**Online Course Evaluation Rubric**

Modified from the Online Course Development Guide and Rubric from the University of Southern Mississippi

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| **Design of Instruction** |
| Design of Instruction refers to the fundamentals of instructional design. For the purpose of these guidelines and rubric, design of instruction refers to the presence and quality of learning outcomes, availability and presentation of content, additional student learning resources, and various viewing formats that target the diverse learning styles of students. |
| **1** | **2** | **3** |  |
| **Exemplary** | **Sufficient** | **Needs revision** | **Score** | **Comment** |
| Learning outcomes are clearly defined to students. | Learning outcomes are stated but not clearly defined. | Learning outcomes not stated. |  |  |
| Content is made available to students in manageable segments or “chunks”. | Content is available to students but not “chunked” in manageable segments. | Content is not available to students. |  |  |
| Appropriate supplemental resources are available for students that support learning outcomes. | Resources are available for students but may not necessarily support learning outcomes. | Supplemental resources not available. |  |  |
| Appropriate visual and auditory tools are integrated within course to achieve learning objectives. | Visual and auditory tools are provided. | No visual or auditory tools provided. |  |  |
| Content and requirements are equivalent to or surpass a face- to-face course. | Content and requirements are somewhat equivalent to a face-to-face course. | Content and requirements are not equivalent to a face-to-face course. |  |  |

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| **Course Structure and Organization** |  |  |
| Course Structure and Organization refers to the overall appearance and navigation of the course. For the purpose of these guidelines and rubric, course structure and organization refers to the appearance and navigation of the course materials and necessary course information for students. |
| **1** | **2** | **3** |  |
| **Exemplary** | **Sufficient** | **Needs revision** | **Score** | **Comment** |
| Content is presented in a logical progression. | Content is available but does not follow a logical progression. | Content is not available to students. |  |  |
| Course is clearly organized and easily navigated. | Course is organized and navigable. | Content navigation is hard to follow. |  |  |
| Course materials are visually consistent throughout course. | Most course materials are visually consistent throughout course. | Course materials are inconsistent in a visual aspect. |  |  |
| Course materials are functionally consistent throughout course. | Most course materials are functionally consistent throughout course. | Course materials are inconsistent in a functional aspect. |  |  |
| Course syllabus is easily located and provides clearexpectations for the online course. | Course syllabus is available and provides some studentexpectations. | Course syllabus is hard to locate and is unclear aboutstudent expectations. |  |  |
| Only links that are used are enabled. | 2-3 unused links are enabled. | More than 3 unused links are enabled. |  |  |
| Color and texture are used consistently to enhance content and do not overpower the course information. | Color and texture are used appropriately throughout the course and do not interfere with information. | Loud colors/textures/and unnecessary use of graphics or animations overpower presentation of content. |  |  |

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| **Learner** **Support** **and** **Resources** |  |  |
| Learning Support and Resources refers to the resources that are available to support the learning experiences of students. For the purpose of these guidelines and rubric, learning support and resources refers to the media players and plug-ins, and other tools, links, and directions that are necessary to view and use required course materials. |
| **1** | **2** | **3** |  |
| **Exemplary** | **Sufficient** | **Needs** **revision** | **Score** | **Comment** |
| Extensive resources to facilitate online learning such as email directions, browser settings and other required applications (Word, PowerPoint, Acrobat Reader) are available. | Resources to facilitate online learning are available but clear instructions for use are not provided. | Resources are not available to facilitate online learning. |  |  |
| Tools and instructions for viewing course content (RealPlayer, Adobe Reader, etc.) are provided | Tools for viewing course content are difficult to locate and instructions for use are not well defined. | Tools for viewing course content not provided. |  |  |
| Extensive resources that support course content and learning objectives are provided. | Few resources supporting course content and learning objectives provided. | Supplemental resources not provided. |  |  |

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| **Learner** **Interaction** **and** **Collaboration** |  |  |
| Learner Interaction and Collaboration refers to the degree and scope in which the instructor and students communicate in the online environment. Effective uses of interaction and collaboration tools in the online course build successful learning communities. For the purpose and guidelines of this rubric, learner interaction and collaboration refers to the quality and quantity of asynchronous and synchronous modes of communication between the student and instructor and between peer groups. |
| **1** | **2** | **3** |  |
| **Exemplary** | **Sufficient** | **Needs** **revision** | **Score** | **Comment** |
| Expectations of minimal student participation clearly defined. | Expectations of student participation stated but not clearly defined. | Expectations of student participation not stated. |  |  |
| Instructor response time clearly stated. | Instructor response time stated. | Instructor response time not stated. |  |  |
| Deliberate attempt to create a learning community using strategies such as group projects/assignments, activitieswhen appropriate. | Group activities/assignments available. | Attempt to create a learning community not evident. |  |  |
| The degree to which students interact with each other and the instructor about course content clearly defined. | Student interaction somewhat defined. | Student interaction not defined. |  |  |
| Instructor feedback strategy clearly addressed. | Instructor feedback identified. | No instructor feedback strategy addressed. |  |  |

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| **Effective** **Use** **of** **Course** **Technology** |
| Effective Use of Course Technology refers to the successful integration of technology into the online course. For the purpose and guidelines of this rubric, effective use of course technology refers to using technology in a variety of formats that help students to achieve course goals and objectives. |
| **1** | **2** | **3** |  |
| **Exemplary** | **Sufficient** | **Needs** **revision** | **Score** | **Comment** |
| Course makes appropriate use of online instructional tools to encourage critical reflection and analysis of content. | Course makes use of some online instructional tools to encourage critical reflection and analysis of content. | Course used limited or no online instructional tools to encourage critical reflection and analysis of content. |  |  |
| Activities/assignments that require the use of technology clearly state how the student is to use technology to complete assignments and activities. | Activities/assignments use technology but may not necessarily be the most appropriate technology to support those activities. | Activities/assignments do not require the use of technology. |  |  |
| Course uses appropriate variety of formats for course materials throughout course. (PDF, PPT, wav) | Course uses a variety of formats for course materials. | Course uses limited formats for course materials. |  |  |
| (If Applicable) Internet effectively used as an educational tool and resource throughout the course. | Limited use of internet is used as an educational tool. | Internet is not used in the course or is used and does not support critical components of the course. |  |  |

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| **Assessment and Evaluation** |  |  |
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| Assessment and Evaluation refers to assignments, quizzes, surveys, and other assessment strategies that the instructor might use to assess students, for student self-assessment, or for peer feedback. |
| **1** | **2** | **3** |  |
| **Exemplary** | **Sufficient** | **Needs revision** | **Score** | **Comment** |
| Assignments encourage studentto use critical thinkingstrategies. | Course uses basicassignment/assessmentactivities. | Course has limitedassignment/assessment activities. |  |  |
| Assignments and learningoutcomes closely aligned andavailable to student. | Learning outcomes areidentified and assignmentsare available but not closelyaligned to learning outcomes. | Assignments and learningoutcomes not closely aligned or not available. |  |  |
| Assignments provide studentswith ample opportunities topractice and apply concepts andskills in realistic and relevantways that enforce learningoutcomes. | Assignments providestudents with opportunitiesto practice and applyconcepts and skills but maynot be aligned with learningoutcomes. | Limited opportunities topractice and apply conceptsand skills to realistic andrelevant ways. |  |  |
| Assignment expectations areexplicitly communicated,including deliverables,guidelines, and submissiondates. | Assignment expectationsare communicated. | Assignment expectations notclearly defined. |  |  |
| (If Applicable) Clearly statehow the Web may be used incompleting assignments andprovide links to those webresources. | State that the Web may beused in assignments. | Web not used in assignments. |  |  |
| Ample opportunities for self-assessment and/or peerfeedback throughout course areprovided along with explanationas to importance of self-assessment and peer feedback. | Self-assessment and/or peerfeedback is provided but notexplained. | Self assessment or peerfeedback opportunities notprovided |  |  |
| Quizzes are clearly tied tocourse objectives and learningoutcomes. | Quizzes are somewhataligned with courseobjectives and learning | Quizzes not aligned to courseobjectives and learningoutcomes |  |  |
| Multiple and diverseassessment strategies tomeasure knowledge, skills, andattitude utilized. | Assessment strategies tomeasure knowledge, skillsand attitude utilized. | Limited assessment strategiesutilized. |  |  |