

University of Arkansas – Fort Smith

Online Course Review Rubric

This rubric should be used as an online course review tool by the Provost, College Deans, and Department Heads. It is based on current published, refereed, and accepted practices used by accreditation organizations, colleges, and universities.

Instructor(s) Name: E-mail: Phone number:	Department / College:
Online Course Title: Course Number:	The course was taught (Semester/ Year): The course will be taught (Semester/ Year):
This course has been designed and developed: <input type="checkbox"/> By the instructor(s) with or without help. <input type="checkbox"/> Based on an e-pack or publisher's course. <input type="checkbox"/> By a previous instructor.	This is : <input type="checkbox"/> A fully online course. <input type="checkbox"/> A Web-enhanced course (posting course material only) <input type="checkbox"/> A hybrid course (a combination of face-to-face and online).
This course has been reviewed by:	This course has been approved for release by:

	Exemplary	Sufficient	Unsatisfactory	Comments
User Interface	<input type="checkbox"/> Course navigation is simple, logical, consistent, and easy to follow.	<input type="checkbox"/> Course navigation is easy to follow.	<input type="checkbox"/> Course navigation is difficult to follow.	
	<input type="checkbox"/> The color, size, and style of the font and text are easy to read and are consistent throughout the course.	<input type="checkbox"/> The color and font of the text is consistent throughout the course.	<input type="checkbox"/> The color, size, or style of the font makes the text hard to read or are inconsistent throughout the course.	
	<input type="checkbox"/> Text coloring is minimized. The colors that have been defined as hyperlinks (normally dark blue with underline) are used carefully and are not confusing to students.	<input type="checkbox"/> The text colors that have been defined as hyperlinks (normally dark blue) are not confusing to students.	<input type="checkbox"/> The text colors that have been defined as hyperlinks (normally dark blue) are confusing to students.	
	<input type="checkbox"/> Background color and/or patterns are conservative and pleasant to the eye. It takes into consideration the need of those who are color blind.	<input type="checkbox"/> Background color or pattern does not interfere with the text. The text is readable.	<input type="checkbox"/> Background color and/or pattern make the text hard to read.	
	<input type="checkbox"/> The user interface is very aesthetically pleasing, with a creative and visually attractive appearance.	<input type="checkbox"/> The user interface does not include distracting elements.	<input type="checkbox"/> The user interface is unpleasant because of the color, font, or the placement of the course components.	

	Exemplary	Sufficient	Unsatisfactory	Comments
Course Structure and organization	<input type="checkbox"/> The course title, instructor name, and contact information are presented on the home page. The course syllabus is placed at a logical location, and is easy to find.	<input type="checkbox"/> The course title information is presented on the course home page. The instructor name and contact information are available.	<input type="checkbox"/> There is no course title on the course home page. The instructor name and contact information are not available.	
	<input type="checkbox"/> The basic course components (Course introduction, syllabus, prerequisite test, course content-modules/units, student online orientation information, learning support, learning resources, an anonymous feedback discussion forum, a link to the student course evaluation site, and a link to the UA Fort Smith home page) are logically presented on the course menu and each component in the subfolders has a short description of what is included in the file, folder, or module.	<input type="checkbox"/> The basic course components (Course introduction, syllabus, prerequisite test, course content-modules/units, student online orientation information, learning support, learning resources, an anonymous feedback discussion forum, a link to the student course evaluation site, and a link to the UA Fort Smith home page) are presented on the course menu.	<input type="checkbox"/> There is no course introduction and syllabus on the course home page, and students do not know where to start.	
	<input type="checkbox"/> The course content is well organized and is placed on the course menu.	<input type="checkbox"/> The course content is well organized and is easy to find. It is no more than 3 clicks away from the course menu.	<input type="checkbox"/> Content is hard to find. Students have to search for the content.	
	<input type="checkbox"/> The course home page contains the following course modules: Alerts, My Announcements, Needs Attention, To Do, What's New.	<input type="checkbox"/> The course home page contains the following course modules: Alerts, My Announcements, Needs Attention, To Do.	<input type="checkbox"/> The course home page has few or no course modules.	
	<input type="checkbox"/> The course content is chunked into manageable segments which are presented in a logical progression. ALL learning is quickly assessed with quizzes or other assignments. UA Fort Smith and remote students have equal test review.	<input type="checkbox"/> Content is presented in segment sizes reasonable for students to learn and is in a logical progression. Most competencies are assessed.	<input type="checkbox"/> Content is presented in overly large segments and/or it is not presented in a logical progression. Assessment is infrequent. UA Fort Smith students have greater access to test review.	

