QOCI Rubric
Quality Online Course Initiative

A tool to assist in the design, redesign, and/or evaluation of online courses.

An Initiative Sponsored By: Illinois Online Network (ION) University of Illinois

ILLINOIS ONLINE NETWORK - QUALITY ONLINE COURSE INITIATIVE RUBRIC

ION and the Illinois Virtual Campus have taken the lead in developing a quality online course rubric and evaluation system in the state of Illinois.

INTRODUCTION

The goal of this project is to help colleges and universities improve the accountability of their online courses. The main objectives of this project are:

- to create a useful evaluation tool (rubric) that can help faculty develop quality online courses;

- to identify "best practices" in online courses; and

- to be able to recognize faculty, programs, and institutions that are creating quality online courses.

RUBRIC

This rubric can be printed and used manually, or you can rate and add comments to each section directly inside the PDF. For the purpose of this rubric, please use the following scale:

Non-Existent -   Not Present, but should be, based on course design and content, or present, but not appropriate for this course.

Developing -   Some evidence of this criterion, but it needs to be presented more clearly or better developed.

Meets -   Evidence of this criterion is clear and is appropriate for this course. More could possibly be added.

Exceeds -   Evidence of this criterion is clear, appropriate for this course, and demonstrates best practices in a manner that models its use.

N/A -   Not applicable based on course design and content.

INDEX

Course Information

Use this space to provide general information about the course being evaluated.

INTRODUCTION

Course Title: [Course Title]

Instructor: [Instructor's Name]

Description: [Course Description]

TARGET AUDIENCE

Institution: [Insitution]

College: [College]

Department: [Department]

Type:
☒ Community College   ☐ University Undergraduate   ☐ University Graduate
☐ K-12   ☐ Business/Organization   ☐ Other

REVIEWER

Name: [Reviewer's Name]

Review Date: [Review Date]

	I. Instructional Design Instructional Design refers to the analysis of learning needs and the systemic approach of developing an online course in a manner that facilitates the transfer of knowledge and skills to the learner through the use of a variety of instructional methods, which relate to multiple learning styles, strategies, and preferences.

A. STRUCTURE

1. Sequence	Content is sequenced and structured in a manner which enables learners to achieve the stated goals.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

2. Chunking	Information is "chunked" or grouped to help students learn the content.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

3. Purpose	Purpose of learning activities is clearly presented.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

B. LEARNING GOALS/ OBJECTIVES/OUTCOMES

1. Course Goals & Objectives	Course Goals and Objectives/Outcomes are present and explicitly stated to the learner.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

2. Module Objectives	Module Objectives / Outcomes are clearly presented to the learner and are aligned with the larger course objectives.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

C. COURSE INFORMATION

1. Description	A course description is provided.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]
2. Instructor Information	Instructor information is available to student with contact, biographical, and availability information, and picture.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]
3. Instructional Materials	Students are provided with a list of supplies such as textbooks and other instructional materials needed for the course.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

4. Credit Hours	Course provides information regarding number of Credit Hours earned for successful completion.	
	Comments:	☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]	
5. Content	A clear, concise list of modules and activities that will be completed within each of the course modules/chapters/topics is provided.	
	Comments:	☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]	
6. Grading Policy	Grading policy is provided, including grading scale and weights.	
	Comments:	☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]	
7. Calendar	Calendar of due dates and other events is provided.	
	Comments:	☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]	
8. Technical Competencies	A list of technical competencies necessary for course completion is provided.	
	Comments:	☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]	

9. Technical Requirements	A list of technical requirements such as connection speed, hardware, and software is provided.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

1. Multimodal Instruction	A variety of instructional delivery methods, accommodating multiple learning styles, are available throughout the course.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

2. Knowledge Demonstration	A variety of ways for learners to demonstrate knowledge is provided.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

3. Ice Breaker	At the beginning of the course, students and the instructor are provided with an opportunity to introduce themselves to each other as a way of encouraging synergy within the course.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

4. Presentation	The selected tool for each activity is appropriate for effective delivery of the content.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

E. ACADEMIC INTEGRITY

1. Course Development	Course abides by copyright and fair use laws.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

2. Code of Conduct	A Code of Conduct, including netiquette standards and academic integrity expectations, is provided.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

F. USE OF MULTIMEDIA

1. Audio	Audio files have a specific purpose that does not distract from course goals and objectives.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

2. Video	Video files have a specific purpose that does not distract from course goals and objectives.				
	Comments:	☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A			
	[Comments]				

ADDITIONAL COMMENTS REGARDING INSTRUCTIONAL DESIGN

[Comments]

