



2011 Online Course Evaluation Rubric

Evaluation Information

Course Reviewers:

Course Information

Course Title and Number:

Course Developer:

Coordinator:

Date of Review:

Rubric Descriptions

Please rate the course you are evaluating using the following scale:

Exemplary: a model of best practice as related to this criterion

Accomplished: excellent implementation; comparable to other examples

Promising: good implementation; however, somewhat lacking in depth or detail

Incomplete: partial implementation of this criterion; additional work needed; good start

Not evident: unable to locate examples specific to this criterion

In each Rating column, please use the drop-down menu to select a rating from this scale.

SECTION 1-Template

This section addresses the elements related to maintaining the integrity of the template.

Template

Rating

Font sizes and styles are consistent throughout the course-the following fonts are recommended- Calibri, 11pt , Arial , 10 pt.. or Times Roman, 12 pt. Sticks to a consistent color scheme and avoids the overuse of colors.	Rating
Menu Bar includes: Syllabus, Course Overview, Start Here, Assignments, Faculty Contact, Discussion Board, My Grades, Library, Blackboard Help, Online Tutoring, Web Resources, E-mail	Rating
Announcement: Contains an introductory announcement which welcomes the student and introduces them to the course content. Announcement does not contain instructor information.	Rating
Syllabus-reflects the specifics of the developed course. To include: List of assignments, point values and grading criteria/rubrics, course description, and objectives. This document is placed under the “Course Outline and Schedule” area of the Syllabus section.	Rating
Course Overview: Includes all three sections: Course description from the WU website, course objectives from the basic syllabus, and the course menu legend	Rating
Start Here section includes: Course Introduction Area, Bulleted list of assignments, Readings and Activities Folder, Link to Introductory Discussion Board Forum (inside Activities Folder)	Rating
Assignments-folders for weekly assignments are clearly labeled, visually appealing, and provide pertinent information to the student.	Rating
Weekly folder contains: Weekly Introduction Area (to include: Introduction, Objectives, and Assignments), Readings, Resources, Activities & Assignments Area (to include: completed weekly checklist, Reading and Resources Folder and Activities and Assignments Folder.	Rating
Objectives/learning outcomes are clearly stated each week	Rating
All assignments, activities, reading, and resources are placed <i>inside</i> of the appropriate folders and blue text containing directions is removed.	Rating
Discussion Board: Includes CyberCafe/FAQ forum and placeholder for each week	Rating
Discussion Board questions are placed in the Main Discussion Area –information is placed in the forum, not as a thread.	Rating
Other Comments – Please comment on what areas of the course related to this section are exemplary, what areas can be improved to make this section exemplary and a clear, succinct explanation of how you feel the course does or does not meet the criteria in the section. (Note: These and other comments within the review will be sent blindly to the developer to provide substantive and constructive feedback.)	

Overall Rating for Template	Not Evident
Section 2-Technical	
This section refers to the use of Bb tools, video, audio, and various Web 2.0 tools	
Technical	Rating
Assignment Manager is used for all assignments requiring submission-points are assigned for each assignment	Rating
External Link feature is used to link out to websites	Rating
Discussion Board columns are automatically created in Grade Center by clicking the radio button next to Grade Forum: Points have been assigned to each forum.	Rating
Tests/Quizzes utilize the Test Manager	Rating
All documents created/provided by the developer should be in either .doc or .docx format. . Wherever necessary, information should be cited/proper credit is given to the source. PDF documents created by outside sources should not be embedded into the course unless written copyright permission has been given. This permission must be embedded into the course. If permission is not granted, then the document may be located online and linked via the External Link feature.	Rating
Developer-made videos do not include personal information.	Rating
Grade Center-Items are sequential and point values match total on syllabus.	Rating
Universal accessibility is addressed as much as possible (awareness of disabilities and alternative content to accommodate them).	Rating
Resources align with the course objectives/learning outcomes.	Rating
Supplemental Textbooks/textbook materials have been approved by the Program Chair and information regarding access is clearly written into the course syllabus	Rating
The technology used within the course serves a purpose and is aligned with the objectives of the course.	Rating
Additional tech equipment (Web cam, video camera, etc.) has been approved by the Program Chair and is written into syllabus.	Rating
If the course requires synchronous meeting times; this has been approved by the Program Chair and is written into the syllabus.	Rating
Assignments/activities requiring the use of technology clearly explain how technology is to be used by students	Rating

