



Evaluation Heuristics

Categories and Criteria (12 items)

1. Information design
 - a. Definition: Logical organization of the content on the site
 - b. Criteria: Content completeness, content organization, currency and authority
2. Navigation design
 - c. Definition: Mechanisms for moving through the site (browsing and searching)
 - d. Criteria: Links, structure
3. Graphic design
 - e. Definition: Visual layout of pages on the site and consistency across pages
 - f. Criteria: Visual layout, readability, use of graphics and multimedia
4. Experience design
 - g. Definition: Site usability, accessibility, performance, etc. that affect the user's visit
 - h. Criteria: Usability, accessibility, performance, learning aids

Definitions

1. All or every – 100%
2. Most or mostly – 80% or better
3. Some or somewhat – 50% or better
4. Few or seldom – less than 50%
5. No or none – 0%
6. Document – a Microsoft word, Excel, Powerpoint, PDF, video, audio, or other type of file
7. Page - refers to web pages that are within the instructor's site or on the site's domain; refers to both HTML pages and documents, unless otherwise specified.
8. Content - refers to text on pages that are within the instructor's site or on the site's domain
9. All pages – refers to the only page in a site (in the case of one-page sites) or 100% of pages; the terms "most pages," "some pages," "few pages," "no pages," etc. have similar meanings with respect to one-page sites.
10. Authority – refers to establishing the credibility of sites for both internal and external audiences

Rating Scale for Each Criterion and Sub-Criterion

1. Excellent – 3 points



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2. Good – 2 points
3. Fair – 1 point
4. Poor – 0 points

			Rating			
Criteria	Sub-Criteria	Protocol	Excellent	Good	Fair	Poor
Information Design: Logical organization of the content on the site						
Content Completeness	Core content items	Review the "core content" section of your checklist. The site should contain 10 items, if there is a TA, assignments, and readings. 10 items = Excellent (3), 8-9 items = Good (2), 5-7 items = Fair (1), 0-5 items = Poor (0). Similar ratings should be used if there is no TA, assignments, or readings; Excellent (3) = 100% of appropriate items, Good (2) = 80-99% of appropriate items, Fair (1) = 50-79% of appropriate items, Poor (0) = 0-49% of appropriate items.	(1) The site contains all core content items (e.g., course number, course name, course location, syllabus, etc.), as appropriate.	(1) The site contains most core content items (e.g., course number, course name, course location, syllabus, etc.), as appropriate.	(1) The site contains some core content items (e.g., course number, course name, course location, syllabus, etc.), as appropriate.	(1) The site contains few core content items (e.g., course number, course name, course location, syllabus, etc.), as appropriate.
	Non-core content items	Review the "non-core content" section of your checklist. The site should have 3+ items (Excellent), 2 items (Good), 1 item (Fair), or none (Poor).	(2) The site contains at least 3 non-core content items.	(2) The site contains at least 2 non-core content items.	(2) The site contains at least 1 non-core content item.	(2) The site does not contain non-core content items.



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	Content completion	Review all core and non-core content items on the site. Determine whether each item is complete. 100% of items complete = Excellent (3), 80%-99% of items complete = Good (2), 50-79% of items complete = Fair (1), 0-49% of items complete = Poor (0). If 50% of the content is incomplete, then the site status should be indicated as under construction and should not be evaluated.	(3) All content is complete (e.g., there are no “under construction” signs or missing pages).	(3) Most content is complete (e.g., there are no “under construction” signs or missing pages).	(3) Some content is complete (e.g., there are no “under construction” signs or missing pages).	(3) Content is seldom complete (e.g., there are no “under construction” signs or missing pages).
Content Organization	Content distribution	Review the core and non-core content items, learning aids, etc. Are these items organized into separate pages or documents (collectively referred to as pages)? Are the separate pages roughly equal in size? Determine rating based on (amount of distributed content)/(total amount of content).	(1) The content of this site is distributed across pages in a logical (e.g., by topic) and proportionate manner (if appropriate).	(1) The content of this site is mostly distributed across pages in a logical (e.g., by topic) and proportionate manner (if appropriate).	(1) The content of this site is somewhat distributed across pages in a logical (e.g., by topic) and proportionate manner (if appropriate).	(1) The content of this site is seldom distributed across pages in a logical (e.g., by topic) and proportionate manner (if appropriate).
	Content formatting	Criterion is based primarily on the HTML code (see readability for visual formatting effectiveness and visual layout for other formatting issues). Review	(2) All pages use lists, headings, and other HTML formatting features to	(2) Most pages use lists, headings, and other HTML formatting features to	(2) Some pages use lists, headings, and other HTML formatting features to	(2) Few pages use lists, headings, and other HTML formatting features to



