Muskegon Community College - Online Course and Instructor Review Rubric

Faculty Name_____ Reviewer _____ Course _____ Section _____

Date_____ ☐ Initial Review ☐ Midterm Review ☐ Final Review

Category	Needs Improvement	Promising	Accomplished	Rating and Comments
Category One: **Learner Support and Resources**	☐ Course contains limited information for online learner support and links to campus resources. ☐ Course provides limited course-specific resources, limited contact information for instructor, department, and/or program. ☐ Course offers limited resources supporting course content and different learning abilities.	☐ Course contains adequate information for online learner support and links to campus resources. ☐ Course provides adequate course-specific resources, some contact information for instructor, department, and program. ☐ Course offers access to adequate resources supporting course content and different learning abilities.	☐ Course contains extensive information about being an online learner and links to campus resources ☐ Course provides a variety of course-specific resources, contact information for instructor, department, and program. ☐ Course offers access to a wide range of resources supporting course content and different learning abilities.	

Category	Needs Improvement	Promising	Accomplished	Rating and Comments
Category Two: **Online Organization and Design**	☐Much of the course is under construction, with some key components identified such as the syllabus. ☐Course syllabus is unclear about what is expected of students. ☐Aesthetic design does not present and communicate course information clearly. ☐Accessibility issues are not addressed.	☐Course is organized and navigable. Students can understand the key components and structure of the course. ☐Course syllabus identifies and delineates the role the online environment will play in the course. ☐Aesthetic design presents and communicates course information clearly. ☐Most web pages are visually and functionally consistent. ☐Accessibility issues are briefly addressed.	☐Course is well-organized and easy to navigate. Students can clearly understand all components and structure of the course. ☐Course syllabus identifies and clearly delineates the role the online environment will play in the total course. ☐Aesthetic design presents and communicates course information clearly throughout the course. ☐All web pages are visually and functionally consistent throughout the course. ☐Accessibility issues are addressed throughout the course.	

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Category Three: **Instructional Delivery and Interaction**	☐ Course offers limited opportunity for interaction and communication student to student, student to instructor and student to content. ☐ Course goals are not clearly defined and do not align to learning objectives. ☐ Learning objectives are vague or incomplete and learning activities are absent or unclear. ☐ Course provides limited visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility. ☐ Course provides limited activities to help students develop critical thinking and/ or problem-solving skills ☐ Course contains no or little original, instructor created content/material.	☐ Course offers adequate opportunities for interaction and communication student to student, student to instructor and student to content. ☐ Course goals are adequately defined but may not align to learning objectives. ☐ Learning objectives are identified and learning activities are implied. ☐ Course provides adequate visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility. ☐ Course provides adequate activities to help students develop critical thinking and/or problem-solving skills. ☐ Course contains some personalized and/or original, instructor created content/material.	☐ Course offers ample opportunities for interaction and communication student to student, student to instructor and student to content. ☐ Course goals are clearly defined and aligned to learning objectives. ☐ Learning objectives are identified and learning activities are clearly integrated. ☐ Course provides multiple visual, textual, kinesthetic and/or auditory activities to enhance student learning and accessibility. ☐ Course provides multiple activities that help students develop critical thinking and problem-solving skills. ☐ Course contains numerous instructor created materials and content.	

Category	Needs Improvement	Promising	Accomplished	Rating and Comments
Category Four: **Assessment and Evaluation of Student Learning**	☐ Course has limited activities to assess student readiness for course content and mode of delivery. ☐ Learning objectives, instructional and assessment activities are not aligned. ☐ Assessment strategies are limited in use to measure content knowledge, attitudes, and skills. ☐ Opportunities for students to receive feedback about their own performance are infrequent and sporadic. ☐ Students' self-assessments and/or peer feedback opportunities are limited.	☐ Course has adequate activities to assess student readiness for course content and mode of delivery. ☐ Learning objectives, instructional and assessment activities are adequately aligned. ☐ Ongoing strategies are used to measure content knowledge, attitudes, and skills. ☐ Opportunities for students to receive feedback about their own performance are provided. ☐ Students' self-assessments and/or peer feedback opportunities exist.	☐ Course has multiple timely and appropriate activities to assess student readiness for course content and mode of delivery. ☐ Learning objectives, instructional and assessment activities are closely aligned. ☐ Ongoing multiple assessment strategies are used to measure content knowledge, attitudes, and skills. ☐ Regular feedback about student performance is provided in a timely manner throughout the course. ☐ Students' self-assessments and peer feedback opportunities exist throughout the course.	

Category	Needs Improvement	Promising	Accomplished	Rating and Comments
Category Five: **Teaching with Technology**	☐ Course uses limited technology tools to facilitate communication and learning. ☐ New teaching methods applied to enhance student learning are limited. ☐ There are limited multimedia elements and/or learning objects for accommodating different learning styles. ☐ Course uses Internet access and engages students in the learning process in a very limited way.	☐ Course uses adequate technology tools to facilitate communication and learning. ☐ New teaching methods are adequately applied to innovatively enhance student learning. ☐ Multimedia elements and/or learning objects are used and are relevant to accommodate different learning styles. ☐ Course optimizes Internet access and effectively engages students in the learning process.	☐ Course uses a variety of technology tools to appropriately facilitate communication and learning. ☐ New teaching methods are applied and innovatively enhance student learning, and interactively engage students. ☐ A variety of multimedia elements and/or learning objects are used and are relevant to accommodate different learning styles throughout the course. ☐ Course optimizes Internet access and effectively engages students in the learning process in a variety of ways throughout the course.	

Category	Needs Improvement	Promising	Accomplished	Rating and Comments
Category Six: ***Note: Category Six is only evaluated at Midterm and at the end of the semester for Faculty use of Student Feedback***	☐ Instructor offers limited opportunity for students to give feedback to faculty on course content. ☐ Instructor offers limited opportunity for students to give feedback on ease of online technology and accessibility of course. ☐ Instructor uses student feedback to help plan instruction and assessment of student learning for the next semester in a limited way.	☐ Instructor offers adequate opportunities for students to give feedback on course content. ☐ Instructor offers adequate opportunities for students to give feedback on ease of online technology and accessibility of course. ☐ Instructor requests and uses student feedback a couple times during the semester to help plan instruction and assessment of student learning for the rest of the semester	☐ Instructor offers multiple opportunities for students to give feedback on course content. ☐ Instructor offers multiple opportunities for students to give feedback on ease of online technology and accessibility of course. ☐ Instructor uses formal and informal student feedback in an ongoing basis to help plan instruction and assessment of student learning throughout the semester.	

4/11/17