

Online Course Quality Rubric Matrix

	Website Organization and Presentation	Learning Objectives	Instructional Materials	Learning Activities (including activities, assignments, & assessments)	Logistics and Course Management	Targeted Support for Online Learning
Scaffolding Self-Directed Learning Skills and Guiding the Learning Process	<u>1.1 Course material organization and presentation</u>	<u>2.1 Articulation of learning objectives</u>	<u>3.1 Guidance on how to work with instructional materials</u>	<u>4.1 Regular and various learning Activities</u>	<u>5.1 Articulation of course policies, expectations, and course details</u>	<u>6.1 Learner support and opportunities for scaffolding learning skills</u>
	<u>1.2 Guidance on course navigation</u>			<u>4.2 Clear instruction on learning Activities and articulation of expectations</u>	<u>5.2 Clear communication of course schedule, predictable routine</u>	
Student Agency			<u>3.2 Diversified content delivery media</u>	<u>4.3 Flexible performance tasks and student choices</u>		<u>6.2 Facilitation and incorporation of ongoing feedback from students</u>
			<u>3.3 Flexible content and student choice</u>			<u>6.3 Opportunities for self-reflection on learning goals, process, and performance</u>
Presence & Interactivity	<u>1.3 Instructor presence in the structure of the website</u>		<u>3.4 Instructor presence in content delivery</u>	<u>4.4 Instructor presence in learning Activities and quality feedback</u>	<u>5.3 Regular announcements and reminders</u>	<u>6.4 Approachable and responsive instructor</u>
				<u>4.5 Collaborative learning and interaction opportunities</u>		<u>6.5 Progress monitoring and proactive outreach</u>
						<u>6.6 Non-content-related social interaction opportunities</u>

Course Component 1: Website Organization and Presentation

Concepts	Elements	Features		
		Beginning	Developing	Proficient
Scaffolding Self-Directed Learning Skills and Guiding the Learning Process	1.1 Course Material Organization and Presentation	<p>Course content and materials are not consistently divided into learning units or modules.</p> <p>The course does not have an easy-to-navigate interface that is self-explanatory. Most of the course materials are not clearly labeled and consistently organized, creating difficulties for students to locate course materials and requirements.</p>	<p>Course content and materials are generally divided into distinct learning units of manageable size.</p> <p>The course interface is generally clear and easy to navigate. Some of the webpages use headings but not always. Course materials are not always clearly labeled and consistently organized, creating some confusion for students to locate course materials and requirements.</p>	<p>Course content and materials are consistently divided into distinct learning units of manageable size throughout the course and are presented in a logical progression.</p> <p>In addition, the course has an easy-to-navigate interface that is intuitively structured and self-explanatory. Webpages use clear headings and subheadings; course materials are clearly labeled and consistently organized, enabling students to locate course materials and requirements easily.</p>
	1.2 Guidance on Course Navigation	<p>The instructor provides no guidance to students about the structure and organization of the course website.</p> <p>Students are left on their own to navigate the course structure and locate course materials.</p>	<p>The instructor provides a brief guide to the structure and organization of the course website, allowing students to achieve a basic understanding of key components of the course website and the location of course materials.</p>	<p>The instructor provides step-by-step navigational documents and instructions regarding the structure and organization of the course website, helping students achieve a clear understanding of how to get started, where to find various course components, and how to access resources online.</p>

Course Component 1: Website Organization and Presentation (Continued)

Concepts	Elements	Features		
		Beginning	Developing	Proficient
Presence & Interactivity	1.3 Instructor presence in the structure of the website	The course website and introduction of the course instructor follows a generic format with weak instructor presence.	The course website shows a decent level of instructor presence through either customized website design or personalized introduction of the course and the instructor.	<p>The course website shows strong instructor presence through customized website designs that not only are highly tailored to the content of the course but also show the instructor's teaching styles and personality.</p> <p>In addition, the instructor also personalizes course and instructor introductions to show her personality and teaching styles through videos, photos, and personalized narratives.</p>

Course Component 2: Learning Objectives

Concepts	Elements	Features		
		Beginning	Developing	Proficient
Scaffolding Self-Directed Learning Skills and Guiding the Learning Process	2.1 Articulation of learning objectives	Learning objectives for the course or for each learning unit are not outlined clearly on the website.	<p>Learning objectives are outlined clearly on the website for the course overall as well as for each learning unit.</p> <p>However, articulated expectations of students are not always available, creating possible confusion about the alignment between course objectives and instructional activities.</p> <p>Learning objectives are not always measurable, making it unclear how student performance will be assessed.</p>	<p>Learning objectives are outlined clearly on the website for the course overall as well as for each learning unit.</p> <p>In addition, the learning objectives and expectations for the course overall as well as for each learning unit are clearly articulated to generate an explicit rationale for and coherence across instructional activities.</p> <p>Finally, the learning objectives are measurable and sequenced, detailing how student performance will be assessed with articulated performance expectations.</p>