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		the HTML code of pages. Does the site properly use HTML formatting tags (e.g., H1-6, P, UL, etc.) to structure the content? For example, H1 tag for header (good) vs. bold/16 point font for header (bad). Base the rating on (# properly formatted HTML pages)/(total # of HTML pages).	structure content (if appropriate).	structure content (if appropriate).	structure content (if appropriate).	structure content (if appropriate).
	Page signage	Review all the HTML pages and determine whether the "title" of each page is accurate (look at the title tag or the title displayed at the top of the browser's window). "Home Page," for instance, is an inappropriate page title. Review the headings on each HTML page and corresponding text blocks; determine if headings truly describe the text below it. Review all documents in a similar manner. Base the rating on (# of pages with accurate titles and headings)/(total # of pages). NOTE: Pages refers to both HTML pages and documents.	(3) All pages have appropriate signage (accurate page titles, headings, etc.).	(3) Most pages have appropriate signage (accurate page titles, headings, etc.).	(3) Some pages have appropriate signage (accurate page titles, headings, etc.).	(3) Few pages have appropriate signage (accurate page titles, headings, etc.).



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Currency and Authority	Date indication	Review every HTML page and document (collectively referred to as pages). Determine the proportion of pages that have the criteria listed for each rating. Determine rating based on (# of pages with one of the items)/(total # of pages).	(1) All pages have accurate dates to indicate at least one of the following: when the page was written; when the page was first published on the web; or when the page was last modified.	(1) Most pages have accurate dates to indicate at least one of the following: when the page was written; when the page was first published on the web; or when the page was last modified.	(1) Some pages have accurate dates to indicate at least one of the following: when the page was written; when the page was first published on the web; or when the page was last modified.	(1) Few pages have accurate dates to indicate at least one of the following: when the page was written; when the page was first published on the web; or when the page was last modified.
	Content up to date	Review every HTML page and document (collectively referred to as pages). Determine the proportion of pages that have the currency indicators (i.e., accurate date, quarter, year, and other indicators based on judgments). Determine rating based on (# of items current)/(total # of items).	(2) All content items and course materials appear to be current (e.g., syllabus and assignments have dates that correspond to the current course).	(2) Most content items and course materials appear to be current (e.g., syllabus and assignments have dates that correspond to the current course).	(2) Some content items and course materials appear to be current (e.g., syllabus and assignments have dates that correspond to the current course).	(2) Few content items and course materials appear to be current (e.g., syllabus and assignments have dates that correspond to the current course).
	Source indication	Review every graph, chart, reading, resource, or other content item. Are the sources of these items identified? For example, is there a citation to indicate the source of a map?	(3) Sources used to develop materials (content, graphs, charts, and other	(3) Sources used to develop materials (content, graphs, charts, and other resources) are	(3) Sources used to develop materials (content, graphs, charts, and other resources) are	(3) Sources used to develop materials (content, graphs, charts, and other resources) are



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		Determine rating based on (# of items with sources)/(total # of items that need sources).	resources) are provided in all cases (if appropriate).	provided in most cases (if appropriate).	provided in some cases (if appropriate).	provided in few cases (if appropriate).
	Instructor identification	Count every HTML page and document that has the instructor's name and one contact point. Determine rating based on (# of pages with name & contact point)/(total # of pages).	(4) All pages contain the instructor's name and at least one contact point (e.g., email address, phone number, office hours, etc.).	(4) Most pages contain the instructor's name and at least one contact point (e.g., email address, phone number, office hours, etc.).	(4) Some pages contain the instructor's name and at least one contact point (e.g., email address, phone number, office hours, etc.).	(4) Few pages contain the instructor's name and at least one contact point (e.g., email address, phone number, office hours, etc.).
	Institution identification	Count every HTML page and document that explicitly states the name of the host institution. Determine rating based on (# of pages with host institution)/(total # of pages).	(5) All pages indicate the name of the host institution.	(5) Most pages indicate the name of the host institution.	(5) Some pages indicate the name of the host institution.	(5) Few pages indicate the name of the host institution.
<i>Navigation Design: Mechanisms for moving through the site (browsing and searching)</i>						
Links	Beneficial links	Review and count all the links in the site. Understand the context in which each link is placed. Is it appropriate and beneficial to have the link in the site (i.e., the item/location the link points to)? NOTE: this criterion is independent of the name of the link (see understandable titles below).	(1) All internal and external links are beneficial and appropriate to both the site and the context in which they are used.	(1) Most internal and external links are beneficial and appropriate to both the site and the context in which they are used.	(1) Some internal and external links are beneficial and appropriate to both the site and the context in which they are used.	(1) Few internal and external links are beneficial and appropriate to both the site and the context in which they are used.



