

Category 1

Learner Support & Resources

Baseline

- A. Course contains limited information for online learner support and links to campus resources.
- B. Course provides limited course-specific resources, limited contact information for instructor, department and/or program.
- C. Course offers access to a limited number of resources supporting course content.

Effective

- A. Course contains some information for online learner support and links to campus resources.
- B. Course provides some course-specific resources, some contact information for instructor, department and program.
- C. Course offers access to some resources supporting course content.

Exemplary

- A. Course contains extensive information about being an online learner and links to campus resources.
- B. Course provides a variety of course-specific resources, contact information for instructor, department and program.
- C. Course offers access to a wide range of resources supporting course content.

Category 2	Baseline	Effective	Exemplary
Online Organization & Design	<p>A. Much of the course is under construction, with some key components identified such as the syllabus.</p>	<p>A. Course is organized and navigable. Students can understand the key components and structure of the course.</p>	<p>A. Course is well-organized and easy to navigate. Students can clearly understand all components and structure of the course.</p>
	<p>B. Course syllabus is unclear about what is expected of students.</p>	<p>B. Course syllabus identifies and delineates the role the online environment will play in the course.</p>	<p>B. Course syllabus identifies and clearly delineates the role the online environment will play in the total course.</p>
	<p>C. Aesthetic design does not present and communicate course information clearly.</p>	<p>C. Aesthetic design presents and communicates course information clearly.</p>	<p>C. Aesthetic design presents and communicates course information clearly throughout the course.</p>
	<p>D. Web pages are inconsistent both visually and functionally.</p>	<p>D. Most web pages are visually and functionally consistent.</p>	<p>D. All web pages are visually and functionally consistent throughout the course.</p>
	<p>E. Accessibility issues are not addressed.</p>	<p>E. Accessibility issues are briefly addressed.</p>	<p>E. Accessibility issues are addressed throughout the course.</p>

Category 3	Baseline	Effective	Exemplary
Instructional Design & Delivery	<p>A. Course offers limited opportunity for interaction and communication student to student, student to instructor and student to content.</p> <p>B. Course goals are not clearly defined and do not align to learning objectives.</p> <p>C. Learning objectives are vague or incomplete and learning activities are absent or unclear.</p> <p>D. Course provides few visual, textual, kinesthetic and/or auditory activities to enhance student learning.</p> <p>E. Course provides limited or no activities to help students develop critical thinking and/or problem-solving skills.</p>	<p>A. Course offers some opportunities for interaction and communication student to student, student to instructor and student to content.</p> <p>B. Course goals are defined but may not align to learning objectives.</p> <p>C. Learning objectives are identified and learning activities are implied.</p> <p>D. Course provides some visual, textual, kinesthetic and/or auditory activities to enhance student learning.</p> <p>E. Course provides some activities to help students develop critical thinking and/or problem-solving skills.</p>	<p>A. Course offers ample opportunities for interaction and communication student to student, student to instructor and student to content.</p> <p>B. Course goals are clearly defined and aligned to learning objectives.</p> <p>C. Learning objectives are identified and learning activities are clearly integrated.</p> <p>D. Course provides multiple visual, textual, kinesthetic and/or auditory activities to enhance student learning.</p> <p>E. Course provides multiple activities that help students develop critical thinking and problem-solving skills.</p>

Category 4

Assessment & Evaluation of Student Learning

Baseline

- A. Course has limited activities to assess student readiness for course content and mode of delivery.
- B. Learning objectives, instructional and assessment activities are not closely aligned.
- C. Assessment strategies are used to measure content knowledge, attitudes and skills.
- D. Opportunities for students to receive feedback about their own performance are infrequent and sporadic.
- E. Students' self-assessments and/or peer feedback opportunities are limited or do not exist.

Effective

- A. Course has some activities to assess student readiness for course content and mode of delivery.
- B. Learning objectives, instructional and assessment activities are somewhat aligned.
- C. Ongoing strategies are used to measure content knowledge, attitudes and skills.
- D. Opportunities for students to receive feedback about their own performance are provided.
- E. Students' self-assessments and/or peer feedback opportunities exist.

Exemplary

- A. Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery.
- B. Learning objectives, instructional and assessment activities are closely aligned.
- C. Ongoing multiple assessment strategies are used to measure content knowledge, attitudes and skills.
- D. Regular feedback about student performance is provided in a timely manner throughout the course.
- E. Students' self-assessments and peer feedback opportunities exist throughout the course.

Category 5

Innovative Teaching with Technology

Baseline

- A. Course uses limited technology tools to facilitate communication and learning.
- B. New teaching methods are applied to enhance student learning.
- C. Multimedia elements and/or learning objects are limited or non-existent.
- D. Course uses Internet access and engages students in the learning process.

Effective

- A. Course uses some technology tools to facilitate communication and learning.
- B. New teaching methods are applied to innovatively enhance student learning.
- C. Multimedia elements and/or learning objects are used and are relevant to student learning.
- D. Course optimizes Internet access and effectively engages students in the learning process.

Exemplary

- A. Course uses a variety of technology tools to appropriately facilitate communication and learning.
- B. New teaching methods are applied and innovatively enhance student learning, and interactively engage students.
- C. A variety of multimedia elements and/or learning objects are used and are relevant to student learning throughout the course.
- D. Course optimizes Internet access and effectively engages students in the learning process in a variety of ways throughout the course.

Category 6	Baseline	Effective	Exemplary
Faculty Use of Student Feedback	<p>a. Instructor offers limited opportunity for students to give feedback to faculty on course content.</p> <p>b. Instructor offers limited opportunity for students to give feedback on ease of online technology in course.</p> <p>c. Instructor uses student feedback at the end of the semester to help plan instruction and assessment of student learning for the next semester.</p>	<p>a. Instructor offers some opportunities for students to give feedback on course content.</p> <p>b. Instructor offers some opportunities for students to give feedback on ease of online technology in course.</p> <p>c. Instructor requests and uses student feedback a couple times during the semester to help plan instruction and assessment of student learning for the rest of the semester.</p>	<p>a. Instructor offers multiple opportunities for students to give feedback on course content.</p> <p>b. Instructor offers multiple opportunities for students to give feedback on ease of online technology in course.</p> <p>c. Instructor uses formal and informal student feedback in an ongoing basis to help plan instruction and assessment of student learning throughout the semester.</p>