AND ORGANIZATION:

Exemplary
 Needs Improvement
 Not Applicable
 Professional Performance
 Unsatisfactory

Additional Comments and Recommendations:

(The table below refers to the rubric items above.)

| TLE Tips and Examples for Creating and Delivering Your Hybrid Course | |
|--|---|
| Face to Face | Online |
| Assure that the syllabus and handouts are available online and comply with ADA required and suggested guidelines.* | HCC Eagle Online supports ADA compliance. Use college resources* to make sure that content is ADA accessible. |

(See the Teaching & Learning Resources course, ET1480 Accessible Instructional Materials.)*

Final comments about the course as a whole and its potential to promote student learning (add a page if necessary):

Supervisor/Reviewer's Signature: _____ **Date:** _____

Print Name: _____

Instructor's Signature: (For PEP only) _____ **Date:** _____

Print Name: _____