

Course: \_\_\_\_\_ Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

**Evaluation Form for On-Line Training Content (2020-v1)**

**Assign a value for each item based on the descriptive categories included.**

**Values should be assigned in accordance with this scale:**

0	1	2	3
Did not do/ Unacceptable	Marginal	Acceptable	Best Practices

**A. Content and Outcomes Category**

- \_\_\_1. Training objectives/outcomes are explicitly stated, comprehensive and measurable.
- \_\_\_2. Training objectives/outcomes match training need.
- \_\_\_3. **Information presented in the course is correct and complies with normal and standard operating procedures.\***
- \_\_\_4. Grammar, spelling, and punctuation are correct.
- \_\_\_5. Level of difficulty is appropriate for participant.
- \_\_\_6. **Content is free from discriminatory examples, terminology, and negative stereotyping.\***
- \_\_\_7. Objectives/outcomes are presented at the beginning of each module/lesson.
- \_\_\_8. Information is "chunked" or grouped into small and convenient segments to help participant flexibly learn content.
- \_\_\_9. Content is sequenced in a logical and appropriate manner to aide in participant learning.
- \_\_\_10. Training program requires trainee to be an active participant.
- \_\_\_11. Examples and/or exercises are appropriate, relevant and accurate.
- \_\_\_12. Examples and/or exercises are sufficient in number and variety.
- \_\_\_13. Lessons/exercises help participant master training program objectives/outcomes.
- \_\_\_14. Training program offers a variety of instructional delivery methods to accommodate individual learning styles.
- \_\_\_15. Training program explains new concepts by expanding on material either from previous knowledge or from the participant's job experience.
- \_\_\_16. Training materials are provided for participant review, handouts, lesson plans, etc.
- \_\_\_17. All course records are archived for 30 years.
- \_\_\_18. Course timing and completion complies with stated hours.
- \_\_\_19. **Instructional storyboarding/background content with reference information is provided.\***

**B. Assessment and Transfer Category**

- \_\_\_1. Material is presented in realistic job scenarios that can easily be transferred when participant is back on the job.
- \_\_\_2. Training program provides a pre-test to determine participant's readiness for the course.
- \_\_\_3. Training program provides "self-checks" to assess understanding of content.
- \_\_\_4. Assessment methods measure stated training program objectives/outcomes.
- \_\_\_5. Training program provides performance summary statistics throughout.
- \_\_\_6. Participant is provided feedback during lesson exercises.

- \_\_\_7. Feedback for incorrect answers provide additional information, further explanation, and/or an opportunity to try again.

**C. Technology Design and Requirements Category**

- \_\_\_1. Technical requirements can be met with existing participant's hardware/networking.
- \_\_\_2. **Training program is easy to access online, through Internet Explorer, Chrome, Safari or Firefox.\***
- \_\_\_3. Instructions, interface design and navigation features are logical, consistent, and efficient throughout training program.
- \_\_\_4. The layout of on-screen text is clear and readable.
- \_\_\_5. The visual layout of the content is well-organized.
- \_\_\_6. Training program effectively orients participant to their location within the program.
- \_\_\_7. Training program provides resource links that are self-describing.
- \_\_\_8. Media is integrated into the training program and enhances learning.
- \_\_\_9. Participant can save work, exit the program, come back to the program at a later time, and start working where left off.
- \_\_\_10. **Participant should not be able to skip through program and take completion exam without experiencing/read course materials.\***

**D. Operations and Support Category**

- \_\_\_1. Directions explain how to find and proceed through various training program components.
- \_\_\_2. Directions for exercises/assignments clearly indicate where to start and what steps to follow.
- \_\_\_3. Help features are found throughout, useful, easy to understand and accessible.
- \_\_\_4. **Training program allows participant to control the speed at which they proceed through the program and can replay or review material previously accessed.\***
- \_\_\_5. A glossary of key terms is easy to access.
- \_\_\_6. Training program allows participant to print important information.

