

# University of New Orleans

## Distance Learning Standards and Evaluation

### Standards

#### **Standard 1: Online Course Organization, Design and Presentation**

The course provides online learners with actively engaging learning experiences that promote their mastery of content and are aligned with nationally accepted content standards.

##### *Academic Content Indicators*

1. Course objectives are measurable and clearly state what the participants will know or be able to do at the end of the course.
2. Unit learning objectives are measurable and consistent with course-level objectives.
3. Content and assignments are of sufficient rigor, depth and breadth to meet national professional standards for the topic being addressed.
4. Academic integrity and netiquette (Internet etiquette) expectations regarding lesson activities, discussions, e-mail communications and plagiarism are clearly stated.

##### *Course Overview and Introduction Indicators*

5. A clear, complete course overview and syllabus are distributed to all students enrolled in the course.
6. Requirements are clearly stated, consistent with course objectives, and representative of the scope of the course.
7. Grading policies and practices are easy to understand.
8. Information is provided to students on how to communicate with the online instructor, including information on the process for these communications.

##### *Legal Issue Indicators*

9. All copyrighted resources and materials used in the course are appropriately cited.
10. The course meets universal design principles, Section 508<sup>1</sup> standards and W3C<sup>2</sup> guidelines to ensure access for all students.

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<sup>1</sup> <http://www.section508.gov/index.cfm?fuseAction=stds>

<sup>2</sup> <http://www.w3.org/>

11. Faculty will monitor attendance for registration purposes.

## **Standard 2: Instructional Design and Delivery**

The course uses learning activities that engage students in active learning, provides students with multiple learning paths to master the content, and provides ample opportunities for interaction and communication student-to-student, student-to-instructor and instructor-to-student.

### ***Audience Analysis Indicators***

1. The instructional design employs varied ways to learn and incorporates multiple levels of mastery of the course content.

### ***Course and Unit Design Indicators***

2. The course is designed to teach concepts and skills that students will retain over time.
3. The materials are organized into appropriate units, logically sequenced, and integrated.

### ***Instructional Strategies and Activities Indicators***

4. The instructor includes activities that engage students in active learning.
5. The instructor provides multiple learning paths to master the content and achieve stated objectives.
6. The instructor provides opportunities for students to engage in higher-order thinking and critical reasoning activities.
7. The instructor uses readability levels, written language assignments and mathematical requirements appropriate for the course content and the students.
8. The instructor meets the established academic credentials or professional teaching standard for the field in which he or she is teaching and has been trained to teach online.
9. The course design provides opportunities for appropriate instructor-student interaction, including timely and frequent instructor feedback about student progress.
10. The course design provides opportunities for appropriate instructor-student and student-student interaction to foster mastery and application of the material and a plan for monitoring that interaction.

### ***Learning Resources and Support Indicators***

11. The instructor provides information and links to campus resources about online learning.
12. The instructor provides access to resources that enrich the course content.

13. The instructor provides appropriate contact information for the instructor and provider.

### **Standard 3: Assessment and Evaluation of Student Learning**

The course uses multiple strategies and activities to assess student readiness for and progress in course content and provides students with feedback on their progress.

#### ***Evaluation Strategy Indicators***

1. Student evaluation strategies are clearly stated, provide measures of course objectives, and are consistent with course assignments and resources.
2. Student evaluation includes adequate and appropriate methods and procedures to assess students' mastery of content.
3. Assessment strategies allow the instructor flexibility to assess students in a variety of ways.

#### ***Feedback Indicators***

4. Ongoing and frequent assessments are conducted to verify each student's readiness, where appropriate, for the next unit.
5. Assessment strategies and tools make the student continuously aware of his/her progress in class and mastery of the content beyond letter grades. Such other forms of feedback may include quality of participation in discussion, completion of exercises, and timely submission

### **Standard 4: Teaching with Technology**

The course takes full advantage of a variety of technology tools, has a user-friendly interface, and meets accessibility standards for learners with special needs.

#### ***User Interface Indicators***

1. The course is easy to navigate.
2. The course makes appropriate use of the capabilities of the online medium.
3. Students are informed of the prerequisite technological skills required for the course.

***Technology Requirements Indicators***

4. Hardware, web browser and software requirements are clearly specified.
5. Content-specific tools and software used are appropriate to the course objectives.
6. Technology enhances the sharing of questions, assessments and results with others.

**Standard 5: Course Evaluation and Management**

The course is evaluated regularly for effectiveness, using a variety of assessment strategies, and the findings are used as a basis for improvement. The course is kept up to date, both in content and in the application of new research on course design and technologies.

***Assessing Course Effectiveness Indicators***

1. Results of peer review and student evaluations of the course are available to the instructor in a timely manner to allow for course improvement.
2. The course is evaluated regularly for effectiveness, and the findings are used as a basis for improvement.

# University of New Orleans Online Course Self- and Peer-Evaluation Form

## Introduction

This form is designed to assist faculty and their academic departments with the determination of the quality and effectiveness of online courses. The five distance learning standards adopted by UNO are listed below along with a number of indicators that the standards are being met. Each indicator is accompanied by three statements representing various levels of indicator quality. Read each statement and check the appropriate response based on your analysis of the materials provided for the target course.

Course and Section # \_\_\_\_\_ Instructor: \_\_\_\_\_

Course Title: \_\_\_\_\_

Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

## **Standard 1: Online Course Organization, Design and Presentation**

The course provides online learners with engaging learning experiences that promote their mastery of content and are aligned with nationally accepted content standards.

### *Academic Content Indicators*

1. Course objectives are measurable and clearly state what the participants will know or be able to do at the end of the course.  
 Learning objectives describe outcomes that are measurable and clearly integrated with learning activities.  
 Learning objectives describe outcomes that are measurable but learning activities are implied.  
 Learning objectives are vague or incomplete and learning activities are absent or unclear.
2. Unit learning objectives are measurable and consistent with course-level objectives.  
 Unit learning objectives describe measurable outcomes and are clearly integrated with course-level objectives.  
 Unit learning objectives describe measurable outcomes but integration with course-level objectives is implied.  
 Unit learning objectives are vague or incomplete and integration with course-level objectives is absent or unclear.

3. Content and assignments are of sufficient rigor, depth and breadth to meet national professional standards for the topic being addressed.
  - Instructional materials have sufficient breadth, depth and currency for the student to learn the subject.
  - Instructional materials lack sufficient breadth, depth or currency for the student to learn the subject.
4. Academic integrity and netiquette (Internet etiquette) expectations regarding lesson activities, discussions, e-mail communications and plagiarism are clearly stated.
  - Comprehensive expectations of student conduct regarding participation in all class activities are clearly explained in formal course documents.
  - Expectations of student conduct regarding some activities are addressed in formal course documents, but are not comprehensively covered.
  - Only limited expectations of student conduct are addressed in e-mail communication with students, but not fully stated in formal course documents.

***Course Overview and Introduction Indicators***

5. A clear, complete course overview and syllabus are distributed to all students enrolled in the course.
  - Course syllabus identifies and clearly delineates the role the online environment will play in the total course
  - Course syllabus identifies and delineates the role the online environment will play in the course.
  - Course syllabus is unclear about what is expected of students.
6. Requirements are clearly stated, consistent with course objectives, and representative of the scope of the course.
  - A description of performance requirements, their relative weight, and how to meet those requirements is thoroughly and clearly stated.
  - A description of performance requirements is clearly stated, but how to meet those requirements is not evident.
  - A description of performance requirements is incomplete and unclear.
7. Grading policies and practices are easy to understand.
  - Grading policies are clearly explained and clearly aligned with learning objectives.
  - Grading policies are explained but are not clearly aligned with learning objectives.
  - Grading policies are not clearly explained and are not aligned with learning objectives.
8. Information is provided to students on how to communicate with the online instructor, including information on the process for these communications.
  - Students are provided multiple opportunities to communicate with the instructor and explanations on how to do so.

- \_\_\_ Students are provided limited opportunities to communicate with the instructor and partial explanations on how to do so.
- \_\_\_ Students are provided no clear opportunities to communicate with the instructor and no explanations on how to communicate with the instructor.

### ***Legal Issue Indicators***

9. All copyrighted resources and materials used in the course are appropriately cited.
  - \_\_\_ All materials borrowed from other sources are distinctly and appropriately referenced in accordance with university copyright policy.
  - \_\_\_ Use of resources and materials borrowed from other sources is not clear.
  - \_\_\_ Use of materials borrowed from other sources is acknowledged, but appropriate references are not included.
10. The course meets universal design principles, Section 508<sup>3</sup> standards and W3C<sup>4</sup> guidelines to ensure access for all students.
  - \_\_\_ Accessibility and assistance for persons with disabilities are addressed in formal course documents and include contact information regarding university policy for compliance with ADA and Rehabilitation Act requirements.
  - \_\_\_ Accessibility and assistance for persons with disabilities are addressed informally in instructor-student communications, and only limited contact information is provided, which partially meets university compliance policy.
  - \_\_\_ Accessibility and assistance for persons with disabilities is not formally or informally addressed in course documents and communication.
11. Faculty will monitor attendance for registration purposes.
  - \_\_\_ Monitoring is done by use of weekly quizzes, discussions or assignments.
  - \_\_\_ Monitoring is not done by use of weekly quizzes, discussions or assignments.
  - \_\_\_ Monitoring by use of quizzes, discussions or assignments is done but not regularly.

