

**Faculty Senate Resolution #11-53**

Approved by the Faculty Senate: April 19, 2011

Approved by the Chancellor: May 26, 2011

**Peer Review Instrument for On-line Courses**

For the policy on the Peer Review of On-line courses, see Part V of the Faculty Manual.

Instructor \_\_\_\_\_ Course \_\_\_\_\_

Reviewer \_\_\_\_\_ Date \_\_\_\_\_

Based on your direct observations, place a check in the appropriate box.

What is the primary method of course delivery used?

<input type="checkbox"/> Course Management System (i.e. Blackboard Moodle)
<input type="checkbox"/> Video Delivery (i.e. Centra, Mediasite, etc.)
<input type="checkbox"/> Other Explain:

The course is delivered in the following manner:

<input type="checkbox"/> Synchronous
<input type="checkbox"/> Asynchronous

- \* Check 1 if response equals Exemplary
- \* Check 2 if response equals Satisfactory
- \* Check 3 if response equals Needs Improvement

<b><u>Organization and Design</u></b>	1	2	3	N/A N/O
1. The course is easy to navigate.				
2. All vital course information is provided and easy to find.				
3. Technology is utilized to enhance learning and is appropriate to materials and learning objectives.				
4. Engages students in learning process.				
5. Includes list of resources and materials relevant to student success.				
<b><u>Content</u></b>	1	2	3	N/A N/O
1. Content is up-to-date and delivered in a logical sequence.				
2. Course goals and objectives are clearly stated.				
3. Course contains clear overview, syllabus, and tentative calendar.				
4. Summary and reinforcement of content is present.				
5. Content is presented in appropriate modules/sections and uses multiple learning methods.				
<b><u>Student Assessment and Evaluation</u></b>	1	2	3	N/A N/O
1. Assignments are appropriate for achieving learning outcomes/objectives of course.				
2. Course grading practices are easy to understand.				
3. Course includes adequate graded activities.				
4. Course has clearly defined methods and time frame of feedback and expectations in the syllabus.				
5. Instructions for assignments/assessments are clear and well defined.				

<b><u>Communication</u></b>	1	2	3	N/A N/O
1. Course has clearly defined methods of communication for both student-to-instructor and student-to-student interaction.				
2. Encourages and provides appropriate opportunities for both student-to-instructor and student-to-student interaction.				
3. Clear methods are established for reaching instructor during office hours and other times of availability.				
4. Clear standards are established for expected instructor response time (turnaround time).				
<b><u>Accountability</u></b>	1	2	3	N/A N/O
1. There are adequate mechanisms in place to assure that the student enrolled in the course is actually the individual doing the work (this might include proctoring requirements, essay exams, project work, synchronous chats, etc.)				
<b><u>Areas of Strength</u></b>				
<b><u>Areas Suggested for Improvement</u></b>				