



**Peer Review
Online Course Evaluation Rubric**

Course: _____ Instructor Name: _____ Reviewer Name: _____ Dept. Name: _____
 Adjunct _____ Full Time Faculty _____ Delivery Mode: Internet _____ Blended _____ Date: _____
 Use of SAC Course Layout ____ Yes ____ No

Review Process

A formal committee will include an experienced Online Faculty (Canvas Faculty Mentor), Department Chair or Program Coordinator, Department Faculty (subject matter expert) and a Staff Member of the Instructional Innovation Center. Evaluation can be completed by using a face-to-face approach.

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.			



General Standard 2: Learning Objectives (Competencies)	Met	Not Met	Evidence
Standard 2.1 – The course learning objectives, or course/program competencies, describes 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 learners’ 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.			



General Standard 7: Learner Support	Met	Not Met	Evidence
<p>This standard should be addressed in your orientation module. It is important to ensure online learners know where are access support services.</p>			
<p>Standard 7.1 - The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.</p>			
<p>Standard 7.2 - Course instructions articulate or link to the institution's accessibility policies and services.</p>			
<p>Standard 7.3 - Course instructions articulate or link to the institution's academic support services and resources that can help learners succeed in the course.</p>			
<p>Standard 7.4 - Course instructions articulate or link to the institution's student services and resources that can help learners succeed.</p>			
General Standard 8: Accessibility* and Usability	Met	Not Met	Evidence
<p>Standard 8.1 – Course navigation facilitates ease of use.</p>			
<p>Standard 8.2 – The course design facilitates readability.</p>			

Ready for Delivery: ____Yes ____No

Reviewers Signature: _____

Comments:

This document adheres to the following:

Quality Matters Specific Review Standards from the QM Higher Education Rubric, Sixth Edition (2018)