Your program's current evaluation form:
(1) Distribution process: What is working? What could be changed?

(2) Ideas for form distribution process:

Web-based Course Evaluation Revisions:
(1) The questions on my program’s current form reflect these dimensions:

(2) I would like to see the form reflect the following dimensions:

(3) What items are useful? What could be changed?
Use of this rubric and self-assessment tool represents a developmental process for online course design and delivery and provides a means for an instructor to self-assess course(s) based on best practices set forth by SACS, SREB, and the University of Southern Mississippi. The first portion of this tool is a checklist of items recommended by SREB for all online syllabi.

### Syllabus Recommendations

<table>
<thead>
<tr>
<th><strong>Instructor</strong></th>
<th><strong>Office Hours:</strong> Specify when you will be available online to conduct your office hours. This can involve using email, chat rooms, etc.</th>
<th><strong>Drop Date:</strong> Provide the date of the last day to drop the class without Academic Penalty.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites:</strong> List any prerequisites that students should have taken prior to enrolling in your class. If there are no prerequisites, state that.</td>
<td><strong>Credit Hours</strong></td>
<td><strong>Course Description:</strong> Use the approved catalog description.</td>
</tr>
<tr>
<td><strong>Course Overview</strong></td>
<td><strong>Learning Outcome(s):</strong> Provide a statement about the general goal of your course.</td>
<td><strong>Course Objectives:</strong> The objectives support the learning outcome. They are the small steps that the students will take to arrive at the learning outcome. This section lists the specific things that the students will be able to do at the completion of the class.</td>
</tr>
<tr>
<td><strong>Course Communication:</strong> The main purpose of this section is to provide information about how you will be communicating with the student, how the student will communicate with you, and how the student will communicate with other class members.</td>
<td><strong>Required Text(s) and Readings:</strong> This section lists the required text(s) and/or supplemental readings for the class.</td>
<td><strong>Technology Requirements:</strong> List any technology requirements that students will need to complete the course. Will they need any special software (ex: Microsoft Word, Power Point, etc)? Will they need other hardware besides the computer (ex: digital camera, camcorder, etc)?</td>
</tr>
<tr>
<td><strong>Class Procedures and Requirements:</strong> This section summarizes how your class will proceed. In this section, you should indicate the kinds of activities that are required in your class. Essentially, you are listing the types of assessments that you will use in your class. Each assessment item that you require should match one or more of your course objectives. You should specify the starting day, ending day, and time of each unit. Make sure to specify how assignments should be submitted.</td>
<td><strong>Evaluation Criteria:</strong> In this section, be specific about your grading policy. This includes a percentage breakdown of the required assessments of the course.</td>
<td><strong>Grading Scale:</strong> Provide information on your grading scale. Will you use a 100-point scale, 1000-point scale or some other scale?</td>
</tr>
<tr>
<td><strong>Late Assignments or Projects:</strong> State your policy for late work. Will you accept it? What is the penalty if work is submitted late?</td>
<td><strong>Proctored Exams:</strong> Information on proctored exams can be found here: <a href="http://www.usm.edu/deal/onlinelearning/facresources/proctorpolicies.php">http://www.usm.edu/deal/onlinelearning/facresources/proctorpolicies.php</a></td>
<td><strong>Academic Honesty Policy and ADA Policy</strong></td>
</tr>
</tbody>
</table>
### Design of Instruction

Design of Instruction refers to the fundamentals of instructional design. For the purpose of these guidelines and rubric, design of instruction refers to the presence and quality of learning outcomes, availability and presentation of content, additional student learning resources, and various viewing formats that target the diverse learning styles of students.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Sufficient</th>
<th>Needs revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning outcomes are clearly defined to students.</td>
<td>Learning outcomes are stated but not clearly defined.</td>
<td>Learning outcomes not stated.</td>
</tr>
<tr>
<td>Content is made available to students in manageable segments or “chunks”.</td>
<td>Content is available to students but not “chunked” in manageable segments.</td>
<td>Content is not available to students.</td>
</tr>
<tr>
<td>Appropriate supplemental resources are available for students that support learning outcomes.</td>
<td>Resources are available for students but may not necessarily support learning outcomes.</td>
<td>Supplemental resources not available.</td>
</tr>
<tr>
<td>Appropriate visual and auditory tools are integrated within course to achieve learning objectives.</td>
<td>Visual and auditory tools are provided.</td>
<td>No visual or auditory tools provided.</td>
</tr>
<tr>
<td>Content and requirements are equivalent to or surpass a face-to-face course.</td>
<td>Content and requirements are somewhat equivalent to a face-to-face course.</td>
<td>Content and requirements are not equivalent to a face-to-face course.</td>
</tr>
</tbody>
</table>

