



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 two people; the subject matter expert AND an Instructional Designer or a staff member from Instructional Innovation Center. The subject matter expert may be an experienced Online Faculty (Canvas Faculty Mentor), Department Chair, Program Coordinator, or Department Faculty. The SAC Peer Review process is an asynchronous process but the evaluation may be completed 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
This standard should be addressed in your orientation module. It is important to ensure online learners know where are access support services.			
Standard 7.1 - The course instructions articulate or link to a clear description of the technical support offered and how to obtain it.			
Standard 7.2 - Course instructions articulate or link to the institution's accessibility policies and services.			
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.			
Standard 7.4 - Course instructions articulate or link to the institution's student services and resources that can help learners succeed.			
General Standard 8: Accessibility* and Usability	Met	Not Met	Evidence
Standard 8.1 – Course navigation facilitates ease of use.			
Standard 8.2 – The course design facilitates readability.			

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)