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		Determine rating based on (# of appropriate links)/(total # of links).				
	Understandable links	Review and count all the links in the site. Use Firefox->Tools->Page Info-> Links. Within Firefox, review the link names only. Are the names of the links understandable and meaningful? NOTE: this criterion is based SOLELY on the link's name (i.e., "link" vs. "Huff Article"). Determine rating based on (# of understandable link titles)/(total # of links).	(2) All links have understandable and meaningful titles.	(2) Most links have understandable and meaningful titles.	(2) Some links have understandable and meaningful titles.	(2) Few links have understandable and meaningful titles.
	Identifiable links	Review and count all the links in the site. Can you visually differentiate between links vs. non-links (e.g., buttons, blue & underlined, mouse-over action, etc. vs. other text, images, underlined text, etc.)? Determine rating based on (# of identifiable links)/(total # of links).	(3) All links are easily identifiable.	(3) Most links are easily identifiable.	(3) Some links are easily identifiable.	(3) Few links are easily identifiable.

	Grouped links	Review and count the links in the site. Are there groups of links (e.g., navigation bars or lists)? If so, are related links grouped together (e.g., under headings in navigation bars or lists) vs. being organized as a long list of links that span multiple topics? Determine rating based on (# of logically grouped links)/(total # of links).	(4) All links are grouped in a logical manner (if appropriate).	(4) Most links are grouped in a logical manner (if appropriate).	(4) Some links are grouped in a logical manner (if appropriate).	(4) Few links are grouped in a logical manner (if appropriate).
	Functional links	Review and count all the links in the site (e.g., use Dr. HTML->Verify Hyperlinks). Do any of the links perform an unexpected action, including being a dead link, incorrect link, or moving to an unexpected page (not matching the title)? Analyze the links for dead links, incomplete links, inaccessible links, etc). Determine rating based on (# of correct links)/(total # of links).	(5) All links behave in a manner that the user would expect when he clicks them (e.g., no dead ends, no incorrect links, or unexpected pages).	(5) Most links behave in a manner that the user would expect when he clicks them (e.g., no dead ends, no incorrect links, or unexpected pages).	(5) Some links behave in a manner that the user would expect when he clicks them (e.g., no dead ends, no incorrect links, or unexpected pages).	(5) Few links behave in a manner that the user would expect when he clicks them (e.g., no dead ends, no incorrect links, or unexpected pages).
Structure	Content indication	Review each HTML page of the site. Is there a clear indication of all the content in the site on EVERY HTML page? For instance, the	(1) All pages provide clear indicators about the contents of the	(1) Most pages provide clear indicators about the contents of the site (e.g., a	(1) Some pages provide clear indicators about the contents of the	(1) Few pages provide clear indicators about the contents of the site (e.g., a



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		navigation bar on every page gives info as to the content of all the other pages. Determine rating based on (# of content indication pages)/(total # of HTML pages).	site (e.g., a navigation bar or table of contents).	navigation bar or table of contents).	site (e.g., a navigation bar or table of contents).	navigation bar or table of contents).
	Location indication	Review the links, the headings, the page titles, the flow of information from one HTML page to another, and the flow of information from one section to another. Are you able to determine your current location within the site? Are you able to do so within the context of the entire site (i.e., can you determine where you are from every page)? Are there any conflicts as to determining your current location (e.g., difference between title and header)? Determine rating based on (# of HTML pages where location is clear)/(total # of HTML pages).	(2) All pages indicate the user's current location within the site (e.g., link highlighting, breadcrumbs, etc.).	(2) Most pages indicate the user's current location within the site (e.g., link highlighting, breadcrumbs, etc.).	(2) Some pages indicate the user's current location within the site (e.g., link highlighting, breadcrumbs, etc.).	(2) Few pages indicate the user's current location within the site (e.g., link highlighting, breadcrumbs, etc.).
	Visited pages indication	Review the links, breadcrumbs, and other navigation markers. Are you able to determine where you have been and not been	(3) All pages indicate where the user has been within the site (i.e., visited	(3) Most pages indicate where the user has been within the site (i.e., visited	(3) Some pages indicate where the user has been within the site (i.e.,	(3) Few pages indicate where the user has been within the site (i.e., visited