### Course Structure and Organization

Course Structure and Organization refers to the overall appearance and navigation of the course. For the purpose of these guidelines and rubric, course structure and organization refers to the appearance and navigation of the course materials and necessary course information for students.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Sufficient</th>
<th>Needs revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content is presented in a logical progression.</td>
<td>Content is available but does not follow a logical progression.</td>
<td>Content is not available to students.</td>
</tr>
<tr>
<td>Course is clearly organized and easily navigated.</td>
<td>Course is organized and navigable.</td>
<td>Content navigation is hard to follow.</td>
</tr>
<tr>
<td>Course materials are visually consistent throughout course.</td>
<td>Most course materials are visually consistent throughout course.</td>
<td>Course materials are inconsistent in a visual aspect.</td>
</tr>
<tr>
<td>Course materials are functionally consistent throughout course.</td>
<td>Most course materials are functionally consistent throughout course.</td>
<td>Course materials are inconsistent in a functional aspect.</td>
</tr>
</tbody>
</table>
### Learner Support and Resources

Learning Support and Resources refers to the resources that are available to support the learning experiences of students. For the purpose of these guidelines and rubric, learning support and resources refers to the media players and plug-ins, and other tools, links, and directions that are necessary to view and use required course materials.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>Sufficient</td>
<td>Needs revision</td>
</tr>
<tr>
<td>Extensive resources to facilitate online learning such as email directions, browser settings and other required applications (Word, PowerPoint, Acrobat Reader) are available.</td>
<td>Resources to facilitate online learning are available but clear instructions for use are not provided.</td>
<td>Resources are not available to facilitate online learning.</td>
</tr>
<tr>
<td>Tools and instructions for viewing course content (RealPlayer, Adobe Reader, etc.) are provided.</td>
<td>Tools for viewing course content are difficult to locate and instructions for use are not well defined.</td>
<td>Tools for viewing course content not provided.</td>
</tr>
<tr>
<td>Extensive resources that support course content and learning objectives are provided.</td>
<td>Few resources supporting course content and learning objectives provided.</td>
<td>Supplemental resources not provided.</td>
</tr>
</tbody>
</table>

### Learner Interaction and Collaboration

Learner Interaction and Collaboration refers to the degree and scope in which the instructor and students communicate in the online environment. Effective uses of interaction and collaboration tools in the online course build successful learning communities. For the purpose and guidelines of this rubric, learner interaction and collaboration refers to the quality and quantity of asynchronous and synchronous modes of communication between the student and instructor and between peer groups.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>Sufficient</td>
<td>Needs revision</td>
</tr>
<tr>
<td>Expectations of minimal student participation clearly defined.</td>
<td>Expectations of student participation stated but not clearly defined.</td>
<td>Expectations of student participation not stated.</td>
</tr>
<tr>
<td>Instructor response time clearly stated.</td>
<td>Instructor response time stated.</td>
<td>Instructor response time not stated.</td>
</tr>
<tr>
<td>Deliberate attempt to create a learning community using</td>
<td>Group activities/assignments available.</td>
<td>Attempt to create a learning community not evident.</td>
</tr>
</tbody>
</table>
strategies such as group projects/assignments, activities when appropriate.

The degree to which students interact with each other and the instructor about course content clearly defined.

Asynchronous (discussion/email)

Synchronous (chat/whiteboard)

Instructor feedback strategy clearly addressed.

Communication/collaboration tools used in the course. (use the checklist to select all that apply)

| □ Discussion board | □ Whiteboard |
| □ Email | □ Student home pages |
| □ Student presentations | □ Chat room |
| □ Other |

Effective Use of Course Technology

Effective Use of Course Technology refers to the successful integration of technology into the online course. For the purpose and guidelines of this rubric, effective use of course technology refers to using technology in a variety of formats that help students to achieve course goals and objectives.

<table>
<thead>
<tr>
<th>1 Exemplary</th>
<th>2 Sufficient</th>
<th>3 Needs revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course makes appropriate use of online instructional tools to encourage critical reflection and analysis of content.</td>
<td>Course makes use of some online instructional tools to encourage critical reflection and analysis of content.</td>
<td>Course used limited or no online instructional tools to encourage critical reflection and analysis of content.</td>
</tr>
<tr>
<td>Activities/assignments that require the use of technology clearly state how the student is to use technology to complete assignments and activities.</td>
<td>Activities/assignments use technology but may not necessarily be the most appropriate technology to support those activities.</td>
<td>Activities/assignments do not require the use of technology.</td>
</tr>
<tr>
<td>Course uses appropriate variety of formats for course materials throughout course. (PDF, PPT, wav)</td>
<td>Course uses a variety of formats for course materials.</td>
<td>Course uses limited formats for course materials.</td>
</tr>
<tr>
<td>(If Applicable) Internet effectively used as an educational tool and resource throughout the course.</td>
<td>Limited use of internet is used as an educational tool.</td>
<td>Internet is not used in the course or is used and does not support critical components of the course.</td>
</tr>
</tbody>
</table>
### Assessment and Evaluation

Assessment and Evaluation refers to assignments, quizzes, surveys, and other assessment strategies that the instructor might use to assess students, for student self-assessment, or for peer feedback.

