



This checklist includes standards adapted for CSULB with permission from [QM Higher Education Rubric, Seventh Edition](#).

Class Components	Self-Review		ATS Instructional Design Review		Faculty Peer Reviewer	
	Met	Not Met	Met	Not Met	Met	Not Met
1. The assessments measure the achievement of the stated learning objective or competencies. Evidence:						
2. The course grading policy is stated clearly at the beginning of the course. Evidence:						
3. Effective feedback strategies are employed when evaluating learner work. Evidence:						
4. Strategic collection of student feedback is implemented for course improvement. Evidence:						

<p>5. The instructor's plan for interacting with learners is clearly stated. Evidence:</p>						
<p>6. Course delivery fosters multiple elements of diversity, equity, and inclusion (DEI). Evidence:</p>						
<p>7. At least one strategy for streamlining workload is evident in the course. Evidence:</p>						

Faculty Name:

Course Name and Number:

Course URL:

Faculty Peer Reviewer:

ATS Instructional Designer:

Date Reviewed: