

Viterbo University: Online Course Evaluation Form (COOL evaluation version) (Updated Fall 2018)

Course and Instructor Information		
Instructor Name:		
Department:		
Full course name and course prefix and number:		
Dates of virtual visit:		
Online teaching effectiveness narrative		
Ways in which instructor effectively and actively support student engagement and learning in their online course through course design and teaching strategies.		
Recommendations to the instructor.		
Note: Requirements that are highlighted must be addressed immediately.		
A: Quality of Online Instruction	Expectation Met? (Yes/No/ Partially)	Comments Comments required if response is partially or no
A1. The course includes multiple forms of instruction (e.g., interactive discussions, writing assignments, and testing) to address multiple styles of student learning.		
A2. Instructor develops and supports an online social presence to improve the learning community through weekly contact with updates and encouragement via announcements and/or class emails.		
A3. Feedback and/or completed rubrics and grades are posted in the grade book in a timely manner (within 2 weeks)		
A4. The course requires that students interact regularly with each other and the instructor on course material via avenues such as discussion board questions, group discussions, chats, wikis, or via other forms of communication.		
A5. The syllabus clearly communicates expectations for students to succeed in the course (including: rubrics for major assignments, descriptions of course activities and topics, and detailed course calendar with deadlines)		
A6. Instructor develops and supports the learning community by being actively involved in all aspects of the course; including demonstrating a guiding presence on discussion forums.		
A7. Instructor develops and supports an online social presence through instructor voice narration and/or instructor video.		
B: Quality of Course Curriculum	Expectation Met? (Yes/No/ Partially)	Comments Comments required if response is partially or no

B1. The course syllabus outlines realistic time expectations for students for instructional time and outside work time that meet the required hours for the course type and length as outlined in the online syllabus template.		
B2. The course syllabus includes course learning outcomes (including specific assessments in the course). Course outcomes and course assessments are aligned with the department, program, and/or core curriculum outcomes.		
B3. There are rubrics posted or included in the syllabus for evaluation of discussion boards, assignments, papers, etc. before the assignment is due.		

C: Adherence to Viterbo Standards in Course & Syllabus Design	Expectation Met? (Yes/No/ Partially)	Comments Comments required if response is partially or no
C1. There are no violations of copyright laws. Copyright guidelines for online courses are more restrictive than face-to-face courses (see handbook for copyright guidelines for online classes and blended classes that have 50% or more of content presented online).		
C2. All course links are active and course content is current. The link for online course policies is available to students.		
C3. The course page is easy to navigate. Content and activities are organized in a logical fashion. Students can access time-relevant content and participate in course activities without searching or excessive scroll.		
C4. The course follows ADA standards including: <ul style="list-style-type: none"> • Use of default font and consistent use of color • Avoids overuse of bold, CAPS, or italics. Underlines only used for links. • Images are optimized for efficient loading and screen size. No animations. • Images include alt text or captions • Video/audio quality is clear and uses a standard player 		
C5. The course syllabus includes contact information for course instructor and response policy that articulates responding to emails within 24 hours on weekdays and within 48 hours on weekends.		
C6. The course syllabus includes course description, course prerequisites, and textbook or supplemental text information.		
C7. The course syllabus includes clear grading policy, including grading scale, late policy, and grading distribution.		
C8. Course is opened on Moodle and syllabus is provided to students in blended and online classes at least one week before the course begins for compressed courses, or on the first day of class for semester long courses.		
C9. For 100% online courses, instructor requires students to submit assignments via Moodle and instructor posts grades for assignments (with feedback or attached completed rubric) on Moodle.		