<table>
<thead>
<tr>
<th>Exemplary</th>
<th>Sufficient</th>
<th>Needs revision</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assignments</strong>&lt;br&gt;Encourage student use of critical thinking strategies.</td>
<td><strong>Course uses basic assignment/assessment activities.</strong></td>
<td><strong>Course has limited assignment/assessment activities.</strong></td>
</tr>
<tr>
<td><strong>Assignments and learning outcomes</strong>&lt;br&gt;Closely aligned and available to student.</td>
<td><strong>Learning outcomes are identified and assignments are available but not closely aligned to learning outcomes.</strong></td>
<td><strong>Assignments and learning outcomes not closely aligned or not available.</strong></td>
</tr>
<tr>
<td><strong>Assignments provide students with ample opportunities to practice and apply concepts and skills in realistic and relevant ways that enforce learning outcomes.</strong></td>
<td><strong>Assignments provide students with opportunities to practice and apply concepts and skills but may not be aligned with learning outcomes.</strong></td>
<td><strong>Limited opportunities to practice and apply concepts and skills to realistic and relevant ways.</strong></td>
</tr>
<tr>
<td><strong>Assignment expectations</strong>&lt;br&gt;Explicitly communicated, including deliverables, guidelines, and submission dates.</td>
<td><strong>Assignment expectations are communicated.</strong></td>
<td><strong>Assignment expectations not clearly defined.</strong></td>
</tr>
<tr>
<td><strong>(If Applicable)</strong>&lt;br&gt;Clearly state how the Web may be used in completing assignments and provide links to those web resources.</td>
<td><strong>State that the Web may be used in assignments.</strong></td>
<td><strong>Web not used in assignments.</strong></td>
</tr>
<tr>
<td><strong>Ample opportunities for self-assessment and/or peer feedback throughout course are provided along with explanation as to importance of self-assessment and peer feedback.</strong></td>
<td><strong>Self-assessment and/or peer feedback is provided but not explained.</strong></td>
<td><strong>Self assessment or peer feedback opportunities not provided.</strong></td>
</tr>
</tbody>
</table>

---

**Online Course Review Rubric** - A document of the University of Southern Mississippi Learning Enhancement Center
<table>
<thead>
<tr>
<th>Quizzes are clearly tied to course objectives and learning outcomes.</th>
<th>Quizzes are somewhat aligned with course objectives and learning outcomes.</th>
<th>Quizzes not aligned to course objectives and learning outcomes.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multiple and diverse assessment strategies to measure knowledge, skills, and attitude utilized.</td>
<td>Assessment strategies to measure knowledge, skills, and attitude utilized.</td>
<td>Limited assessment strategies utilized.</td>
</tr>
</tbody>
</table>

Resources for development

WebCT Exemplary Course Nomination Form
Rubric for Online Instruction, CSU, Chico
Online Student Course Evaluation Sample

1. The syllabus clearly outlined the course policies, procedures, and expectations.
2. My instructor clearly stated how work would be graded and what was required to be successful in this course.
3. My instructor provided opportunities for me to interact with him or her in this course.
4. I felt encouraged to contact my instructor if I had any questions or needs in the course.
5. My instructor was responsive when I contacted her/him.
6. My instructor provided opportunities for me to interact with other students in this course.
7. My instructor helped me understand the value and usefulness of the subject matter covered by the course.
8. The assignments were relevant and helpful to my learning.
9. The way my instructor organized materials online worked well for me.
10. My instructor used a variety of methods to present course content.
11. The instructional methods used in this course facilitated my learning.
12. My instructor used a variety of methods to assess learning.
13. My instructor provided meaningful and specific feedback in this course.
14. Overall, I felt engaged with the content, instructor, and other students in this course.

OPEN-ENDED FEEDBACK

1. Which features in this course were the most helpful?
2. What, if anything, could your instructor have done to better facilitate your learning in this course?