Other Comments – Please comment on what areas of the course related to this section are exemplary, what areas can be improved to make this section exemplary and a clear, succinct explanation of how you feel the course does or does not meet the criteria in the section. (Note: These and other comments within the review will be sent blindly to the developer to provide substantive and constructive feedback.)	
Overall Rating for Technical	Not Evident
Section 3-Pedagogical	
This section addresses the elements related to the art of teaching	
Pedagogy	Rating
Weekly assignments and assessments are aligned with stated objectives/learning outcomes for each particular	Rating
Assignments assess performance in authentic (real-world) contexts	Rating
Assignments encourage students to employ critical thinking strategies (higher levels of Blooms Taxonomy is evident)	Rating
Assignments are clearly communicated and include detailed directions.	Rating
Assignments provide students with ample opportunities to practice and apply concepts and skills.	Rating
Assignments and projects require students to make appropriate and effective use of external resources, including print, library, Web-based, and other electronic resources.	Rating
Rubrics/performance criteria are made available to students in the Rubrics/Grading Criteria section of the course.	Rating
How the Web may be used in completing assignments is clearly stated (e.g., directing students to specific sites to use/avoid; providing hints for searching the Web or evaluating and validating Web-based information)	Rating
There is evidence that students will be assessed on a continuous basis.	Rating
Students are provided opportunities for self-assessment and/or reflection.	Rating
If groups are used in the course, then clear directions are given for how students are assigned to the groups.	Rating

Focuses discussions on specific issues and uses discussion questions and problems to actively engage students in the higher level thinking (higher levels of Blooms Taxonomy is evident) .	Rating
Creates and embeds rubrics/grading criteria for each assignment into the course design. Rubric points for each assignment matches points listed on the syllabus.	Rating
Course objectives/learning outcomes match the generic syllabus provided by the University.	Rating
Varied assessments are used to gauge student understanding of concepts.	Rating
Syllabus clearly outlines the activities/assignments and grading criteria	Rating
Course provides multiple activities that help students develop critical thinking and problem-solving skills.	Rating
Course is not textbook dependent. Supplementary resources are made available as part of the course content	Rating
Assignments provide students with ample opportunities to practice and apply concepts and skills. Weekly activities/assignments equate to 5-6 hours of student engagement (excluding textbook readings and what would normally be considered as homework)	Rating
Other Comments – Please comment on what areas of the course related to this section are exemplary, what areas can be improved to make this section exemplary and a clear, succinct explanation of how you feel the course does or does not meet the criteria in the section. (Note: These and other comments within the review will be sent blindly to the developer to provide substantive and constructive feedback.)	
Overall Rating for Pedagogy	Not Evident
<div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> <div></div> </div>	
Overall Rating for Pedagogy Scored (Quantitative) Rating - This is the evaluation given to the course based on the numeric values in all three sections above	Not Evident
Reviewers (Qualitative) Rating - After evaluating the course within the three rubric categories, please use the drop down menu to make an overall evaluation of the course (this may differ from the Scored Rating above)	Rating

Overall Comments – Please comment on your overall evaluation of the course to support the rating above. Discuss what areas of the course are exemplary and, if not exemplary, what can be improved to make the course exemplary. (Note: These and other comments within the review will be sent blindly to the developer to provide substantive and constructive feedback.)

--

--

--

Suggestions for Improvement:

--

General Comments:

--