Course Component 3: Instructional Materials

Concepts	Elements	Features		
		Beginning	Developing	Proficient
Scaffolding Self-Directed Learning Skills and Guiding the Learning Process	3.1 Guidance on how to work with instructional materials	There is little guidance on how students should use the instructional materials, creating possible confusion about how to best engage with the instructional materials, what order to follow among multiple materials for a unit, and key concepts and skills to be learned.	The instructor provides a brief explanation for the content and goals of various instructional materials for each unit.	<p>The instructor clearly explains the content and goals of various instructional materials for each unit. The instructor explicitly highlights the key concepts and skills to be learned from the instructional materials in each unit.</p> <p>In addition, the instructor specifies steps students are recommended to follow among various weekly materials to facilitate the learning process. The instructor also constantly provides guidance and specific recommendations (e.g., taking notes and highlighting key points) on what students can do to better engage with the instructional materials.</p>

Course Component 3: Instructional Materials (Continued)

Concepts	Elements	Features		
		Beginning	Developing	Proficient
Student Agency	3.2 Diversified content delivery media	The instructor primarily uses only one medium, most often texts (including slides) to deliver all course content, providing little choice in content delivery media.	<p>The instructor uses a variety of media, such as text, audio, video, and images/graphics, to deliver content.</p> <p>For some of the learning units, students are provided with multiple media to receive the same information, which allows students to choose their preferred way of accessing the information.</p>	<p>The instructor uses a variety of media, such as text, audio, video, and images/graphics, to deliver course content.</p> <p>For most of the learning units, students are provided with multiple media to receive the same information, which allows students to choose their preferred way of accessing the information.</p>
	3.3 Flexible content and student choice	The instructor does not take into account student individual needs and preferences, and provides little choice in instructional materials.	<p>The instructor offers some choices of alternative or supplemental instructional materials and resources to achieve learning goals in some of the learning units.</p> <p>However, choices in terms of instructional materials are not consistently provided, nor is there any clear guidance to help students make informed decisions about their learning paths.</p>	<p>The instructor consistently offers a variety of alternative or supplemental instructional materials and resources to achieve learning goals for most of the learning units, allowing students to personalize their learning paths according to needs and preferences.</p> <p>In addition, the instructor provides detailed explanations about different instructional materials and resources to help students make informed decisions about their learning paths based on individual abilities, interests, and needs.</p>

Course Component 3: Instructional Materials (Continued)

Concepts	Elements	Features		
		Beginning	Developing	Proficient
Presence & Interactivity	3.4 Instructor Presence in Content Delivery	The instructor primarily relies on texts (such as slides and text-based handouts) to deliver instruction, presenting students an overwhelming amount of information in a disengaging way with no direct support and explanation from the instructor.	The instructor uses texts as the main method to deliver course content, but sometimes uses other media-rich and personalized modes, such as audio, video, and synchronous meetings, to directly explain the course content in some of the learning units.	<p>The instructor consistently infuses a variety of visual, media-rich, and personalized modes, such as graphics, audio, video, synchronous meetings, and narrated slides, throughout lectures to allow for a thorough explanation of concepts in an engaging manner and also to create a strong instructor presence.</p> <p>In addition, the instructor uses a friendly and conversational tone when explaining the course content.</p> <p>When applicable, the instructor provides sample problems and offers step-by-step demonstration of how to format solutions to problems.</p>

Course Component 4: Learning Activities
(including learning activities, assignments, and assessments)