Please note:

• Courses with 5 or less students enrolled will not be surveyed.
• Courses receiving 5 or less student responses, will not have evaluations returned.
Based upon the Student Evaluation of Teaching (SET) Sample Rubric developed by CELT in 2007.

IOWA STATE UNIVERSITY

Please answer each item honestly and thoughtfully. Your responses are anonymous and no results will be released until after grades have been filed. Your feedback is very important to Iowa State University.

1 Teaching methods/strategies/practices

1.1 The instructor expresses clear expectations for my learning and performance in this class.

1.2 The instructor clearly explains concepts.

1.3 The instructor clarifies areas of confusion.

1.4 The instructor uses effective teaching methods that enhance my learning.

1.5 The instructor encourages me to raise questions or make comments.

1.6 The instructor is well organized and prepared.

1.7 The instructor challenges me to think.

1.8 The instructor is available on an individual basis outside of class when I request it.

1.9 The instructor uses technology effectively to advance my learning.

1.10 The instructor contributes to improving my learning.
# 2 Student Involvement/Engagement

2.1 I attend class regularly.  
2.2 I come to class prepared.  
2.3 I have put a great deal of effort into advancing my learning in this course.  
2.4 In this course, I have been challenged to learn more than I expected.  
2.5 I am working up to my potential in this course.  
2.6 I have made my best effort to participate in this course.  
2.7 On average, I have spent _____ hours per week doing work outside of class for this course.

(1:5)

# 3 Student Learning/Affect

3.1 I have learned a lot in this class.  
3.2 This class has increased my interest in this field of study.  
3.3 The instructor shows respect and concern for students.  
3.4 I believe that what I am being asked to learn in this course is important.
7 Comments

7.1 What did you like best about this class?

7.2 What did you like least about this class?

What participants see when submitting the survey:

The questionnaire will be submitted. Please confirm with Ok or click Cancel to return to the questionnaire.

The current exit screen

Thank you for your participation.

Now you can close the window or take part in another survey.
Optional demographic questions:

1. In my program this course is:
   - [ ] Required
   - [ ] Elective

2. My class is:
   - [ ] Junior

3. If you specified other, please explain:
   

4. My College is:
   - [ ] Design

5. If you specified other, please explain:
   

6. Gender Identity (note: demographic example):
   - [ ] Woman

7. If you specified other, please specify:
   

8. Sex (note: demographic example):
   - Please select...
Course Evaluations Question Bank

Suggested Questions & Categories for Course Evaluations

The adoption of end-of-term evaluation question items listed on this page helps to ensure that you will solicit informative feedback - feedback that can be used for teaching improvement and evaluation. When adoption occurs across a department, it allows for robust analysis and reports that can further inform both course-level pedagogy and program-level curriculum.

The question items contained on this page were developed by faculty focus groups stemming from the Taskforce on Teaching Evaluation in 2009, with additional input and revisions provided from the Academic Senate’s Committee on Teaching. These question items are being implemented as part of the electronic Course Evaluations (http://ets.berkeley.edu/course-evaluations) service. Questions items are being made available to all academic departments who might be interested in revising end-of-term evaluations.

If your department wishes to adopt these questions, and/or move to the electronic Course Evaluations service:

- For consultations on question adoption, email teaching@berkeley.edu (mailto:teaching@berkeley.edu)
- For pursuing electronic Course Evaluations, email course-evaluations@berkeley.edu (mailto:course-evaluations@berkeley.edu)

*Based on faculty feedback, bolded questions reflect the default within each category. However, departments may choose any item(s) that they prefer within a category.*

CATEGORIES

1. Instructor/GSI-Specific Question Themes
2. Course-Specific Question Themes
3. Student Self-Evaluation Questions
4. Open-Ended Questions

CATEGORY 1: Instructor/GSI-Specific Question Themes
Presentation of Content

1. The instructor (or GSI) clearly presented the skills to be learned
2. The instructor (or GSI) effectively presented the tools (e.g. materials, skills, and technique needed
3. The instructor (or GSI) effectively presented concepts and techniques
4. The instructor (or GSI) presented content in an organized manner

Clarity of Expectations or Directions

1. The instructor (or GSI) explained concepts clearly
2. The instructor (or GSI) made the elements of good writing clear
3. The instructor (or GSI) clearly articulated the standards of performance for the course
4. The instructor (or GSI) provided guidance for understanding course exercises
5. The instructor (or GSI) increased my understanding of course material

