



Quality Online Learning and Teaching (QOLT) Rubric Summary

1. **Course Overview and Introduction**
2. **Assessment and Evaluation of Student Learning**
3. **Instructional Materials and Resources Utilized**
4. **Student Interaction and Community**
5. **Instructional Design and Delivery**
6. **Technology for Teaching and Learning**
7. **Learner Support and Resources**
8. **Accessibility and Universal Design**
9. **Course Summary and Wrap-up**

The following scale of effectiveness is applied to each QOLT objective:

Exceeds/Always (3 points)	Criterion evidence is clear, appropriate for this course, and demonstrates best practices in a manner that models its use.
Meets/Frequent (2 points)	Evidence of this criterion is clear and is appropriate for this course. Minor room for enhancement.
Developing/Rarely (1 point)	Some evidence of this criterion, but it needs to be presented more clearly and/or further developed.
Nonexistent /Never (0 points)	Not present, but should be, based on course design and content. Or, is present, but not appropriate for this course.
Non-applicable (no score given)	Objective does not apply to the course (e.g., course does not have group-work assignments and rater would enter "NA"). Objective(s) rated NA will not factor into overall points and resulting Mean scores.

Section 1. Course Overview and Introduction

Instructor gives a thorough description of the course, as well as inducting students to the course protocol and expectations.

- 1.1 Students are provided clear instructions to get started and access all course components such as course schedule, course calendar, and course syllabus.
- 1.2 Course description is provided in a manner that goes beyond the very brief description that is typically provided in the course catalog.
- 1.3 Instructor information is available to students and includes contact, biographical, and availability information, as well as picture.
- 1.4 Etiquette expectations for online discussions, email, and other forms of course communication are clearly stated.
- 1.5 Academic integrity and expectations are defined and provided with links and/or current institutional policies included.
- 1.6 A list of technical competencies necessary for course completion is provided, identifying and delineating role/extent the online environment plays in the total course.
- 1.7 Instructor provides samples of student work and opportunities for students to ask questions.
- 1.8 Instructor asks students to share their own learning goals.

Section 2. Assessment and Evaluation of Student Learning

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

- 2.1 All Student Learning Outcomes (SLO) are specific, well-defined, and measurable.

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- 2.2 The grading policies for both the course and individual assignments are clearly stated.
- 2.3 The learning activities (graded and ungraded) promote the achievement of student learning objectives and outcomes.
- 2.4 The assessment instruments are sequenced, varied, and appropriate to the student work being assessed.
- 2.5 Instructor provides students with multiple instances of feedback opportunities to “self-check” their performance or progress.
- 2.6 Throughout the semester, the instructor solicits feedback from students, on multiple occasions and in a variety of ways, about their learning and the quality of the course.

Section 3. Instructional Materials and Resources Utilized

The instructor has carefully selected a variety of materials and material formats to represent course content and enable students to meet relevant learning outcomes.

- 3.1 Students are given adequate notice to acquire course materials.
- 3.2 Syllabus lists whether textbooks are required or recommended.
- 3.3 For each required and recommended text, there is a brief statement as to its value/purpose in meeting student learning outcome(s) and learning objectives.
- 3.4 When possible, students are given options in terms of how they acquire course materials, including Open Educational Resources (e.g., MERLOT).
- 3.5 There is a variety of instructional material types, helping to engage students in the content, while not overly relying on one content type.
- 3.6 All resources and materials used in the course are appropriately cited according to Fair Use guidelines.

Section 4. Student Interactions and Community (Course Design)

Addresses how well (1) the instructor provides opportunities for students to interact with the content, peers, instructions, LMS, and (2) the course design enables students to become active learners and contribute to the online course community.

- 4.1 At the beginning of the course, students are provided with an opportunity to introduce themselves to each other as a way of encouraging community.
- 4.2 Instructor provides information about being a successful online learner/student
- 4.3 Navigation throughout the online components of the course is logical, consistent, and efficient.
- 4.4 Learning activities support active learning that encourages ongoing and frequent human-to-human interactions.
- 4.5 Learning activities support active learning that encourages ongoing and frequent student-content interactions.
- 4.6 The modes and requirements for student interaction are clearly articulated
- 4.7 Instructor clearly explains his/her role regarding participation in the class and participates when necessary to intervene while still letting students take ownership.
- 4.8 Learning activities help students understand fundamental concepts and build skills outside of the classrooms.

Section 5. Facilitation and Instruction (Course Delivery)

Addresses how well the instructor facilitates the course, communicates with students, engages students to be active learners, and reinforces the development of a sense of community among course participants.

- 5.1 Instructor helps identify areas of agreement and disagreement on course topics.
- 5.2 Instructor helps guide the class toward understanding course topics.
- 5.3 Instructor helps keep course participants engaged and participating in productive dialogue.
- 5.4 Instructor encourages students to explore new concepts.
- 5.5 Instructor helps focus discussions on relevant issues.
- 5.6 Instructor provides feedback in a timely manner.
- 5.7 Instructor sends communications about important goals and course topics.
- 5.8 Instructor sends reminders about due dates and duration of modules and other instructions regarding the learning activities to keep students on task.

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Section 6. Technology for Teaching and Learning

Instructor utilizes technology to effectively deliver course content, engage students in learning activities (individual, student-to-student, instructor-to-student) and allow students to express themselves or demonstrate learning.

- 6.1 The tools and media support the course learning objectives.
- 6.2 Course tools and media support student engagement and encourage students to interact with PEOPLE.
- 6.3 Course tools and media support student engagement and encourage students to interact with course CONTENT.
- 6.4 Instructor provides clear information about access to the technologies required in the course.
- 6.5 Instructor clearly articulates the acceptable formats for assignment completion and submission.
- 6.6 Instructor takes advantage of the current tools provided by the Learning Management System.

Section 7. Learner Support and Resources

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

- 7.1 Instructor articulates, links, or provides a clear description of the technical support offered and how to access it.
- 7.2 Course instructions articulate, link to, or explain how the Cal State LA's ACADEMIC support services and resources can help students succeed in the course.
- 7.3 Course instructions articulate, link to, or explain how the Cal State LA's STUDENT support services and resources can help students succeed in the course and how students can access related services.

Section 8. Accessibility and Universal Design

The course utilizes principles of accessibility and universal design that are critical to some learners, but benefits all learners. It is strongly recommended that instructors contact their instructional design or assistive technology personnel for assistance and information related to this section.

- 8.1 Instructor provides students with accessibility information and policies for the Learning Management System (Moodle).
- 8.2 The syllabus makes clear how the instructor will follow university policy and work with students who have an officially registered disability.
- 8.3 File formats, text formats and document organization, navigation, links, images and graphics, tables, and background and colors accommodate assistive technologies.
- 8.4 All online tools used are accessible and when necessary effective alternative access is provided.

Section 9. Course Summary and Wrap Up

The instructor provides students with opportunities to summarize the semester, establish the connection between their course and other courses, and prepare to start the next phase of their program/progress.

- 9.1 Instructor provides students with the opportunity to ask questions as a form of closure and to foster insight into their accomplishments.
- 9.2 Instructor provides students with feedback about their overall learning and progress and their experiences throughout the term (semester or quarter).
- 9.3 Instructor provides opportunities for students to reflect on their learning and connect their individual learning goals with the course expectations (stated objectives and outcomes).