\_\_\_\_\_ **Total Points Scored**  
**(Passing Score = 84 points)**

Special thanks for permission to use from: Murphy, C. A., Keiffer, E.a., Neal, J. A., & Crandall, P.G. (2013). A customizable evaluation instrument to facilitate comparisons of existing online training programs. *Knowledge Management & E-Learning*, 5(3), 251-268

**\*Automatic Failure for non-compliance**

## EVALUATION FORM FOR ONLINE TRAINING CRITERIA

Course \_\_\_\_\_

Course # \_\_\_\_\_

Date \_\_\_\_\_

### I. Online Training

Performance Factors	Guidelines for Performance Ratings
<p><b>A. Content and Outcomes Category</b></p> <ol style="list-style-type: none"> <li>1. Training objectives/outcomes are explicitly stated, comprehensive and measurable.</li> <li>2. Training objectives/outcomes match training needs.</li> <li>3. <b>Information presented in the course is correct and complies with normal and standard operating procedures.*</b></li> <li>4. Grammar, spelling, and punctuation are correct.</li> <li>5. Level of difficulty is appropriate for participant (i.e., reading level, writing ability, computer literacy, vocabulary, terminology, and content).</li> <li>6. <b>Content is free from discriminatory examples, terminology, and negative stereotyping (e.g., cultural, racial, gender).*</b></li> <li>7. Objectives/outcomes are presented at the beginning of each module/lesson.</li> <li>8. Information is “chunked” or grouped into small and convenient segments to help participant flexibly learn content.</li> <li>9. Content is sequenced in a logical and appropriate manner to aide in participant learning.</li> <li>10. Training program requires trainee to be an active participant.</li> <li>11. Examples and/or exercises are appropriate, relevant and accurate.</li> <li>12. Examples and/or exercises are sufficient in number and variety.</li> <li>13. Lessons/exercises help participant master training program objectives/outcomes.</li> <li>14. Training program offers a variety of instructional delivery methods to accommodate individual learning styles.</li> <li>15. Training program explains new concepts by expanding on material either from previous knowledge or from the participant’s job experience.</li> <li>16. Training materials are provided for participant review.</li> <li>17. All course records are archived for 30 years.</li> <li>18. Course timing and completion complies with stated hours.</li> <li>19. <b>Instructional storyboarding/background content information with references is provided.</b></li> </ol> <p><b>*Information presented in the course is correct and complies with normal and standard operating procedures.</b></p>	<p><b>A. Content and Outcomes Category</b></p> <p><b>0= Unacceptable –</b></p> <ol style="list-style-type: none"> <li>1. Learning outcomes are not clearly stated and are not observable or measurable.</li> <li>2. Objectives/outcomes do not match training needs.</li> <li>3. <b>Learning content does not comply with prevailing standards and is outdated and not referenced.</b></li> <li>4. Grammatical and spelling errors are extreme and unprofessional.</li> <li>5. Level of difficulty is not appropriate for participant, reading level is too low or too rigorous, writing requirements do not challenge participant, requires too much computer literacy for average participant, vocabulary and terminology do not exist; and content is below or above targeted audience.</li> <li>6. <b>Content contains discriminatory examples, terminology or negative stereotyping (e.g., cultural, racial, gender.)</b></li> <li>7. Objectives/outcomes are not presented at the beginning of each module/lesson.</li> <li>8. Information is not “chunked” or grouped in logical segments.</li> <li>9. Content is not sequenced effectively.</li> <li>10. Training program does not engage participant.</li> <li>11. Examples and/or exercises are inappropriate, irrelevant, inaccurate or non-existent.</li> <li>12. Examples and/or exercises are not sufficient in number and variety.</li> <li>13. Lessons/exercises do not help the participant master training program objectives/outcomes.</li> <li>14. Presentation of materials uses primarily one methodology (e.g. print).</li> <li>15. Training program does not explain new concepts.</li> <li>16. Training materials are not provided.</li> <li>17. Lesson content and participant performance records are not archived.</li> <li>18. Course can be completed without taking the entire course.</li> <li>19. <b>Instructional story boarding or background materials are not provided.</b></li> </ol> <p><b>1= Marginal –</b></p> <ol style="list-style-type: none"> <li>1. Some learning objectives are vague or incomplete due to use of non-action verbs or describing more than one learning outcome per competency.</li> <li>2. Objectives/outcomes are loosely linked to training needs.</li> <li>3. <b>Learning content marginally complies with prevailing national standards, and has few current references.</b></li> <li>4. Numerous spelling and grammatical errors.</li> <li>5. Level of difficulty is somewhat appropriate for participant, reading level is marginally effective; writing requirements may challenge participant, participant requires minor computer</li> </ol>