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		within the site? Determine rating based on (# of pages where differentiation is clear)/(total # of HTML pages).	link differentiation).	link differentiation).	visited link differentiation).	link differentiation).
	Ease of movement	Review the means by which the site allows you to navigate through the HTML pages or sections, as well as documents. For multi-page sites, can you navigate through the pages easily (e.g., consistent nav bar, etc.)? For single-page sites, can you navigate through the single page easily (e.g., back to top, etc.)? Are navigation mechanisms consistent? If you scroll to the bottom of pages, can you get to the navigation bar without scrolling to the top of the page? Determine rating based on (# of easy to navigate pages)/(total # of pages and documents).	(4) All pages enable users to move from page-to-page easily (e.g., no navigation bars that disappear after scrolling).	(4) Most pages enable users to move from page-to-page easily (e.g., no navigation bars that disappear after scrolling).	(4) Some pages enable users to move from page-to-page easily (e.g., no navigation bars that disappear after scrolling).	(4) Few pages enable users to move from page-to-page easily (e.g., no navigation bars that disappear after scrolling).
	Search functionality	Determine whether or not the site is information-rich (e.g., has many content pages or a complex organization). If it is information-rich, then determine whether or not	(5) For information-rich sites (e.g., many content pages or complex organization),	(5) For information-rich sites (e.g., many content pages or complex organization),	(5) For information-rich sites (e.g., many content pages or complex organization),	(5) For information-rich sites (e.g., many content pages or complex organization),



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		search functionality is provided on HTML pages to support within-site searching. Determine rating based on (# of pages with search functionality)/(total # of pages).	search functionality is provided on all pages to support within-site searching.	search functionality is provided on most pages to support within-site searching.	search functionality is provided on some pages to support within-site searching.	search functionality is provided on few pages to support within-site searching.
<i>Graphic Design: Visual layout of pages on the site and consistency across pages</i>						
Visual Layout	Page layouts	Review the physical layout of the HTML pages (graphics, text, media, only) and documents (collectively referred to as pages). Do not include color in this analysis (see sub-criteria 3 and 4 for color analysis). Are the pages organized in a pleasing, consistent, and usable way? Or does it cause eye strain to look at the pages? Determine rating based on (# of aesthetically pleasing pages)/(total # of pages).	(1) All pages have aesthetically pleasing (i.e., do not cause eye strain to view), consistent, and usable layouts (i.e., white space, graphic elements, alignment, etc. is used to effectively organize pages).	(1) Most pages have aesthetically pleasing (i.e., do not cause eye strain to view), consistent, and usable layouts (i.e., white space, graphic elements, alignment, etc. is used to effectively organize pages).	(1) Some pages have aesthetically pleasing (i.e., do not cause eye strain to view), consistent, and usable layouts (i.e., white space, graphic elements, alignment, etc. is used to effectively organize pages).	(1) Few pages have aesthetically pleasing (i.e., do not cause eye strain to view), consistent, and usable layouts (i.e., white space, graphic elements, alignment, etc. is used to effectively organize pages).
	Page element identification	Review the physical layout of pages and documents and the separation of different blocks of text (through a navigation bar, headings, etc.). Is it easy to differentiate separate sections of the text and	(2) It is easy to locate important elements (e.g., navigation bars, headings, text blocks, etc.) on all	(2) It is easy to locate important elements (e.g., navigation bars, headings, text blocks, etc.) on most pages.	(2) It is easy to locate important elements (e.g., navigation bars, headings, text blocks, etc.) on some pages.	(2) It is easy to locate important elements (e.g., navigation bars, headings, text blocks, etc.) on few pages.



