Online Course Evaluation Rubric (OCER) for On Campus and Hybrid Courses

Course Overview and Introduction					
Criteria	Emerging (1)	Developing (2)	Accomplished (3)	Exemplary (4)	Best Practices
Course Overview	All required and 1 suggested items are present. Syllabus is displayed under the Syllabus tab. Other item is listed under Course Home.	All required and 2 suggested items are present. Syllabus is displayed under the Syllabus tab. Other items are listed under Course Home.	All required and 3 suggested items are present. Syllabus is displayed under the Syllabus tab. Other items are listed under Course Home.	All required and suggested items are present. Syllabus is displayed under the Syllabus tab. Other items are listed under Course Home.	**Required items**: Syllabus (uploaded under the syllabus tab), Course Outcomes (in syllabus or as a content item under course home), and Instructor Information. **Suggested items**: Course Calendar, APA Reference Guide, Instructions to get Started, and Academic Integrity Module.
Instructions (Applicable when assignments are present)	Few instructions or directions for assignments (50% or less) are clear and concise. Rubrics are not provided. Expectations of student performance are lacking for learning activities (discussions, assignments, quizzes, exams, etc.).	Some (51-84%) instructions or directions for assignments are clear and concise. Rubrics are rarely provided. Expectations of student performance are vague for learning activities (discussions, assignments, quizzes, exams, etc.).	Most (85-99%) instructions or directions for assignments are clear and concise. Rubrics are not provided consistently. Sometimes they are provided, but do not align with the assignment instructions. Expectations of student performance are generic for learning activities (discussions, assignments, quizzes, exams, etc.).	All (100%) instructions or directions for assignments are clear and concise. Rubrics align with the assignment instructions and provide guidance to the student. Expectations of student performance are clearly specified for learning activities (e.g., discussions, assignments, quizzes, exams, etc.).	Instructions for students may take various forms (e.g., narratives, bulleted lists, charts) and must be included for all activities (ex. Discussions, assignments, quizzes, exams, etc.). Students must be able to identify expectations of their performance and how the activity meets learning objectives/ outcomes. Rubrics must be easily accessible to students, and they must be encouraged to go over them before they start working on a particular task.
Course Content and Resources					
Criteria	Emerging (1)	Developing (2)	Accomplished (3)	Exemplary (4)	Best Practices

| Content complies with copyright laws | Few (50% or less) of the graphics, image and other media components that are embedded into the course adhere to Fair Use Guidelines, have permission, or are properly cited. | Some (51-84%) graphics, image and other media components that are embedded into the course adhere to Fair Use Guidelines, have permission, or are properly cited. | Most (85-99%) graphics, image and other media components that are embedded into the course adhere to Fair Use Guidelines, have permission, or are properly cited. | All (100%) graphics, image and other media components that are embedded into the course adhere to Fair Use Guidelines, have permission or are properly cited. | Graphics, images and other media components have permission for use from creator or have been properly cited, or used according to Fair Use Guidelines. Permission must be granted to convert copyrighted material from one format into another (e.g., converting a VHS tape into digital format). You can always link out to a website or a resource outside of the course. If you have adopted the textbook for that course, you may use all of the resources that are available with that textbook. |

Assessment and Feedback					
Criteria	**Emerging (1)**	**Developing (2)**	**Accomplished (3)**	**Exemplary (4)**	**Best Practices**
Feedback (Applicable when assignments are graded in Canvas)	Opportunities for students to receive feedback on their performance are infrequent and sporadic. Only a few or none of the assignments, with the exception of quizzes and exams, contain extensive, individualized comments in the online gradebook. Rubrics are provided for a few or none of the graded assignments and/or do not	Opportunities for students to receive feedback on their performance occur frequently. Some assignments, with the exception of quizzes and exams, contain extensive, individualized comments in the online gradebook. Rubrics are provided for some graded assignments and outline basic/ specific criteria with levels of expectations.	Opportunities for students to receive feedback on their performance occur in a timely manner (soon after learning activities have taken place). Most assignments, with the exception of quizzes and exams, contain extensive, individualized comments. Rubrics are provided for most graded assignments and outline general/ specific criteria with levels of expectations.	Ample opportunities for students to receive feedback on their performance occur in a consistent timely manner (soon after learning activities have taken place). All assignments contain extensive, individualized comments, with the exception of quizzes and exams. Rubrics are provided for all graded assignments and outline specific criteria with levels of expectations.	Feedback in online learning provides students with insight into what the instructor thinks about the work that the student is doing or has done. It is a tool that provides the student with instructions or guidelines for improvement. Feedback can be provided through SpeedGrader. Rubrics provide feedback that is detailed and consistent. As an instructor, you can provide feedback via a rubric by selecting the areas according to the criteria and scale. Ensure that students know how, when, and where to access your feedback and scoring.

					Graded assignments are assessment items that have a point value or must be manually graded. Some examples include quizzes, exams, discussions, essays, projects and papers.
	outline specific criteria with levels of expectations.				

Instructional Design and Delivery					
Criteria	**Emerging (1)**	**Developing (2)**	**Accomplished (3)**	**Exemplary (4)**	**Best Practices**
Design Consistency and Functionality	A few (50% or less) of the course content is visually and functionally consistent throughout the course. Font, headings (section identifiers) and content (PowerPoints) are not formatted and displayed within course or a few (50% or less) of the foci/units/modules. Most images used are irrelevant to the foci, units or modules, and diminish the professional look to the course. All lectures and/or multimedia elements are Flash based (.SWF files).	Some (51-84%) course content is visually and functionally consistent throughout the course. Font, headings (section identifiers) and content (PowerPoints) are formatted and displayed consistently throughout some (50-84%) foci/ units/modules. Some Images used are relevant to the foci, units or modules, and help provide a professional look to the course. Most lectures and/or multimedia elements are Flash based (.SWF files).	Most (85-99%) course content is visually and functionally consistent throughout the course. Font, headings (section identifiers) and content (PowerPoints) are formatted and displayed consistently throughout most (85-99%) foci/ units/modules. Most Images used are relevant, and help provide a professional look to the course. Some lectures and/or multimedia elements are Flash based (.SWF files).	All (100%) course content is visually and functionally consistent throughout the course. Font, headings (section identifiers), banners, and content (PowerPoints) are formatted and displayed consistently throughout all (100%) foci/ units/modules. All Images used are relevant, and help provide a professional look to the course. No lectures and/or multimedia elements are flash based (.SWF files).	Placement of elements and presentation consistency refer to the design of the course and the pages in the course that contain instructional elements (e.g. chapter, unit, module, week, etc.). Font type, size, color and spacing facilitate readability and minimize distractions for the student. Formatting and color coding serve instructional purposes to communicate key points, concept relationships and etc. Examples include: URLs that link to the correct website, graphics display correctly and include alt text, grammar and spelling are correct, interactive technologies (blogs, wiki, animations) are working. It is also recommended to underline a word or phrase only when there is a hyperlink associated to it. Do not use color references to convey meaning. For example, "complete the section in red." Some students may not be able to discern color differences efficiently. Use of images or graphics must be chosen wisely to help support learning, rather than distracting from

				the course outcomes. Avoid pixelated or blurry images, as well as graphics that have no connection with your content. Multimedia elements should not be Flash based (e.g., .SWF files). Flash-based content will be completely unsupported in all web browsers by 2020.
Course organization	Less than 50% of course content has been logically organized. Course layout does not appear to be complete.	Course structure and flow is unclear. Only 51-84% of course content is organized or sequenced logically to support learning outcomes.	Course structure is somewhat intuitive but requires some exploring to determine flow of the course. 85-99% of course content is sequenced logically to support learning outcomes.	Course structure is easy to navigate and 100% of course content is organized in a logical manner that promotes progressive learning or construction of knowledge.	Content is organized and logically sequenced to support learning outcomes. The course navigation displays only the necessary course items from the student perspective. For example, Home, Announcements, Syllabus, Modules, Grades, People, and other necessary tools as applicable. The student must be able to discern relationships between parts of the course and how those parts assist the student in meeting learning outcomes. Navigation is a mixture of graphic and editorial organizational cues supplied by the graphic design of the course. Specifically, navigation is the consistent and predictable set of navigation methods, buttons and headings that allow learners to move logically and easily between areas of the course and topics. To avoid frustration, students must be able to easily navigate through the

					course and progress in a sequential and logical fashion.
Accessibility	Between 0 - 40% of the course resources are fully accessible to all students and meet ADA requirements.	Between 41 -60% of the course resources are fully accessible to all students and meet ADA requirements.	Between 61-89% of the course resources are fully accessible to all students and meet ADA requirements.	90% or above of the course resources are fully accessible to all students and meet ADA requirements.	Online content is designed to never exclude learners from interacting with it. Federal and State laws require web pages and content to be accessible to all people. Designing course content and web pages for a large audience with multiple learning styles is also a sound online instructional technique. Accessibility for students with disabilities, particularly as outlined by the Americans with Disabilities Act (ADA) and Section 508 requires online courses to be accessible to students with special needs (physical disabilities, learning disorders and etc.). Efforts must be made to accommodate students with special needs and may include but are not limited to: • A text equivalent for every non-text element is provided (e.g. images contain descriptive text (alt text), Transcripts, etc.) • Captioning available for audio portions of multimedia presentations (narrated PPTs, animation or videos). • Row and column headers are identified in data tables. • Links that are self-describing and meaningful (ex. "American Heart Association" with hyperlink, not "click here").

					Please visit CTE for assistance with any concerns or questions that you may have with accessible content.