Helpfulness/Availability

1. The instructor (or GSI) helped me achieve my goals
2. The instructor (or GSI) helped me define the goals and scope of the project
3. The instructor (or GSI) helped me identify resources I needed to carry out the project
4. The instructor (or GSI) was helpful when I had difficulty performing activities
5. The instructor (or GSI) was helpful to me individually (in conferences, email exchanges, etc)
6. The instructor (or GSI) was readily available during the class
7. The instructor (or GSI) provided help when I had difficulties
8. The instructor (or GSI) was helpful when I had difficulties or questions

Useful/Clear Feedback on Performance

1. The instructor (or GSI) provided clear constructive feedback
2. The instructor (or GSI) provided useful feedback on my writing
3. The instructor (or GSI) provided meaningful feedback on my work
4. The instructor (or GSI) provided meaningful guidance on my progress/work
5. The instructor (or GSI) provided constructive feedback in response to difficulties with the language
6. The instructor (or GSI) gave me constructive feedback
7. The instructor (or GSI) gave me constructive feedback on assignments
8. The instructor (or GSI) clearly articulated the standards of performance

Encouraging of Participation/Discussion

1. The instructor (or GSI) engaged the class in productive discussions
2. The instructor (or GSI) guided the discussion well
3. The instructor (or GSI) encouraged student contributions
4. The instructor (or GSI) provided opportunities for class participation
5. The instructor (or GSI) encouraged critical engagement with the material
6. The instructor (or GSI) encouraged student questions and participation
7. The instructor (or GSI) encouraged participation

Overall Teaching Effectiveness

1. How successful was the instructor (or GSI) in creating an environment that was conducive to learning?
2. How would you rate the overall effectiveness of the instructor's (or GSI's) teaching?
3. MANDATORY: Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this (graduate student) instructor?

CATEGORY 2: Course-Specific Question Themes

Course Content (Organization, Clarity of Expectations/Directions, Balance/Appropriateness)

1. The course (or section) presented skills in a helpful sequence
2. The course (or section) provided an appropriate balance between instruction and practice
3. The course (or section) was appropriate for the stated level of the class
4. The course (or section) was organized in a way that helped me learn
5. The course (or section) provided a mixture of explanation and practice
6. The course (or section) was effectively organized
7. The course (or section) assignments and lectures usefully complemented each other
8. The course (or section) instructions (including manuals, handouts, etc.) were clear
9. The course (or section) work helped me understand concepts more clearly
10. Instructions for course (or section) materials (including manuals, handouts, etc.) were clear
11. The lab complemented my understanding of the lectures
12. The section helped to complement the lectures
13. Increased or Developed Skills/Knowledge (Thinking, Writing, Application, Knowledge, Communication, Ethics): General/overall learning & content-specific learning are possible sub-categories within this set (see i and ii below). Perhaps we need one question from each.

Application & Specific Skill Development

1. The course (or section) developed my ability to interact with diverse groups of people
2. The course (or section) provided guidance on how to become a competent professional
3. The course developed my ability to read and think critically
4. The course (or section) helped me improve my writing
5. The course (or section) developed my ability to provide constructive critiques to others
6. The course (or section) helped me make progress in my acquisition of the language
7. The course (or section) helped me conceptualize and present my ideas in my artistic medium
8. The course (or section) helped me understand ethical issues involved
9. The course (or section) developed my communication/presentation skills
10. The course (or section) developed my abilities and skills for the subject
Theory/Content Knowledge

1. The course (or section) developed my ability to apply theory to practice
2. The course (or section) provided the opportunity to practice the skills required in the course
3. The course (or section) allowed me to synthesize fundamental knowledge and skills
4. The course (or section) gave me a deeper insight into the topic
5. In this course (or section), I learned a great deal
6. The course (or section) improved my problem-solving skills
7. The course (or section) developed my ability to think critically about the subject

Course Overall

1. How satisfied were you with this course (or section)?
2. MANDATORY: Considering both the limitations and possibilities of the subject matter and the course, how would you rate the overall effectiveness of this course? (ALL formats except: Discussion & Problem)

CATEGORY 3: Student Self-Evaluation Questions

1. How many class (or section) sessions did you attend?
2. On average, how many hours per week have you spent on this course (or section), including attending classes, doing readings, reviewing notes, writing papers, and any other course-related work?
3. How satisfied were you with your effort in this course (or section)?

CATEGORY 4: Open-Ended Questions

1. Please identify what you consider to be the strengths of the course (or section).
2. Please identify area(s) where you think the course (or section) could be improved.
3. Feedback for other students: What advice would you give to another student who is considering taking this course (or section)? [1](http://teaching-dev.ets.berkeley.edu/course-evaluations-question-bank#ftnref2)

[1](http://teaching-dev.ets.berkeley.edu/course-evaluations-question-bank#ftn2) A department may participate in electronic Course Evaluations without offering the student-to-student question.