**CSUSB Academic Technologies & Innovation   
Quality Online Course Evaluation Instrument**

This instrument, a modified subset of the CSU QLT Core 24 instrument, will be used by ATI instructional designers to evaluate all courses developed in CSUSB quality online course programs. With fair notice, the instrument is subject to change as the CSU QLT instrument evolves. To be considered completed, every course must meet all 22 of the objectives listed in the instrument.

The instrument has eight sections (the original QLT section numbering has been retained, with section 5 deleted):

1. Course Overview and Introduction (4 objectives)
2. Assessment and Evaluation of Student Learning (5 objectives)
3. Instructional Materials and Resources Utilized (2 objectives)
4. Students Interaction and Community (4 objectives)
5. Technology for Teaching and Learning (2 objectives)
6. Learner Support and Objectives (2 objectives)
7. Accessibility and Universal Design Course Summary and Wrap-up (3 objectives)

Please read each section title and objective carefully. Examples are provided to promote clarity. Use the ratings scale below to effectively assess how well you met each objective. It is helpful to make comments on each objective as to where/how the objective is being met and/or addressed in your course. See example below.

| Exceeds/Always **Met** | Criterion evidence is clear, appropriate for the course, and demonstrates "best practices." |
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| Meets/Often **Met** | Criterion evidence is clear and appropriate for the course, but there is some room for enhancement |
| Partially meets/Sometimes **Not Met** | Criterion evidence exists but needs to be presented more clearly and/or further developed. |
| Does not meet/Rarely or Never **Not Met** | No criterion evidence exists, or is present but not appropriate for course. |
| Objective does not apply to the course **Not Met** | It may be something only a fully online course would need and you are teaching a blended course for example. |

| **Section 1. Course Overview and Introduction (4 objectives)**  Instructor gives a thorough description of the course, as well as introducing students to the course. |  |  |
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| **Objectives** | **Example** | **Met/Not Met** |
| **\*1.1** Instructor uses the course environment to provide clear and detailed instructions for students to begin accessing all course components, such as syllabus, course calendar, assignments, and support files. | Welcome message or materials introducing course structure/ components are highly recommended. |  |
| **\*1.2** Detailed instructor information is available to students and includes multiple formats for being contacted by students, availability information, brief biographical information, and a picture of the instructor. | Instructor introduces him/herself to the class and provides more than one way to be contacted such as email, phone, and/or office hours (in-person and/or online). |  |
| **\*1.3** Course description includes the purpose and format of the course, as well as prerequisite knowledge and competencies, if applicable. | Instructor introduces the purpose of the course as well as explain the course format as either completely online or in person |  |
| **\*1.5** Academic integrity or "code of ethics" is defined. Related institutional policies for students to adhere are clearly stated and/or links to those policies (e.g., online catalog; institution web page) is provided. | Policies typically include cheating, plagiarism, and copyright. Instructor may also provide sample work that demonstrates plagiarism. |  |

| **Section 2. Assessment of Student Learning (5 objectives)**  Student Evaluation and Assessment refers to the process used to gather evidence of the achievement of the Student Learning Objectives/Outcomes (SLOs). *We strongly recommend that instructors contact the Office of Academic Assessment for assistance and information about this section.* |  |  |
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| **Objectives** | **Example** | **Met/Not Met** |
| **\*2.1** All Student Learning Objectives/Outcomes (SLOs) are specific, well-defined, and measurable. | Learning Objectives are measurable and observable, e.g. define, apply, synthesize in [Bloom’s Taxonomy](http://en.wikipedia.org/wiki/Bloom%27s_Taxonomy). Note: If your course level objectives are mandated and not measurable, then module or weekly level objectives should be measurable and support course level objectives. |  |
| **\*2.2** Grading policy is provided in a manner that clearly defines expectations for the course and respective assignments. | Instructor provides late submission policy and scale, weights of respective assignments, and the corresponding letter grade if scores are accumulated at the end. |  |
| **\*2.3** The learning activities (including the assignments and ungraded activities) promote the achievement of the SLOs. | Instructors explain how learning activities such as assignments or discussions contribute to the achievement of the stated SLOs. |  |
| **\*2.4** The assessment instruments (e.g., rubrics) are detailed and appropriate to the student work and respective outcomes being assessed. This includes assessing modes of online participation and contributions. | There are multiple ways for students to demonstrate competence or mastery. E.g., research projects, paper, tests, presentations, or multimedia projects. Students are not just grades for online participation but the quality of their participation and contributions. |  |
| **\*2.5** Throughout the semester, instructor provides multiple opportunities to give feedback on students' learning and to help students “self-check” their learning. | Activities may include but not limited to blogs for reflection, peer review, practice test and draft of term paper, module summary. Instructor effectively uses Learning Management System gradebook (or similar) for timely quantitative and qualitative feedback |  |