Concepts	Elements	Features		
		Beginning	Developing	Proficient
Scaffolding Self-Directed Learning Skills and Guiding the Learning Process	4.1 Regular and various learning Activities	<p>Activities are infrequent and are not sufficient in number to ensure students are consistently engaged with the course.</p> <p>In addition, the Activities are often of low cognitive challenge and do not invite high-level thinking and engagement, leading to generally short and superficial responses from the students.</p>	<p>The instructor creates varied Activities that are designed to promote thinking and understanding.</p> <p>However, the Activities are not consistently advancing high-level thinking.</p> <p>While multiple Activities are given, they may not be at predictable times, or may not be sufficient in number or spaced in a way that ensures students are constantly engaged with the course.</p>	<p>The instructor motivates students to learn through varied engaging Activities that challenge students cognitively and advance high-level thinking.</p> <p>The Activities are sequenced, allowing students to practice, build, and evaluate various levels of skills, which leads to thoughtful responses from students.</p> <p>In addition, the Activities are given frequently, spaced throughout the term, and at predictable times or intervals, which ensures students are constantly engaged with the course.</p>
	4.2 Clear instruction on learning Activities and articulation of expectations	<p>For most of the Activities, the instructor does not explain how Activities align with the learning goals of the course, nor does the instructor provide any clear guidance on how to complete these Activities.</p> <p>In addition, a clear rubric or equivalent grading document is unavailable for most of the Activities, making it difficult for students to understand what they are expected to do and how they will be graded.</p>	<p>The instructor explains how some of the Activities align with the learning goals of the course, but provides limited guidance on how to complete these Activities.</p> <p>A clear rubric or equivalent grading document is available for some but not all of the Activities.</p>	<p>The instructor explains how each Activity aligns with the learning goals of the course and provides detailed guidance on how to complete each Activity, helping students to successfully and meaningfully engage in the Activities.</p> <p>In addition, the instructor provides a rubric or equivalent grading document to explain the expectations and grading criteria for each Activity clearly and transparently. Specific examples and exemplary work are often provided to illustrate how to successfully meet the requirements of the Activities.</p>

Course Component 4: Learning Activities (Continued)
(including learning activities, assignments, and assessments)

Concepts	Elements	Features		
		Beginning	Developing	Proficient
Student Agency	4.3 Flexible performance tasks and student choices	The instructor does not take into account student individual needs, differences, or preferences in designing Activities and makes no attempt to provide multiple options for Activities.	<p>The instructor offers multiple options for Activities, allowing students to practice and build skills and demonstrate mastery of course objectives in their preferred way.</p> <p>However, the instructor does not clearly communicate expectations and evaluation criteria for each option to help students make informed decisions.</p>	<p>The instructor offers multiple options for Activities, allowing students to practice and build skills and demonstrate mastery of course objectives in their preferred way.</p> <p>In addition, the instructor communicates expectations and evaluation criteria for each option to help students make informed decisions.</p>

Course Component 4: Learning Activities (Continued)
(including learning activities, assignments, and assessments)

Concepts	Elements	Features		
		Beginning	Developing	Proficient
Presence & Interactivity	4.4 Instructor presence in learning Activities and quality feedback	<p>The instructor does not provide feedback beyond the numeric/letter grades on any of the Activities.</p> <p>Grades are not provided in a timely manner.</p>	<p>The instructor has a presence in some of the Activities through infrequent monitoring.</p> <p>In addition, the instructor provides only brief feedback beyond the numeric/letter grades on most of the Activities. For most of the Activities, the feedback is not provided in a timely manner.</p>	<p>The instructor has a strong and ongoing presence in most of the Activities through active and regular monitoring and participation.</p> <p>In addition, the instructor provides detailed, personalized, and actionable feedback beyond the numeric/letter grades on most of the Activities. For most of the Activities, the feedback is provided in a timely manner.</p>
	4.5 Collaborative learning and interaction opportunities	<p>The instructor does not create collaborative Activities that enable students to learn with/from each other or to build a learning community.</p>	<p>The instructor creates collaborative Activities that enable students to learn with/from each other and to build a learning community, such as problem-centered projects, course-content-related discussion forum participation, or formative peer feedback on assignments.</p> <p>However, the instructor does not provide explicit guidance on how to complete the collaborative Activities nor grading rubrics to detail how participation will be evaluated. The instructor does not actively participate in and facilitate student collaborative Activities.</p> <p>There is uneven participation among students and superficial interactions between participants.</p>	<p>The instructor creates collaborative Activities that enable students to learn with/from each other and to build a learning community, such as problem-centered projects, course-content-related discussion forum participation, or formative peer feedback on assignments.</p> <p>The instructor provides incentives, guidance, and clear rubrics for collaborative Activities to stimulate more meaningful interaction by explicitly communicating expectations, procedures to complete the Activities, etiquette for interactions, and how participation will be evaluated.</p> <p>The instructor actively participates in and navigates student collaborative Activities by monitoring the process, responding to questions, and providing timely advice.</p> <p>The collaborative learning activities successfully involve the majority of the students, generating meaningful and thoughtful interpersonal interactions.</p>

Course Component 5: Logistics and Course Management

Concepts	Elements	Features		
		Beginning	Developing	Proficient
Scaffolding Self-Directed Learning Skills and Guiding the Learning Process	5.1 Articulation of course policies, expectations, and course details	The instructor does not clearly communicate the course policies, expectations, or course details.	<p>The instructor communicates some but not all of the course policies, expectations, and course details regarding assignments, due dates, grades, appropriate discussion and interaction, email communication, attendance, academic integrity, software and hardware requirements, and technical assistance.</p> <p>The instructor provides clear guidance and links to some institutional services, such as disability access.</p>	<p>The instructor clearly communicates all of the course policies, expectations, and course details regarding assignments, due dates, grades, appropriate discussion and interaction, email communication, attendance, academic integrity, and software and hardware requirements in an accessible location on the course website.</p> <p>The instructor provides clear guidance and links to institutional services and support, such as disability access statements, technical assistance, and on campus/online tutoring services.</p> <p>The instructor provides interactive tasks for students to familiarize themselves with the course policies and syllabus.</p>
	5.2 Clear communication of course schedule, predictable routine	Neither the schedule of course topics nor due dates for any of the assignments, projects, exams, and synchronous meeting times are presented on the course website.	<p>The schedule of course topics and due dates for some but not all of the assignments, projects, exams, and synchronous meeting times are clearly presented on the course website.</p> <p>Changes to the Course Schedule are communicated in a single way (e.g., announcement).</p>	<p>The schedule of course topics and due dates for all of the assignments, projects, exams, and synchronous meeting times are clearly presented on the course website, both in the “Course Document” folder as well as on the “Course Calendar”. The instructor creates a survey for students to share when they are available for synchronous meetings throughout the course. Links to important assignments and projects may also be provided in the Course Schedule.</p> <p>Changes to the Course Schedule are communicated in multiple ways (e.g., on site, mentioned in video, announcements, emails), and students are encouraged to communicate with the instructor if they have any questions.</p>

Course Component 5: Logistics and Course Management (Continued)

Concepts	Elements	Features		
		Beginning	Developing	Proficient
Presence & Interactivity	5.3 Regular Announcements and Reminders	The instructor rarely sends course announcements and reminders about what students should be working on and about upcoming assignment deadlines and exams.	The instructor sends infrequent course announcements and reminders about what students should be working on and about upcoming assignment deadlines and exams.	<p>The instructor sends course announcements and reminders at least once a week. The instructor reminds students of what they should be working on and of upcoming assignment deadlines and exams, newly posted documents, as well as shares connections with students between the subject matter and the world outside the classroom, such as current events or topics in pop culture. The instructor also provides general feedback on recent Activities in the announcements and incorporates actionable suggestions for improving subsequent performance and learning.</p> <p>The tone of the announcements and reminders is conversational and personable. The instructor may use audio/video to increase presence.</p>

Course Component 6: Targeted Support for Online Learning

Concepts	Elements	Features		
		Beginning	Developing	Proficient
Scaffolding Self-Directed Learning Skills and Guiding the Learning Process	6.1 Learner support and opportunities for scaffolding learning skills	<p>The course provides little information about how to navigate online learning. The course may include links to student online readiness assessment tools, but students are not required or encouraged to take the assessments. There is little guidance on how students should interpret the results from the assessments or how to improve their readiness.</p>	<p>The course includes a general course orientation and online readiness assessments at the beginning of the course about online learning. However, the orientation and readiness assessments are provided in a passive way, without strong incentives for students to go through the training. There is also a low level of guidance to help students interpret results from the readiness tests and limited guidance on how to improve online learning skills.</p>	<p>The instructor guides and motivates students to go through a general course orientation and online readiness assessments at the beginning of the course to help students understand the challenges of online learning, an individual's readiness to learning online, and the skills necessary for successful learning in a virtual environment.</p> <p>The orientation and readiness assessments not only include technological requirements necessary for successful online learning, but also outline the recommended study behaviors and responsibilities expected of students.</p> <p>In addition, the instructor offers guidance and resources to help students interpret the results from their readiness assessments, identify areas that require attention, and improve online learning skills through assigned or recommended activities and tutorials that will give students opportunities for developing those skills. The instructor also embeds some instruction on online learning skills thoughtfully in the content delivery and instructional materials.</p>

Course Component 6: Targeted Support for Online Learning (Continued)

