

## **Online Courses Peer Review/Evaluation Rating Descriptions**

As of 8.8.06

**Online courses** are taught primarily over the internet, and can include video components on DVD or streaming. Frequent interaction with the student is necessary, and response to student questions should be provided within 48 hours. Complete online courses may include a combination of on-campus meetings such as orientation; mid-term and final exams; or class project meetings. All online courses are developed using the university-supported learning management software. Online courses are usually taught as part of the faculty member's course load.

### **1. Learner Support and Resources**

<b>TOPIC</b>	<b>LESS THAN SATISFACTORY (LTS)</b>	<b>SATISFACTORY (S)</b>	<b>EXEMPLARY (X)</b>
<b>Contact Information</b>	a. Syllabus contains limited contact info: i.e. course title, number, instructor name, phone number, and e-mail.	Course contains specific instructor contact information (e.g., email address, fax number, office phone number, secretary /department phone number, virtual office hours, instructor response time, etc.).	Course contains specific instructor contact information and information important to student success in the online environment (e.g., links to FAQ's, the Information Technology Help Desk, Online Course Office, Disabled Student Services, the James E. Walker Library, Distance Learning Librarian, Advising Center, University Writing Center, and the University's policy on academic dishonesty, copyright etc.).
<b>Resource Support Information</b>	b. Course provides some resources to support online student learning.	Course provides course specific resources to support online student learning.	Course replicates or links to a variety of course-specific resources to enhance online student

			learning; tutorials and/or instructions are given for tools required for viewing course content.
<b>Media Resources</b>	c. Course offers access to few or limited media resources.	Course offers access to media resources appropriate to the course.	Course offers access to a range of media resources appropriate to my course, such as CD-ROM based tutorials and necessary applications.

## 2. COURSE DESIGN AND ORGANIZATION

TOPIC	LESS THAN SATISFACTORY (LTS)	SATISFACTORY (S)	EXEMPLARY (X)
<b>Course Organization</b>	a. The course is under construction, with some key components identified such as the syllabus. Content author and last update date are included. Not all of the course content has been modified for use on the web.	The course is organized and navigable. Author, credentials and last date modified are easily identified. Students can understand the key components and structure of the course.	The course is well organized, easy to navigate and logical. Content is delivered in manageable segments and progress logically. Author and credentials are easily identified. Students can clearly understand all components and structure of the course.
<b>Syllabus, Course Requirements</b>	b. Course syllabus is unclear.	The syllabus identifies and delineates the role the online environment will play in the total course. Syllabus contains a course description and requirements including hardware and software needs.	The syllabus clearly identifies and delineates the role the online environment will play in the total course. Syllabus clearly shows all specific course requirements.
<b>Aesthetic Design</b>	c. The aesthetic design does not present and communicate course information clearly.	The aesthetic design presents and communicates course information.	The aesthetic design effectively presents and communicates course information clearly.
<b>Course Structure</b>	d. Web pages are inconsistent both visually and functionally.	Most web pages are visually and functionally consistent.	All web pages are visually and functionally consistent throughout the course.
<b>ADA</b>	e. Accessibility issues are not addressed.	Accessibility issues are addressed via the MTSU disability statement only.	Accessibility issues are addressed throughout the course.
<b>Student Feedback</b>	f. Opportunities for student input and feedback about course design and navigability are limited and inconsistent.	Opportunities exist for student feedback regarding course design and navigability.	Multiple opportunities for student feedback about course design and navigability are integrated throughout the course.

### 3. INSTRUCTIONAL DESIGN AND DELIVERY

TOPIC	LESS THAN SATISFACTORY (LTS)	SATISFACTORY (S)	EXEMPLARY (X)
<b>Interaction, Communication, Collaboration</b>	a. Opportunities for interaction, communication and collaboration are limited.	The course offers some opportunities for interaction, communication and collaboration among students, between students and instructor, and between students and content.	The course offers multiple opportunities for interaction, communication and collaboration among students, between students and instructor, and between students and content.
<b>Learning Objectives</b>	b. Learning objectives are vague and may be incomplete. Learning activities are unclear or absent.	Learning objectives are identified and learning activities are implied.	Learning objectives are identified, and learning activities are clearly integrated.
<b>Learning Styles</b>	c. Multiple learning styles are not recognized, accommodated, or integrated in the design of the course.	Course addresses and supports individual student needs, skills and knowledge. Strategies for meeting multiple learning styles are recognized. Attempts are made to ensure student understanding of content.	Course addresses and supports individual student needs, skills and knowledge. Strategies for meeting multiple learning styles, promoting critical reflection, thinking skills and analysis of content are clearly implemented.
<b>Student Feedback</b>	d. Opportunities for student input and feedback about instructional design are limited and inconsistent. □	Student feedback about instructional design is regularly collected.	Student feedback is regularly integrated into the instructional design and is used to inform decisions about instructional strategies.

#### **4. ASSESSMENT AND EVALUATION OF STUDENT LEARNING**

<b>TOPIC</b>	<b>LESS THAN SATISFACTORY (LTS)</b>	<b>SATISFACTORY (S)</b>	<b>EXEMPLARY (X)</b>
<b>Student Readiness</b>	a. Course assumes student's readiness for online learning.	Course provides some activities to assess student readiness for the online components /course.	Course requires students to self-assess their readiness for the online components/ course prior to or at the beginning of the class.
<b>Assessment Techniques</b>	b. Some course and learning objectives, instructional strategies and assessment techniques may be aligned.	Course objectives, instructional strategies and assessment techniques are somewhat aligned.	Course objectives, instructional strategies and assessment techniques are closely aligned.
<b>Assessment Strategies</b>	c. Assessment strategies are not comprehensive, measuring only the most basic level of student knowledge.	Assessment strategies are used to measure content knowledge, skills and performance standards.	Ongoing, multiple assessment strategies are used to measure content knowledge, skills and performance standards.
<b>Assessment Feedback</b>	d. Opportunities for students to receive feedback about their performance are infrequent and sporadic.	Opportunities for students to receive feedback about their performance are provided.	Students' self-assessment and/or peer feedback opportunities exist. Regular feedback about student performance is provided in a timely manner.

## 5. Appropriate and Effective Use of Technology

TOPIC	LESS THAN SATISFACTORY (LTS)	SATISFACTORY (S)	EXEMPLARY (X)
<b>Technological Requirements and Student Access</b>	a. Minimal technological requirements for student access are documented.	Technical requirements for student access are clearly documented, and student connectivity issues are considered.	Technical requirements for student access are clearly explained; student connectivity issues are considered, and content is made available in a variety of formats for students with different systems to access.
<b>Technological Tools</b>	b. Course uses limited technology tools to facilitate communication and learning.	Course uses some technology tools to facilitate communication and learning. Exchange of files is clearly explained.	Course uses a variety of technology tools to appropriately and effectively facilitate communication and learning (i.e. discussion boards, group activities, chat file exchange, etc.) Exchange of files is clearly explained.
<b>Use of Multimedia</b>	c. Multimedia and learning objects are largely absent.	Multimedia elements and/or learning objects relevant to student learning may be used.	A variety of multimedia elements and/or learning objects are used to optimize student learning throughout the course.
<b>Student Feedback</b>	d. Course design provides limited opportunity for student feedback on use of online technology	Course design provides for some opportunity for student feedback which can be used to assess course delivery.	Course design uses student feedback to continually make course improvements.