

Greenhouse Exemplary Course Evaluation Rubric



Evaluator Information	
Institute Name:	
Main Contact Person Name:	
Email address	
Office telephone	
Other evaluators in the group	
Name, Title	
Name, Title	
Name, Title	
Name, Title	
Name, Title and Department of any faculty member who helped review this course	
The above information will NOT be shared with nominees	

Submitter (Nominee) Information	
Submitter's Name	
Primary Instructor Name if different from above)	
Institution	
Course Title	
Course Number (if provided)	
<p>Rubric Descriptions: Please rate the course you are evaluating using the following scale:</p> <p>Exemplary: a model of best practice as related to this criterion Accomplished: excellent implementation; comparable to other examples Promising: good implementation; however, somewhat lacking in depth or detail Incomplete: partial implementation of this criterion; additional work needed; good start Not evident: unable to locate examples specific to this criterion Not appropriate: this criterion has little or no relevance for this course</p> <p>In each Rating column, please use the drop-down menu to select a rating from this scale.</p>	

Section 2: Course Design

Course Design addresses elements of instructional design in an online course. For the purpose of this program, course design includes such elements as the structure of the course, learning objectives, and instructional strategies. In a well designed course:

Course Design	Rating	Comments
Goals are clearly explained to students.	Use Drop Down	
Objectives reflect desired learning outcomes	Use Drop Down	
Objectives are written at the appropriate level	Use Drop Down	
Objectives/learning outcomes are clearly stated as part of the syllabus	Use Drop Down	
Objectives/learning outcomes are clearly stated as part of each learning module	Use Drop Down	
The use of third party tools is relevant to learning outcomes	Use Drop Down	
Content is presented in manageable segments.	Use Drop Down	
Content is easily navigated.	Use Drop Down	
Content is made available via a variety of appropriate mechanisms	Use Drop Down	
Appropriate tools are used to enhance content	Use Drop Down	
Visual and auditory stimuli are used to motivate students.	Use Drop Down	
Supplementary resources are made available as part of the course content.	Use Drop Down	
Students are given an opportunity to provide feedback about this course.	Use Drop Down	
The use of technology enables critical reflection and analysis of content.	Use Drop Down	
Assignments/activities requiring the use of technology clearly explain how technology is to be used by students.	Use Drop Down	
Accessibility issues are addressed.	Use Drop Down	
If this course is a blended learning environment, the online component enhances the face-to-face elements of the course.	Use Drop Down	
Other Comments (REQUIRED) – Please comment on what areas of the course related to this section are exemplary, what areas can be improved to make this section exemplary and a clear, succinct explanation of how you feel the course does or does not meet the criteria in the section. (Note: These and other comments within the review will be sent blindly to the nominee to provide substantive and constructive feedback.)		
Overall Rating for Course Design		Incomplete

Section 3: Interaction & Collaboration

Interaction and Collaboration can take many forms. The ECP criteria place emphasis on the type and amount of interaction and collaboration within an online environment. In exemplary courses, learner-to-learner, learner-to-content, and learner-to-instructor interaction and collaboration are exemplified through the following:

Interaction and Collaboration	Rating	Comments
Clearly stated expectations/protocols defining or explaining required levels of student participation.	Use Drop Down	
Internal communication tools are used by students and the instructor to elaborate on course content.	Use Drop Down	
There is a deliberate attempt to create a learning community through the use of asynchronous tools such as discussions and email.	Use Drop Down	
There is a deliberate attempt to create a learning community through the use of real-time tools such as chat rooms, whiteboards, videoconferencing, etc.	Use Drop Down	
There is a deliberate attempt to create a learning community through frequent instances where the instructor takes an active role in moderating discussions, providing feedback, and participating in other interactive components.	Use Drop Down	
There is a deliberate attempt to create a learning community through opportunities for students to interact with the instructor to communicate about course content.	Use Drop Down	
There is a deliberate attempt to create a learning community through opportunities for students to interact with each other to communicate about course content.	Use Drop Down	
There is a deliberate attempt to create a learning community through the use of such strategies as group projects, teamwork, or other collaborative activities.	Use Drop Down	
There is a deliberate attempt to create a learning community through student-initiated interactions that are encouraged and facilitated	Use Drop Down	
Communication protocols are provided to or collaboratively developed with students	Use Drop Down	
Communication protocols explain good or acceptable responses	Use Drop Down	
Communication protocols refer to or explain Netiquette expectations	Use Drop Down	
Clearly defined statements inform students what to expect in terms of instructor role and response time.	Use Drop Down	
If this course is a blended learning environment, requirements exist for interaction beyond face-to-face sessions	Use Drop Down	
Other Comments (REQUIRED) – Please comment on what areas of the course related to this section are exemplary, what areas can be improved to make this section exemplary and a clear, succinct explanation of how you feel the course does or does not meet the criteria in the section. (Note: These and other comments within the review will be sent blindly to the nominee to provide substantive and constructive feedback.)		
Overall Rating for Interaction and Collaboration		Incomplete

