**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 clear  expectations for the online course. | Course syllabus is available and provides some student  expectations. | Course syllabus is hard to locate and is unclear about  student 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, activities  when 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. | | | | |
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| **Exemplary** | **Sufficient** | **Needs revision** | **Score** | **Comment** |
| Assignments encourage student  to use critical thinking  strategies. | Course uses basic  assignment/assessment  activities. | Course has limited  assignment/assessment activities. |  |  |
| Assignments and learning  outcomes closely aligned and  available to student. | Learning outcomes are  identified and assignments  are available but not closely  aligned to learning outcomes. | Assignments and learning  outcomes not closely aligned or not available. |  |  |
| Assignments provide students  with ample opportunities to  practice and apply concepts and  skills in realistic and relevant  ways that enforce learning  outcomes. | Assignments provide  students with opportunities  to practice and apply  concepts and skills but may  not be aligned with learning  outcomes. | Limited opportunities to  practice and apply concepts  and skills to realistic and  relevant ways. |  |  |
| Assignment expectations are  explicitly communicated,  including deliverables,  guidelines, and submission  dates. | Assignment expectations  are communicated. | Assignment expectations not  clearly defined. |  |  |
| (If Applicable) Clearly state  how the Web may be used in  completing assignments and  provide links to those web  resources. | State that the Web may be  used in assignments. | Web not used in assignments. |  |  |
| Ample opportunities for self-  assessment and/or peer  feedback throughout course are  provided along with explanation  as to importance of self-  assessment and peer feedback. | Self-assessment and/or peer  feedback is provided but not  explained. | Self assessment or peer  feedback opportunities not  provided |  |  |
| Quizzes are clearly tied to  course objectives and learning  outcomes. | Quizzes are somewhat  aligned with course  objectives and learning | Quizzes not aligned to course  objectives and learning  outcomes |  |  |
| Multiple and diverse  assessment strategies to  measure knowledge, skills, and  attitude utilized. | Assessment strategies to  measure knowledge, skills  and attitude utilized. | Limited assessment strategies  utilized. |  |  |