

## Rubric for Online Instruction

### Rationale

The University's first strategic priority is to create and enhance high quality learning environments. Academic technologies, especially online or web-enhanced courses, have a significant role in the creation of those learning environments. The University's Strategic Priorities for Academic Affairs for 2002-2003 challenge faculty and staff to use academic technologies to create and enhance high quality learning environments in a demonstrable manner.

What should a quality online course look like at CSU, Chico? This rubric offers a framework for addressing this question. Use of this rubric represents a developmental process for online course design and delivery, and provides a means for an instructor to self-assess course(s) based on University expectations. Furthermore, the rubric provides a means for supporting and recognizing a faculty member's effort in developing expertise in online instruction as part of our commitment to high quality learning environments.

## Committee for Evaluation of Exemplary Online Courses

	Baseline	Effective	Exemplary
<b>Online Organization &amp; Design</b>	<ul style="list-style-type: none"> <li>❑ Much of my Homepage is under construction, with some key components identified such as the syllabus. Not all of my course content has been modified for use on the web.</li> <li>❑ Students are uncertain about what is expected of them in the online environment.</li> <li>❑ The aesthetic design (look) is rudimentary in conceptualization and construction.</li> <li>❑ Web page structure and format are inconsistent — links are in different places and format varies.</li> <li>❑ Accessibility issues are not addressed.</li> <li>❑ Opportunities for student input and feedback are limited and inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>❑ My Homepage is organized and navigable. Students can understand the key components and structure of the course; the course is organized and easy to follow.</li> <li>❑ My Syllabus identifies and delineates the role the online environment will play in the total course.</li> <li>❑ The aesthetic design presents and communicates course information.</li> <li>❑ There is consistency in some aspects of the web course.</li> <li>❑ Accessibility issues are addressed and comply with CSU, Chico DSS guidelines.</li> <li>❑ Opportunities exist for student input and feedback regarding course design and navigability.</li> </ul>	<ul style="list-style-type: none"> <li>❑ My Homepage is well organized, easy to navigate and logical. Students can clearly understand all components and structure of the course; the course is well organized and easy to follow.</li> <li>❑ My Syllabus is easily identified and clearly delineates the role the online environment will play in the total course.</li> <li>❑ The aesthetic design effectively presents and communicates course information.</li> <li>❑ There is consistency in all aspects of the entire web course.</li> <li>❑ Accessibility issues are addressed and comply with CSU, Chico DSS guidelines.</li> <li>❑ Multiple opportunities for student input and feedback are integrated throughout the course.</li> </ul>

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<b>Instructional Design &amp; Delivery</b>	<ul style="list-style-type: none"> <li>❑ Opportunities for interaction and communication are limited.</li> <li>❑ Learning objectives are vague and may be incomplete. Performance expectations are unclear or absent.</li> <li>❑ Multiple learning styles are not recognized, accommodated, or integrated in the design of the course.</li> <li>❑ Opportunities for student input and feedback about instructional design are limited and inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>❑ My course offers some opportunities for interaction and communication among students, between students and instructor, and between students and content.</li> <li>❑ Learning objectives are identified and performance expectations are implied.</li> <li>❑ Strategies for meeting multiple learning styles are recognized and attempts are made to ensure student understanding of content.</li> <li>❑ Student feedback about instructional design is regularly collected.</li> </ul>	<ul style="list-style-type: none"> <li>❑ My course offers multiple opportunities for interaction and communication among students, between students and instructor, and between students and content.</li> <li>❑ Learning objectives and performance expectations are clearly defined.</li> <li>❑ Strategies for meeting multiple learning styles and promoting critical thinking skills are clearly implemented.</li> <li>❑ Student feedback is regularly integrated into the instructional design and is used to inform decisions about instructional strategies.</li> </ul>

