

**Mines Online Course Review Overview**

The Mines Online Program Course Standards were developed by a faculty committee in collaboration with the Trefny Center to assure that all online courses offered at Mines represent the rigor and quality of instruction at Mines, utilize best practices in online learning to promote student success, and meet existing regulatory and accreditation requirements. For an online course to be offered to Mines students, it must first go through a course review process to ensure that all course elements meet or exceed the Mines Online Program Course Standards. This rubric will be the tool to evaluate the online courses.

**Section A: Content**

This section focuses on how content is organized and accessed in the learning management system. Key course elements that will be reviewed include course navigation, learning outcomes, and access to student support information.

**Section B: Interaction**

This section examines instructor-initiated and student-initiated communication. Key course elements that will be reviewed include students' opportunities to receive regular feedback from instructor, to collaborate, and to communicate with each other and the instructor in order to build a sense of community.

**Section C: Assessment**

This section assesses the variety and effectiveness of assessments and activities within the course. Key course elements that will be reviewed include the alignment of outcomes and assessments, the clarity of instructions for completing assignments/activities, and plan for delivery of or evidence of timely and regular feedback.

**Section Scoring**

Each element in these sections will be marked in one of two ways:

- **Incomplete:** The element is missing or present to a degree that does not adequately support student success in online learning.
- **Aligned:** The element is present and effectively designed to support student success in online learning.

**Note:** If any elements are marked as Incomplete, the faculty member will receive on-going support from a member of the Trefny Center to bring the element(s) into alignment with the standards/rubric.

Online Course Standards - Faculty

Contact Information

\* Course Name (e.g., Space Resources Fundamentals)

\* Course ID (e.g., SPRS501)

Review date

Date / Time

\* Reviewer Name

Email

Department

Online Course Standards - Faculty

**Section A: Content**

**A1: Clarity of Learning Outcomes**

- Outcomes do not include demonstrable learning.
- Outcomes include demonstrable learning.

**A2: Alignment of Learning Outcomes**

- Course content and activities are not aligned with outcomes.
- Course content and activities are aligned with outcomes.

**A3: Placement of Learning Outcomes**

- Outcomes are not included in individual learning units/modules.
- Outcomes are included in the individual learning units/modules.

**A4: Page-Level Organization**

- 0-60% of page content is not grouped in manageable segments.
- >60% of page content is grouped in manageable segments.

**A4: Course Organization**

- Content is not presented in visibly distinct learning units or modules.
- Content is presented in visibly distinct learning units or modules.

**A6: Course Navigation**

- Navigation does not facilitate ease of use where students follow a clear consistent path.
- Navigation does facilitate ease of use where students follow a clear consistent path.

**A7: Terms and Labels**

- Terminology and labels are not consistently used throughout the course.
- Terminology and labels are used consistently throughout the course.

**A8: Student Centered Learning**

- Content is presented using only one modality (e.g. text).
- Content is presented through a variety of methods (e.g. text, video).

**A9: Instructions**

- Instructions for completing course work is incomplete, unclear or difficult to follow.
- Instructions for completing course work is complete, clear, and easy to follow.

**A10: Course Etiquette**

- Expectations for appropriate discourse in course communications are not clearly stated.
- Expectations for appropriate discourse in course communications are clearly stated.

**A11: Learner Feedback**

- Learners are not given structured opportunities during the course to provide feedback.
- Learners are given structured opportunities during the course to provide feedback.

**A12: Policies**

- Policies relevant for learner success are not included in syllabus or are difficult to find.
- Policies relevant for learner success are included in syllabus and are easy to find.

**A13: Student Services**

- Links to institutional services are not included in the course materials.
- Links to institutional services are included in the course materials.

**Section A: Content - Reviewer Comments**

Online Course Standards - Faculty

**Section B: Interaction**

**B1: Pre-Course Resources**

- Instructor has not provided a clear plan for students to receive basic resources (e.g. syllabus), instructions before the start of the course.
- Instructor has provided a clear plan for students to receive basic resources (e.g. syllabus), instructions before the start of the course.

**B2: Instructor Initiated Contact**

- There is not a clear plan for instructor communication embedded into the course design.
- There is a clear plan for Instructor communication embedded into the course design.

**B3: Course Support**

- The instructor's role or plan for supporting course materials is not clearly explained.
- The instructor's role or plan for supporting course materials is clearly explained.

**B4: Instructor Contact Info**

- Contact information for the instructor is missing or difficult to find, and no information for response time.
- Contact information for the instructor is easy to find and includes expected response times.

**B5: Student Initiated Interaction**

- It is not clear how students are to initiate interaction with other students.
- It is clear how students can initiate interaction with other students.

**B6: Student Interactions**

- Opportunities for student-to-student, student-to-instructor, or student-to-content interaction are not built into the course.
- Opportunities for student-to-student, student-to-instructor, or student-to-content interaction are built into the course.

**B7: Learning Community**

- Activities designed to build a sense of community among learners are not included.
- Activities designed to build a sense of community among learners are included.

**B8: Participation Levels**

- Guidelines explaining required levels of student participation are not clearly explained.
- Guidelines explaining required levels of student participation are clearly explained.

**Section B: Interaction - Reviewer Comments**

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**Section C: Assessment**

**C1: Authenticity**

- Assessment activities do not demonstrate the learning outcomes.
- Assessment activities do demonstrate the learning outcomes.

**C2: Validity**

- Assessments do not align with or are related to the learning outcomes.
- Assessments directly align with the stated learning outcomes.

**C3: Variety**

- Assessment or question types are limited to only one type (e.g. only multiple choice quizzes).
- Assessment or question types are varied (e.g., selection of assessments and students can choose which one to submit).

**C4: Frequency**

- Assessments are few or infrequent during the course.
- Assessments are administered throughout the course.

**C5: Assessment Scoring (e.g., rubrics or guides)**

- Clear measurable criteria for performance expectations are not included.
- Clear measurable criteria for performance expectations are included.

**C6: Assessment Instructions**

- Assessments include little or no instruction.
- Assessments include clear instructions for completion.

**C7: Feedback**

- There is no clear plan for instructor feedback on assessments.
- There is a clear plan for instructor feedback on assessments.

Section C: Assessment - Reviewer Comments



Online Course Standards - Faculty

Thank you for your time and expertise! We will compile your feedback with the other reviews to make final modifications to the course.