## **Standard 2: Instructional Design and Delivery**

The course uses learning activities that engage students in active learning, provides students with multiple learning paths to master the content, and provides ample opportunities for interaction and communication student-to-student, student-to-instructor and instructor-to-student.

### ***Audience Analysis Indicators***

1. The instructional design employs varied ways to learn and incorporates multiple levels of mastery of the course content.
  - \_\_\_ The instructor uses multiple visual, textual, kinesthetic and/or auditory activities to enhance student learning.

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<sup>3</sup> <http://www.section508.gov/index.cfm?fuseAction=stds>

<sup>4</sup> <http://www.w3.org/>

- The instructor uses some visual, textual, kinesthetic and/or auditory activities to enhance student learning.
- The instructor uses few visual, textual, kinesthetic and/ or auditory activities to enhance student learning.

***Course and Unit Design Indicators***

2. The course is designed to teach concepts and skills that students will retain over time.
  - The course design encourages students to test the validity of ideas and internalize concepts.
  - The course design encourages students to identify and learn material for the purpose of getting a good grade, rather than developing content mastery.
  - The course design encourages students to passively accept and memorize ideas from others and to study material to pass exams.
3. The materials are organized into appropriate units, logically sequenced, and integrated.
  - Instructional materials are logically sequenced and related to one another in a clear, easy-to-follow manner, even for the uninitiated student
  - Instructional materials are logically sequenced and integrated, but may require some prior knowledge to follow and understand.
  - Instructional materials are not logically sequenced or integrated.

***Instructional Strategies and Activities Indicators***

4. The instructor includes activities that engage students in active learning.
  - New teaching methods are used innovatively to actively engage students and enhance student learning.
  - New teaching methods are used in limited ways to actively engage students and enhance learning.
  - New teaching methods are used sparingly or not at all to actively engage students.
5. The instructor provides multiple learning paths to master the content and achieve stated objectives.
  - The instructor provides a variety of content-specific resources and approaches for achieving course objectives.
  - The instructor provides little variety in content-specific resources and approaches for achieving course objectives.
  - The instructor provides no variety in content-specific resources or approaches for achieving course objectives.
6. The instructor provides opportunities for students to engage in higher-order thinking and critical reasoning activities.
  - The instructor provides multiple activities that help students develop critical thinking and problem-solving skills



- The instructor provides some activities to help students develop critical thinking and/skills or problem-solving skills.
  - The instructor provides limited or no activities to help students develop critical thinking and/or problem solving.
7. The instructor uses readability levels, written language assignments and mathematical requirements appropriate for the course content and the students.
- The instructor uses a variety of technology tools to appropriately facilitate communication and learning.
  - The instructor uses some technology tools to facilitate communication and learning.
  - The instructor uses limited technology tools to facilitate communication and learning.
8. The instructor meets the established academic credentials or professional teaching standard for the field in which he or she is teaching and has been trained to teach online.
- The instructor meets all the appropriate academic degree, professional experience and online training requirements to teach the course.
  - The instructor meets some, but not all of the degree, experience and training requirements needed to teach the course.
  - The instructor does not meet any of the established requirements in a formal manner.
9. The course design provides opportunities for appropriate instructor-student interaction, including timely and frequent instructor feedback about student progress.
- The instructor uses formal and informal student feedback on an ongoing basis to help plan instruction and assessment of student learning throughout the semester.
  - The 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.
  - Instructor uses student feedback at the end of the semester to help plan instruction and assessment of student learning for the next semester.
10. The course design provides opportunities for appropriate instructor-student and student-student interaction to foster mastery and application of the material, and sets out a plan for monitoring that interaction.
- Course offers ample opportunities for interaction and communication student to student, student to instructor and student to content.
  - Course offers some opportunities for interaction and communication student to student, student to instructor and student to content.
  - Course offers limited opportunity for interaction and communication student to student, student to instructor and student to content.

### ***Learning Resources and Support Indicators***

11. The instructor provides information and links to campus resources about online learning.  
 Course contains extensive information about being an online learner and links to campus resources.  
 Course contains some information for online learner support and links to campus resources.  
 Course contains limited information for online learner support and links to campus resources.
  
12. The instructor provides access to resources that enrich the course content.  
 The instructor provides access to a wide range of resources supporting course content.  
 The instructor provides access to some resources supporting course content.  
 The instructor provides access to a limited number of resources supporting course content.
  
13. The instructor provides appropriate contact information for the instructor and provider.  
 Students are given complete multiple ways to contact the instructor and the hardware/software providers.  
 Students are given partial information regarding how to contact the instructor and/or the hardware/software providers.  
 Students are given no information for contacting the instructor and/or the hardware or software providers.