Section 4: Assessment

Assessment focuses on the evaluation of student work toward the achievement of course goals and learning outcomes. This section addresses to the quality and type of student assessments within the course, placing particular emphasis on the following:

Assessment	Rating	Comments
Assignments and other assessments are aligned with stated objectives/learning outcomes.	Use Drop Down	
Assignments assess performance in authentic contexts	Use Drop Down	
Assignments encourage students to employ critical thinking strategies.	Use Drop Down	
There are clearly communicated assignments that include expectations and deliverables (i.e. rubrics/performance criteria are made available to students)	Use Drop Down	
Assignments provide students with ample opportunities to practice and apply concepts and skills.	Use Drop Down	
Assignments and projects require students to make appropriate and effective use of external resources, including print, library, Web-based, and other electronic resources.	Use Drop Down	
There are scaffolding activities that promote higher cognitive development.	Use Drop Down	
How the Web may be used in completing assignments is clearly stated (e.g., directing students to specific sites to use/avoid; providing hints for searching the Web or evaluating and validating Web-based information)	Use Drop Down	
Built-in quiz features are utilized where appropriate.	Use Drop Down	
There are proctored examinations or other assessments.	Use Drop Down	
Quizzes and tests are tied to course objectives/learning outcomes.	Use Drop Down	
Students are provided with ample opportunities for self-assessment.	Use Drop Down	
Constructive feedback on all assessments is included	Use Drop Down	
If this is a blended learning environment, the use of technology contributes to assessing learning outcomes	Use Drop Down	
Other Comments (REQUIRED) – Please comment on what areas of the course related to this section are exemplary, what areas can be improved to make this section exemplary and a clear, succinct explanation of how you feel the course does or does not meet the criteria in the section. (Note: These and other comments within the review will be sent blindly to the nominee to provide substantive and constructive feedback.)		
Overall Rating for Assessment		Incomplete

Section 5: Learner Support

Review Description: Please rate the submitted course using the following scale:

Exemplary: a model of best practice as related to this criterion

Accomplished: excellent implementation; comparable to other examples

Promising: good implementation; however, somewhat lacking in depth or detail

Incomplete: partial implementation of this criterion; additional work needed; good start

Not evident: unable to locate examples specific to this criterion

Learner Support is concerned with the resources made available to students as a part of an online course. Such resources may be accessible within or external to the course environment. Specifically, learner support provides that a variety of student services is made available, including, but not limited to the following:

Learner Support	Rating	Comments
There are links within the course to tutorials covering such topics as the use of email, the Internet, html, browser settings, and other required applications such as <i>PowerPoint</i> .	Use Drop Down	
There are links within the course to help desk personnel.	Use Drop Down	
There are links within the course to online library resources and other content repositories	Use Drop Down	
There are links within the course to tools required for viewing course content (RealPlayer, Acrobat Reader and other plug-ins), including instructions on how to use such tools.	Use Drop Down	
There is access to learner support materials from within the course site.	Use Drop Down	
There is access to learner support materials from links to an institutional portal.	Use Drop Down	
There is access to learner support materials from other sources	Use Drop Down	
Learner orientation is provided online or face to face	Use Drop Down	
There is appropriate instructor (and instructional support staff, if applicable) contact information	Use Drop Down	
Student connectivity issues are considered: content (i.e., HTML, .pdf, .doc files) and media files are available in a variety of formats (i.e video/audio transcripts); and/or content/media are available on CD-ROM or similar device	Use Drop Down	
If this is a blended learning environment, additional learner support information is provided to students (i.e., handouts, face-to-face tutorials, etc.).	Use Drop Down	
Other Comments (REQUIRED) – Please comment on what areas of the course related to this section are exemplary, what areas can be improved to make this section exemplary and a clear, succinct explanation of how you feel the course does or does not meet the criteria in the section. (Note: These and other comments within the review will be sent blindly to the nominee to provide substantive and constructive feedback.)		
Overall Rating for Learner Support		Incomplete

**Overall Evaluation
(REQUIRED)**

Scored (Quantitative) Rating - This is the evaluation given to the course based on the numeric values in all four sections above	Cannot Rate
Judges (Qualitative) Rating - After evaluating the course within the 4 rubric categories, please use the drop down menu to make an overall evaluation of the course (this may differ from the Scored Rating above)	Exemplary

Overall Comments – Please comment on your overall evaluation of the course to support the rating above. Discuss what areas of the course are exemplary and, if not exemplary, what can be improved to make the course exemplary. (Note: These and other comments within the review will be sent blindly to the nominee to provide substantive and constructive feedback.)

What's good:

Suggestions for improvement:

General Comments: