



Quality Online Instruction Standards

Beginning in 2017, online instruction at Chemeketa will be guided by the following QOI Standards. These standards, developed by faculty and staff, ensure high quality online instruction and lay the foundation for a positive online experience by students and faculty alike. The QOI initiative includes adoption of the QOI Rubric of Standards and the QOI Peer Review process.

1. Organization & Design

1.1	The course homepage contains the course number, title, CRN and instructor name.
1.2	Course and/or institutional policies with which the learner is expected to comply are clearly stated, or a link to current policies is provided
1.3	The course contains clear instructions for the learner about where to start and how to proceed with the first week of instruction.
1.4	Getting Started materials include an overview of the purpose and structure of the course.
1.5	Course navigation facilitates ease of use, and is organized into a consistent and logical manner, e.g. into weekly folders or learning modules
1.6	Instructional content is presented in an appropriate format for the online learning environment.
1.7	The course design facilitates readability.
1.8	ENCOURAGED: There is consistent labeling of items throughout the course when referring to tools, assignments and areas of the course

2. Instructional Design

2.1	The course contains a clear and concise grading policy, and includes specific information regarding assignment due dates and grading timelines.
2.2	The distinction between required and optional materials is clearly explained.
2.3	The course includes a variety of instructional material types and perspectives, while not overly relying on one content type, such as text.
2.4	The scope, sequencing, and rigor of content and instruction are appropriate for the course.
2.5	Assessments align to and measure the course learning outcomes.
2.6	Instructional materials promote the achievement of course learning outcomes.
2.7	Learning activities promote the achievement of course learning outcomes.
2.8	Learning activities provide opportunities for interactions and support active learning.
2.9	Grading criteria is provided for assignments, discussions and assessments.
2.10	Each unit of instruction includes an overview that frames learning for that unit. Instructional activities, assignments, and their purpose, are clearly identified
2.11	The course contains an Academic Integrity statement with an explanation of consequences of breaking the policy.
2.12	ENCOURAGED: Instructor provides opportunities to solicit feedback from students about their learning and on the course.
2.13	ENCOURAGED: Activities and assessments are geared to multiple learning styles.
2.14	ENCOURAGED: Course and unit-level (e.g. weekly) learning outcomes are stated clearly, and from the learner's perspective.

3. Facilitation

3.1	Instructor takes an active role in course facilitation.
3.2	Instructor actively encourages, shapes and facilitates meaningful student interactions.
3.3	Instructor provides and monitors a (open) public forum for student questions.
3.4	Instructor models communication practices that are respectful and acknowledge the broad range of perspectives found in the community college classroom.
3.5	Instructor monitors the course for inappropriate communication and intervenes immediately when necessary.
3.6	Instructor provides frequent and timely feedback for student work. (Faculty Handbook states 24/48 hours as baseline.)
3.7	Instructor provides feedback to students that is personalized and specific.

4. Presence

4.1	Instructor provides a personal introduction.
4.2	Instructor clearly explain their role regarding participation in the online environment, including response time.
4.3	Instructor provides reliable contact information.
4.4	Instructor establishes clear expectations for student-to-student interaction in the course, including online etiquette expectations .
4.5	Instructor provides tools and updates to help students manage time and meet deadlines.

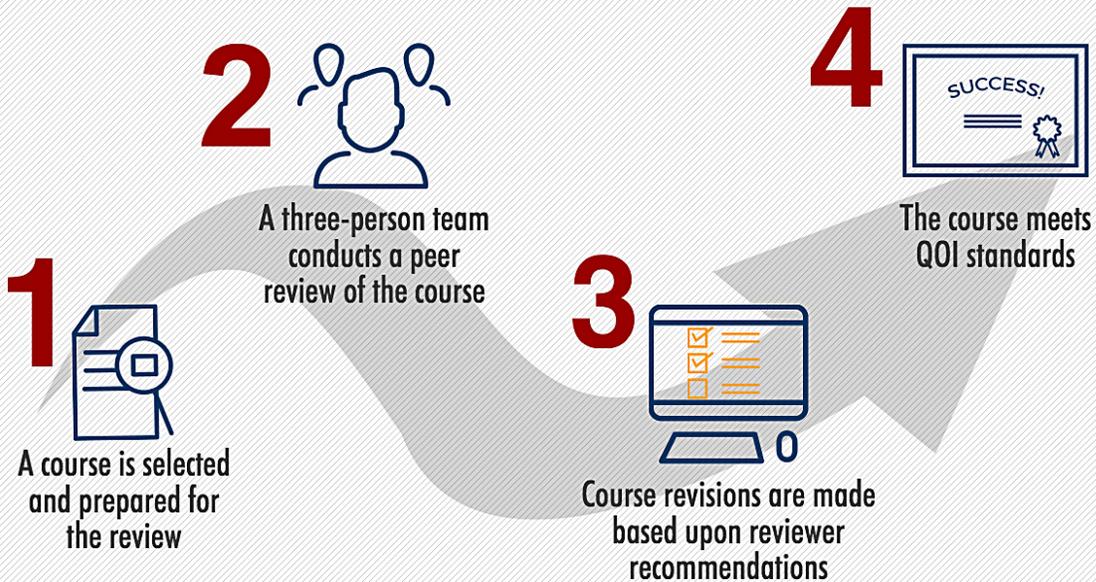
5. Learner Support

5.1	The course, at a minimum, contains links to Chemeketa's academic and student support services. Best practice includes description of these services.
5.2	Technical support information and how to obtain it is clearly stated for eLearn and any external technologies.
5.3	Minimum technology requirements and skills needed are clearly stated and instructions for using eLearn and other technologies are provided.
5.4	If proctored exams are required for the course, options for proctoring are clearly stated.
5.5	Accessibility information is provided for all technologies required in the course
5.6	ENCOURAGED: The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.

The QOI Standards are based on research in online instruction and on current guidelines for online/blended instruction, including: Quality Matters, Portland Community College's "What Works" guidelines, Illinois Online Network's Rubric, Chico State's Rubric of Online Instruction, and Western Carolina's OCAT peer-assessment tool.



THE QOI PROCESS IN FOUR STEPS



QOI Peer Reviews will certify that online courses at Chemeketa meet our standards for quality online instruction.