

## K-State Rubric for Quality E-Learning

Kansas State University's Rubric for Quality E-Learning is a tool for faculty who teach credit courses in online environments. Use of the rubric provides a way to review quality related to the design, development, and delivery of online courses. Tools and resources in support of the rubric are found on the [K-State E-Learning Faculty Modules](#) wiki. You can rate the elements of the K-State Rubric for Quality E-Learning on a scale of 0-3. If an area is rated lower than 2-3, space is provided for you and / or a reviewer to list suggestions for ways to improve that element.

This rubric has been created to achieve the following:

- Ensure that faculty, learners, and administrators have clear expectations of the course
- Promote fair processes for all course participants
- Support learner access to campus resources
- Align the online course with laws and university policies, and
- Uphold professional accountability by all course participants

**Note to Faculty:** This tool was co-created by faculty, administrators, and staff. It is offered with the full acknowledgment of faculty members' academic freedom. Please feel free to add factors that are important to your particular teaching and learning context. This resource may be modified for your quality e-learning needs. (There are downloadable .docx versions of this that may be easily edited.)

### Rating Scale

0 – Not Observed

1 – Developing

2 – Meets Expectations

3 – Exceeds Expectations

## Section 1. Course Information, Policies, and Requirements

### 1A. Course Welcome

Rubric Category	Rating 0-3	Suggestions for Overall Quality Improvement
<b>Welcome message:</b> <ul style="list-style-type: none"> <li>• messages of inclusiveness of all learners</li> <li>• messaging as text, image, video, or some combination</li> </ul>		
<b>Instructor presence in the online course:</b> <ul style="list-style-type: none"> <li>• professional biographical information</li> <li>• regular multiway communications</li> </ul>		
<b>Section 1A Overall Score</b>		Total points possible = 6

### 1B. Course Information (in the Introductory Module/Section)

Rubric Category	Rating 0-3	Suggestions for Overall Quality Improvement
<b>Syllabus:</b> <ul style="list-style-type: none"> <li>• an official course description and credits</li> <li>• statement of fully online, blended, or web-enhanced</li> <li>• learning objectives, which should be observable and measurable</li> <li>• relevant learning outcomes (from the formal course documentation)</li> <li>• instructor contact information</li> <li>• virtual office hours (via email, phone, text, chat, and / or Zoom)</li> <li>• communication tools used in the course <ul style="list-style-type: none"> <li>○ clear explanation of expected response times for faculty and learners</li> <li>○ methods of feedback from the instructor for assignments, quizzes, tests, and projects (as needed)</li> </ul> </li> </ul>		

<ul style="list-style-type: none"> <li>• a course schedule with specific dates for the submission of student work</li> <li>• a clear and thorough description of assessment processes (specify proctoring setup if used) and evaluation criteria (including assessment rubrics)</li> <li>• late assignment policy</li> </ul>		
<p><b>Policies related to the course:</b></p> <ul style="list-style-type: none"> <li>• expected behavior and online <a href="#">netiquette standards</a></li> <li>• links to departmental and college policies</li> <li>• links to <a href="#">university policies</a>, including <a href="#">FERPA</a>, <a href="#">honor and integrity policy</a>, <a href="#">plagiarism</a>, <a href="#">copyright</a>, and <a href="#">others</a></li> </ul>		
<p><b>Technical knowledge:</b></p> <ul style="list-style-type: none"> <li>• explanation of the technical skills required for learner success</li> <li>• verified integrations of third-party contents and tools (like applications, e-books, social media platforms, and others)</li> <li>• instructions on how to access technology assistance <ul style="list-style-type: none"> <li>○ <a href="#">IT Help Desk</a></li> <li>○ <a href="#">Canvas Help</a></li> <li>○ <a href="#">Media Development Center</a></li> <li>○ <a href="#">K-State Libraries</a></li> </ul> </li> </ul>		
<p><b>Section 1B Overall Score</b></p>		<p>Total points possible = 9</p>