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		pages (e.g., are headings used to separate text, etc.)? Are there elements that should be blocked separately but are not? Determine rating based on (# pages with elements that are easy to locate)/(total # of pages).	pages.			
	Page backgrounds	Review the site's background color and (if applicable) background image. Determine how the background color/image influences HTML pages and documents. Does it distract from the content? Is it pleasing? Is the background color/image good, but the text color bad (if so, see sub-criterion 4 for rating)? Are the page backgrounds consistent? Determine rating based on (# pages with good background colors/images)/(total # of pages).	(3) The site's background color or image is aesthetically pleasing (i.e., does not cause eye strain to view), effective (i.e., adds to the theme or purpose of the site and does not detract from readability), and consistent across pages.	(3) The site's background color or image is mostly aesthetically pleasing (i.e., does not cause eye strain to view), effective (i.e., adds to the theme or purpose of the site and does not detract from readability), and consistent across pages.	(3) The site's background color or image is somewhat aesthetically pleasing (i.e., does not cause eye strain to view), effective (i.e., adds to the theme or purpose of the site and does not detract from readability), and consistent across pages.	(3) The site's background color or image is seldom aesthetically pleasing (i.e., does not cause eye strain to view), effective (i.e., adds to the theme or purpose of the site and does not detract from readability), and consistent across pages.

	Color combinations	Review color combinations for all elements, other than page backgrounds. Elements include text, links, tables, and anything else visual. Are the combinations of colors pleasing to the eye (i.e., do not cause eye strain to view)? Do these components detract from readability due to the color(s) in which they are presented? Are colors used for certain site aspects consistent across all pages (i.e., headings are always x color, buttons are always y color, and so on)? Review all documents similarly. Determine rating based on (# of aesthetically pleasing pages)/(total # of pages). NOTE: text formatting, styles, font-family, size, etc. are considered in the readability criterion.	(4) All color combinations used for text, links, tables, etc. are aesthetically pleasing (i.e., do not cause eye strain to view), effective (i.e., do not detract from readability), and consistent across pages.	(4) Most color combinations used for text, links, tables, etc. are aesthetically pleasing (i.e., do not cause eye strain to view), effective (i.e., do not detract from readability), and consistent across pages.	(4) Some color combinations used for text, links, tables, etc. are aesthetically pleasing (i.e., do not cause eye strain to view), effective (i.e., do not detract from readability), and consistent across pages.	(4) Few color combinations used for text, links, tables, etc. are aesthetically pleasing (i.e., do not cause eye strain to view), effective (i.e., do not detract from readability), and consistent across pages.
Readability	Text formatting	Review all the text formatting on HTML pages and within documents and take note of fonts, font-families, styles, emphasis, size, etc. Is there consistency in fonts (font-family)? Are the sizes &	(1) All text formatting (font styles, emphasis, sizes, etc.) enhances readability and	(1) Most text formatting (font styles, emphasis, sizes, etc.) enhances readability and	(1) Some text formatting (font styles, emphasis, sizes, etc.) enhances readability and	(1) Text formatting (font styles, emphasis, sizes, etc.) seldom enhances



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		styles appropriate for the type of content displayed (e.g., headings bigger or bolder than the content underneath it, etc.)? Determine rating based on (# of appropriately formatted pages)/(total # of pages). NOTE: serif fonts for large text or printed materials and san-serif fonts for the site can be considered as appropriate for enhancing readability.	is consistent.	is consistent.	is consistent.	readability and is consistent.
	Positioning	Review the placement, alignment, or grouping of text, images, and tables in both HTML pages and documents. Positioning and grouping should not make the elements difficult to read. Determine rating based on (# of appropriately formatted pages)/(total # of pages).	(2) All text, image, and table positioning (e.g., alignment or clustering) enhances readability (if used).	(2) Most text, image, and table positioning (e.g., alignment or clustering) enhances readability (if used).	(2) Some text, image, and table positioning (e.g., alignment or clustering) enhances readability (if used).	(2) Text, image, and table positioning (e.g., alignment or clustering) seldom enhances readability on few pages (if used).
	Text occlusion	Review all the text on HTML pages and within documents. Is it easy to read the text or is there text being covered by other objects like images? Is the text in tables readable or are rules blocking text? Determine rating based on (# of pages	(3) All text is unoccluded by other objects like images. (if appropriate).	(3) Most text is unoccluded by other objects like images. (if appropriate).	(3) Some text is unoccluded by other objects like images. (if appropriate).	(3) Text is seldom unoccluded by other objects like images. (if appropriate).



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		with unoccluded text)/(total # of pages).				
	Text distribution	Review the HTML pages and documents for the visual separation of content. Do the pages place related content into blocks and use white space to enhance readability? Are the text blocks of a reasonable size (e.g., equivalent to a paragraph)? Determine rating based on (# of pages that distribute text effectively)/(total # of pages).	(4) Text on all pages is distributed into blocks and separated with white space	(4) Text on most pages is distributed into blocks and separated with white space.	(4) Text on some pages is distributed into blocks and separated with white space.	(4) Text is seldom distributed into blocks and separated with white space.
	Page scrolling	Review the HTML pages to determine their lengths. Copy the URLs of the longest pages into the AnyBrowser Screen Size Tester and view the pages within an 800 x 600 window size. Do the pages fit within 2-3 screens? Determine rating based on (# of pages that fit within 2-3 screens)/(total # of HTML pages).	(5) All pages fit within 2-3 screens based on a typical monitor size and resolution.	(5) Most pages fit within 2-3 screens based on a typical monitor size and resolution.	(5) Some pages fit within 2-3 screens based on a typical monitor size and resolution.	(5) Few pages fit within 2-3 screens based on a typical monitor size and resolution.



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Use of Graphics and Multimedia	Quality	Review all graphics, animations, audio, video, etc. that are internal to the site. Are they of high quality? Are they legible, clearly viewable or audible? Base rating on the highest quality of media that could be put on the Web that is clearly legible, viewable or audible. Determine rating based on (# of high quality multimedia and graphics)/(total # of graphics and multimedia).	(1) All graphics, animations, audio, video, etc., are of a high quality.	(1) Most graphics, animations, audio, video, etc., are of a high quality.	(1) Some graphics, animations, audio, video, etc., are of a high quality.	(1) Few graphics, animations, audio, video, etc., are of a high quality.
	Relevance	Review all graphics, animations, audio, video, etc. that are internal and external to the site. Are they relevant to the site? Do they serve a purpose (e.g., enhance user's interest, understanding, or access to materials)? Determine rating based on (# of beneficial multimedia and graphics)/(total # of graphics and multimedia).	(2) All non-decorative graphics (i.e., not used for ornamentation) and multimedia relate to the theme/purpose of the site and enhance the user's interest, understanding, or access.	(2) Most non-decorative graphics (i.e., not used for ornamentation) and multimedia relate to the theme/purpose of the site and enhance the user's interest, understanding, or access.	(2) Some non-decorative graphics (i.e., not used for ornamentation) and multimedia relate to the theme/purpose of the site and enhance the user's interest, understanding, or access.	(2) Few non-decorative graphics (i.e., not used for ornamentation) and multimedia relate to the theme/purpose of the site and enhance the user's interest, understanding, or access.
<i>Experience Design: Site usability, accessibility, performance, etc. that affect the user's visit</i>						
Usability	Minimal clicks	Review the information and navigation structure of the site. Determine how many clicks it takes to access all content on the site (HTML	(1) All content can be accessed within 2-3 clicks.	(1) Most content can be accessed within 2-3 clicks.	(1) Some content can be accessed within 2-3 clicks.	(1) Content can seldom be accessed within 2-3 clicks.



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		and non-HTML pages). All parts of the site should be accessible within 2-3 clicks from the home page. Determine rating based on (# of pages that can be accessed within 2-3 clicks)/(total # of pages).				
	Appropriate language	Read through all the content on the site (HTML and non-HTML pages). Is the content's language appropriate for the audience? (NOTE: refer to the audience of the site from your analysis.) For example, does the content use language that is appropriate for the undergrads/graduates in the class? Does the content use technical jargon that would not be understood by the students? Are technical terms explained when appropriate? Determine rating based on (# pages that are understandable to the audience)/(total # of pages).	(2) All content uses language that is appropriate for the audience (i.e., no technical jargon, unless appropriate).	(2) Most content uses language that is appropriate for the audience (i.e., no technical jargon, unless appropriate).	(2) Some content uses language that is appropriate for the audience (i.e., no technical jargon, unless appropriate).	(2) Content seldom uses language that is appropriate for the audience (i.e., no technical jargon, unless appropriate).