**\*Content MUST be free from any discriminatory verbiage to pass this review.**

- literacy, vocabulary and terminology is too simplified or too sophisticated; and content is marginally below or above targeted audience.
- 6. Content infers some disparaging discriminatory terminology or negative stereotyping.**
  7. Objectives/outcomes are not consistently presented at the beginning of each module/lesson.
  8. Content is available to participant but not “chunked” in manageable segments.
  9. Content is weakly sequenced and marginally flows in a logical manner.
  10. Training program marginally engages participant. Course uses limited technology tools to facilitate communication and learning. Teaching methods applied to enhance participant learning are limited.
  11. Examples and/or exercises provide participant with very limited opportunities to observe and/or practice and apply concepts and skills in realistic and relevant ways.
  12. Course has limited examples/activities to reinforce or assess participant readiness for course content and mode of delivery.
  13. Course provides limited activities to help participant develop critical thinking and/ or problem-solving skills.
  14. Presentation of materials uses more than one method (e.g. print, visual, and experiential). Course provides limited visual, textual, kinesthetic and/or auditory activities to enhance participant learning and accessibility.
  15. Training program explains new concepts to a minimal degree.
  16. Some student training materials are provided but they are sparse.
  17. Records may be archived.
  18. Course can be completed in half the designated time.
  - 19. Instructional storyboarding/background content is meager, old references, some plagiarized content.**
- 2 = Acceptable –**
1. All objectives/outcomes are clearly stated, and most of the competencies use action verbs to describe what the learner will be able to do, for example, they do not use non-action verbs such as *understand, know, or learn*.
  2. Most objectives/outcomes are linked to identified training needs.
  - 3. Learning content complies with prevailing national standards, and current references are provided.**
  4. Few, if any grammatical or spelling errors present.
  5. Level of difficulty is appropriate for participant, reading level is effective; writing requirements will challenge participant, content prepares participant to maneuver through program, vocabulary and terminology is explained; and content is appropriate for targeted audience.
  - 6. Content does not contain unexplained disparaging, discriminatory terminology or negative stereotyping examples. (e.g. cultural, racial, gender.) Some slides and videos reflect diversity with police, citizens and alleged suspects.**
  7. Objectives/outcomes are presented at most of the beginnings of each module/lesson.
  8. Information is mostly “chunked” or grouped into small and convenient segments to help participant flexibly learn content.

9. Course is organized and navigable. Participant can understand the key components and structure of the course.
10. Training program intermittently engages participant. Course uses adequate technology tools to facilitate communication and learning. Various teaching methods are adequately applied to innovatively enhance participant learning. Material uses both recall and some application (e.g. identifying examples, deriving examples, practice applications.)
11. Examples and/or exercises provide participant with some opportunities to observe, practice, or apply concepts and skills but are not always aligned with learning outcomes.
12. Course has adequate examples/activities to reinforce or assess participant readiness for course content and mode of delivery.
13. Course content, objectives/outcomes, practice and/or assessment are consistent with each other and clearly linked together.
14. Course provides effective visual, textual, kinesthetic and/or auditory activities to enhance participant learning and accessibility
15. Training program explains the new concepts by expanding on material either from previous knowledge or from job experience.
16. Training materials are provided but they are not detailed.
17. Participant performance and course content is archived.
18. Course can be completed in more time than indicated.
- 19. Instructional storyboarding/background content is provided and is current and correct with no evidence of plagiarism.**

**3 = Best Practices –**

1. All objectives/outcomes are clearly stated; written at the application level or above; and emphasize application of major knowledge, skills, and/or attitudes using appropriate action verbs to communicate what learners will be able to do as a result of the learning experience.
2. All objectives/outcomes are clearly linked to identified needs.
3. **Learning content complies with prevailing national standards and contains many current references and is not plagiarized.**
4. No grammatical or spelling errors are present in the course.
5. Level of difficulty is highly appropriate for participant, reading level is effective; writing requirements will appropriately challenge participant, content prepares participant to successfully maneuver through program at any computer skills level, vocabulary and terminology is sufficiently explained; content is clearly appropriate and designed for targeted audience.
6. **Content is free from discriminatory examples, terminology, and negative stereotyping (e.g., cultural, racial, gender) and is written in a professional manner with the appropriate degree of sensitivity. Slides and videos reflect diversity with police, citizens and alleged suspects.**
7. Objectives/outcomes are presented at the beginning of each module/lesson.
8. Information is “chunked” or grouped into small and convenient segments to help participant flexibly learn content.
9. Content is logically sequenced in an appropriate manner to aide in participant learning. Course is well-organized and easy to navigate.

	<p>10. Training program fully engages participant. Course uses a variety of technology tools to appropriately facilitate communication and learning. Various teaching methods are applied and innovatively enhance participant learning, and interactively engage participant. Material supports both recall and application of content.</p> <p>11. Examples and/or exercises are appropriate and realistic and provide participant with ample opportunities to observe and/or practice and apply concepts and skills learned in realistic and relevant ways that enforce learning outcomes.</p> <p>12. Course has multiple, timely and appropriate examples/activities to reinforce or assess participant readiness for course content and mode of delivery.</p> <p>13. Course content, objectives/outcomes, practice and/or assessment are very consistent; the relationship among them is clearly indicated; outcomes may be linked to institutional outcomes or target standards in the field (when applicable).</p> <p>14. Course provides multiple visual, textual, kinesthetic and/or auditory activities to enhance participant learning and accessibility involving tasks requiring applications to real-life situations.</p> <p>15. Training program explains new concepts by functionally expanding on material from previous knowledge or from past job experience.</p> <p>16. Training materials provided are detailed and can be used by the participant as reference materials.</p> <p>17. Participant performance and course content is archived and retrievable for thirty years from delivery date.</p> <p>18. Course content is fully delivered in the time indicated.</p> <p><b>19. Provided instructional storyboarding/background content is well documented and detailed, using current, correct and legally defensible information.</b></p>
<p><b>B. Assessment and Transfer Category</b></p>	<p><b>B. Assessment and Transfer Category</b></p>
<p>1. Material is presented in realistic job scenarios that can easily be transferred when participant is back on the job. (Learning objectives/outcomes and competencies are closely correlated with real world performance expectations.)</p> <p>2. Training program provides a pre-test to determine participant's readiness for the course.</p> <p>3. Training program provides "self-checks" to assess understanding of content.</p> <p>4. Assessment methods measure stated training program objectives/outcomes.</p> <p>5. Training program provides performance summary statistics to participant throughout. (Achievement of learning objectives/outcomes is documented.)</p> <p>6. Participant is provided feedback during lesson exercises.</p> <p>7. Feedback for incorrect answers provide additional information, further explanation, and/or an opportunity to try again.</p>	<p><b>0= Unacceptable –</b></p> <p>1. Competencies do not correlate with real world performance expectations, relate only to specific in-class performance.</p> <p>2. No pretest is available for the participant.</p> <p>3. Self-assessment opportunities are not provided.</p> <p>4. Assessment methods are not appropriate measurements for those objectives/outcomes stated in the course.</p> <p>5. Participant's summary statistics are not present.</p> <p>6. No feedback is provided during the course.</p> <p>7. Self-assessment opportunities are not provided.</p> <p><b>1= Marginal –</b></p> <p>1. Some of the competencies represent knowledge, skills, or attitudes/values that the learner would use outside the context of the course. Some competencies relate only to specific in-class performance.</p> <p>2. Only a few pretest questions are provided, and they do not relate to the course material.</p> <p>3. Participant's self-assessment opportunities are limited.</p>

4. Assessment methods are designed to reflect the stated course objectives/outcomes, but do not correlate well with learning activities. Limited assessment strategies utilized. Quizzes are not aligned to course objectives and learning outcomes
5. Participant's achievement of stated learning objectives/outcomes is reflected in their learning activities and their assessments only at the end of the block.
6. Opportunities for participant to receive feedback about their own performance are infrequent and sporadic.
7. Self-assessment feedback is provided but not explained.

**2 = Acceptable –**

1. All competencies represent skills that the learner would use outside of the classroom but could be improved upon to better correlate with real world performance expectations (for example, application of the skill may not extend past an educational context).
2. A pretest is provided that somewhat covers the material presented in the course.
3. Self-assessment questions provided but not clearly explained.
4. Assessment methods are designed to include the appropriate measurements for those competencies stated in course objectives/outcomes; to reinforce the learning activities but do not address all the available technologies.
5. Participant's achievement of stated learning objectives/outcomes is observed within their activities and their assessments and is documented in the appropriate areas in the course.
6. Opportunities for participant to receive feedback about their own performance are provided.
7. The majority of the self-assessment opportunities are well thought out and provide useful information for the participant.

**3 = Best Practices –**

1. All competencies clearly represent knowledge, skills, or attitudes/values that the learner would use outside the context of the course and on the job.
2. A pretest is provided that thoroughly covers the material presented in the course.
3. Ample opportunities for self-assessment throughout course are provided along with explanations to the questions.
4. Assessment methods are designed to include the appropriate measurements for those competencies stated in course objectives/outcomes; to reinforce the learning activities and are considerate of the available technologies. Quizzes are clearly tied to course objectives and learning outcomes. Multiple and diverse assessment strategies to measure knowledge, skills, and attitude utilized.
5. Participant's achievement of stated learning objectives/outcomes is documented and provided to the participant as feedback on their learning activities and assessments throughout the program.
6. Regular feedback about participant performance is provided in a timely manner throughout the course.
7. Ample opportunities for self-assessment throughout course are provided along with explanation as to importance of the questions.

C. Technology Design and Requirements Category	C. Technology Design and Requirements Category
<ol style="list-style-type: none"> <li>1. Technical requirements can be met with existing hardware/networking. (Participant minimum technology requirements are accurately and clearly stated.)</li> <li><b>2. Training program is easy to access online, through Internet Explorer, Chrome, Safari or Firefox.*</b></li> <li>3. Instructions, interface design and navigation features are logical, consistent, and efficient throughout training program (e.g., icon locations, keys used, buttons, menu terms, screen layout).</li> <li>4. The layout of on-screen text is clear and readable (including font type, size, and color).</li> <li>5. The visual layout of the content is well-organized.</li> <li>6. Training program effectively orients participant to their location within the program (i.e., screen titles, directional icons, menus, site maps).</li> <li>7. Training program provides resource links that are self-describing (i.e., clearly explains where the link will go and what will be there).</li> <li>8. Media is integrated into the training program and enhances learning.</li> <li>9. Participant can save work, exit the program, come back to the program at a later time, and start working where left off.</li> <li><b>10. Participant should not be able to skip through program and take completion exam without experiencing/read course materials.*</b></li> </ol> <p><b>*Training program must be accessible to the reviewers and participants. *Students may NOT move directly to final testing without experiencing the course content. This will result in a review failure.</b></p>	<p><b>0= Unacceptable –</b></p> <ol style="list-style-type: none"> <li>1. Technical requirements necessary for the course are not provided to the participant.</li> <li><b>2. Training program cannot be accessed online.</b></li> <li>3. Instructions, interface design and navigation features are illogical, inconsistent, and not easily understood by the participant throughout the course.</li> <li>4. Layout of on-screen text is not clear and readable. The font type is hard to read, the size of the text is too small or large and colors used are hard to read on the course background.</li> <li>5. Visual layout of the content is not organized.</li> <li>6. Course does not effectively orient the participant to their location within the course.</li> <li>7. Course resources are part of the learning in a static manner with no links identified or made available to the participant.</li> <li>8. No media is integrated into the course that enhances the learning.</li> <li>9. Participant cannot save their work, exit the course, and come back to the course at a later time, and start working where they left off.</li> <li><b>10. Participant can skip through course instructional materials and/or segments of the course without having to complete each instructional module. (This does not include ancillary learning/instructional materials provided in the learning management system.)</b></li> </ol> <p><b>1= Marginal –</b></p> <ol style="list-style-type: none"> <li>1. Course Materials (Syllabus, Handouts) broadly indicate the participant technology requirements. Tools for viewing course content are difficult to locate and instructions for use are not well defined.</li> <li><b>2. Numerous difficulties are encountered when trying to access the course online.</b></li> <li>3. Interface design and navigation is marginally logical, consistent, and efficient. Content navigation is hard to follow.</li> <li>4. Course materials are inconsistent in a visual aspect. Loud colors/textures/and unnecessary use of graphics or animations overpower presentation of content.</li> <li>5. Much of the course is under construction, with some key components identified such as the syllabus. Aesthetic design does not present and communicate course information clearly.</li> <li>6. There are a few times when the participant is able to gauge their location within the training program (i.e., screen titles, directional icons, menus, site maps).</li> <li>7. Course resources are accessible to the learner in a limited manner. More than 3 unused links are enabled.</li> <li>8. There are limited multimedia elements and/or learning objects for accommodating different learning styles and enhancing learning.</li> <li>9. Participant can save their work, exit the program, come back to the program at a later time; however, the course may start closer to the beginning of the course rather than where the participant left the course.</li> <li><b>10. NOTE: This criteria does not apply to this standard.</b></li> </ol> <p><b>2 = Acceptable –</b></p>

1. Course Materials (Syllabus, Handouts, Web Site, Printed) indicate the minimum participant requirements for technology and offer assistance with technology questions (FAQ, counselor, helpdesk).
- 2. Some difficulties are encountered when trying to access the course online.**
3. Instructions, interface design and navigation features are somewhat logical, a few inconsistencies noted, however mostly efficient and clear for the participant to follow throughout training program (e.g., icon locations, keys used, menu terms, screen layout).
4. Most training materials are visually consistent throughout course. Color and texture are used appropriately throughout and do not interfere with information.
5. Course is organized and navigable. Participant can understand the key components and structure of the course. Aesthetic design presents and communicates course information clearly.
6. The majority of the time the training program effectively orients participant to their location within the program (i.e., screen titles, directional icons, menus, site maps).
7. Course resources are accessible to the learner. Some capacity exists to place these in the resource center (library) on CD-ROMs.
8. Multimedia elements and/ or learning objects are used and are relevant to accommodate different learning styles.
9. Participant can save their work, exit the program, come back to the program at a later time, and the course may start a couple of slides off from where they left off.
- 10. NOTE: This criteria does not apply to this standard.**

**3 = Best Practices –**

1. Course Materials indicate the minimum participant technology requirements and offer assistance to include orientation and testing of the participant’s technology either from a distance or through workshops. Also, included is a contingency plan in case the technology fails either the participant or the faculty. “What if” scenarios are spelled out for the participant, so that there are no surprises. Extensive resources to facilitate online learning such as email directions, browser settings and other required applications (Word, PowerPoint, Acrobat Reader) are available. Tools and instructions for viewing course content (RealPlayer, Adobe Reader, etc.) are provided.
- 2. Training program is easy to access online.**
3. Instructions, interface design and navigation features are logical, consistent, and efficient throughout training program (e.g., icon locations, keys used, menu terms, screen layout). In addition to overall expectations and directions, each activity, assignment, exercise, etc. clearly indicates what participant need to do, how they should submit results, any special instructions, etc.
4. Course materials are visually consistent throughout course. Color, size and texture are used consistently to enhance content and do not overpower the course information.
5. Participant can clearly understand all components and structure of the course. Aesthetic design presents and communicates course information clearly throughout the course.
6. Training program effectively orients participant to their location within the program (i.e., screen titles, directional icons, menus, site maps).



- 7. Course resources are accessible with all of the downloads identified and made available to the participant. This includes active download, CD-ROM, library loan, bookstore availability, and use of special software and hardware to make them available to physically challenged participants.
- 8. Extensive resources that support course content and learning objectives are provided. A variety of multimedia elements and/or learning objects are used and are relevant to accommodate different learning styles throughout the course.
- 9. Participant can save their work, exit the program, come back to the program at a later time, and start working where they left off.
- 10. Participant must experience/read the entire course before being able to take final exam and/or receive a completion certificate. (This does not include ancillary learning/instructional materials provided in the learning management system)**

**D. Operations and Support Category**

- 1. Directions explain how to find and proceed through various training program components. (Course interaction requirements are clearly stated.)
- 2. Directions for exercises/assignments make clear where to start and what steps to follow.
- 3. Help features are found throughout, useful, easy to understand and accessible.
- 4. Training program allows participant to control the speed at which they proceed through the program and can replay or review material previously accessed.\***
- 5. A glossary of key terms is easy to access.
- 6. Training program allows participant to print important information (e.g., reference pages, lesson summaries).

**\*The participants should be able to go back and review previous materials.**

**D. Operations and Support Category**

- 0= Unacceptable –**
- 1. No direction is provided to the participant on how to proceed through the training.
  - 2. No direction is provided to the participant on how to conduct the various exercises/assignments within the course.
  - 3. Help features are not provided to the participant
  - 4. Participant cannot control the speed of the course by pausing or stopping content once it has started.**
  - 5. A glossary or key terms are not included in the course.
  - 6. Training program does not allow the participant to print important information from the course.
- 1= Marginal –**
- 1. Course requirements state that participant is required to interact within a designated timeframe. Course information/syllabus is hard to locate and is unclear about participant expectations.
  - 2. Directions and expectations for exercises/assignments not clearly defined.
  - 3. Help features are provided but they are not easily understood or only accessible at the beginning or end of the course. Course contains limited information for online learner support.
  - 4. Participant is allowed to start and stop the course but cannot go back and review previous segments.**
  - 5. Course contains a partial list of key terms and glossary.
  - 6. Training program allows the participant to print some information from the course.
- 2 = Acceptable –**
- 1. Course requirements state that participant is required to interact within a designated timeframe, and define how the interaction will take place (what tools will be used for the interaction). Course syllabus is available and provides some participant expectations.
  - 2. Directions and expectations for exercises/assignments are communicated.

- |  |   |
|--|---|
|  | <p>3. Course contains adequate information for online learner support and links to resources and help features can be accessed periodically during the course.</p> <p><b>4. Participant is allowed to control the speed of the course and return to some segments.</b></p> <p>5. Course contains a list of key terms and a working glossary spaced throughout the program.</p> <p>6. Training program allows the participant to print most of the important course information.</p> <p><b>3 = Best Practices –</b></p> <p>1. Course requirements clearly state that participant is required to interact with others and with the instructor, a designated timeframe for the interaction is stated, directions for how to participate in the interaction, standards for the quality or expectations of the interaction are set, and the outcomes of those interactions are noted. Course information/syllabus is easily located and provides clear expectations for the online course.</p> <p>2. Directions and expectations for exercises/assignments are explicitly communicated, including deliverables, guidelines, and submission dates.</p> <p>3. Course contains extensive information regarding the help features that are extremely useful, easily understood and accessible throughout the course.</p> <p><b>4. Training program allows the participant to control the speed at which they proceed through the course and review previously completed segments throughout the program. (This should be accomplished without having to retake entire course or major segments.)</b></p> <p>5. Course contains a comprehensive list of key terms and a working glossary that identifies concepts to enhance participant learning.</p> <p>6. Training program allows the participant to print all important course information.</p> |
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**Summary Comments:**

**1<sup>st</sup> paragraph: Brief explanation of class.**

**2<sup>nd</sup> paragraph: Discuss negative components, one at a time and provide corrective action.**

**3<sup>rd</sup> paragraph: End with positive overall comments.**