

# Quality Online Course Evaluation Rubric



## Course Information:

---

Course Name:

Instructor:

Reviewer:

Date Reviewed:

## About this rubric:

---

The University of Tennessee Southern Quality Online Course Evaluation Rubric was adapted from The University of Knoxville Engaged Online Course Rubric (EOCR). Online courses are evaluated based on these standards to continuously improve the quality of our online learning environments. Click [here](#) to access the annotations and examples of each standard.

## How to use this rubric:

---

1. Use the standards while building your online course to meet quality standards before the semester begins.
2. Use the rubric for self or peer assessments.
  - a. Submit the completed evaluation to Haley Kinder by emailing [hkinder@utsouthern.edu](mailto:hkinder@utsouthern.edu) for an official course evaluation.

## References:

This rubric was adapted from the University of Tennessee at Knoxville's EOCR

Quality Matters. (2021, September 29). Higher Ed Course Design Rubric. <https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric>

# Scoring Guide:

2 – Met

1 – Partially Met

0 - Not Met

## STANDARD 1

### COURSE OVERVIEW & INFORMATION

**Overview:** The course overview and introduction set the tone for the course, inform students about what to expect, detail important information about technology requirements and course policies, set communication and engagement expectations, introduce course learning objectives or competencies, and provide guidance for student success.

1.1

Course includes “welcome” content and instructions on how to get started.

1.2

An orientation is provided including and introducing the purpose and structure of the course, modality of the course, assignment schedule, assessment schedule, predictable feedback schedule which are all easily accessible.

1.3

Course provides contact information for instructor, availability information, virtual office hours, communication preferences, and response time to messages.

1.4

A self-introduction is provided by the instructor, is professional, and available online.

1.5

Minimal technology requirements- including reliable internet access, required hardware, software, players, plug-ins, microphone, webcam, etc.- for the course are clearly stated and information on how to obtain the technologies is provided.

1.6

Course grading and institutional policies with which the learner is expected to comply are clearly stated within the course, or a link to current policies is provided including consequences of late submissions.

1.7

Communication expectations for online discussions, email, and other forms of interaction are clearly stated.

1.8

Learners have an opportunity to introduce themselves at the beginning of the semester.

1.9

Course objectives/outcomes, or competencies are clearly defined, measurable, and aligned to learning content, activities, technology, and assessments.

## STANDARD 2

### ASSESSMENT/MEASUREMENT & FEEDBACK

**Overview:** Assessment and measurement are designed and implemented in alignment with the course learning objectives or competencies and not only allow the instructor to determine learners’ mastery of content, but also allow learners to track their learning progress throughout the course.

2.1

Assessments (quizzes, assignments, capstone, etc.) measure the achievement of the stated course learning objectives or competencies.

2.2

Course provides opportunities for learners to review their performance and assess their own learning throughout the course (i.e. pre-test, self-tests with feedback, reflective assignments, peer assessment, etc.).

2.3

Learners have easy access to a well-designed and up-to-date gradebook.

Score

Score

## STANDARD 3

### COURSE CONTENT & ACTIVITIES

**Statement:** Learners benefit more from instructional activities that require engagement than from passively receiving content. . Active learning and engagement are often key components in facilitating student satisfaction and success in the online classroom.

- 3.1 Course content and activities directly support mastering the learning objectives and/or competencies.
- 3.2 Course offers access to multiple engaging resources for presenting content and supporting learning (e.g., additional resources not limited to text based content).
- 3.4 Instructional activities promote engagement through the use of active learning (e.g., experiential learning, project-based learning, case studies, role playing, etc.).
- 3.5 Course content and activities represent current theory or practice and when applicable, shared in the context of current events in the discipline.
- 3.6 Course materials and resources provide source references and permissions for use, copyright and licensing status, or permissions to share where applicable.

Score

## STANDARD 4

### LEARNER INTERACTION

**Statement:** Rich learning experiences include environments where learners can interact with the instructor resulting in a community of inquiry. Providing authentic environments for learner interaction creates deep and meaningful (collaborative-constructivist) learner-to-learner and learner-to-instructor experiences.

- 4.1 The instructor's plan for interacting with students during the course is clearly stated and is easily accessible.
- 4.2 The requirements for learner interaction and participation are stated and easily accessible. (student to student and student to instructor).
- 4.3 Learner interactions intend to build a community of inquiry and promote collaboration to facilitate learning and engagement (e.g., ice-breaking activities, bulletin boards, dedicated discussion forums).

Score

## STANDARD 5

### LEARNER SUPPORT & WELLNESS

**Overview:** Ensure online learners know they have access to and are encouraged to use the institution, program, and department level support services. In the Learner Support and Wellness Standard, five different kinds of support services are addressed: academic support, accessibility, mental support, technical support, and program/department level support.

- 5.1 Course instructions articulate or link to academic support services and resources that help online learners succeed in the course.
- 5.2 Course instructions articulate or link to accessibility, mental health, and wellness and support services.
- 5.3 Course instructions articulate or link to information about technical support.
- 5.4 Department and program level support services are made available and easily accessible within the course introduction and/or syllabus.

Score

## STANDARD 6

### COURSE TECHNOLOGY & TOOLS

**Overview:** The technologies and tools used in the course facilitate rather than impede the learning process, are easily accessible, and align with course learning outcomes.

6.1

The tools used in the course support the learning objectives, competencies, or course outcomes.

6.2

The tools used in the course promote learner engagement.

6.3

Frequently used technology and tools are prominent and easily accessible, and unused tools are hidden from the main menu.

6.4

Requisite skills for using technology tools (e.g., websites, software, and hardware) are clearly stated and supported with resources.

6.5

Students master required technical skills through orientation, practice, and application, where appropriate.

Score

## STANDARD 7

### INCLUSIVE DESIGN/UNIVERSAL ACCESS & COURSE LAYOUT

**Overview:** The course design utilizes the principles of Universal Design for Learning (UDL) and reflects a commitment to accessibility, ensuring all learners can access all course content and activities, and to usability, ensuring all learners can easily navigate and interact with course components.

7.1

The course provides alternative means of access to multimedia content in multiple formats (e.g., text and audio) that meet the needs of diverse learners.

7.2

An organized layout (e.g., logical, consistent, uncluttered) is established for easy navigation on the Canvas (LMS) pages.

7.3

Content provided is based on accessibility standards, including text, font usage, and tables.

7.4

Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image.

7.5

For every image a text equivalent ("alt" tag) is provided.

7.6

For video-only a text equivalent caption or transcript is provided.

7.7

Text, images, or objects, which contain working hyperlinks, provides a description and makes sense out of context. Descriptions are easily read by assistive technology (avoid using "click here").

Score

UT Southern Teaching and Learning Online (T.A.L.ON)

Total





# Notes and Comments

Standard

Note and Comment



# Notes and Comments

Standard

Note and Comment



# Notes and Comments

Standard

Note and Comment