CENTER *FOR* QUALITY INITIATIVES

# Course Review Scorecard

## Overview

The Course Review Scorecard is the official course-level scorecard for the OLC. It is a structured yet adaptable tool designed to evaluate and improve the design, course delivery, and overall quality of online and blended courses. It serves multiple purposes, including:

- Formal course reviews as part of the OLC Exemplary Endorsement Process
- Institutional quality assurance (QA) for ongoing faculty and course development
- Self-assessment for instructors aiming to refine their courses
- Student feedback mechanisms to capture learner perspectives

The scorecard provides a framework for assessing key elements that contribute to an effective and engaging learning experience. While it is primarily used for formal peer review and self-assessment, institutions may also modify its usage to fit their unique evaluation needs.

## Scorecard Structure

The scorecard is organized into three sections, each building upon the other to support a scaffolded approach to course development and evaluation. Each section outlines specific objectives that define effective practices in digital learning, providing a structured framework for assessing key aspects of a course at different stages of its lifecycle.

- **Essential Design:** Evaluates fundamental course components such as learning objectives, instructional materials, communication policies, accessibility, and course organization. This section can be reviewed before or after a course has been offered.
- **Advanced Design:** Encourages enhancements beyond essential requirements, such as adaptive learning strategies, universal design for learning (UDL), and real-world applications. This section can be used at any stage to elevate course quality.
- **Course Delivery:** Assesses how the course is facilitated, including instructor engagement, communication practices, student support, and responsiveness to learner needs. This section should only be evaluated after a course has been taught.

## Scorecard Components

Each section of the scorecard consists of the following components:

- **Section:** Identifies the area of evaluation (Essential Design, Advanced Design, or Course Delivery).
- **Objective:** Specifies the aspect of course design or facilitation being assessed.
- **Score:** Represents the level of achievement for each objective.
- **Subtotal:** Calculates the cumulative score within each section.
- **Strengths:** Highlights areas where the course excels.
- **Areas for Improvement:** Identifies opportunities for enhancement and refinement.

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Depending on the type of review being conducted, such as an official Exemplary Endorsement review, reviewers may also need to justify ratings with supporting narratives and evidence.

## Scoring

For formal course reviews, a 0-2 numeric scale is used to assess each objective:

| 0 = Developing | 1 = Accomplished | 2 = Exemplary |
|---|---|---|
| Does not meet the objective. | Adequately meets the objective. | Thoroughly meets the objective. |

**Important: Ensuring Proper Score Calculations**

This scorecard is designed as a fillable PDF that automatically calculates section subtotals and the overall score based on the ratings entered for each objective. To ensure that these calculations function correctly, the scorecard must be opened and completed using Adobe Acrobat Reader (a free application available for download).

If the PDF is first opened in Mac Preview, a web browser, or any other PDF viewer, the automatic calculations will not work, and scores will need to be totaled manually. Before beginning your review, please confirm that you are using Acrobat Reader to avoid issues.

**Alternative Scoring Methods**

For informal self-assessment or internal quality assurance, institutions may use alternative rating methods such as Present/Not Present, Yes/No, +/-, or ✓/✗ instead of a numeric rating. However, these alternative scoring methods cannot be used in the fillable version of the PDF when opened in Acrobat Reader, as the tool is programmed to calculate scores strictly based on the 0-2 numeric scale.

If an institution prefers to use non-numeric rating methods, the scorecard can be opened in any other PDF viewer except Acrobat Reader. In these cases, reviewers will need to manually interpret results, as the PDF will not total these scores.

## For OLC Members

OLC members have access to enhanced tools and support to facilitate the review process, including:

- The Scorecard Portal, which allows users to save reviews online, collaborate with peers, and invite external observers.
- Detailed rubrics and criteria for each objective.
- Opportunities for peer mentorship, professional development, and more.

Please contact membership@onlinelearning-c.org to learn more about these and other valuable member benefits.


