

## Online Course Peer Review Rubric

Adapted for use by Inver Hills Community College

<b>Course Number:</b>	
<b>Course Designer:</b>	
<b>Peer Review Team Leader:</b>	
<b>Additional Peer Reviewers:</b>	
<b>Date of Review Completion:</b>	

General Course Comments from the Review Team:

Specific feedback as requested by the course designer on the self-evaluation form:

## I. Course Overview and Introduction

**General Review Standard:**        **The overall design of the course, navigational information, as well as course, instructor, and student information are made transparent to the student at the beginning of the course.**

Specific Review Standards	Notes/Recommendations
I.1 There is a statement introducing the student to the course	
I.2 Course layout, as designed by the instructor, is easy to navigate and understand.	
I.3 Expectations regarding academic honesty, including plagiarism concerns, are clearly stated in the instructor's course syllabus.	
I.4 Netiquette guidelines for the course, including etiquette regarding discussions and email communications, are clearly stated.	
I.5 The self-introductions by the instructor and student mentor (if used) are available and appropriate.	
I.6 Students are encouraged to introduce themselves to the class.	

Suggestions from the Peer Review Team:

## II. Learning Objectives

**General Review Standard:**            **Learning objectives are clearly defined and explained.**

Specific Review Standards	Notes/Recommendations
II.1 The posted outcomes of the course include the outcomes in the approved course outline.	
II.2 Instructions to students on how to meet the learning objectives are adequate, clearly written, and easy to understand.	
II.3 Learning activities are relevant to course outcomes.	

Suggestions from the Peer Review Team:

### III. Assessment

**General Review Standard:**        **Assessment strategies are established ways to measure effective learning, assess learner progress by reference to stated objectives, and are designed as essential to the learning process.**

Specific Review Standards	Notes/Recommendations
III.1 Multiple methods of assessment measure the achievement of stated course outcomes and learning objectives.	
III.2 The grading policy is easy to locate and understand.	
III.3 Assessment strategies provide appropriate feedback to the learner.	
III.4 The types of assessments selected are appropriate for the distance learning environment.	
III.5 The gradebook tool or alternative communication method is utilized so that students may monitor their course progress.	
III.6 The methods used for submitting assessments are appropriate and ensure the privacy of the student work.	

Suggestions from the Peer Review Team:

#### IV. Resources and Materials

**General Review Standard:**      **Instructional materials are sufficiently comprehensive to achieve course objectives and learning outcomes. Materials other than standard textbooks are produced by recognized publishers, instructor or distance educators skilled in preparing materials for distance learning.**

Specific Review Standards	Notes/Recommendations
IV.1 The instructional materials have sufficient depth in content and are sufficiently comprehensive for the student to learn the subject.	
IV.2 Resources and materials are easily accessible to and usable by the learners.	
IV.3 The elements of the course-learning content, instructional methods, technologies, and course materials complement each other.	
IV.4 All instructional materials are presented in a format appropriate to the online environment.	

Suggestions from the Peer Review Team:

## V. Student Interaction

**General Review Standard:**        **The effective design of instructor-learner interaction and meaningful learner cooperation is essential to learner motivation, intellectual commitment, and personal development.**

Specific Review Standards	Notes/Recommendations
V.1 The course design provides learning activities to foster instructor-student, content-student, and if appropriate, student-student interaction.	
V.2 The student requirements for course interaction are clearly articulated.	
V.3 Clear standards are set for instructor response and availability (turn-around time for email, grades posted, etc.)	
V.4 The course design provides a variety of opportunities for interaction between instructor and learner.	
V.5 Directions for contacting instructor and student mentor (if used) are clear and specific.	

Suggestions from the Peer Review Team:

## VI. Course Technology

**General Review Standard:**           **To enhance student learning, course technology should enrich instruction and foster learner interactivity.**

Specific Review Standards	Notes/Recommendations
VI.1 The selection and use of tools and media supports the course outcomes and is integrated with texts and lesson assignments.	
VI.2 The selection and use of tools and media enhances learner interactivity and guides the student to become a more active learner.	
VI.3 The course includes a description of minimal technology needed by the student and contains links to any additional requirements such as browser plug-ins, media players or additional software.	
VI.4 The course technologies are economical and efficient.	
VI.5 Instructions for accessing course-required resources at a distance (LSC Library, websites, etc.) are clear and easy to follow.	

Suggestions from the Peer Review Team:

## VII. Student Support

**General Review Standard:** Courses are effectively supported for learners through fully accessible modes of delivery, resources, and learner support.

Specific Review Standards	Notes/Recommendations
VII.1 The course homepage includes the official Virtual Campus Student Support Widget.	N/A

Suggestions from the Peer Review Team:

## VIII. ADA and Copyright Compliance

**General Review Standard:** Access to course resources is in accordance with the Americans with Disabilities Act and U.S. copyright laws are followed.

Specific Review Standards	Notes/Recommendations
VIII.1 There is evidence of effort to recognize the importance of ADA requirements (such as equivalent alternatives to auditory and visual content, Web page links that are self-describing and meaningful, and information conveyed on Web pages in color is also available without color).	
VIII.2 No apparent violations of copyright law exist within the course content or related materials.	

Suggestions from the Peer Review Team: