

IHETS/IPSE Grant Evaluation Rubric: 2004-2005

Section/Criteria	Max Points	Requirements	Does Not Meet Requirements (low)	Meets Requirements (medium)	Exemplary (high)
Programmatic Priorities					
	10	<p>If the proposed program addresses one of two following priority areas:</p> <ol style="list-style-type: none"> 1. wider availability of challenging classes in high school 2. improved and/or expanded teacher professional development opportunities <p>give it 10 bonus points. If not the program is does not support one of these goals, award no (0) bonus points.</p>	0	n/a	10
Market Analysis					
Need	10	<p>Proposal offers evidence that the course or module addresses an educational need that is currently unmet through other similar offerings. If there is no evidence and the need seems questionable, score it lowest. If the need seems realistic, but the PI(s) does not have objective and sufficient evidence, then score it midrange. If there is extensive, objective evidence showing the need, then score it higher. Possible supporting evidence includes, but is not limited to:</p> <ul style="list-style-type: none"> • documented shortage of professionals possessing particular knowledge, skills, or credential that the course or module will provide. • proposed course or module will fulfill certification, licensure or recertification/continuing education requirements. • proposed course or module is integral component of a planned or existing online curriculum for which need and demand have already been established. • curricular reform requiring significant revision of a current offering. • published or original research documenting the need for a particular segment of the population to know more about the topic covered in the proposed course or module. • description of the teaching problem that the course or module will attempt to solve. • need for outreach to the general public or a specific segment of the population to disseminate new information, such as breaking research, new state or federal regulations. 	1-3 evidence is meager and/or need is questionable	4-7 a fair amount of evidence suggests a moderate to strong need	8-10 extensive evidence suggests a strong need

Demand	10	<p>Proposal offers evidence that there is a market for this particular offering. Both magnitude of demand and nature of the demand should be considered. For example, the market demand for a module could be thousands of learners; or the market demand could be only 100 hundred learners, but the audience could be working in a critical area. Reviewers should look for evidence of both size and nature of demand. If there is no evidence and the market demand seems questionable, score it lowest. If the demand seems realistic, but the PI(s) does not have objective and sufficient evidence of the demand, then score it midrange. If there is extensive, objective evidence showing the need, then score it higher. Many factors may influence the personal decision to enroll (purchase) including price, reputation, convenience, priorities, marketing strategy, delivery modality, etc. Possible supporting evidence includes, but is not limited to:</p> <ul style="list-style-type: none"> • published market research • original market research (analysis of data from surveys, focus groups, etc.). • competitive analysis of similar offerings, along with an explanation of how the offering will distinguish itself in this market • Broad market trends in online postsecondary education • admission/enrollment statistics for similar courses offered on-campus, online, or through another college or university 	1-3 evidence is meager and/or demand is questionable	4-7 a fair amount of evidence suggests a moderate to strong demand	8-10 extensive evidence suggests a strong demand
Audience	10	<p>Author demonstrates a good understanding of the audience for the course, including the size of the target market and likely annual enrollments. Audience is large enough to justify supporting the creation of the offering. Audience description should include:</p> <ul style="list-style-type: none"> • key characteristics shared by the target audience (e.g., demographics, work-life situation, common needs, values, interests, along with an explanation of why they would be motivated to enroll • estimated size of target audience • estimated annual enrollments (must be large enough to justify the offering) 	1-3 audience is not well-defined or understood; key elements are missing	4-7 audience is well defined, including all key elements, and large enough to sustain enrollments over multiple years	8-10 author demonstrates a keen and in-depth understanding of the target audience, which is large enough to sustain enrollments over multiple years
Total	30				30
Instructional Design and Delivery					
Description	5	Description of the course or module to be developed is clear and sufficiently detailed to demonstrate that the author has a well-developed vision of the final product.	1 description is vague and/or superficial	2-3 Description is well-developed and easy to understand.	4-5 description offers an exceptionally clear and vivid picture of the final product

Reflects best practices	10	<p>The proposed implementation reflects commonly accepted best practices and research in online teaching and learning including, but not limited to:</p> <ul style="list-style-type: none"> Clearly articulated learning objectives and performance expectations Selection of instructional strategies, activities, materials, and supporting technologies is based on careful audience and instructional analysis A learner-centered approach in which the learner has greater control and involvement in the learning experience, with the instructor playing a facilitator role, as opposed to the traditional approach in which the instructor dispenses information, usually in the form of a lecture. Learning activities that directly and actively engage students in course content (case studies, journal writing, role playing, problem-solving, class discussions, research reports, etc.) Opportunities for collaboration (team-based projects or assignments, etc.) Frequent and rapid feedback Assessment methods directly linked to learning objectives Regular opportunities for student-student and student-instructor interaction along with strategies or specific activities that promote interaction Information presented in small, digestible chunks Respect and accommodations made for different learning styles (visual, auditory, kinesthetic) 	1-3 Instructional design incorporates few if any commonly accepted best practices	4-7 Instructional design incorporates some (2-4) best practices	8-10 Instructional design incorporates many best practices (5 or more)
Effective use of technology	5	The technologies selected are well or ideally suited to the proposed use(s), and the author understands how to apply them in a pedagogically sound manner.	1 author does not seem to understand the technology and/or technologies are not well suited to associated tasks	2-3 author demonstrates an average understanding of the technology and those selected are appropriate for the associated tasks	4-5 author demonstrates in-depth understanding of the technologies, and has identified those which will optimally support and enhance the learning process
Supports instructional goals	5	The proposal explains how the technologies, instructional materials, learning activities work together to support and reinforce the learning objectives for the offering	1 the instructional technologies, materials, and learning activities do not seem to support the learning objectives	2-3 instructional technologies, materials, and learning activities are somewhat aligned with learning objectives	4-5 instructional technologies, materials, and learning activities are completely aligned with learning objectives

