Online Education Peer Review Checklist Guide

Faculty Reviewed: _____   Division: _____

Peer Reviewer: _____

Course quality standards	
Regular and Effective Contact: Syllabus, Announcements, and Discussions	
• Course syllabus posted	
• Student Learning Outcomes stated on syllabus or online	
• Course expectations and objectives stated in syllabus	
• Syllabus describes mandatory regular interaction between students and instructor to students	
• Announcements: Welcome announcement (prior to start of the class and/or the day it starts)	
• Announcements: Weekly announcements	
• Discussion board interaction: Replies, comments/feedback, interaction between students	
Instructor communication with students and between students	
• Synchronous or Asynchronous lectures, individualized contact via phone/Zoom	
• Chats, Messaging through internal email at Canvas	
• Conferencing: CCC confer Zoom	
Timely Feedback on Student Work by instructor or student to student	
• Grade and provide feedback (timeline for feedback described in syllabus or assignments etc.)	
• Comments on projects, peer reviews, discussion posts, assignments etc.	
Best Practices	
• Home page with directions for how to start the course and modules created with content	
• Content provided (lectures, PowerPoints/slides, chapter summaries, case studies, video)	
• Learning assessments (Quizzes/exams, projects, papers, blogs, wikis or other)	

Commendations: _____

Recommendations/Plan: _____

Other Comments: _____

NOTE: This from is a guide to assist a peer reviewer to recognize which elements to review for an online class. This may also be helpful to the faculty member being peer-reviewed to be aware of which elements of their course demonstrate regular and effective contact. **It is not required to submit this form- it is simply a "guide".**

Online Peer Review Guidelines

Peer reviewers should be full-time, tenured faculty who are certified in online instruction. As a reviewer, you should review an online class for "regular and effective contact (Per Title V Guidelines, regular and substantive interaction between student and instructor is required).

For peer review you may look for any the following elements:

- Establishing Expectations: Faculty should include in their syllabus or course orientation a description of the frequency and timeliness of instructor-initiated contact and feedback, as well as expectations for student participation. This should include faculty contact information, preferred method a student should contact faculty, the timeframe for responding to e-mails and phone calls, the timeframe for receiving feedback on student work, the timeframe for submission of assignments, and the quantity of discussion board postings required by the student. SLOs should also be listed in the syllabus or in the course

- Regular Announcements: Faculty should make general announcements to the students in their distance education classes on a regular basis, whether by the announcement area in the Learning Management System or via e-mails to the entire class. The suggested frequency is a minimum of one announcement per week. Moreover, faculty should include a general announcement by the first day of class orienting students and including, at a minimum, course expectations and contact information.

- Notifying Students of Faculty Unavailability/Offline Time: If the instructor must be out of contact briefly for any reason (such as an illness or family emergency that takes the instructor offline), notification to students should be made in the announcements area of the course and/or via e-mail that includes when the students can expect regular effective contact to resume. This should occur for any offline periods lasting longer than 2 (two) days, excluding holidays and weekends.

- Faculty-Initiated Interaction: Faculty must regularly initiate interaction with their students. Faculty should regularly initiate interaction with students to determine that they have access to the course materials, that they understand the material and what is required of them, and that they are participating in the activities of the course. There are various ways of accomplishing this, including but not limited to: asynchronous discussion board forums with appropriate faculty input, synchronous chats, video conferencing, individualized contact via phone or e- mail, and, in the case of a hybrid course, regular face-to-face meetings.

- Timely Feedback on Student Work: Faculty should grade and provide feedback on student work within a reasonable timeframe. If discussion boards are required, students should be given guidelines at the outset of the course and feedback on their participation throughout the semester.

- Content Delivery: Faculty should provide content material either through online lectures (in written, video, and/or audio forms) and/or through instructor's enhancement of materials not created by the instructor (such as publisher-provided materials, web sites, streaming video, etc.).

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