

# Quality Matters: Inter-Institutional Quality Assurance in Online Learning

Peer Course Review -- Rubric  
Reviewing: DEMO RUBRIC

FY08-10

## Alignment

Critical course components - Learning Objectives (II), Assessment and Measurement (III), Resources and Materials (IV), Learner Engagement (V), and Course Technology (VI) - work together to ensure that students achieve the desired learning outcomes. When aligned, each of these course aspects is directly tied to and supports the learning objectives. Specific standards included in Alignment are indicated in the rubric annotations.

### 1. Course Overview and Introduction

**General Review Standard:** The overall design of the course is made clear to the student at the beginning of the course.

<b>Specific Review Standards:</b>	<b>Points</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
1.1 Instructions make clear how to get started and where to find various course components.	3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
1.2 A statement introduces the student to the purpose of the course and to its components; in the case of a hybrid course, the statement clarifies the relationship between the face-to-face and online components.	3	<input type="checkbox"/>	<input type="checkbox"/>	
1.3 Etiquette expectations (sometimes called "netiquette") for	1	<input type="checkbox"/>	<input type="checkbox"/>	

online discussions, email, and other forms of communication are stated clearly.				
1.4 The self-introduction by the instructor is appropriate and available online.	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
1.5 Students are asked to introduce themselves to the class.	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
1.6 Minimum student preparation, and, if applicable, prerequisite knowledge in the discipline are clearly stated.	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
1.7 Minimum technical skills expected of the student are clearly stated.	1	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

## 2. Learning Objectives (Competencies)

**General Review Standard:** Learning objectives are clearly stated and explained. They assist students in focusing their effort in the course.

<b>Specific Review Standards:</b>	<b>Points</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
2.1 The course learning objectives describe outcomes that are measurable.	3	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

2.2 The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.	3	<input type="checkbox"/>	<input type="checkbox"/>	
2.3 All learning objectives are stated clearly and written from the students' perspective.	3	<input type="checkbox"/>	<input type="checkbox"/>	
2.4 Instructions to students on how to meet the learning objectives are adequate and stated clearly.	3	<input type="checkbox"/>	<input type="checkbox"/>	
2.5 The learning objectives are appropriately designed for the level of the course.	2	<input type="checkbox"/>	<input type="checkbox"/>	

### 3. Assessment and Measurement

**General Review Standard:** Assessment strategies use established ways to measure effective learning, evaluate student progress by reference to stated learning objectives, and are designed to be integral to the learning process.

<b>Specific Review Standards:</b>	<b>Points</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.	3	<input type="checkbox"/>	<input type="checkbox"/>	
3.2 The course grading policy is stated clearly.	3	<input type="checkbox"/>	<input type="checkbox"/>	

3.3 Specific and descriptive criteria are provided for the evaluation of students' work and participation.	3	<input type="checkbox"/>	<input type="checkbox"/>	
3.4 The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed.	2	<input type="checkbox"/>	<input type="checkbox"/>	
3.5 "Self-check" or practice assignments are provided, with timely feedback to students.	2	<input type="checkbox"/>	<input type="checkbox"/>	

#### 4. Resources and Materials

**General Review Standard:** Instructional materials are sufficiently comprehensive to achieve stated course objectives and learning outcomes and are prepared by qualified persons competent in their fields.

<b>Specific Review Standards:</b>	<b>Points</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
4.1 The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.	3	<input type="checkbox"/>	<input type="checkbox"/>	
4.2 The relationship between the instructional materials and the learning activities is clearly explained to the student.	3	<input type="checkbox"/>	<input type="checkbox"/>	
4.3 The instructional materials have sufficient breadth, depth, and	2	<input type="checkbox"/>	<input type="checkbox"/>	

currency for the student to learn the subject.				
4.4 All resources and materials used in the course are appropriately cited.	1	<input type="checkbox"/>	<input type="checkbox"/>	

## 5. Learner Engagement

**General Review Standard:**

Meaningful interaction between the instructor and students, among students, and between students and course materials is employed to motivate students and foster intellectual commitment and personal development.

<b>Specific Review Standards:</b>	<b>Points</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
5.1 The learning activities promote the achievement of the stated learning objectives. (Note: in some institutions learning objectives may be called learning outcomes.)	3	<input type="checkbox"/>	<input type="checkbox"/>	
5.2 Learning activities foster instructor-student, content-student, and if appropriate to the course, student-student interaction.	3	<input type="checkbox"/>	<input type="checkbox"/>	
5.3 Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade posting, etc.)	2	<input type="checkbox"/>	<input type="checkbox"/>	

5.4 The requirements for student interaction are clearly articulated.	2	<input type="checkbox"/>	<input type="checkbox"/>	
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## 6. Course Technology

**General Review Standard:** Course navigation and the technology employed in the course foster student engagement and ensure access to instructional materials and resources.

<b>Specific Review Standards:</b>	<b>Points</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
6.1 The tools and media support the learning objectives, and are appropriately chosen to deliver the content of the course.	3	<input type="checkbox"/>	<input type="checkbox"/>	
6.2 The tools and media support student engagement and guide the student to become an active learner.	3	<input type="checkbox"/>	<input type="checkbox"/>	
6.3 Navigation throughout the online components of the course is logical, consistent, and efficient.	3	<input type="checkbox"/>	<input type="checkbox"/>	
6.4 Students have ready access to the technologies required in the course.	2	<input type="checkbox"/>	<input type="checkbox"/>	
6.5 The course components are compatible with current standards for delivery modes.	1	<input type="checkbox"/>	<input type="checkbox"/>	

6.6 Instructions on how to access resources at a distance are sufficient and easy to understand.	1	<input type="checkbox"/>	<input type="checkbox"/>	
6.7 The course design takes full advantage of available tools and media.	1	<input type="checkbox"/>	<input type="checkbox"/>	

## 7. Learner Support

**General Review Standard:**

The course facilitates student access to institutional services essential to student success.

<b>Specific Review Standards:</b>	<b>Points</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
7.1 The course instructions articulate or link to a clear description of the technical support offered.	2	<input type="checkbox"/>	<input type="checkbox"/>	
7.2 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.	2	<input type="checkbox"/>	<input type="checkbox"/>	
7.3 Course instructions articulate or link to an explanation of how the institution's student support services can help students reach their educational goals.	1	<input type="checkbox"/>	<input type="checkbox"/>	

7.4 Course instructions answer basic questions related to research, writing, technology, etc., or link to tutorials or other resources that provide the information.	1	<input type="checkbox"/>	<input type="checkbox"/>	

## 8. Accessibility

**General Review Standard:**

The face-to-face and online course components are accessible to all students.

<b>Specific Review Standards:</b>	<b>Points</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
8.1 The course incorporates ADA standards and reflects conformance with institutional policy regarding accessibility in online and hybrid courses.	3	<input type="checkbox"/>	<input type="checkbox"/>	
8.2 Course pages and course materials provide equivalent alternatives to auditory and visual content.	2	<input type="checkbox"/>	<input type="checkbox"/>	
8.3 Course pages have links that are self-describing and meaningful.	2	<input type="checkbox"/>	<input type="checkbox"/>	
8.4 The course ensures screen readability.	1	<input type="checkbox"/>	<input type="checkbox"/>	