	Exemplary	Sufficient	Unsatisfactory	Comments
Course Introduction (Getting Started)	<input type="checkbox"/> Objectives/learning outcomes are written at the appropriate level as part of each learning module. UA Fort Smith learning outcomes and mission are clearly supported.	<input type="checkbox"/> Objectives/learning outcomes are placed at an appropriate location.	<input type="checkbox"/> Objectives/learning outcomes are not placed at the appropriate location.	
	<input type="checkbox"/> The course introduction introduces instructors, and explains how to use the course and how the course is structured. It is well written, concise and error free. Students understand expectations.	<input type="checkbox"/> The course introduction introduces instructors. It is well written and error free.	<input type="checkbox"/> The course introduction does not explain how to use the course and has various errors.	
	<input type="checkbox"/> The course introduction, if it is a Web-enhanced course, clarifies the relationship between the face-to-face and online components.	<input type="checkbox"/> The course introduction explains the nature of the course if it is a Web-enhanced course and clarifies expectations.	<input type="checkbox"/> The course introduction does not explain the nature of the course if it is a Web-enhanced course and does not clarify expectations.	
	<input type="checkbox"/> Minimum technology requirements and minimum student skills are clearly stated and there are links or information to help students to meet these requirements.	<input type="checkbox"/> Minimum technology requirements and minimum student skills are stated.	<input type="checkbox"/> Minimum technology requirements and minimum student skills are not stated.	
	<input type="checkbox"/> A clearly labeled set of course introduction instructions is included, such as a page called "Getting Started", "Orientation", "Welcome", or any label that clearly indicates a starting point of the course.	<input type="checkbox"/> The course introduction instructions are clear enough to indicate a starting point of the course.	<input type="checkbox"/> The course introduction instructions are confusing.	

	Exemplary	Sufficient	Unsatisfactory	Comments
Syllabus	<p>The course syllabus is well organized, concise, and easy to find. It includes the minimum information listed below:</p> <p><input type="checkbox"/> Instructor contact information (name, e-mail, phone/fax, e-office hours, etc) Includes remote site help numbers</p> <p><input type="checkbox"/> Required textbook(s) and course materials</p> <p><input type="checkbox"/> Course goals and/or instructional objectives/outcomes</p> <p><input type="checkbox"/> All major assignments (papers, exams, projects, etc) and due dates</p> <p><input type="checkbox"/> Grading criteria and policy</p> <p><input type="checkbox"/> Expectations and penalties for academic dishonesty; information about whether and to what extent collaboration among students is appropriate.</p> <p><input type="checkbox"/> Information about proctored exams, and testing centers on and/or off campus.</p> <p><input type="checkbox"/> Information about possible accommodations for students requiring accommodations or services due to a disability.</p> <p><input type="checkbox"/> Clear standards for instructor response and availability (turn-around time for email, grade posting, etc.)</p>	<p>The course syllabus is easy to find and includes the minimum information listed below:</p> <p><input type="checkbox"/> Instructor contact information (e-mail, phone/fax, e-office hours, etc)</p> <p><input type="checkbox"/> Required textbook(s) and course materials</p> <p><input type="checkbox"/> Course goals and instructional objectives/outcomes</p> <p><input type="checkbox"/> Grading criteria and policy</p> <p><input type="checkbox"/> Expectations and penalties for academic dishonesty; information about whether and to what extent collaboration among students is appropriate.</p> <p><input type="checkbox"/> Information about proctored exams.</p> <p><input type="checkbox"/> Information for students requiring accommodations or services due to a disability.</p> <p><input type="checkbox"/> Instructor response and availability (turn-around time for email, grade posting, etc.).</p>	<p>The course syllabus does not include the following information listed below:</p> <p><input type="checkbox"/> Instructor contact information (name, e-mail, phone/fax, e-office hours, etc)</p> <p><input type="checkbox"/> Required textbook(s) and course materials</p> <p><input type="checkbox"/> Course goals and instructional objectives/outcomes</p> <p><input type="checkbox"/> Grading criteria and policy</p> <p><input type="checkbox"/> Expectations and penalties for academic dishonesty; information about whether and to what extent collaboration among students is appropriate.</p> <p><input type="checkbox"/> Information about proctored exams.</p> <p><input type="checkbox"/> Information for students requiring accommodations or services due to a disability.</p> <p><input type="checkbox"/> Instructor response and availability (turn-around time or services due to a disability).</p>	

	Exemplary	Sufficient	Unsatisfactory	Comments
Learning Objectives	<input type="checkbox"/> Learning outcomes are clearly defined, measurable, prominently displayed at the beginning of each learning unit, and closely correlated with real-world performance expectations.	<input type="checkbox"/> Learning outcomes are stated and are measurable.	<input type="checkbox"/> Learning outcomes are not stated or learning outcomes are stated, but are not measurable.	
	<input type="checkbox"/> Instructions to students on how to meet the learning objectives are clear and easy to understand.	<input type="checkbox"/> Instructions to students on how to meet the learning objectives are adequate.	<input type="checkbox"/> Instructions to students on how to meet the learning objectives are not stated.	
	<input type="checkbox"/> The learning objectives and outcomes are articulated and specified on the section, and module/unit level.	<input type="checkbox"/> The learning objectives and outcomes are articulated on the module/unit level.	<input type="checkbox"/> The learning objectives and outcomes are not specified on the module/unit level.	
	<input type="checkbox"/> The section and module/unit learning objectives describe outcomes that are consistent with the course-level objectives.	<input type="checkbox"/> The module/unit learning objectives describe outcomes that are consistent with the course-level objectives.	<input type="checkbox"/> The section or module/unit learning objectives describe outcomes that are not consistent with the course-level objectives.	

	Exemplary	Sufficient	Unsatisfactory	Comments
Course Content and Instruction	<input type="checkbox"/> The instructional materials have sufficient depth in content and are sufficiently comprehensive for the student to learn the subject.	<input type="checkbox"/> The instructional materials are sufficiently comprehensive for the student to learn the subject.	<input type="checkbox"/> The instructional materials are not comprehensive enough for the student to learn the subject.	
	<input type="checkbox"/> Presentation of the content is clear and straightforward; the text is well-written; no typos or grammar problems found.	<input type="checkbox"/> Text is well-written; no typos or grammar problems are found.	<input type="checkbox"/> There are typos or grammar problems throughout the course.	
	<input type="checkbox"/> Extensive and unique instructional strategies are used to teach different knowledge or skills.	<input type="checkbox"/> Appropriate instructional strategies are used.	<input type="checkbox"/> No instructional strategies are used in the course.	
	<input type="checkbox"/> Multimedia (audio, video, graphics, demonstrations, animations, or simulations) are used extremely well to enhance learning.	<input type="checkbox"/> Multimedia (audio, video, graphics, demonstrations, animations, or simulations) are used appropriately in teaching the course content.	<input type="checkbox"/> Multimedia are used inappropriately and/or distracting.	
	<input type="checkbox"/> The content is presented in appropriate and manageable sections and a self-test is presented at the end of each section to allow students to monitor their own learning outcomes and progress.	<input type="checkbox"/> The content is presented in appropriate and manageable sections.	<input type="checkbox"/> The content is not divided into manageable sections.	
	<input type="checkbox"/> Assignments provide students with ample opportunities to practice and apply concepts and skills in realistic and relevant ways that reinforce learning outcomes.	<input type="checkbox"/> Assignments provide students with opportunities to practice what they have learned in the course.	<input type="checkbox"/> The course does not provide any opportunity for students to practice what they have learned in the course.	
	<input type="checkbox"/> Rich and appropriate supplemental resources are available to support learning outcomes.			

