

# Rubric for Online Instruction

## Rationale

California State University, Chico's first strategic priority is to create and enhance high quality learning environments. Academic technologies, especially online or web-enhanced courses, have a significant role in the creation of those learning environments. The University's Strategic Priorities challenge faculty and staff to use academic technologies to create and enhance high quality learning environments in a demonstrable manner.

## What should a quality online course look like?

Chico's Rubric for Online Instruction offers a framework for addressing this question. Use of this rubric represents a developmental process for online course design and delivery, and provides a means for an instructor to self-assess course(s) based on University expectations. Furthermore, the rubric provides a means for supporting and recognizing a faculty member's effort in developing expertise in online instruction as part of our commitment to high quality learning environments.

## The Rubric for Online Instruction can be used in three ways.

1. As a course "self-evaluation" tool - advising instructors how to revise an existing course to the Rubric for Online Instruction.
2. As a way to design a new course for the online environment, following the rubric as a road map.
3. As a means for getting recognition for exemplary online instruction - going through a nomination/recognition process on campus. Faculty can receive recognition to go in their RTP file.

## Historical Perspective

The process by which faculty and staff came together to write this rubric is available for your review. This describes the history and work of a dedicated committee.

The Rubric for Online Instruction initiated the **Exemplary Online Instruction Awards**, a recognition made public at the annual **CELT Conference** at CSU, Chico. The website demonstrates examples of exemplary online instruction and is available for viewing.

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## 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 limited resources supporting course content and different learning abilities.

#### Effective

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

#### 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 and different learning abilities.

Category 2	Baseline	Effective	Exemplary
<b>Online Organization &amp; Design</b>	<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. (Including: sight, mobility, hearing, cognition, ESL, and technical.)</p>	<p>E. Accessibility issues are briefly addressed. (Including: sight, mobility, hearing, cognition, ESL, and technical.)</p>	<p>E. Accessibility issues are addressed throughout the course. (Including: sight, mobility, hearing, cognition, ESL, and technical.)</p>

Category 3	Baseline	Effective	Exemplary
<b>Instructional Design &amp; Delivery</b>	<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 limited visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility.</p> <p>E. Course provides limited activities to help students develop critical thinking and/or problem-solving skills.</p>	<p>A. Course offers adequate opportunities for interaction and communication student to student, student to instructor and student to content.</p> <p>B. Course goals are adequately 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 adequate visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility.</p> <p>E. Course provides adequate 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 and accessibility.</p> <p>E. Course provides multiple activities that help students develop critical thinking and problem-solving skills.</p>

## Category 4

### Baseline

### Effective

### Exemplary

## Assessment & Evaluation of Student Learning

- | Baseline   | Effective  | Exemplary   |
|--|--|---|
| A. Course has limited activities to assess student readiness for course content and mode of delivery.      | A. Course has adequate activities to assess student readiness for course content and mode of delivery. | 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 not aligned.                           | B. Learning objectives, instructional and assessment activities are adequately aligned.                | B. Learning objectives, instructional and assessment activities are closely aligned.  |
| C. Assessment strategies are limited in use to measure content knowledge, attitudes, and skills.           | C. Ongoing strategies are used to measure content knowledge, attitudes, and skills.                    | C. Ongoing multiple 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. | D. Opportunities for students to receive feedback about their own performance are provided.            | D. Regular feedback about student performance is provided in a timely manner throughout the course.                           |
| E. Students' self-assessments and/or peer feedback opportunities are limited.                              | E. Students' self-assessments and/or peer feedback opportunities exist.                                | 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 applied to enhance student learning are limited.
- C. There are limited multimedia elements and/or learning objects for accommodating different learning styles.
- D. Course uses Internet access and engages students in the learning process in a very limited way.

#### Effective

- A. Course uses adequate technology tools to facilitate communication and learning.
- B. New teaching methods are adequately applied to innovatively enhance student learning.
- C. Multimedia elements and/or learning objects are used and are relevant to accommodate different learning styles.
- 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 accommodate different learning styles 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
<p><b>Faculty Use of Student Feedback</b></p>	<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 and accessibility of course.</p> <p>C. Instructor uses student feedback to help plan instruction and assessment of student learning for the next semester in a limited way.</p>	<p>A. Instructor offers adequate opportunities for students to give feedback on course content.</p> <p>B. Instructor offers adequate opportunities for students to give feedback on ease of online technology and accessibility of 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 and accessibility of 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>