	II. Communication, Interaction, & Collaboration Communication, Interaction, and Collaboration addresses how the course design, assignments, and technology effectively encourage exchanges amongst the instructor, students, and content.
Communication, Interaction, & Collaboration	

A. ACTIVITIES AND OPPORTUNITIES	
1. Student-Student	Learning activities and other opportunities are developed to foster Student-Student communication and/or collaboration. Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A [Comments]
2. Student-Instructor	Learning activities and other opportunities are developed to foster Student-Instructor communication and/or collaboration. Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A [Comments]
3. Student-Content	Learning activities and other opportunities are developed to foster Student-Content interaction. Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A [Comments]

B. ORGANIZATION AND MANAGEMENT	
1. Types	Course offers separate forums for Community, Course Questions, and Content.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]
2. Organization	Discussions are organized in clearly defined forums and/or threads.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]
3. Access	Access is available to individuals and groups based upon discussion's purpose, such as private conversations between student and instructor, group work, and class interactions.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]
4. Role	The instructor's role in discussion activities is clearly defined.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

C. GROUP WORK

1. Task	A statement of the group's overall task is provided, with clear and concise outcomes that are appropriate, reasonable, and achievable.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]
2. Formation	Rules for forming groups and assigning roles within each are clearly stated.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]
3. Management	Benchmarks and expectations of group participation are clearly stated.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]
4. Delivery	A statement of how, when, and where the final product will be delivered is provided.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

ADDITIONAL COMMENTS REGARDING COMMUNICATION, INTERACTION, AND COLLABORATION

[Comments]

III. Student Evaluation and Assessment

Student Evaluation and Assessment refers to the process your institution uses to determine student achievement and quality of work, including the assigning of grades.

A. GOALS AND OBJECTIVES

1. Aligned	Assessment and evaluation are aligned with learning objectives.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

2. Communicated	Assessment and evaluation goals are clearly communicated.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

B. STRATEGIES

1. Method	Assessments and evaluations use multiple methods, such as quizzes, tests, discussion, essay, projects, and surveys.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

2. Frequency	Assessments and evaluations are conducted on an ongoing basis throughout the course.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

3. Tools	Assessment and evaluation tools are appropriate for measuring stated outcomes.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

4. Readiness	A tool/reporting mechanism is provided to help determine student's readiness for course.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

5. Academic Integrity	Assessments and evaluations are designed and administered to uphold academic integrity.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

C. GRADES

1. Rubric	Explicit rubric, rationale, and/or characteristics are provided for each graded assignment.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

2. FERPA	Defined course procedures for reporting grade information complies with FERPA and institutional regulations on reporting grade information to students.	
	Comments:	☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]	
3. Grading Scale	A grading scale that defines letter grades and/or weights, if applicable, is provided.	
	Comments:	☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]	
4. Penalties	Penalties assessed to grades, if applicable, are provided.	
	Comments:	☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]	
5. Participation	Student participation is defined, and a mechanism for measuring quality and quantity is provided.	
	Comments:	☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]	
6. Extra Credit	A statement describing whether or not Extra Credit is available is provided, and any extra credit assignments are described in detail, including where, when, and how any extra credit will be administered and submitted.	
	Comments:	☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]	

D. FEEDBACK

1. When	A statement explaining when students should receive feedback is provided.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

2. What	A statement explaining what type of feedback students will receive is provided.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

3. How	A statement explaining how feedback will be given is provided.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

E. MANAGEMENT

1. Time	A statement of the time allocated for each assessment is provided.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

2. Deadline	A deadline for each activity is provided.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

3. Availability	A date/time when each assessment will be available is provided.	
	Comments:	☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]	
4. Retake	A statement indicating whether or not the assessment can be retaken is provided.	
	Comments:	☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]	
5. Delivery Method	A description of the assessment delivery method is provided.	
	Comments:	☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]	
6. Submit	Instructions for completion and submission are provided.	
	Comments:	☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]	

ADDITIONAL COMMENTS REGARDING STUDENT EVALUATION AND ASSESSMENT

[Comments]

  Learner Support & Resources	**IV. Learner Support & Resources** Learner Support and Resources refers to program, academic, and/or technical resources available to learners.