	Exemplary	Sufficient	Unsatisfactory	Comments
Course Assessment	<input type="checkbox"/> Course assessment activities are aligned with course objectives and all tasks are clearly tied to a desired learning outcome. Students are informed how objectives will be assessed.	<input type="checkbox"/> Assessment activities are provided to determine successful attainment of each course objective.	<input type="checkbox"/> Learning objectives, instructional and assessment activities are not sufficiently provided for required achievements and measurement.	
	<input type="checkbox"/> Feedback about student performance is regularly provided in a timely manner throughout the course. (Turnaround time will vary depending on the course and assignments)	<input type="checkbox"/> Students receive feedback about their own performance in a timely manner. (Turnaround time will vary depending on the course and assignments)	<input type="checkbox"/> There is minimal opportunity for students to receive feedback about their own performance.	
	<input type="checkbox"/> The course includes self-tests with effective feedback at each section, unit, or module level.	<input type="checkbox"/> The course includes tests with adequate feedback.	<input type="checkbox"/> The course tests do not include feedback.	
	<input type="checkbox"/> The major exams are taken on the campus or in proctored settings. A link is provided for testing center information and off-campus proctor information.	<input type="checkbox"/> The final exam is taken on campus or in proctored settings.	<input type="checkbox"/> The final exam of the course is off campus and it is not proctored.	
	<input type="checkbox"/> Students can check their progress at any point in the course.	<input type="checkbox"/> Students can check their progress in the course.	<input type="checkbox"/> Students can not check their progress in the course.	
	<input type="checkbox"/> The test questions (scenario, case studies, simulations, or fill in the blank, etc.) are selected randomly from test question pools with similar questions. The test questions and choices in multiple choice questions are randomized.	<input type="checkbox"/> The test questions (scenario, case studies, simulations, or fill in the blank, etc.) are randomly presented and question choices in multiple choice questions are randomized.	<input type="checkbox"/> The test questions and question choices in multiple choice questions are not randomized.	
	<input type="checkbox"/> Policies and procedures to ensure the integrity of student's work are placed on the course site and can be easily located.	<input type="checkbox"/> The course includes the information about policies and procedures to ensure the integrity of student's work.	<input type="checkbox"/> The course does not state policies and procedures to ensure the integrity of student's work.	

	Exemplary	Sufficient	Unsatisfactory	Comments
Interaction & Collaboration	<p><input type="checkbox"/> The course clearly defines expectations of minimal student participation in interaction activities. Learning activities foster instructor-student and student-student interaction.</p> <hr/> <p><input type="checkbox"/> Instructor provides ample opportunity for student involvement through assignments, discussion, chat, mail, blogs, wikis, journals, or small group work.</p> <hr/> <p><input type="checkbox"/> Learning activities are designed to encourage/require students to initiate communication with the instructor and/or other students to attain learning objectives.</p> <hr/> <p><input type="checkbox"/> The course provides information about instructor response and availability, turn-around time for e-mail and grade posting.</p>	<p><input type="checkbox"/> Expectations of student participation in instructor-student and student-student interaction are stated</p> <hr/> <p><input type="checkbox"/> Instructor provides for student involvement through questions, assignments, discussions, chat, and/or group work.</p> <hr/> <p><input type="checkbox"/> Students are expected to collaborate with other students within the course and students are given opportunities to initiate communication with the instructor and/or other students.</p>	<p><input type="checkbox"/> There is no expectation of student interaction in the course.</p> <hr/> <p><input type="checkbox"/> Instructor provides very few opportunities for students to become involved in group work.</p> <hr/> <p><input type="checkbox"/> Students do not have any opportunity to work collaboratively with other students within the course.</p>	