Addresses needs of target audience	5	Proposal explains how the implementation is tailored to the specific needs of the target audience.	1 course design reflects some little or no awareness of and accommodation for specific audience needs	2-3 course design reflects some sensitivity to and accommodation for specific audience needs	4-5 course design reflects great sensitivity to and accommodation for specific audience needs
Creativity and Innovation	5	Proposal demonstrates creativity or innovation in its development or use of technology to support learning.	1 instructional design and/or use of technology exhibits little to no creativity/innovation	2-3 instructional design and/or use of technology exhibits moderate level of creativity/innovation	4-5 instructional design and/or use of technology exhibits exceptional level of creativity/innovation
Total	35				
Institutional Capacity and Commitment					
Capacity	5	The applicant's institution, college, and/or department have the resources (equipment, facilities, infrastructure, technical support, student services, etc) necessary to effectively support the development and delivery of the course as proposed	1 institutional capacity is questionable	2-3 institutional capacity meets development and delivery needs	4-5 institutional capacity exceeds development and delivery needs
Commitment	5	Evidence that the applicant's institutions stands behind the project and is willing to take some risk and responsibility for its ongoing success, including but not limited to: <ul style="list-style-type: none"> Signed statement of institutional support (required of all proposals) Institutional match of 50% or greater Commitment of additional non-monetary resources to the project Commitment to reinvest a portion of the tuition revenue into ongoing revision and maintenance of the offering Course or module is part of a larger program in which considerable institutional resources have been invested Commitment to offer the course for 3 – 5 years 	1 Proposal does not include a 50% match or proposal does not include a signed statement of support	2-3 Proposal includes signed statement and a 50% or greater match	4-5 Proposal includes a signed statement and a match of 50% or more along with other indicators of commitment
Total	10				

Utilization potential					
	10	<p>Description of how all or parts of the course or module might be used in other educational contexts along with any specific plans to deploy it in those contexts. For example:</p> <ul style="list-style-type: none"> An explanation of how the offering fits into other credit or non-credit programs within the applicants department, college, institution, or within the consortium of Indiana institutions Commitment from another institution, organization, or business to adopt and offer the course or module to its members Plans to repackaged content for a different audience (e.g., K12, continuing education, etc.) Commitment to make learning materials available through MERLOT 	1-3 no description or plans outlined additional use or reuse of materials	4-7 concrete plans or strong potential for materials to be used in at least one other context	8-10 concrete plans or strong potential for materials to be used in multiple contexts context
Marketing Plan					
	5	<p>Proposal includes a well-developed plan for how the offering will be marketed, including:</p> <ul style="list-style-type: none"> A description of the specific marking vehicles (brochures, print/radio/tv ads, web sites, personalized letters, etc.) will be used An explanation of why these methods are appropriate for and will likely reach the target audience and influence their decision to enroll 	1 marketing plan is vague or inappropriate for target audience	2-3 marketing plan is well defined and likely to be effective for the target audience	4-5 marketing plan is extremely well conceived and very likely or already proven to be successful.
Evaluation Plan					
	10	<p>Proposal includes a well-developed plan for evaluating the offering including:</p> <ul style="list-style-type: none"> An explanation of what aspects of the course will be evaluated and how the results will be used to improve future offerings. Here is a list of some of the more commonly studied characteristics of online courses: <ul style="list-style-type: none"> quantity and quality of interaction quality of instruction overall student satisfaction satisfaction relative to F2F instruction or another online course interface usability relevance of the course content satisfaction with instructional pacing clarity of directions provided by the instructor effectiveness of specific online learning activities and materials (online discussion, lecture, homework assignments, etc.) satisfaction with group/collaborative assignments receptiveness to the technology used in the course A description of the methods that will be used to gather, analyze and interpret the data 	1-3 Evaluation plan is vague and/or the methodology is weak	4-7 Evaluation plan provides a clear explanation of what aspects of the course will be evaluated and the evaluation methodology is sound.	8-10 Evaluation plan is exceptionally well designed, using multiple tools and methods to collect and interpret both qualitative and quantitative data about the offering.
Total	100				