

Review Rubric for Online Courses

Fall 2010 deadline for Initial review request: November X
Fall 2010 deadline for Second review: November X
Fall 2010 deadline for FINAL review: November X

Course: _____
Instructor: _____
Date: _____
Reviewer: _____
Signoff: _____

Please note the above deadlines.

We have assembled criteria to assist instructors in the creation of online courses. This rubric is what we require in terms of course readiness for those courses being taught live, and what we will use in all reviews. It is one part of the overall approval process in order for the course to be offered.

Meets	Exceeds	Improve	
I. Navigation and Universal Design			
			1 Consistency in navigation of course for students
			2 Font size, type, and color is appropriate for the subject matter and accessibility
			3 Images and media are relevant and meaningful to the content
			4 All content is made as accessible as possible in compliance with current laws, policies, and regulations as appropriate and relevant to the needs of the course and subject matter presented (transcript and/or closed captioning or alternate accessible content/activities made available)
			<i>4.1 Links and images have alt and/or title tags</i>

Review Rubric for Online Courses

			4.2 <i>External links (outside of Insight) open in new target windows</i>
			4.3 <i>Transcripts and/or closed captioning for digital media using audio</i>
			4.4 <i>Detailed description of digital visual (non-audio) media</i>
II. Media and Legalities			
Meets	Exceeds	Improve	
			1 All content (including digital media) used within or as part of the course is in compliance with current copyright (including the TEACH Act), fair use legislation, and college copyright policy guidelines
			2 Multi-media (e.g., Flash, Audio, Video) used within the course is hosted outside of the course (e.g., streaming server; iTunes U) and linked to from within the course; exceptions must meet prior approval due to server, network, and course maintenance constraints
			3 Student information and identity is protected in all communications (digital, print, aural, oral) between the instructor and student, and student-to-student communication fostered within the online course, in accordance with the Family Education Right to Privacy Act (FERPA)

Review Rubric for Online Courses

			4 All images/media have appropriate alt and/or title tag descriptions for accessibility purposes
			5 Links to CCSF Resources are kept within the course (Library, DSPS, Student Code of Conduct, Copyright – most of these are found within the template for “Course Information” provided with each course)
<p>III. Content (This section evaluates the online course and not whether the course meets the CCSF Curriculum Committee approved course outline of record. This review is conducted separately by the TMI Coordinator.)</p>			
Meets	Exceeds	Improve	
			1 Content is meaningful and relates directly to the subject matter
			2 Content is presented in manageable “chunks” to the students (well-paced and scaffolded) in a format conducive to online learning (e.g., .pdf, .html, .htm)
			3 Instructor established student learning objectives (SLOs) are articulated to the students clearly and timely as relevant throughout the course
			4 Syllabus is presented in online format (html, .pdf) and clearly accessible from within the course

Review Rubric for Online Courses

			5 A link to your course details website is provided (your public webpage)
IV. Communication & Support			
Meets	Exceeds	Improve	
			1 Instructor contact information and preferred method of contact is clearly stated within the course and easily referenced by students
			2 Tools for communication and/or support are added to the course as appropriate. These tools may consist of:
			<i>2.1 Addition of the course eMail List block for internal course email communication</i>
			<i>2.2 Use of the News forum for instructor announcements</i>
			<i>2.3 Use of additional discussion forums for students to ask and answer questions of peers and/or the instructor</i>
			<i>2.4 Use of a student-created glossary of terms</i>
			<i>2.5 Use of Elluminate web-conferencing software</i>
			<i>2.6 Use of a chat module (be it within Insight or external – external so long as student information and identity is protected in accordance with</i>

Review Rubric for Online Courses

			<i>FERPA)</i>
			3 Instructors have articulated a way to access support for either Insight or content/activities within the course
			3.1 <i>Link to Insight support materials is provided from within the course (for example, found within the "Course Information" book provided as part of the standard course template);</i>
			3.2 <i>This may also optionally include the "Technical Support" forum provided as part of the standard course template</i>
V. Activities and Assessments			
Meets	Exceeds	Improve	
			1 All activities and assessments within the course correspond to the instructor established SLOs [Student Learning Objectives].
			2 The 3 most common tools used within Insight to assess student learning are the discussion forum, assignment tools, and quiz tools. Expectations for how to set up each of these tools and communicate expectations for student participation are modeled below:
			2.1 <i>All discussion forums are set up - meaning the following "update this forum" settings have been set:</i>

