

ONLINE COURSE PEER REVIEW RUBRIC

**Adapted for use by
Lake Superior College**

Course Number:	
Course Designer:	
Peer Review Team Leader:	
Additional Peer Reviewers:	
Date of Review Completion:	
Total Points Awarded:	

	Yes	No
Meets expectations: 60 points or more (max of 70) and 'yes' answered to all 3-point essential standards: I.1, I.2, II.1, II.2, III.1, III.2, III.3, IV.1, V.1, V.2, VI.1, VII.1, VIII.1, VIII.2		

General Course Comments from the Review Team:

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

ONLINE COURSE PEER REVIEW -- RUBRIC

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	Points	Yes	No	Notes/Recommendations
I.1 There is a statement introducing the student to the course	3			
I.2 Course layout, as designed by the instructor, is easy to navigate and understand.	3			
I.3 Expectations regarding academic honesty, including plagiarism concerns, are clearly stated in the instructor's course syllabus.	2			
I.4 Netiquette guidelines for the course, including etiquette regarding discussions and email communications, are clearly stated.	1			
I.5 The self-introductions by the instructor and student mentor (if utilized) are available and appropriate.	1			
I.6 Students are requested to introduce themselves to the class.	1			

Additional Comments: The following recommendations of the review team are designed to assist in advancing implementation of the General Standard to the next level or in refining accomplishments.

II. LEARNING OBJECTIVES (COMPETENCIES)

General Review Standard: Learning objectives are clearly defined and explained. They assist the learner to focus on learning activities.

Specific Review Standards	Points	Yes	No	Notes/Recommendations
II.1 The posted outcomes of the course include the outcomes in the approved course outline. Any additional outcomes used are observable, measurable, and achievable.	3			
II.2 Learning activities are relevant to course outcomes.	3			
II.3 Instructions to students on how to meet the learning objectives are adequate, clearly written, and easy to understand.	2			

Additional Comments: The following recommendations of the review team are designed to assist in advancing implementation of the General Standard to the next level or in refining accomplishments.

III. ASSESSMENT AND MEASUREMENT

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	Points	Yes	No	Notes/Recommendations
III.1 Multiple methods of assessment measure the achievement of stated course outcomes and learning objectives.	3			
III.2 The grading policy is easy to locate and understand.	3			
III.3 Assessment and measurement strategies provide appropriate feedback to the learner.	3			
III.4 The types of assessments selected are appropriate for the distance learning environment.	2			
III.5 The gradebook tool or alternative communication method is utilized so that students may monitor their course progress.	1			
III.6 The methods used for submitting assessments are appropriate and ensure the privacy of the student work.	1			

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IV. RESOURCES AND MATERIALS

General Review Standard: Instructional materials are designed to be sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields. (Materials, other than standard textbooks are produced by recognized publishers, are prepared by the instructor or distance educators skilled in preparing materials for distance learning.)

Specific Review Standards	Points	Yes	No	Notes/Recommendations
IV.1 The instructional materials have sufficient depth in content and are sufficiently comprehensive for the student to learn the subject.	3			
IV.2 Resources and materials are easily accessible to and usable by the learners.	2			
IV.3 The elements of the course-learning content, instructional methods, technologies, and course materials complement each other.	1			
IV.4 All instructional materials are presented in a format appropriate to the online environment.	1			

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V. LEARNER 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	Points	Yes	No	Notes/Recommendations
V.1 The course design provides learning activities to foster instructor-student, content-student, and if appropriate, student-student interaction.	3			
V.2 The student requirements for course interaction are clearly articulated.	3			
V.3 Clear standards are set for instructor response and availability (turn-around time for email, grades posted, etc.)	2			
V.4 The course design provides a variety of opportunities for interaction between instructor and learner.	2			
V.5 Directions for contacting instructor and student mentor (if utilized) are clear and specific.	2			

Additional Comments: The following recommendations of the review team are designed to assist in advancing implementation of the General Standard to the next level or in refining accomplishments.

VI. COURSE TECHNOLOGY

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

Specific Review Standards	Points	Yes	No	Notes/Recommendations
VI.1 The selection and use of tools and media supports the course outcomes and is integrated with texts and lesson assignments.	3			
VI.2 The selection and use of tools and media enhances learner interactivity and guides the student to become a more active learner.	2			
VI.3 The course contains links to any additional requirements such as browser plug-ins, media players or additional software.	2			
VI.4 The course technologies are economical and efficient.	2			
VI.5 Instructions for accessing course-required resources at a distance (LSC Library, websites, etc.) are clear and easy to follow.	1			

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VII. LEARNER SUPPORT

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

Specific Review Standards	Points	Yes	No	Notes/Recommendations
VII.1 The course homepage includes the official Virtual Campus Student Support Widget.	3			

Additional Comments: The following recommendations of the review team are designed to assist in advancing implementation of the General Standard to the next level or in refining accomplishments.

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	Points	Yes	No	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).	3			
VIII.2 No apparent violations of copyright law exist within the course content or related materials.	3			

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