Evaluating online course design

This rubric, informed by Quality Matters standards, is intended to support Rutgers–Camden departmental efforts to evaluate fully-online, asynchronous course design, in a cycle of continuing improvement. Ratings and comments should be constructive in nature and reflect the iterative process of online course design. Instructors and evaluators can request assistance and support from Instructional Design & Technology, both during the evaluation process and in implementation of recommended changes.

1. Course Content	Outstanding / satisfactory / needs support
1a. Learning objectives are clear, measurable, and appropriate for course level. *Recommendation: include course map document.*	
1b. Course provides adequate original lecture content from the instructor (can be in the form of text, video, audio, or any combination of these formats).	
1c. Non-instructor generated materials (external videos, readings, etc) are provided and appropriate in amount and rigor. Depending on the subject nature of the course, multiple modes of materials are included to support the needs of diverse learners.	
1d. The sequence and grouping of content is appropriate for the course.	
1e. Links are provided to give students access to support services and technology assistance.	
2. Course assessments/activities	
2a. Activity and assessment types are varied to meet the myriad strengths of different types of learners.	
2b. Activities and assessments are conducted regularly and on an ongoing basis.	
2c. Activities and assessments align with learning objectives. The number and depth of assignments are adequate to measure student achievement of learning objectives.	
2d. Activities offer opportunities for students to practice skills and to engage with classmates and instructor. *Recommendation: include student introductions activity during*	

first week of course.	
2e. Instructions and expectations for activities and assessments are clearly stated and easily found, including policies on academic integrity, including use of AI. Grading criteria are explicit. Instructor feedback schedule is clear. Rubrics are provided when appropriate.	
3. Course organization/usability	
3a. The course content is grouped into modules or units where students can find an overview, course content, and activities for the module/unit in one place.	
3b. Each module or unit has a consistent format/structure with clear naming conventions (e.g., Reading, Lecture, Assignments) and instructions.	
3c. Descriptions of deadlines for all activities and assessments are clearly displayed and provide as much consistency as possible.	
3d. Course design does not distract from learning (examples: color contrast that is difficult to read, excessive images unrelated to course content, etc).	
3e. Course content is accessible to all learners. Images have alt-tags, videos offer closed captioning and/or transcripts, and PDFs can be read by screen readers.	