Review Rubric for Online Courses

			2.1.1 forum type
			2.1.2 instructions for the forum
			2.1.3 ratings options set if using for grading
			2.2 <i>All assignments are set up - meaning the following "update this assignment" settings have been set:</i>
			2.2.1 assignment type and open/close dates set
			2.2.2 instructions for the assignment, including how to submit the assignment depending upon the type
			2.2.3 grading options set, if using
			3 All quizzes are set up - meaning the following "update this quiz" settings have been set:
			<i>3.1 instructions for how to access and take the quiz depending upon how the quiz settings are established</i>
			<i>3.2 open/close dates and time limit set</i>
			<i>3.3 all parameters are set on the quiz updates page</i>
			<i>3.4 security set/not set; students may review options set</i>

Review Rubric for Online Courses

			3.5 <i>quiz edit tab reflects questions on the quiz and the left column total and max points match</i>
			4 If there is any project-based work that does not fit within one of the above-mentioned tools, then the instructor will work with his/her mentor and/or the instructional designer to determine the best tool to meet the instructional need and provide guidance on how to set up this tool and translate instructions and pacing for student interaction.
Project(s) comments:			
			5 If there is discussion of group work being used in the course, then the course, activity(s), and student instructions must be properly configured and communicated to the students for group work. There are two separate, independent levels of group work:
			5.1 <i>Metacourse: Teaching multiple sections of a course from one course shell</i>
			5.2 <i>Activity(s) run as a group activity within a course</i>
NOTES:			
			<ul style="list-style-type: none"> If a metacourse is used, there is additional course setup to be configured at the course setting level and the activity level within a course and the instructor should work with his/her Online Peer and/or

Review Rubric for Online Courses

			the instructional designer in advance of review for going live on this as metacourses require more training for the instructor.
			<ul style="list-style-type: none"> If an instructor simply wants to use the group feature for an activity (or a few activities) in her/his course, then the instructor will require additional assistance in setting up groups and configuring the activity level settings for those specific activities within the course – as well as updating his/her instructions to the students in how to participate in the activity/s.
VI. Course Settings			
Meets	Exceeds	Improve	
			1 Reflect correct format type (weekly or topics)
			2 Course start date is set to the correct date
			3 Course availability is changed to “available to students” first business day before course start date
			4 Metacourse and group settings configured if using a metacourse

Review Rubric for Online Courses

VII. Course Gradebook			
The course gradebook is properly configured (and this can't be done until the content and activities have all been added to the course). Configuration includes:			
Meets	Exceeds	Improve	
			1 Course aggregation set
			2 If categories used, category aggregations set
			3 Course totals properly configured
			4 If using manual calculations, check to verify that calculations work (IDs properly set and match aggregation assumptions)
Additional/Overall Comments:			

Review Rubric for Online Courses

You will find assistance with pedagogy and in configuring the activities mentioned above in the support materials below - in particular, the tutorials in the Insight Knowledge Base (<http://knowinsight.ccsf.edu>).

SUPPORT Materials:

1) **Insight Instructor News, Updates and Ideas course** - <http://insight.ccsf.edu/course/view.php?id=306> this is where we post all information for our instructors and have established an online community for our instructors. The Important News, Announcements, Deadlines forum is where we push out all information to instructors (you will auto-receive emails from this forum come fall).

- Latest Semester Go Live Posting

Please read our current semester message to live instructors to get a feel for how things work in Insight:

<http://insight.ccsf.edu/mod/forum/discuss.php?d=21365>

This is the most relevant information for you right now regarding our processes for handling final course settings, enrollment, login, and support for students. We publish this information each semester (with updates for each new semester found in the *Important News, Announcements, Deadlines* forum in this course) but the basic processes listed here are the same semester to semester. The message also contains a sample "login information" to post in your welcome message or on your faculty website for students.

- **Sample student "instructions"** to add to your activities based on activity type and settings you've chosen:

<http://insight.ccsf.edu/mod/forum/discuss.php?d=12286>

2) **Insight Knowledge Base** – all of our tutorials are hosted in a publicly searchable index at <http://knowinsight.ccsf.edu>.