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	Valid HTML	Run the W3C Markup Validation Service on the site's home page. Use the default options. Is it possible to run the tool on the home page? Review results and verify the errors. Do they apply to the page? Does the page pass the check? Does the tool report that the page tentatively passes the check? Determine rating based on approval levels in the right columns.	(3) The site's home page passes the HTML validation check; the pass is not tentative.	(3) The site's home page passes tentatively the HTML validation check.	(3) The site's home page does not pass (not even tentatively) the HTML validation check.	(3) It is not possible to run the tool on the site's home page.
	HTML and CSS use	Review the code of the HTML pages on the site. Do the pages use HTML for content and CSS for presentation? Search the code for classes, stylesheets, and font tags to determine whether or not separation is used. Determine rating based on (# pages that use separation)/(total # of pages).	(4) All pages use HTML (or an equivalent) for content and CSS (or an equivalent) for presentation.	(4) Most pages use HTML (or an equivalent) for content and CSS (or an equivalent) for presentation.	(4) Some pages use HTML (or an equivalent) for content and CSS (or an equivalent) for presentation.	(4) Few pages use HTML (or an equivalent) for content and CSS (or an equivalent) for presentation.
Accessibility	Accessibility indication	Review all HTML pages on the site. Do the pages indicate that they have been verified as being accessible to diverse users? Determine rating based on (# pages	(1) All pages indicate that they have been verified as being accessible to	(1) Most pages indicate that they have been verified as being accessible to	(1) Some pages indicate that they have been verified as being accessible to	(1) Few pages indicate that they have been verified as being accessible to



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		that indicate accessibility)/(total # of pages).	diverse users.	diverse users.	diverse users.	diverse users.
	Accessibility validation	Run WatchFire Bobby on the site's home page. Use the default options. Review results and priority 1, 2, and 3 errors/instances (if any). Conduct a manual check on the errors. Do they apply to the page? Determine rating based on approval levels in the right columns.	(2) The site's home page passes all three priority levels (1,2, and 3) of the Bobby check.	(2) The site's home page passes at least one priority level (1,2, or 3) of the Bobby check.	(2) The site's home page passes no priority level (1,2, or 3) of the Bobby check.	(2) It is not possible to run the tool on the site's home page.
	Color deficiency validation	Run Vischeck's 3 color tests on the site's home page. Is all text, images, and elements visible after applying the 3 tests? Can the tool be run at all? Determine rating based on color deficiency support levels in the right columns. NOTE: The color combination results of the test (good or bad) should not affect the rating. Pure legibility/readability is the primary concern for each deficiency test.	(3) The site's home page is legible to users with all three color deficiencies (VisCheck).	(3) The site's home page is legible to users with two of the three color deficiencies (VisCheck).	(3) The site's home page is legible to users with one of the three color deficiencies (VisCheck).	(3) It is not possible to run the tool on the site's home page or the site's home page is legible to users with none of the three color deficiencies (VisCheck).
	Accessibility options	Review the HTML pages on the site. Do the pages include the option to enlarge font size or to view text in	(4) All pages have evidence that attention was paid to the	(4) Most pages have evidence that attention was paid to the	(4) Some pages have evidence that attention was	(4) Few pages have evidence that attention was paid to the



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		text-only mode? Determine rating based on (# HTML pages that account for diverse users)/(total # of HTML pages).	needs of diverse users (e.g., include options to enlarge font size or to switch to text-only mode).	needs of diverse users (e.g., include options to enlarge font size or to switch to text-only mode).	paid to the needs of diverse users (e.g., include options to enlarge font size or to switch to text-only mode).	needs of diverse users (e.g., include options to enlarge font size or to switch to text-only mode).
	Accessible content	Review all HTML pages and documents that are internal to the site. Can all the pages be accessed without plug-ins or specific browsers? Are HTML or text-only versions of documents provided? Test the site on various browsers, including IE, Netscape, and Mozilla. Determine whether all text remains legible and no information is lost (NOTE: formatting changes are allowed, unless they negatively affect the content or functionality of the site). For font size, review the results of "View->Text Size" and analyze various text sizes. Does the text size change with different options or is it fixed. For text-only access, explore the site with	(5) All content items can be explored without a specific browser, plug-in (e.g., Flash, Word, PDF, etc.), screen resolution (i.e., no fixed page sizes), font size, etc.	(5) Most content items can be explored without a specific browser, plug-in (e.g., Flash, Word, PDF, etc.), screen resolution (i.e., no fixed page sizes), font size, etc.	(5) Some content items can be explored without a specific browser, plug-in (e.g., Flash, Word, PDF, etc.), screen resolution (i.e., no fixed page sizes), font size, etc.	(5) Few content items can be explored without a specific browser, plug-in (e.g., Flash, Word, PDF, etc.), screen resolution (i.e., no fixed page sizes), font size, etc.



