# **Peer Review**

# **Online Course Evaluation Rubric**

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| **Course:**  | **Instructor**Click or tap here to enter text. | **Reviewer**Click or tap here to enter text. | **Department**Click or tap here to enter text. |
| **Faculty Type:**Select drop-down for type | **Course Modality:**Select drop-down for modality | **Used SAC Course Layout 2022:**Select drop-down | **Date Received:** Click or tap to enter a date. |
| **Course Link:**Click or tap here to enter text. |

## **Review Process**

A formal committee will include two people: the Subject Matter Expert AND an Instructional Designer or a staff member from the Instructional Innovation Center. The Subject Matter Expert may be experienced Online Faculty (Canvas Faculty Mentor), a Department Chair, a Program Coordinator, or Department Faculty. The SAC Peer Review process is an asynchronous process, but the evaluation may be completed using a face-to-face or virtual approach.

Note: Items with an asterisk (\*) are QM Essential Standards based on the 7th edition.

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| General Standard 1: Course Overview and Introduction | Met | NotMet | Evidence |
| **Standard 1.1\*** - Instructions make clear how to get started and where to find various course components.  |  |  |  |
| **Standard 1.2\*** - Learners are introduced to the purpose and structure of the course. |  |  |  |
| **Standard 1.3** - Communication guidelines for the course are clearly stated. |  |  |  |
| **Standard 1.4** - Course and institutional policies with which the learner is expected to comply with are clearly stated within the course, or a link to current policies is provided. |  |  |  |
| **Standard 1.5** - Minimum technology requirements for the course are clearly stated, and information on how to obtain the technologies is provided. |  |  |  |
| **Standard 1.6** – Technical skills and digital information literacy skills expected of the learner are clearly stated. |   |  |  |
| **Standard 1.7** – Required prior knowledge in the discipline and/or any specific competencies are clearly stated in the course site. |  |  |  |
| **Standard 1.8** - The self-introduction by the instructor is welcoming and is available in the course site. |   |  |  |
| **Standard 1.9** – Learners have the opportunity to introduce themselves. |   |  |  |

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| General Standard 2: Learning Objectives (Competencies) | Met | NotMet | Evidence |
| **Standard 2.1\*** – The course-level learning objectives describe outcomes that are measurable. |  |  |  |
| **Standard 2.2\*** - The module/unit-level learning objectives describe outcomes that are measurable and consistent with the course-level objectives.  |   |  |  |
| **Standard 2.3\*** – Learning objectives are clearly stated, are learner-centered, and are prominently located in the course. |  |  |  |
| **Standard 2.4\*** – The relationship between learning objectives, learning activities, and assessments is made clear.  |  |  |  |
| **Standard 2.5\*** – The learning objectives are suited to and reflect the level of the course.  |  |  |  |
| General Standard 3: Assessment & Measurement | Met | NotMet | Evidence |
| **Standard 3.1\*** – The assessments measure the achievement of the stated learning objectives.  |  |  |  |
| **Standard 3.2\*** - The course grading policy is stated clearly, available at the beginning of the course, and consistent throughout the course site. |   |  |  |
| **Standard 3.3\*** – Specific and descriptive criteria are provided for the evaluation of learners’ work, and their connection to the course grading policy is clearly explained. |  |  |  |
| General Standard 4: Instructional Materials | Met | NotMet | Evidence |
| **Standard 4.1\*** – The instructional materials contribute to the achievement of the stated learning objectives. |   |  |  |
| **Standard 4.2\*** – Relationship between the use of instructional materials in the course and completion of learning activities and assessments is clearly explained. |  |  |  |
| **Standard 4.4** – The instructional materials represent up-to-date theory and practice in the discipline. |  |  |  |
| **Standard 4.5** – A variety of instructional materials is used in the course. |   |  |  |
| General Standard 5: Learning Activities and Learner Interaction | Met | NotMet | Evidence |
| **Standard 5.1\*** - The learning activities help learners achieve the stated learning objectives. |  |  |  |
| **Standard 5.2\*** – Learning activities provide opportunities for interactions that support active learning. |  |  |  |
| **Standard 5.3\*** – The Instructor’s plan for regular interaction with learners in substantive ways during the course is clearly stated. |   |  |  |
| General Standard 6: Course Technology | Met | NotMet | Evidence |
| **Standard 6.1\*** - The tools used in the course support the learning objectives. |   |  |  |
| **Standard 6.2** - Course tools promote learner engagement and active learning. |  |  |  |
| **Standard 6.4** - The course provides learners with information on protecting their data and privacy. |  |  |  |

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| General Standard 7: Learner Support | Met | NotMet | Evidence |
| **This standard should be addressed in your orientation module. It is important to ensure online learners know where to access support services.** |  |  |  |
| **Standard 7.1\*** - The course instructions articulate or link to a clear description of the technical support offered and how to obtain it. |  |  |  |
| **Standard 7.2\*** - Course instructions articulate or link to the institution’s accessibility policies and accommodation services. |  |  |  |
| **Standard 7.3\*** - Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed inthe course. |  |  |  |
| **Standard 7.4** - Course instructions articulate or link to the institution'sstudent services and resources that can help learners succeed. |   |  |  |
| General Standard 8: Accessibility\* and Usability | Met | NotMet | Evidence |
| **Standard 8.1\*** – Course navigation facilitates ease of use. |   |  |  |
| **Standard 8.2\*** – The course design facilitates readability. |   |  |  |
| **Standard 8.3\*** – Text in the course is accessible. |  |  |  |
| **Standard 8.4** – Images in the course are accessible. |  |  |  |
| **Standard 8.5** – Video and audio content in the course is accessible. |  |  |  |
| **Standard 8.6** – Multimedia in the course is easy to use.  |  |  |  |
| **Standard 8.7** – Vendor accessibility statements are provided for the technologies used in the course.  |  |  |  |

Ready for Delivery: Choose an item.

### Additional Comments:

### Reviewer’s Signature:

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Click or tap to enter a date.