

## Course Assessment Rubric

<b>Standard 1.</b>	<b>Achievement of course outcomes and learning objectives.</b> Learning objectives and course outcomes are clearly explained and are addressed in content resources.
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<b>Baseline 1.</b>		<b>The Course Syllabus</b>	
<b>Considerations and implications</b>		The Course Syllabus is complete as described in AP 766.	
			<b>Response</b>
<b>Rating</b>	0 – Not Included.	There is no course syllabus present	
	1 – Below Baseline.	The syllabus does not adhere to AP 766 in part or whole.	
	2 – Meets Baseline	The course syllabus is complete as described in AP 766.	

<b>Developer Rationale for meeting baseline &gt;&gt;</b>	<b>Insert Comments</b>
<b>Reviewer Comments &gt;&gt;</b>	<b>Insert Comments</b>

<b>Baseline 2.</b>		<b>The Course Content</b>	
<b>Considerations and implications</b>		The instructional materials are current, accurate and align to the expectations listed in the most recent official Course Form 335.	
			<b>Response)</b>
<b>Rating</b>	0 – Not Included.	Instructional materials do not exist to help students cover the course content as outlined in the Course Form 335.	
	1 – Below Baseline.	Instructional materials present are outdated, inaccurate or overwhelming to the point of inhibiting a student's ability to learn..	
	2 – Meets Baseline	The instructional materials are current, accurate and align to the expectations listed in the current official Course Form 335.	

<b>Developer Rationale for meeting baseline &gt;&gt;</b>	<b>Insert Comments</b>
<b>Reviewer Comments &gt;&gt;</b>	<b>Insert Comments</b>

<b>Baseline 3.</b>		<b>Instructor-Designed Explanatory Materials</b>	
<b>Considerations and implications</b>		The course contains instructor-designed explanatory materials in addition to (or in lieu of) publisher-supplied content to facilitate student learning.	
			<b>Response</b>
<b>Rating</b>	0 – Not Included.	No supplemental explanatory materials are included to augment student learning and student needs except for the text or online readings.	
	1 – Below Baseline.	The course contains only publisher-supplied supplemental explanatory materials.	
	2 – Meets Baseline	The course contains instructor-designed explanatory materials in addition to (or in lieu of) publisher-supplied content.	

<b>Developer Rationale for meeting baseline &gt;&gt;</b>	<b>Insert Comments</b>
<b>Reviewer Comments &gt;&gt;</b>	<b>Insert Comments</b>

<b>Standard 2.</b>	<b>Assessment</b> Measures of Student Success and Assessment of Student Learning Outcomes
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<b>Baseline 1.</b>		<b>Appropriateness</b>	
<b>Considerations and implications</b>		The assessment Instruments are appropriate for online delivery.	
			<b>Response</b>
<b>Rating</b>	0 – Not Included.	There are no assessment instruments.	
	1 – Below Baseline.	The assessments are not appropriate for an online delivery system.	
	2 – Meets Baseline	The assessment instruments are appropriate for online delivery.	

<b>Developer Rationale for meeting baseline &gt;&gt;</b>	<b>Insert Comments</b>
<b>Reviewer Comments &gt;&gt;</b>	<b>Insert Comments</b>

<b>Baseline 2.</b>		<b>Instruments</b>	
<b>Considerations and implications</b>		Each assignment/assessment comes with clear directions and grading criteria.	
			<b>Response</b>
<b>Rating</b>	0 – Not Included.	Directions and grading criteria for assignments/assessments are not included	
	1 – Below Baseline.	Directions or grading criteria are included, but not both.	
	2 – Meets Baseline	Each assignment/assessment comes with clear directions and grading criteria.	
	3 – Exceeds Baseline	The assignments provide students with sample materials to clarify assignment expectations.	

<b>Developer Rationale for meeting baseline &gt;&gt;</b>	<b>Insert Comments</b>
<b>Reviewer Comments &gt;&gt;</b>	<b>Insert Comments</b>

<b>Baseline 3.</b>		<b>Assessment Alignment</b>	
<b>Considerations and implications</b>		Assignments and assessments are in alignment with course outcomes from the Course Form 335.	
			<b>Response</b>
<b>Rating</b>	0 – Not Included.	There are no assignments or assessments in place for students to demonstrate their grasp of the course outcomes and course content.	
	1 – Below Baseline.	Assignments and assessments only minimally assess the course outcomes from the Course Form 335.	
	2 – Meets Baseline	Assignments and assessments clearly assess the course outcomes from the Course Form 335.	
	3 – Exceeds Baseline	At every level of the course (unit, module, activity, assignment/assessment), students are provided with learning objectives to help measure content mastery. This includes both the Course Form 335 course outcomes and instructor-written learning objectives.	

<b>Developer Rationale for meeting baseline &gt;&gt;</b>	<b>Insert Comments</b>
<b>Reviewer Comments &gt;&gt;</b>	<b>Insert Comments</b>

<b>Standard 3.</b>	<b>Universal Design</b> The course is user friendly. Students can easily find and access all of the course components.
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<b>Baseline 1.</b>		<b>Homepage Organization</b>	
<b>Considerations and implications</b>		The first materials on the course homepage provide instructions for course navigation and organization.	
			<b>Response</b>
<b>Rating</b>	0 – Not Included.	No instructional guide is offered on the homepage to help students navigate the course or understand its organization.	
	1 – Below Baseline.	The instructional guide that presents the organization and navigation of the course is difficult to find or cumbersome.	
	2 – Meets Baseline	The first materials on the course homepage provide instructions for course navigation and organization.	
	3 – Exceeds Baseline	The course homepage offers a narrated, multimedia course overview and orientation.	

<b>Developer Rationale for meeting baseline &gt;&gt;</b>	<b>Insert Comments</b>
<b>Reviewer Comments &gt;&gt;</b>	<b>Insert Comments</b>

<b>Baseline 2.</b>		<b>Navigation</b>	
<b>Considerations and implications</b>		The course navigation and content placement is consistent across learning modules/folders and adheres to the instructions provided on the homepage.	
			<b>Response</b>
<b>Rating</b>	0 – Not Included.	There is no course navigation or content placement in learning modules/folders.	
	1 – Below Baseline.	The course navigation and content placement is not consistent throughout the course and/or not aligned with the homepage instructions.	
	2 – Meets Baseline	The course navigation and content placement is consistent across learning module/folders and adheres to the instructions provided on the homepage.	

<b>Developer Rationale for meeting baseline &gt;&gt;</b>	<b>Insert Comments</b>
<b>Reviewer Comments &gt;&gt;</b>	<b>Insert Comments</b>

<b>Baseline 3.</b>		<b>Web Design</b>	
<b>Considerations and implications</b>		The course adheres to web design best practices for navigation, color scheme and file formats.	
			<b>Response</b>
<b>Rating</b>	0 – Not Included.  1 – Below Baseline.	<p>Web design best practices are not used for navigation, color scheme or file formats.</p> <p><b>Navigation:</b> Pages do not contain enough white space. Course materials are not chunked.</p> <p><b>Color scheme:</b> Available colors used in fonts and backgrounds do not adhere to web design best practices.</p> <p><b>File formats:</b> Course contains Word documents or PowerPoint presentations.</p>	
	2 – Meets Baseline	<p><b>Navigation:</b> Materials are chunked and pages have appropriate white space.</p> <p><b>Color scheme:</b> A readable high-contrast color scheme is used and the course color scheme accommodates color blindness. Any information conveyed with color must also be conveyed without color.</p> <p><b>File formats:</b> Text documents have been converted to HTML, (PDFs used sparingly, and Word not used). PowerPoint presentations are narrated, converted to a web-friendly format and include captions.</p> <p><b>Accessibility:</b></p> <ul style="list-style-type: none"> <li>• Course images and image maps include alternate text attributes, multimedia elements include captions.</li> <li>• Do not use blinking or flashing text.</li> <li>• If content requires a plug-in (Adobe Reader, Flash Player, etc) a link to download that plug-in must be provided.</li> <li>• Write hyperlinks that make sense when read out of context, ie avoid using "Click here" instead use "Visit HACC's homepage."</li> <li>• HTML tables include row and column headers and markup to associate data and header cells for data tables.</li> <li>• Equivalent alternatives for any multimedia presentations shall be synchronized with the presentation. (All videos must have captions either open or closed.)</li> </ul>	
	3 – Exceeds Baseline	<p><b>Color scheme:</b></p> <ul style="list-style-type: none"> <li>• Avoiding similar-color combinations in the interface and graphics. Specifically, avoid using yellow, blue, and green close together.</li> </ul> <p><b>Accessibility:</b></p> <ul style="list-style-type: none"> <li>• Use relative font sizes so users can increase font size and/or color.</li> <li>• Provide an outline at the beginning of a long page of content.</li> <li>• Announce the occurrence of a list &amp; the number of available choices such as, "You can choose one of the five following lunch items:"</li> <li>• Identify crucial information and distinguish it from peripheral content.</li> </ul>	

