Online Course Assessment Rubric

	Course Overview and Introduction	Learner Resources and Materials	Learner Engagement	Assessment and Evaluation of Student Learning	Course Technology
Exemplary (5)	• Instructions make clear how to get started and where to find components • Self-introductions by instructor and students posted in first 2 wks.	• The relationship between the instructional materials and the learning activities is clearly explained to the student • The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.	• Learning activities foster instructor-student, content-student, and if appropriate to the course, student-student • Clear standards are set for instructor responsiveness and availability (turn-around time for email, grade posting, etc.)	• The assessment instruments selected are sequenced, varied, and appropriate to the content being assessed. • "Self-check" or practice assignments are provided, with timely feedback to students. • Goals (learning outcomes) are associated with learning modules	• The course instructions articulate or link to clear description of the technical support offered. • A variety of tools and multimedia support student interaction and encourage the student to become an active learner.
Effective (3)	• Prerequisites clearly stated • Minimum technical skills expected of the student are clearly stated. • Course is organized and navigable	• The instructional materials have sufficient breadth, depth, and currency for the student to learn the subject. • Course provides adequate course-specific resources, contact information for instructor, dept. and academic assistance	• The learning activities promote the achievement of the stated learning objectives. • The requirements for student interaction are clearly articulated. • Course provides visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility	• The course grading policy is stated clearly. • The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources • Opportunities for students to receive feedback about their own performance are provided	• Instructions on how to access resources at a distance are sufficient and easy to understand. • Students have ready access to the technologies required in the course. • Most pages are visually and functionally consistent
Needs Improvement (1)	• The course lacks course heading, instructor name and welcome statement • Updated syllabus containing online course info not posted • Course materials are hidden and/or hard to locate	• Learner resources are not present. • Learner resources are not organized in logical easy to find manner	• Course lacks discussion/communication tools • Class discussions do not involve instructor • Students are not required to actively engage in course content, with other students, or with faculty	• Course lacks learning outcomes assessments • Assessments are not easy to find in course content • Assignment/assessment expectations are not clearly defined	• Technology tools do not contribute to student learning outcomes • Aesthetic design does not present and communicate course information clearly.

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