| **Section 3. Instructional Materials and Resources (2 objectives)**  Addresses the variety of materials and material formats the instructor has chosen to present course content and enable students to meet relevant learning outcomes and, when possible, the affordability of chosen course materials. |  |  |
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| **Objectives** | **Example** | **Met/Not Met** |
| **\*3.1** Instructor provides students with adequate time and notice to acquire course materials. | Instructor includes instruction in the syllabus or elsewhere in the course as to acquire course materials including textbooks, and other types of external resources. |  |
| **\*3.5** There is a variety of instructional material types and perspectives, while not overly relying on one content type such as text. | Materials types include PowerPoint, videos, text. Multiple perspectives refer to different opinions from scholars in the field. |  |

| **Section 4. Students Interaction and Community (Course Design) (4 objectives)**  Addresses (1) the opportunities students have to interact with the content, their peers, and their instructor, and (2) how well the course design encourages students to become active learners and contribute to the online course community. |  |  |
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| **Objectives** | **Example** | **Met/Not Met** |
| **\*4.1** At the beginning of the course, instructor provides an opportunity to have students self-introduce to develop a sense of community. | Instructor may encourage students to post their pictures and share some personal information such as hobbies to build the community at the beginning. |  |
| **\*4.3** Navigation throughout the online components of the course is logical, consistent, and efficient. | Discussions are organized in clearly defined forums, threads, or communities. The course carries consistent structure for across modules. |  |
| **\*4.4** Learning activities facilitate and support active learning that encourages frequent and ongoing peer-to-peer engagement. | If group work is required, a statement of the task is provided, with clear and concise outcomes that are appropriate and reasonable. Rules for forming groups, assigning roles, benchmarks and expectations of group participants clearly stated. |  |
| **\*4.7** The course learning activities help students understand fundamental concepts, and build skills useful outside of the course. | Learning activities engage students in learning some basic concepts, but also give students opportunities to use higher level learning skills such as apply, analyze, etc, to make connections with real-world problem solving. |  |

| **Section 6. Technology for Teaching and Learning (2 objectives)**  Addresses how well the instructor utilizes technology to effectively deliver course content, engage students in learning activities (individual, student-to-student, and instructor-to-student), and allow students to express themselves or demonstrate learning. |  |  |
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| **Objectives** | **Example** | **Met/Not Met** |
| **\*6.2** Instructor takes advantage of the current tools provided by the Learning Management System (or similar) to enhance learning. | The course uses a virtual classroom for synchronous web conferencing. |  |
| **\*6.4** Instructor provides clear information regarding access to the technology and related resources required in the course. | Instructor provides information about where and how to acquire the technologies. For downloads, instructor provides direct links. Any costs are specified up-front. |  |

| **Section 7. Learner Support and Resources (2 objectives)**  Addresses the program, academic, and/or technical resources available to learners. Though instructors may not play the direct support role, they should be aware of potential issues and promote what is available to support students. |  |  |
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| **Objectives** | **Example** | **Met/Not Met** |
| **\*7.2** The course syllabus (or related) lists and/or links to a clear explanation of the technical support provided by the campus and suggestions as to when and how students should access it. | Technical support may mean the Information Technology (IT) help desk where students would seek assistance when they have technical problems with the Learning Management System. |  |
| **\*7.3** Course syllabus (or related) provides an introduction to campus academic (non-technical) support services and resources available to support students in achieving their educational goals. E.g., Disability Support Services, Writing Center, Tutoring Center). | Academic support services may include but not limited to the Library, writing center, online tutoring service. Resources may include online orientation for new students, successful learning strategies for online learners, Lynda.com training videos. |  |

| **Section 8. Accessibility and Universal Design (3 objectives)**  Addresses the course’s adherence to accessibility and universal design principles that are critical to some learners but that benefit all learners. **NOTE:** We strongly recommend that instructors contact their campus disability service center for assistance and information related to this section. |  |  |
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| **Objectives** | **Example** | **Met/Not Met** |
| **\*8.1** Syllabus (or similar) links to the campus accessible policy, whether it is required or recommended that instructors do so. | See Iowa State University's [Sample Syllabus Statements Regarding Disabilities](http://goo.gl/g0ydk) for a list of sample syllabus statements regarding accommodations or support for students with disabilities. |  |
| **\*8.3** Students are given accessibility information and policies related to the online course environment. | Instructor provides the campus ADA compliance statement and the Learning Management System accessibility statement and/or provides a link to the institution's disability services and Learning Management System accessibility information. |  |
| **\*8.5** Instructor receives an accessibility evaluation of course materials and commits to performing suggested changes so that materials are accessible to all students, including those with disabilities. | Suggested changes may include those to text formatting and document organization; images and graphics; tables; changes to accommodate assistive technology; and making all file formats accessible, including audio and video, Word, PowerPoint, and PDF. |  |