### **Standard 3: Assessment and Evaluation of Student Learning**

The course uses multiple strategies and activities to assess student readiness for and progress in course content and provides students with feedback on their progress.

#### ***Evaluation Strategy Indicators***

1. Student evaluation strategies are clearly stated, provide measures of course objectives, and are consistent with course assignments and resources.  
 Learning objectives, instructional and assessment activities are closely aligned.  
 Learning objectives, instructional and assessment activities are somewhat aligned  
 Learning objectives, instructional and assessment activities are not closely aligned
  
2. Student evaluation includes adequate and appropriate methods and procedures to assess students' mastery of content.  
 Appropriate and accepted methods for assessing student mastery are used in a timely manner throughout the course.

- Assessment of student mastery is generated using subjective methods or procedures which may not be generally accepted.
- Assessments of student mastery using appropriate methods are infrequent and sporadic.

3. Assessment strategies allow the instructor flexibility to assess students in a variety of ways.

- Ongoing multiple assessment strategies are used to measure content knowledge, attitudes and skills.
- Ongoing strategies are used to measure content knowledge, attitudes and skills.
- Assessment strategies are used to measure content knowledge, attitudes and skills.

***Feedback Indicators***

4. Ongoing and frequent assessments are conducted to verify each student's readiness, where appropriate, for the next unit.

- Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery.
- Course has some activities to assess student readiness for course content and mode of delivery.
- Course has limited activities to assess student readiness for course content and mode of delivery.

5. Assessment strategies and tools make the student continuously aware of his/her progress in class and mastery of the content beyond letter grades. Such other forms of feedback may include quality of participation in discussion, completion of exercises, and timely submission of assignments.

- Students receive regular and frequent evaluations of all aspects of their performance in a variety of formats.
- Students receive regular evaluations of their progress, but not for all aspects of their performance.
- Students receive random evaluations of their performance throughout the term.

**Standard 4: Teaching with Technology**

The course takes full advantage of a variety of technology tools, has a user-friendly interface, and meets accessibility standards for learners with special needs.

***User Interface Indicators***

1. The course is easy to navigate.

- Course is well-organized and easy to navigate. Students can clearly understand all components and structure of the course.
- Course is organized and navigable. Students can understand the key components and structure of the course.

- Much of the course is under construction, with some key components identified such as the syllabus.
- 2. The course makes appropriate use of the capabilities of the online medium.
  - A variety of multimedia elements and/or learning objects are used and are relevant to student learning throughout the course.
  - Multimedia elements and/or learning objects are erratically used and not consistently relevant to student learning.
  - Multimedia elements and/or learning objects are limited or non-existent.
- 3. Students are informed of the prerequisite technological skills required for the course.
  - Skills and knowledge essential to effectively use the required technology for the course are clearly and completely identified.
  - Skills and knowledge essential to effectively use the required technology for the course are only partially identified.
  - Skills and knowledge essential to effectively use the required technology for the course are not identified.

***Technology Requirements Indicators***

- 4. Hardware, web browser and software requirements are clearly specified.
  - All hardware, browser and software requirements for the course are clearly and completely specified.
  - Most, but not all of the hardware, software and browser requirements for the course are specified.
  - Only a limited part of the hardware, software and browser requirements for the course are specified.
- 5. Required technologies for this course are either provided or easily downloadable.
  - Faculty and students can easily access and download all technology required for this course.
  - Faculty and students may encounter some difficulty accessing or downloading some of the technology required for this course.
  - Faculty and students may be unable to access or download some of the technology required for this course.
- 6. Content-specific tools and software used are appropriate to the course objectives.
  - The course uses a variety of appropriate technology tools to facilitate accomplishment of course objectives.
  - The course uses some appropriate technology tools which may facilitate accomplishment of objectives.
  - The course uses limited technology tools which could facilitate accomplishment of objectives.

## **Standard 5: Course Evaluation and Management**

The course is evaluated regularly for effectiveness, using a variety of assessment strategies, and the findings are used as a basis for improvement. The course is kept up to date, both in content and in the application of new research on course design and technologies.

### ***Assessing Course Effectiveness Indicators***

1. Results of peer review and student evaluations of the course are available to the instructor in a timely manner to allow for course improvement.  
 Results of peer review and student evaluations are readily available to the instructor in a timely manner.  
 Results of peer review and student evaluations are available to the instructor in a timely manner for only some sections and terms .  
 Results of peer review and/or student evaluations generally are not available to the instructor in a timely manner.
  
2. The course is evaluated regularly for effectiveness, and the findings are used as a basis for improvement.  
 The course is evaluated at least annually for effectiveness and the results are used for improvement.  
 The course is evaluated only periodically, not annually and results are used randomly to make improvements.  
 The course is not evaluated or improved on a regular basis.