<b>Developer Rationale for meeting baseline &gt;&gt;</b>	<b>Insert Comments</b>
<b>Reviewer Comments &gt;&gt;</b>	<b>Insert Comments</b>

<b>Baseline 4.</b>		<b>Technology Use</b>	
<b>Considerations and implications</b>		The course uses different technologies that address student learning styles and do not interfere with student learning.	
			<b>Response</b>
<b>Rating</b>	0 – Not Included.	The course does not use different technologies that address student learning styles.	
	1 – Below Baseline.	The course uses different technologies but they do not address student learning styles. The technologies are difficult for the student to use.	
	2 – Meets Baseline	The course uses different technologies that address student learning styles and do not interfere with student learning. Also each tool, content source, and/or activity comes with clear instructions about how it should be used. Use multiple channels to present content (text, graphics, audio).	

<b>Developer Rationale for meeting baseline &gt;&gt;</b>	<b>Insert Comments</b>
<b>Reviewer Comments &gt;&gt;</b>	<b>Insert Comments</b>

<b>Standard 4.</b>	<b>Interactivity</b> Engagement, interaction and motivation are developed and maintained.
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<b>Baseline 1.</b>		<b>Student to Faculty Interactivity</b>	
<b>Considerations and implications</b>		The course is designed to use interactive tools that enhance communication between the students and faculty	
			<b>Response</b>
<b>Rating</b>	0 – Not Included.	The course does not offer the opportunity for communication between students and the instructor.	
	1 – Below Baseline.	The communication tools present in the course do not provide the students the opportunity to ask questions, or give and receive feedback.	
	2 – Meets Baseline	The course provides students with a timetable for receiving instructor feedback in accordance with AP-772. It also provides students with the opportunity to ask questions, to receive clarification and to give constructive feedback about the course.	
	3 – Exceeds Baseline	In addition to asynchronous opportunities, the course offers synchronous interactions between the instructor and students such as virtual office hours, and webinars.	

<b>Developer Rationale for meeting baseline &gt;&gt;</b>	<b>Insert Comments</b>
<b>Reviewer Comments &gt;&gt;</b>	<b>Insert Comments</b>

<b>Baseline 2.</b>		<b>Student to Student Interactivity</b>	
<b>Considerations and implications</b>		The course offers opportunities for students to interact and/or collaborate with other students.	
			<b>Response</b>
<b>Rating</b>	0 – Not Included.	The course does not offer opportunities for students to interact and/or collaborate with other students.	
	1 – Below Baseline.	The interaction tools in the course do not provide the students with the opportunity to interact and collaborate among themselves.	
	2 – Meets Baseline	The course offers opportunities for interactions and/or collaborations among the students.	
	3 – Exceeds Baseline	The opportunities for interactions and/or collaboration among students include both synchronous and asynchronous methods.	

<b>Developer Rationale for meeting baseline &gt;&gt;</b>	<b>Insert Comments</b>
<b>Reviewer Comments &gt;&gt;</b>	<b>Insert Comments</b>

<b>Baseline 3.</b>		<b>Student to Content Interactivity</b>	
<b>Considerations and implications</b>		The course provides students with opportunities to interact with the content and receive instantaneous feedback based on those interactions.	
			<b>Response</b>
<b>Rating</b>	0 – Not Included.	The course contains no content with interactive properties.	
	1 – Below Baseline.	The course has interactive content but it does not include feedback to the students.	
	2 – Meets Baseline	The course has interactive content that includes instantaneous feedback such as: games, practice quizzes and/or self-assessments.	
	3 – Exceeds Baseline	The course provides simulation activities that allow the students to change inputs and receive corresponding feedback.	

<b>Developer Rationale for meeting baseline &gt;&gt;</b>	<b>Insert Comments</b>
<b>Reviewer Comments &gt;&gt;</b>	<b>Insert Comments</b>