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		Lynx Viewer and analyze the results. Determine rating based on (# of accessible pages)/(total # of pages).				
Performance	Download speed optimization	Gather all internal links from the site (e.g., Firefox->Tools->Page Info->Links or Doctor HTML->Verify Hyperlinks). Identify pages and documents that may take longer than 10 seconds to download over a 56K modem and run a performance test on these pages ONLY. Use Dr. Watson or WebSpeed Simulator for performance tests. Do all pages take 0-10 seconds to load? Determine rating based on (# of pages that download in less than 10 seconds)/total # of pages).	(1) All pages take 10 seconds or less to download over a 56K modem (WebSpeed Simulator or Dr. Watson).	(1) Most pages take 10 seconds or less to download over a 56K modem (WebSpeed Simulator or Dr. Watson).	(1) Some pages take 10 seconds or less to download over a 56K modem (WebSpeed Simulator or Dr. Watson).	(1) Few pages take 10 seconds or less to download over a 56K modem (WebSpeed Simulator or Dr. Watson).



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	Object optimization	Review the sizes of HTML pages, as well as graphic, multimedia, and object files. Are the sizes appropriate for each element? For instance, does the size of a graphic file seem appropriate for the amount of detail in the image or could the image be optimized to reduce its file size? Could the resolution of a video be reduced to make it load faster? Are HTML pages bloated by scripts and formatting that could be carried out by stylesheets? Determine rating based on (# of optimized pages)/(total # of pages).	(2) All pages have optimal sizes and use optimized graphics and multimedia.	(2) Most pages have optimal sizes and use optimized graphics and multimedia.	(2) Some pages have optimal sizes and use optimized graphics and multimedia.	(2) Few pages have optimal sizes and use optimized graphics and multimedia.
Learning Aids	Resources	Review the "learning aids" section of your checklist. How many learning aids are provided? 5+ = excellent (3), 3–4 = good (2), 1–2 = fair (1), 0 = poor (0).	(1) The site provides at least five learning aids (e.g., message board, tutorial, sample exams, and lecture videos).	(1) The site provides at least three learning aids (e.g., message board, tutorial, sample exams, and lecture videos).	(1) The site provides at least one learning aid (e.g., message board, tutorial, sample exams, and lecture videos).	(1) The site provides no learning aids (e.g., message board, tutorial, sample exams, and lecture videos).
	Interactivity	Review the "tasks supported" and "learning aids" section of your checklist. Are any of the tasks or learning aids	(2) The site contains at least two interactive elements (e.g.,	(2) The site contains at least one interactive element (e.g.,	(2) The site contains at least one interactive element (e.g.,	(2) The site does not contain an interactive element (e.g.,



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		"interactive"? If so, is the functionality implemented well, useful, and easy to use (i.e., effective). Determine rating based on interactivity/effectiveness levels in the right columns.	chat room, peer-to-peer application, or real-time feedback), and the interactive elements are effective.	chat room, peer-to-peer application, or real-time feedback), and the interactive element is effective.	chat room, peer-to-peer application, or real-time feedback), but at least one interactive element is not effective.	chat room, peer-to-peer application, or real-time feedback).
	Printable materials	Review all classroom material (e.g., assignments, syllabus, readings, schedule, answer keys, etc.) on the site. Are they Word documents, PDFs, or HTML pages? When reviewing the material, NO user formatting should be involved. The action for printing should be simple (e.g., "File->Print") on any classroom material. Will the pages print automatically in a desired manner? Or would portions of pages be chopped off? Use the File->Print Preview option to preview how HTML pages and documents would print. Determine rating based on (# of printable classroom materials)/(total # of classroom materials).	(3) All classroom materials are printable without the user having to reformat them.	(3) Most classroom materials are printable without the user having to reformat them.	(3) Some classroom materials are printable without the user having to reformat them.	(3) Few classroom materials are printable without the user having to reformat them.