

## Self-Assessment Checklist for Online Courses

This checklist is an abbreviated version of the Online Education Initiative's [Course Design Rubric](#).

**Yellow indicates items that should definitely be addressed prior to submitting a course for review.**

Not sure how to implement the Rubric? Explore our [Course Design Resources](#)! (Each item has a direct link as well.)

A: Content Presentation	Yes	Not Sure
A1: I've included <a href="#">unit objectives</a> in the individual learning <b>units/modules</b> .		
A2: My objectives include <a href="#">demonstrable learning outcomes</a> and are written in language that is <b>student-centered</b> .		
A3: I've ensured unit <a href="#">content and activities are aligned with unit objectives</a> and the <b>connection</b> between content/activities and unit objectives is made <b>explicitly clear</b> to the students.		
A4: I've set up <a href="#">navigation and content flow</a> that are easily determined by the user, including a clear starting point.		
A5: I've presented content in visibly <a href="#">distinct learning units</a> or modules. I've consistently structured and sequenced my learning units or modules, allowing students to better anticipate and manage their workload.		
A6: I've <a href="#">chunked page content</a> in manageable segments using <b>descriptive headings</b> and subheadings that facilitate online reading and enhance student understanding of the material.		
A7: I've used <a href="#">Canvas tools</a> to reduce the labor-intensity of learning and <b>streamline access</b> to materials and activities for students.		
A8: I've used a <a href="#">variety of media</a> (e.g., text, <b>audio, video, and/or graphics</b> ) throughout the course.		
A9: I've included <a href="#">instructions for learners</a> to work with content in meaningful ways (e.g. guiding students to take notes during a video, <b>explaining the purpose</b> of an external resource), and those instructions are directly <b>embedded</b> with the content or activity.		
A10: I've provided <a href="#">individualized learning opportunities</a> , such as <b>remedial</b> activities or resources for <b>advanced</b> learning.		
A11: Learners have the opportunity to give <a href="#">anonymous feedback</a> to me regarding course design and/or course content at or after course completion.		
A12: <a href="#">Institutional and instructor policies</a> relevant for learner success (e.g., academic honesty, add/drop, late work, grading, etc.) are included and easy to find.		
A13: I've included clearly labeled links to <a href="#">institutional services</a> , such as disability resources, online tutoring, online counseling and online readiness.		
A14: I've provided an explanation of <a href="#">technology support</a> and ensured relevant contact information and/or links are easily found.		

<b>B: Interaction</b>	<b>Yes</b>	<b>Not Sure</b>
B1: I <b>initiate contact</b> prior to or at the beginning of the course and provide <b>multiple resources</b> to help students successfully get started.		
B2: I've included <b>regular instructor-initiated contact</b> using Canvas communication tools in my course design.		
B3: I encourage students to <b>initiate contact with me</b> through easily accessed contact information that includes expected <b>response times</b> .		
B4: I've provided and encourage opportunities for <b>student-initiated interaction</b> (non-graded and unstructured) <b>with other students</b> that contribute to a <b>student-centered</b> learning environment.		
B5: I've included opportunities for <b>regular effective contact among students</b> (e.g., discussions, group projects, peer review) to build a sense of community among learners.		
B6: I've provided guidelines explaining <b>required levels of student participation</b> (i.e., quantity and quality of interactions) along with a <b>rubric</b> or equivalent grading document to explain how participation will be evaluated.		
<b>C. Assessment</b>	<b>Yes</b>	<b>Not Sure</b>
C1: I've developed assessment activities that lead to the <b>demonstration of learning outcomes</b> . As much as possible, I've designed assessments to mimic <b>authentic</b> environments to facilitate transfer.		
C2: I've ensured that assessments <b>align with the unit objectives</b> .		
C3: I've included both <b>formative and summative</b> assessments.		
C4: I've included <b>multiple assessments</b> throughout the course and provide students with <b>timely feedback</b> .		
C5: I've included <b>rubrics or descriptive criteria</b> for desired outcomes in all or most of the assessments.		
C6: I've provided <b>instructions</b> that clearly explain to students how to successfully complete each assessment.		
C7: I've included a <b>clear description of how meaningful, timely feedback</b> on assessments will be provided. I've provided students with <b>instructions on accessing feedback</b> in Canvas and on applying it to improve learning/performance.		
C8: I've included opportunities for <b>student self-assessment</b> , with feedback.		

Adapted from original by Liz du Plessis, Distance Education, Santa Rosa Junior College (12/16/16).