### 1C. Policies and Requirements

Rubric Category	Rating 0-3	Suggestions for Overall Quality Improvement
<p><b>Americans with Disabilities Act (ADA):</b></p> <ul style="list-style-type: none"> <li>• adherence to <a href="#">web guidelines</a> by ensuring that all learning content is accessible               <ul style="list-style-type: none"> <li>○ alt-texting imagery</li> <li>○ transcribing audio and video</li> <li>○ proper labeling of data tables</li> <li>○ employment of color only in accessible ways</li> <li>○ structuring textual information</li> </ul> </li> <li>• other accommodations as suggested by the <a href="#">2010 ADA Standards for Accessible Design</a> and <a href="#">Section 508 of the U.S. Rehabilitation Act</a></li> </ul>		
<p><b>Intellectual property laws and practices:</b></p> <ul style="list-style-type: none"> <li>• adherence to <a href="#">intellectual property guidelines</a>, including copyright, trademark, patenting, trade secrets, and <a href="#">export controls</a></li> <li>• All use of copyrighted materials (articles, books, audio, video, and games, etc.) in an online course has express and written permission by the copyright holder</li> <li>• proper labeling of trademarked and registered mark items</li> <li>• inclusion of a copyright statement in the course (the <a href="#">university-sanctioned online course copyright policy</a>)</li> </ul>		<p>© The materials in this online course fall under the protection of all intellectual property, copyright and trademark laws of the U.S. The digital materials included here come with the legal permissions and releases of the copyright holders. These course materials should be used for educational purposes only; the contents should not be distributed electronically or otherwise beyond the confines of this online course. The URLs listed here do not suggest endorsement of either the site owners or the contents found at the sites. Likewise, mentioned brands (products and services) do not suggest endorsement. Students own copyright to what they create.</p>
<p><b>Respect for learner copyright:</b></p> <ul style="list-style-type: none"> <li>• Information for students of their <a href="#">copyright responsibilities and ownership of their work</a>, particularly in areas of portfolio-assessed work and professional competitions</li> </ul>		

<ul style="list-style-type: none"> <li>proper copyright practices (including copyright protection of student-created work)</li> </ul>		
<p><b>Authentication of learner identities:</b></p> <ul style="list-style-type: none"> <li>working with the proper campus authorities to authenticate learner identities per federal requirements</li> <li>maintaining records appropriately per the <a href="#">Higher Education Opportunity Act</a></li> <li>using virtual proctoring, test centers, Dropbox work submittal, or other appropriate measures for high-value assessments</li> </ul>		
<p><b>Learner privacy rights, based on <a href="#">Family Education Rights and Privacy Act (FERPA)</a>:</b></p> <ul style="list-style-type: none"> <li>proper confidentiality actions</li> <li>alternate assignments if learners do not want to work in a public online space (when public social media technologies are used in courses)</li> <li>a formal media release for the usage of students' likenesses in photos and videos</li> </ul>		
<p><b>Regular university-required assessments of online teaching:</b></p> <ul style="list-style-type: none"> <li>assessments of online courses (with TEVAL or IDEA)</li> <li>application of learner feedback from these instruments to improve course</li> </ul>		
<p><b>Section 1C Overall Score</b></p>		<p>Total points possible = 18</p>

## Section 2. Course Contents

### 2. Course Materials

Rubric Category	Rating 0-3	Suggestions for Overall Quality Improvement
<p><b>Coherent course organization:</b></p> <ul style="list-style-type: none"> <li>• presentation of instructional materials in a coherent way (developmental, logical, or other)</li> <li>• consistent look-and-feel</li> <li>• clear navigation through the course materials</li> <li>• offer of pre-term materials to prime and support learners</li> <li>• offer of value-added post-term materials to support learners for enriched learning</li> </ul>		
<p><b>Content-rich learning materials:</b></p> <ul style="list-style-type: none"> <li>• rigor</li> <li>• higher-order thinking and problem-solving skills</li> <li>• current/ “real-world” applications</li> </ul>		
<p><b>Learning materials in multiple formats:</b></p> <ul style="list-style-type: none"> <li>• support a variety of learning preferences and experiences</li> <li>• include video, text, slideshows, games, simulations, and others</li> <li>• use of simple English and consistent terminology and labels</li> <li>• inclusive language to acknowledge and accommodate diverse learners</li> </ul>		
<p><b>Support for student endeavors in research and publishing:</b></p> <ul style="list-style-type: none"> <li>• support for acquiring research technologies enabled at K-State</li> </ul>		

<ul style="list-style-type: none"> <li>links to K-State resources <a href="#">for undergraduate and graduate students</a> (<a href="#">and general research resources</a>)</li> </ul>		
<p><b>Opportunities for students to learn from other professionals in the field:</b></p> <ul style="list-style-type: none"> <li>guest presentations</li> <li>event announcements</li> <li>internship opportunities, and others</li> </ul>		
<p><b>Section 2 Overall Score</b></p>		<p>Total points possible = 15</p>

### Section 3. Technology Usage

#### 3. Strategic Technology Usage

Rubric Category	Rating 0-3	Suggestions for Overall Quality Improvement
<p><b>Use of technology tools and media to enhance learning objectives, learning outcomes, and student engagement:</b></p> <ul style="list-style-type: none"> <li>• clear strategies and tactics in using technologies</li> <li>• sampling of cutting-edge technologies for their suitability for use in online teaching and learning, including virtual labs, simulations, games, and immersive worlds (as relevant)</li> <li>• information to learners about how to access professional office software, survey research software, data analytics software, and available trainings (as relevant)</li> </ul>		
<p><b>Support for learners in online security and computer safety (in alignment with <a href="#">K-State IT Security policies</a>):</b></p> <ul style="list-style-type: none"> <li>• making learners aware of available (and required) IT security trainings</li> <li>• encouraging safe online practices</li> </ul>		
<p><b>Section 3 Overall Score</b></p>		<p>Total points possible = 6</p>



## Section 4. Online Learner Interactions

### 4. Communication and Collaboration

Rubric Category	Rating 0-3	Suggestions for Overall Quality Improvement
<p><b>Community building opportunities:</b></p> <ul style="list-style-type: none"> <li>• ice-breaker activity to introduce student interaction</li> <li>• ways for learners to get to know each other better (to improve retention and comfort in the online course)</li> <li>• a welcoming and supportive learning social environment</li> </ul>		
<p><b>Relevant collaborative work between learners:</b></p> <ul style="list-style-type: none"> <li>• research, fieldwork, projects, and other endeavors (as relevant)</li> </ul>		
<p><b>“Regular and substantive” interactions between students and each other, and with faculty:</b></p> <ul style="list-style-type: none"> <li>• expectations of interactions are clearly stated</li> <li>• support for learner building of online learning communities (as relevant)</li> <li>• facilitation of ongoing educational and professional connections between cohorts of learners in a shared or similar academic field (i.e. by encouraging participation in professional organizations, events, competitions, and publications)</li> </ul>		
<p><b>Section 4 Overall Score</b></p>		<p>Total points possible = 9</p>

## Section 5. Learner Supports

### 5A. Customized Learner Support

Rubric Category	Rating 0-3	Suggestions for Overall Quality Improvement
<b>Support for learners:</b> <ul style="list-style-type: none"> <li>• awareness of respective learner needs</li> <li>• flexible teaching strategies</li> <li>• support for learners based on their unique needs (as observed)</li> </ul>		
<b>Enrichment of learner opportunities for further learning in their own respective locales (as relevant):</b> <ul style="list-style-type: none"> <li>• support for learners to identify formal and informal learning opportunities in their own locales to support online learning</li> </ul>		
<b>Section 5A Overall Score</b>		Total points possible = 6

## 5B. Connections to Campus Resources

Rubric Category	Rating 0-3	Suggestions for Overall Quality Improvement
<b>Support for learner usage of <a href="#">Student Services</a> provided through K-State Global Campus:</b> <ul style="list-style-type: none"> <li>• <a href="#">Getting Started</a></li> <li>• <a href="#">Resources for Success</a></li> </ul>		
<b>Support for learner usage of student services provided by K-State:</b> <ul style="list-style-type: none"> <li>• <a href="#">Student Life</a></li> <li>• <a href="#">K-State Library resources and services</a></li> <li>• <a href="#">Career Center</a> (as needed)</li> <li>• <a href="#">Counseling Services</a> (as needed)</li> <li>• <a href="#">Student Access Center</a></li> </ul>		
<b>Section 5B Overall Score</b>		Total points possible = 6

## Section 6. Assessments and Evaluations

### 6. Effective and Appropriate Assessments

Rubric Category	Rating 0-3	Suggestions for Overall Quality Improvement
<b>Alignment of assessments with formal learning objectives and outcomes to support and reinforce the course materials:</b> <ul style="list-style-type: none"> <li>consideration of practical applications of the learning in non-academic contexts</li> </ul>		
<b>Use of a variety of assessments:</b> <ul style="list-style-type: none"> <li>understanding of learning preferences and how these may affect learner performance</li> <li>appropriate learner feedback</li> </ul>		
<b>Encouragement of learner activity:</b> <ul style="list-style-type: none"> <li>participatory assignments</li> <li>learner inter-communications (i.e., discussions)</li> </ul>		
<b>Promotion of learner self-assessment and self-awareness of their own learning (metacognition):</b> <ul style="list-style-type: none"> <li>appropriate learning assignments</li> <li>appropriate learning activities</li> <li>substantive and timely feedback about student performance and work</li> </ul>		
<b>Defined grading scales:</b> <ul style="list-style-type: none"> <li>clear explanation of grading standards</li> <li>an informative grading scale</li> <li>clear and fair application of grading scales</li> </ul>		
<b>Section 6 Overall Score</b>		Total points possible = 15

**Cumulative Score for Sections 1-6**

**Total points possible = 90**

(Updated 2019)