Faculty Senate Resolution #11-32
Items returned to Academic Standards Committee for additional review
Approved by the Faculty Senate: March 29, 2011
Approved by the Chancellor: n/a

Proposed Peer Review of Online Distance Education Courses and DE Peer Review Instrument

The peer review process for online distance education (DE) classes will apply to all DE classes, including those taught by non-tenured, tenured and fixed-term faculty. Peer reviews are to be conducted at least every three years; they may be done more often as is the case for non-tenured tenured track faculty.

All policies for Face-to-Face peer reviews apply to the DE review. Unlike Face-to-Face peer reviews, however, a complete peer review of a DE course requires more than a snapshot of a class as occurs with a Face to Face peer review. DE courses should be peer reviewed at a point in the semester at which sufficient evidence exists to conduct a complete review. For example, the reviewer should be able to observe evidence of feedback to and communication with the students regarding assignments and grades. This evidence should be consistent and timely.

The goal for the 2011-12 academic year is that at least 1/3 of all DE faculty will be reviewed.

Peer Review Instrument for On-line Courses

Instructor _____   Course _____
Reviewer _____   Date _____
Based on your direct observations, place a check in the appropriate box.

Organization and Design	Exemplary	Satisfactory	Needs Improvement	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.				
Content				
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.				

	Exemplary	Satisfactory	Needs Improvement	N/A N/O
5. Content is presented in appropriate modules/sections and uses multiple learning methods.				
Student Assessment and Evaluation				
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. Feedback about student performance is provided in a timely manner.				
5. Instructions for assignments/assessments are clear and well defined.				
Communication				
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 (turn around time).				
5. Communication methods are consistent throughout the duration of the course.				
Accountability				
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.)				

Areas of Strength

<u>Areas Suggested for Improvement</u>