A. INSTITUTIONAL/PROGRAM SUPPORT AND RESOURCES

1. Policies	Links to institutional/program information and/or policies and procedures are provided.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

2. CMS Support	Links to tutorials and other CMS Support sites are provided.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

3. Technical Support	Links, E-mail Addresses, and/or phone numbers for technical support are provided.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

4. ADA Support	Statement of ADA Compliance and procedure for requesting special services is provided.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

B. ACADEMIC SUPPORT AND RESOURCES	
1. Glossary	A glossary of terms is available. Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A [Comments]
2. Orientation	Opportunities for program and course orientation are provided. Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A [Comments]
3. Resources	A list of academic resources with links to the institution's library, tutoring center, counseling services, and other resources is provided. Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A [Comments]
4. Gradebook	A gradebook is available for checking progress. Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A [Comments]

ADDITIONAL COMMENTS REGARDING LEARNER SUPPORT AND RESOURCES

[Comments]

	V. Web Design
Web Design	Web Design refers to the use of Web pages, graphics, multimedia, and accessibility standards in the web pages of a course which are under the course developer's control.

A. LAYOUT/DESIGN

1. Scrolling	Scrolling is minimized or facilitated with anchors. Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A [Comments]
2. Consistency	Consistent layout design orients users throughout the site. Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A [Comments]
3. Fonts	Font type, size, and color are readable and consistent throughout the site. Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A [Comments]
4. Pop-up Windows	Use of Pop-up windows (windows with specific information, no scroll bars, and no menus) is appropriate. Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A [Comments]

5. Frames	Windows open in appropriate frames that do not confuse users. The use of additional frames, other than those within the CMS, is avoided.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

1. Technical Requirements	Audio/Video hardware requirements do not extend beyond the basic sound cards, speakers, and video players unless appropriately needed to meet course goals and objectives.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

2. Audio Standards	Audio files meet minimum standards in the following areas: - Audio quality is clear. - Audio file length is adequate to meet the goals of the activity without being too large to restrict users' ability to download the file on computers with lower bandwidths. - Audio file length is adequate to meet the goals of the activity without adding unnecessary information. - Audio player required is compatible with multiple operating systems and requires only a standard, free plug-in.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

3. Video Standards	Video files meet minimum standards in the following areas:
	- Video quality is clear.
	- Video file length is adequate to meet the goals of the activity without being too large to restrict users' ability to download the file on computers with lower bandwidths.
	- Video file length is adequate to meet the goals of the activity without adding unnecessary information.
	- Video player required is compatible with multiple operating systems and requires only a standard, free plug-in.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

C. USE OF IMAGES

1. Image Quality	Images are clear
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

2. Image File Size	Image files are optimized for efficient loading.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

3. Animation of Images	Use of animated GIFs is limited to only those that contribute to the learning experience or support the course content.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

D. LINKS/NAVIGATION

1. Consistency	Navigation aids are located in the same location; graphics used as links are consistent.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

2. Hyperlink Identity	Navigation cues are present, clearly identifiable, offered in text and graphic formats, and are obvious links based on visual cues such as color, underlining, and text directives (e.g., Start here).
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

3. Hyperlink Function	Course has no broken links.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

4. Hyperlink Target	Hyperlinks open in appropriate windows or frames.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

E. ACCESSIBILITY	
1. Section 508(B)	Course design indicates a conscious effort to comply with or exceed Level 1 of Accessibility standards. - A text equivalent for every non-text element is provided (e.g. Alt Text, Transcripts, etc.) - Captioning options is available for audio portions of multimedia presentations. - Redundant text links are provided for links embedded on server-side image maps. - Information conveyed with color is also available without color. - When a Web page requires that an applet, plug-in, or other application be present on the client system to interpret page content, the page provides a link to the needed plug-in or applet. - When a timed response is required, the user is alerted and given time to indicate that more time is required. - Row and column headers are identified in data tables. Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A [Comments]

ADDITIONAL COMMENTS REGARDING WEB DESIGN

[Comments]

	VI. Course Evaluation Course Evaluation refers to the processes and mechanisms used to elicit feedback from learners for the purpose of course improvement.

A. LAYOUT/DESIGN

1. Physical Course	Opportunities for learner feedback throughout the course on issues surrounding the course's physical structure (e.g. spelling mistakes, navigation, dead links, etc.) are provided.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

2. Instruction	Opportunities for learners to offer feedback to instructor on instructional strategies are provided.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

3. Content	Opportunities for learners to offer feedback on course content are provided.
	Comments: ☐ Non-Existent ☐ Developing ☐ Meets ☐ Exceeds ☐ N/A
	[Comments]

ADDITIONAL COMMENTS REGARDING COURSE EVALUATION

[Comments]

Evaluation
Use this space to calculate a quantitative final score for this course.

Category	Possible	Earned	Percent
Instructional Design			
Communication, Interaction, and Collaboration			
Student Evaluation and Assessment			
Learner Support and Resources			
Web Design			
Course Evaluation			
Total			

NOTES

[Notes]