Concepts	Elements	Features		
		Beginning	Developing	Proficient
Student Agency	6.2 Facilitation and incorporation of ongoing feedback from students	The instructor does not provide opportunities for students to give feedback throughout the course. While students have the opportunity to give feedback through course evaluation at the end of the course, it does not improve the learning experience of the students providing the feedback.	<p>Students are provided with some opportunities to give feedback throughout the course.</p> <p>However, the process is not thoughtfully designed, resulting in low participation and only mildly useful information. The instructor makes as many adjustments as possible with the feedback that is received.</p>	<p>The instructor establishes a process to periodically collect feedback (including anonymous feedback) from students on various components of the course, such as instructional materials, learning activities, course management, and targeted online learning support and resources. The instructor adjusts course design and implementation accordingly based on students' feedback.</p> <p>The instructor uses a variety of strategies to encourage student feedback, such as by explicitly discussing the importance of having a voice, providing incentives for feedback, and offering alternative ways through which students could express their opinions.</p>
	6.3 Opportunities for self-reflection on learning goals, process, and performance	The instructor does not provide explicit opportunities for students to evaluate and reflect on their performance and learning process. Students are not guided and encouraged to set individual learning goals and the plans to achieve them.	<p>The instructor provides some opportunities for students to evaluate and reflect on their performance.</p> <p>However, students are not provided with concrete guidance on how to monitor their progress and how to adjust their learning process and goals to improve performance based on self-reflection.</p>	<p>Multiple opportunities for student self-assessments are embedded in the course to help students reflect on not only their performance, but also their efforts and learning process during the course.</p> <p>The instructor provides actionable advice on how to adjust learning goals and plans to improve performance based on self-reflection.</p> <p>In addition, the instructor provides guidance on technological tools students could use to track their own progress, such as through the learning analytics data stemming from the learning management system, and how to adjust learning plans and goals accordingly.</p>

Course Component 6: Targeted Support for Online Learning (Continued)

Concepts	Elements	Features		
		Beginning	Developing	Proficient
Presence & Interactivity	6.4 Approachable and responsive instructor	The instructor provides contact information to students and office hours “on request”, but does not encourage students to communicate with her or specify when and how students should communicate with the instructor.	<p>The instructor offers multiple ways for students to communicate with her, such as through emails, discussion board postings, or live chat sessions.</p> <p>However, the instructor does not explicitly commit to timely response to student questions.</p>	<p>The instructor explicitly encourages students to communicate with the instructor and provides multiple ways to do so, including both asynchronous (e.g., emails, discussion board postings) and synchronous (e.g., weekly live chat sessions, telephone, and office hours) venues.</p> <p>The instructor explicitly commits to timely response to student questions (typically, within 24 hours).</p> <p>The instructor has an active presence throughout the course and demonstrates commitment to the course and to the students through being accessible, by providing specific feedback, and by making thoughtful comments to students as individuals.</p>
	6.5 Progress monitoring and proactive outreach	The instructor does not monitor student progress or reach out to students.	<p>The instructor monitors student progress based on multiple sources of information, including student behavioral data stemming from the learning management system to identify academically struggling students.</p> <p>The instructor proactively reaches out to struggling students regarding their performance, but there is limited encouragement and direction for future success.</p>	<p>The instructor frequently monitors student progress based on multiple sources of information, including student behavioral data stemming from the learning management system to identify academically struggling students.</p> <p>The instructor proactively reaches out to each student to assure students of the instructor’s awareness of their progress and commitment to help them succeed. The instructor pays particular attention to struggling students to help them stay on track.</p> <p>The instructor provides available resources and actionable advice to students on how to improve their learning.</p>

Course Component 6: Targeted Support for Online Learning (Continued)

Concepts	Elements	Features		
		Beginning	Developing	Proficient
Presence & Interactivity	6.6 Non-content-related social interaction opportunities	The instructor creates few opportunities for students to get to know the instructor and to connect with other students socially.	<p>The instructor creates opportunities for students to get to know the instructor, as well as opportunities for students to connect with each other socially.</p> <p>However, the instructor provides limited guidance to stimulate respectful and engaging interpersonal interactions.</p>	<p>The instructor creates opportunities for students to get to know her, including proactively reaching out to students at the beginning of the course to welcome the students, introduce herself, and provide helpful information about the course using personalized language.</p> <p>The instructor also creates opportunities for students to introduce themselves and to connect with each other socially throughout the course.</p> <p>In addition, the instructor provides concrete guidance to stimulate respectful and engaging student-instructor and student-student interactions throughout the course.</p>