

**Course Site Review Evaluation Rubric**  
**Bronx Community College Online Course Development Program**

|   | <b>Needs Development</b>   | <b>Effective</b>  | <b>Exemplary</b>  |
|---|--|---|---|
| <b>Instructional Design and Pedagogy</b>    | <ul style="list-style-type: none"> <li>• The course provides limited opportunities for active student engagement with course content and with peers</li> <li>• Course objectives and expectations for students are insufficiently clear or misaligned with the level of the course</li> <li>• (For Hybrid Course Design): transitions and linkages between classroom and online activities are insufficiently developed</li> </ul> | <ul style="list-style-type: none"> <li>• The course provides adequate opportunities for active student engagement with course content and with peers</li> <li>• Course objectives and expectations for students are adequately explained and appropriate to the level of the course</li> <li>• (For Hybrid Course Design): transitions and linkages between classroom and online activities are consistent throughout the course</li> </ul> | <ul style="list-style-type: none"> <li>• The course provides ample opportunities for active student engagement with course content and with peers</li> <li>• Course objectives and expectations for students are clearly explained, challenging, and appropriate to the level of the course.</li> <li>• (For Hybrid Course Design): transitions and linkages between classroom and online activities are consistently and creatively developed throughout the course</li> </ul> |
| <b>Communication and Feedback</b>           | Course structure permits relatively few opportunities for student/instructor communication   | Course structure permits adequate opportunities for student/instructor communication  | Course structure permits frequent opportunities for student/instructor communication  |
| <b>Course Information/Learner Resources</b> | Some resource information (e.g., syllabus, course objectives, technical requirements and assistance information), contacts, and links necessary for students are missing   | Most resource information (e.g., syllabus, course objectives, technical requirements and assistance information), contacts, and links necessary for students are provided   | All resource information (e.g., syllabus, course objectives, technical requirements and assistance information), contacts, and links necessary for students are provided  |
| <b>Course Design and Presentation</b>       | <ul style="list-style-type: none"> <li>• Some of the tasks, responsibilities, and steps needed to succeed in the course are only partially explained to students</li> <li>• Some course areas and pages are well designed, easily located, and easily accessible</li> </ul>  | <ul style="list-style-type: none"> <li>• Most of the tasks, responsibilities, and steps needed to succeed in the course are clearly and completely explained to students</li> <li>• Most course area and pages are well designed, easily located, and easily accessible.</li> </ul>   | <ul style="list-style-type: none"> <li>• All of the tasks, responsibilities, and steps needed to succeed in the course are clearly and completely explained to students</li> <li>• All course areas and pages are well designed , easily located, and easily accessible</li> </ul>  |

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|----------------------------------|--|--|--|
| <b>Assessment and Evaluation</b> | Assessment strategies are used to measure content knowledge and skills   | Assessment strategies are used frequently to measure content knowledge and skills  | Assessment strategies are used frequently, and in multiple formats, to measure content knowledge and skills  |
| <b>Technology Integration</b>    | <ul style="list-style-type: none"> <li>• The course utilizes a few Blackboard features and no other online resources, such as multimedia or web-based tools</li> <li>• Course materials accommodate only a limited variety of learning styles</li> </ul> | <ul style="list-style-type: none"> <li>• The course utilizes most Blackboard features and some other online resources, such as multimedia and web-based tools</li> <li>• Course materials accommodate a number of different learning styles</li> </ul> | <ul style="list-style-type: none"> <li>• The course utilizes a full range of Blackboard features, multimedia, and web-based tools</li> <li>• Course materials consistently meet a number of different learning styles</li> </ul> |