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	<b>Baseline</b>	<b>Effective</b>	<b>Exemplary</b>
<b>Assessment &amp; Evaluation of Student Learning</b>	<ul style="list-style-type: none"> <li>❑ Some of my course objectives, instructional strategies and assessment techniques may be aligned.</li> <li>❑ Assessment strategies are not fully identified, developed or implemented.</li> <li>❑ Assessment strategies are not comprehensive, measuring only the most basic level of student knowledge.</li> <li>❑ Opportunities for students to receive feedback about their own performance are infrequent and sporadic.</li> </ul>	<ul style="list-style-type: none"> <li>❑ My course provides students the opportunity to self-assess their readiness for the online components/course.</li> <li>❑ Course objectives, instructional strategies and assessment techniques are somewhat aligned.</li> <li>❑ Assessment strategies are used to measure content knowledge, skills, or performance standards.</li> <li>❑ Opportunities for students to receive feedback about their own student performance are provided.</li> </ul>	<ul style="list-style-type: none"> <li>❑ My course requires students to self-assess their readiness for the online components/ course prior to or at the beginning of my class.</li> <li>❑ Course objectives, instructional strategies and assessment techniques are closely aligned.</li> <li>❑ Ongoing multiple assessment strategies are used to measure content knowledge, skills, and performance standards.</li> <li>❑ Students' self-assessment and/or peer feedback opportunities exist. Regular feedback about student performance is provided in a timely manner.</li> </ul>

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	<b>Baseline</b>	<b>Effective</b>	<b>Exemplary</b>
<b>Appropriate &amp; Effective Use of Technology</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> My course uses a few technology tools for communication and learning.</li> <li><input type="checkbox"/> Some technology may be used for its own sake. My course has a few bells but no whistles.</li> <li><input type="checkbox"/> Multimedia and learning objects are largely absent.</li> <li><input type="checkbox"/> Opportunities for student feedback are limited.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> My course uses some technology tools to facilitate communication and learning.</li> <li><input type="checkbox"/> Technology is mostly used to support student learning rather than for its own sake.</li> <li><input type="checkbox"/> Multimedia elements and/or learning objects may be used to engage students in the learning process.</li> <li><input type="checkbox"/> Student feedback is used to assess delivery of course content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> My course uses a variety of technology tools that are appropriate and effective for facilitating communication and learning.</li> <li><input type="checkbox"/> Technology is used to enhance student learning rather than for its own sake.</li> <li><input type="checkbox"/> Multimedia elements and/or learning objects are relevant, optimized for student Internet users and effectively engage students in the learning process.</li> <li><input type="checkbox"/> Student feedback is used to continually improve technological delivery of course content.</li> </ul>

## Committee for Evaluation of Exemplary Online Courses

	Baseline	Effective	Exemplary
<b>Learner Support &amp; Resources</b>	<ul style="list-style-type: none"> <li>❑ My Welcome Page has limited information (for example, course title and number, instructor name, phone number and email).</li> <li>❑ My course provides some resources to support online student learning.</li> <li>❑ My course offers access to few or limited media resources.</li> <li>❑ Opportunities for students to give feedback to faculty are limited.</li> </ul>	<ul style="list-style-type: none"> <li>❑ My Welcome Page follows the suggested University template for online course learner support and resources.</li> <li>❑ My course provides course-specific resources to support online student learning.</li> <li>❑ My course offers access to some media resources appropriate to my course.</li> <li>❑ I solicit student feedback regarding learner support and resources.</li> </ul>	<ul style="list-style-type: none"> <li>❑ My Welcome Page includes important information about being an online student at CSU, Chico (including, for example, links to Student Computing, Disabled Student Services, Meriam Library, Student Learning Center, and the University’s policy on academic dishonesty, etc.); how to access department/program and/or university for advising; prerequisites; a course overview and any time-certain meetings; and instructor contact information.</li> <li>❑ My course replicates or links to the Welcome Page information and provides a variety of course-specific resources to enhance online student learning.</li> <li>❑ My course offers access to a range of media resources appropriate to my course, such as CD-ROM based tutorials and necessary applications.</li> <li>❑ I solicit student feedback regarding learner support and resources to make modifications when appropriate.</li> </ul>