

# Online Course Evaluation Tool

## Part One: Course Syllabus

### Instructor Contact Information

The following items are articulated in an "Instructor Contact" section in the syllabus:	A	IP	P
Instructor name, email, phone, online office hours, preferred contact			
Instructor responsiveness and availability; e.g., turn-around time for email and assignment feedback			

Comments:

### Course Information

The following items are articulated in a "Course Information" section:	A	IP	P
Course name, number, and section			
Course prerequisites			
Dates and times for synchronous meetings (if any)			
Required and supplemental textbooks and other course materials			
Instructions on how to access textbooks and course materials			
Clear statement about the purpose of the course			
List of course goals (what instructors want to teach to students)			
List of learning outcomes (what students will be able to say/do at course completion as a result of learning)			
Calendar or schedule with topics, activities, and due dates			

Comments:

Key: A = Absent, IP = In Progress, P = Present

<b>Grading and Participation</b>			
The following items are articulated in a "Grading and Participation" section in the syllabus:	A	IP	P
Description of assignments/assessments			
<a href="#">Intellectual property &amp; copyright policies</a> for course and student content			
Course grading policy, including grading scheme and letter grade scale			
Late and make-up work policy			
<a href="#">Academic integrity policy</a>			
<a href="#">Recording Policy</a>			
<b>Student Participation</b>			
<ul style="list-style-type: none"> <li>Requirements, including synchronous session participation policies</li> </ul>			
<ul style="list-style-type: none"> <li>Group work requirements</li> </ul>			
Class conduct policy, including professional and inclusive communication standards			
Statement of intent			
Comments:			
<b>Student Support</b>			
Links to the following items are articulated in a "Student Support" section in the syllabus:	A	IP	P
<a href="#">Services for Students with Disabilities</a>			
<a href="#">Center for Tutoring and Academic Excellence</a>			
<a href="#">Writing Center</a>			
<a href="#">Information Technology Services Help Desk</a>			
<a href="#">Financial Aid Office</a>			

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<b>Student Support, ctd.</b>			
Links to the following items are articulated in a "Student Support" section in the syllabus:	A	IP	P
<a href="#">University Libraries</a>			
<a href="#">Loyola Bookstore</a>			
Comments:			
<b>Technology Information</b>			
The following items are articulated in a "Technology Information" section in the syllabus:	A	IP	P
Explanation of technology tools to be used and their purpose in the course			
Links to privacy policies for technology tools			
Links to support materials for all technology tools, including LMS			
Comments:			

<b>Part Two: Course Design</b>			
<b>Learning Outcomes</b>			
<b>The following are practiced:</b>	<b>A</b>	<b>IP</b>	<b>P</b>
Learning outcomes are written from a student perspective (“You will be able to…”).			
All learning outcomes are observable and measurable.			
Course-level outcomes are clearly described in the syllabus.			
Module/unit/weekly learning outcomes are clearly described.			
Module/unit learning outcomes are consistent with course-level outcomes.			
<b>Comments:</b>			
<b>Assessment Strategies</b>			
<b>The following are practiced:</b>	<b>A</b>	<b>IP</b>	<b>P</b>
Assessments/assignments measure whether or not students have mastered the learning outcomes			
Purpose of each assessment/assignment is clearly explained			
Assessments/assignments and evaluations are conducted on an ongoing basis.			
Clear grading criteria and/or rubrics are included with each assessment/assignment.			
Instructions on how to complete and submit assessments/assignments are clear			
<a href="#">A variety of assessment/assignment options are provided for universal design.</a>			
Academic integrity is promoted throughout assessments/assignments.			
<b>Comments:</b>			

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<b>Feedback Strategies</b>			
<b>The following are practiced:</b>	<b>A</b>	<b>IP</b>	<b>P</b>
Feedback opportunities are ongoing, frequent, and detailed			
Opportunities for students to submit feedback to the instructor			
<b>Comments:</b>			
<b>Teaching and Learning Activities</b>			
<b>The following strategies are used:</b>	<b>A</b>	<b>IP</b>	<b>P</b>
Teaching and learning activities prepare students for assignments/assessments			
A variety of activities are used to support the learning outcomes			
The purpose of teaching and learning activities are explained			
<a href="#">Active learning techniques are used</a>			
<b>Comments:</b>			
<b>Selecting Instructional Materials</b>			
<b>The following are practiced:</b>	<b>A</b>	<b>IP</b>	<b>P</b>
Instructional materials prepare students to complete the learning activities.			
A variety of instructional materials are used (videos, readings, graphics, etc.).			
Copyrighted instructional materials are used appropriately.			
<b>Comments:</b>			

Presenting Instructional Materials			
The following are practiced:	A	IP	P
Material is presented in a logical and sequential order.			
Content is chunked.			
<u>Accessibility standards are met:</u>			
<ul style="list-style-type: none"> <li>Text is created with standard elements from editor.</li> </ul>			
<ul style="list-style-type: none"> <li>Tables are structured with headers or summaries of content.</li> </ul>			
<ul style="list-style-type: none"> <li>Links use descriptive, meaningful, and unique text.</li> </ul>			
<ul style="list-style-type: none"> <li>No text flashes or flickers.</li> </ul>			
<ul style="list-style-type: none"> <li>Color is not used in a functional manner or for navigation.</li> </ul>			
<ul style="list-style-type: none"> <li>Text and background colors are high contrast.</li> </ul>			
<ul style="list-style-type: none"> <li>Images have alt text or summaries of content for complex images.</li> </ul>			
<ul style="list-style-type: none"> <li>No text is present in/as an image.</li> </ul>			
<ul style="list-style-type: none"> <li>Video materials are closed captioned.</li> </ul>			
<ul style="list-style-type: none"> <li>Audio materials have accompanying transcripts.</li> </ul>			
<b>Comments:</b>			

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<b>Course Navigation</b>			
The following are practiced:	A	IP	P
Course structure is clear and understandable			
LMS menu items are limited to frequently used materials, features, and functions			
Course syllabus is easily located			
"Getting started" materials are clear:			
<ul style="list-style-type: none"> <li>Welcome message from the instructor (video or text)</li> </ul>			
<ul style="list-style-type: none"> <li>Explanation of the course format</li> </ul>			
<ul style="list-style-type: none"> <li>Instructions for where to begin</li> </ul>			
Comments:			
<b>LUC Mission</b>			
The following are practiced:	A	IP	P
Information about Loyola's mission appears in the syllabus, course shell, or course content			
Students are asked to engage with a component of the mission during the course			
Comments:			