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# Essential Design

| 0 = Developing | 1 = Accomplished | 2 = Exemplary |
|---|---|---|

| | OBJECTIVE | SCORE |
|---|---|---|
| 1 | Learning objectives and/or outcomes are specific, measurable, and clearly-defined. | |
| 2 | Course lists all required learning materials, including technology tools. | |
| 3 | Course provides office hours, communication preferences, and response times. | |
| 4 | Course provides technical support resources and help for common technical issues. | |
| 5 | Course includes step-by-step guides or tutorials for all required technologies. | |
| 6 | Course defines grading policies, academic integrity expectations, and late policies. | |
| 7 | Course provides an accessibility statement and steps to request accommodations. | |
| 8 | Course includes information for relevant learner support and other services. | |
| 9 | Course includes a course schedule with due dates for all assignments and activities. | |
| 10 | Course includes an introductory discussion and guidelines for student interactions. | |
| 11 | Course site navigation and layout are clear and consistent. | |
| 12 | Videos and other multimedia content are of appropriate quality and length. | |
| 13 | Course content is up-to-date, relevant, and tied to specific learning objectives. | |
| 14 | Course site provides an organized gradebook that includes all assessments. | |
| 15 | Course incorporates formative, low-stakes assessments for frequent engagement. | |
| 16 | Course provides a scaffolded approach for summative assessments. | |
| 17 | All modules, assignments, and activities include clear and detailed instructions. | |
| 18 | Course includes rubrics for all assignments and assessments. | |
| 19 | Course workload is balanced and appropriate for the discipline and course level. | |
| 20 | Course materials are free of broken links, spelling errors, and incorrect information. | |
| | **SUBTOTAL** (out of 40) | |


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# Essential Design

## STRENGTHS

## AREAS OF IMPROVEMENT



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# Advanced Design

| 0 = Developing | 1 = Accomplished | 2 = Exemplary |
|---|---|---|

| | OBJECTIVE | SCORE |
|---|---|---|
| 1 | Course learning objectives and/or outcomes use learner-centered language. | |
| 2 | Course includes a pre-course technology checklist and online readiness quiz. | |
| 3 | Course includes an orientation module, video, or guide to navigating the course. | |
| 4 | Course includes explicit guidelines for using generative AI. | |
| 5 | Course uses exclusively low- or no-cost materials. | |
| 6 | Course provides multiple pathways for learners to meet learning objectives. | |
| 7 | Content includes examples that represent a range of learner backgrounds. | |
| 8 | Course includes an online forum for muddiest points or questions about the course. | |
| 9 | Course incorporates adaptive learning strategies to personalize learning. | |
| 10 | Text materials meet accessibility and Universal Design standards. | |
| 11 | Videos and other multimedia content meet accessibility standards. | |
| 12 | Course includes ways for learners to contribute meaningfully to course content. | |
| 13 | Course includes model deliverables for summative assessments. | |
| 14 | Course includes assessments with practical, real-world applications. | |
| 15 | Course supports learner metacognition through periodic self-reflection activities. | |
| | **SUBTOTAL** (out of 30) | |


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# Advanced Design

## STRENGTHS

## AREAS OF IMPROVEMENT



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# Course Delivery

| 0 = Developing | 1 = Accomplished | 2 = Exemplary |
|---|---|---|

| | OBJECTIVE | SCORE |
|---|---|---|
| 1 | Instructor provides a personal introduction to the course. | |
| 2 | Instructor releases modules and content in the course site in a timely manner. | |
| 3 | Instructor posts regular and relevant announcements on the course site. | |
| 4 | Instructor contributes meaningfully to online activities and discussions. | |
| 5 | Instructor provides specific and targeted feedback on assignments. | |
| 6 | Instructor provides feedback and grades on assessments in a timely manner. | |
| 7 | Instructor actively engages with learners who show signs of struggle in the course. | |
| 8 | Instructor uses supportive language in all feedback and communications. | |
| 9 | Instructor encourages or incentivizes learners to participate in office hours. | |
| 10 | Instructor responds to student communications and inquiries in a timely manner. | |
| 11 | Instructor provides end-of-module summaries based upon learner contributions. | |
| 12 | Instructor encourages learner-to-learner engagement in online activities. | |
| 13 | Instructor adjusts content, assignments, and dates in response to learner needs. | |
| 14 | Instructor solicits learner feedback about the course at multiple points in the term. | |
| 15 | Instructor incorporates personal examples to supplement course content. | |
| | **SUBTOTAL** (out of 30) | |


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# Course Delivery

## STRENGTHS

## AREAS OF IMPROVEMENT



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# Scorecard Summary

| SECTION | SCORE |
|---|---|
| Essential Design (40 points) | |
| Advanced Design (30 points) | |
| Course Delivery (30 points) | |
| **TOTAL** | |
| **POINTS POSSIBLE** | 100 |

| IMPROVEMENT PLAN |
|---|
| |


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