

# Online Course Review Rubric<sup>i</sup>

## 1. COURSE OVERVIEW AND INTRODUCTION

The overall design of the course, navigational information, as well as course, instructor and student information are made transparent to the student at the beginning of the course.

<b>Review Standards:</b>	<b>Yes</b>	<b>No</b>
Navigational instructions make the organization of the course easy to understand.		
A statement introduces the student to the course and to the structure of the student learning.		
Netiquette expectations with regard to discussions and email communication are clearly stated.		
The self-introduction by the instructor is appropriate.		
Students are requested to introduce themselves to the class.		
Minimum technology requirements, minimum student skills, and, if applicable, prerequisite knowledge in the discipline, are clearly stated.		

**Comments and Recommendations:**

## 2. LEARNING OBJECTIVES (COMPETENCIES)

Learning objectives are clearly defined and explained. They assist the student to focus learning activities.

<b>Review Standards:</b>	<b>Yes</b>	<b>No</b>
The learning objectives of the course describe outcomes that are measurable.		
The learning objectives address content mastery, critical thinking skills, and core learning skills.		
The learning objectives of the course are clearly stated and understandable to the student.		
Instructions to students on how to meet the learning objectives are adequate and easy to understand.		
The learning objectives of the course are articulated and specified on the module/unit level.		

**Comments and Recommendations:**

### 3. ASSESSMENT AND MEASUREMENT

Assessment strategies use established ways to measure effective learning, assess student progress by reference to stated learning objectives, and are designed as essential to the learning process.

<b>Review Standards:</b>	<b>Yes</b>	<b>No</b>
The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.		
The grading policy is transparent and easy to understand.		
Assessment and measurement strategies provide feedback to the student.		
The types of assessments selected and the methods used for submitting assessments are appropriate for the distance learning environment.		
"Self-check" or practice types of assignments are provided for quick student feedback.		

**Comments and Recommendations:**

### 4. RESOURCES AND MATERIALS

Instructional materials are sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields. (Materials, other than standard textbooks produced by recognized publishers, are prepared by the instructor or distance educators skilled in preparing materials for distance learning.)

<b>Review Standards:</b>	<b>Yes</b>	<b>No</b>
The instructional materials support the stated learning objectives and have sufficient breadth and depth for the student to learn the subject.		
Instructional materials are presented in a format appropriate to the online environment, and are easily accessible to and usable by the student.		
The purpose of the course elements (content, instructional methods, technologies, and course materials) is evident.		
The instructional materials, including supporting materials - such as manuals, videos, CD ROMs, and computer software - are consistent in organization.		
All resources and materials used in the online course are appropriately cited.		

**Comments and Recommendations:**

## 5. LEARNER INTERACTION

The effective design of instructor- student interaction, meaningful student cooperation, and student -content interaction is essential to student motivation, intellectual commitment and personal development.

<b>Review Standards:</b>	<b>Yes</b>	<b>No</b>
The learning activities promote the achievement of stated objectives and learning outcomes.		
Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction.		
Clear standards are set for instructor response and availability (turn-around time for email, grades posted etc.)		
The requirements for course interaction are clearly articulated.		
The course design prompts the instructor to be present, active, and engaged with the students.		

**Comments and Recommendations:**

## 6. COURSE TECHNOLOGY

To enhance student learning, course technology should enrich instruction and foster learner interactivity.

<b>Review Standards:</b>	<b>Yes</b>	<b>No</b>
The tools and media support the learning objectives of the course and are integrated with texts and lesson assignments.		
The tools and media enhance student interactivity and guide the student to become a more active learner.		
Technologies required for this course are either provided or easily downloadable.		
The tools and media are compatible with existing standards of delivery modes.		
Instructions on how to access resources at a distance are sufficient and easy to understand.		
Course technologies take advantage of existing economies and efficiencies of delivery.		

**Comments and Recommendations:**

## 7. LEARNER SUPPORT

Courses are effectively supported for students through fully accessible modes of delivery, resources, and student support.

<b>Review Standards:</b>	<b>Yes</b>	<b>No</b>
The course instructions articulate or link to a clear description of the technical support offered.		
Course instructions articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided.		
Course instructions articulate or link to an explanation of how the institution's student support services can assist the student in effectively using the resources provided.		
Course instructions articulate or link to tutorials and resources that answer basic questions related to research, writing, technology etc.		

**Comments and Recommendations:**

## 8. ACCESSIBILITY

The course is accessible to all students.

<b>Review Standards:</b>	<b>Yes</b>	<b>No</b>
The course acknowledges the importance of ADA requirements.		
Web pages provide equivalent alternatives to auditory and visual content.		
Web pages have links that are self-describing and meaningful.		
The course demonstrates sensitivity to readability issues.		

**Comments and Recommendations:**

**Overall Comments:** Now that you've looked at the entire course, please share your reflections on the degree of coherence of the course as a whole and its potential to promote student learning.

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<sup>i</sup> This rubric is based on the *Quality Matters: Inter-Institutional Quality Assurance in Online Learning, Peer Course Review Rubric* that was developed in 05/06, while the project was funded by the federal Fund for the Improvement of Postsecondary Education (FIPSE) Grant Program, publicly available, and noted as such by Quality Matters.