Peer Review

Online Course Evaluation Rubric

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| **Course:** *Click or tap here to enter text.* | **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:***Choose an item.* | **Course Modality:***Choose an item.* | **Used** [**SAC Course Layout 2020**](https://alamo.instructure.com/accounts/87357/external_tools/22036?launch_type=global_navigation)**:***Choose an item.* | **Date:** *Click or tap to enter a date.* |

***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.

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| **General Standard 1: Course Overview and Introduction** | **Met** | **Not Met** | **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 expectations for online discussions, email, and other forms of interaction 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** - Computer skills and digital information literacy skills expected of the learner are clearly stated. |  |  |  |
| **Standard 1.7** - Expectations for prerequisite knowledge in the discipline and/or any required competencies are clearly stated. |  |  |  |
| **Standard 1.8** - The self-introduction by the instructor is professional and available online. |  |  |  |
| **Standard 1.9** – Learners are asked to introduce themselves to the class. |  |  |  |

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| **General Standard 2: Learning Objectives (Competencies)** | **Met** | **Not Met** | **Evidence** |
| **Standard 2.1** – The course learning objectives, or course or program competencies describe outcomes that are measurable. |  |  |  |
| **Standard 2.2** - The module/unit-level learning objectives or competencies describe outcomes that are measurable and consistent with the course-level objectives or competencies |  |  |  |
| **General Standard 3: Assessment & Measurement** | **Met** | **Not Met** | **Evidence** |
| **Standard 3.1** – The assessments measure the achievement of the stated learning objectives or competencies. |  |  |  |
| **Standard 3.2** - The course grading policy is stated clearly at the beginning of the course. |  |  |  |
| **Standard 3.3** – Specific and descriptive criteria are provided for the evaluation of learner work, and their connection to the course grading policy is clearly explained. |  |  |  |
| **General Standard 4: Instructional Materials** | **Met** | **Not Met** | **Evidence** |
| **Standard 4.1** – The instructional materials contribute to the achievement of the stated learning objectives or competencies. |  |  |  |
| **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** | **Not Met** | **Evidence** |
| **Standard 5.1** - The learning activities promote the achievement of the stated learning objectives or competencies. |  |  |  |
| **Standard 5.3** – The Instructor’s plan for interacting with learners during the course is clearly stated. |  |  |  |
| **General Standard 6: Course Technology** | **Met** | **Not Met** | **Evidence** |
| **Standard 6.1** - The tools used in the course support the learning objectives or competencies. |  |  |  |
| **Standard 6.3** - A variety of technology is used in the course. (Specify) |  |  |  |
| **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** | **Not Met** | **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 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** | **Not Met** | **Evidence** |
| **Standard 8.1** – Course navigation facilitates ease of use. |  |  |  |
| **Standard 8.2** – The course design facilitates readability. |  |  |  |

**Ready for Delivery:** *Choose an item.*

**Comments:**

*Click or tap here to enter text.*

**Reviewer’s Signature:**

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*Click or tap to enter a date.*