

IVC Distance Education Course Evaluation Form

Review Information

Faculty Member (who is teaching the course):

Evaluator's Name:

Date:

Course Reviewed:

Guidelines and Rating Scale

The goal of this form is to provide an unbiased review of the online course materials you have developed for your class. It is intended to provide you with a clear understanding of both the strengths and weaknesses in your online content, so that you might be able to improve or enhance this material for future semesters. It is also intended to satisfy the Review & Approval component in the course development process, to be completed prior to the class being deployed. The rating scale is as follows:

Absent	Component is missing
Unsatisfactory	Needs significant improvement
Somewhat Satisfactory	Needs targeted improvements
Satisfactory	Discretionary improvement needed
Very Satisfactory	No improvement needed

Part I: Course Overview and Introduction

1. Instructions make clear how to get started and where to find various course components.

Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory

2. Students are introduced to the purpose and structure of the course.

Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory

3. Etiquette expectations (sometimes called "netiquette") for online discussions, email, and other forms of communication are stated clearly.

Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory

4. Course and/or institutional policies with which the student is expected to comply are clearly stated, or a link to current policies is provided.

Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory

5. Prerequisite knowledge in the discipline and/or any required competencies are clearly stated.

Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory

6. Minimum technical skills expected of the student are clearly stated.

Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory

7. The self-introduction by the instructor is appropriate and available online.

Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory

8. Students are asked to introduce themselves to the class.

Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory

Comments:

Part II: Learning Objectives

1. The course learning objectives describe outcomes that are measurable.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory
2. The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory
3. All learning objectives are stated clearly and written from the students' perspective.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory
4. Instructions to students on how to meet the learning objectives are adequate and stated clearly.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory
5. The learning objectives are appropriately designed for the level of the course.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory

Comments:

Part III: Assessment

1. The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory
2. The course grading policy is stated clearly.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory
3. Specific and descriptive criteria are provided for the evaluation of students' work and participation and are tied to the course grading policy.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory
4. The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory
5. Students have multiple opportunities to measure their own learning progress.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory

Comments:

Part IV: Instructional Materials

1. The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory
2. The purpose of instructional materials and how the materials are to be used for learning activities are clearly explained.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory
3. All resources and materials used in the course are appropriately cited.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory
4. The instructional materials are current.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory
5. The instructional materials present a variety of perspectives on the course content.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory
6. The distinction between required and optional materials is clearly explained.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory

Comments:

Part V: Learner Interaction and Engagement

1. The learning activities promote the achievement of the stated learning objectives.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory
2. Learning activities provide opportunities for interaction that support active learning.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory
3. The instructor's plan for classroom response time and feedback on assignments is clearly stated.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory
4. The requirements for student interaction are clearly articulated.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory

Comments:

Part VI: Course Technology

1. The tools and media support the course learning objectives.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory
2. Course tools and media support student engagement and guide the student to become an active learner.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory
3. Navigation throughout the online components of the course is logical, consistent, and efficient.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory
4. Students can readily and easily access the technologies required in the course.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory
5. The course technologies are current.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory

Comments:

Part VII: Learner Support

1. The course instructions articulate or link to a clear description of the technical support offered and how to access it.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory
2. Course instructions articulate or link to the institution's accessibility policies and services.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory
3. Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help students succeed in the course and how students can access the services.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory
4. Course instructions articulate or link to an explanation of how the institution's student support services can help students succeed and how students can access the services.
 Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory

Comments:

Part VIII: Accessibility

1. The course employs accessible technologies and provides guidance on how to obtain accommodation.

Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory

2. The course contains equivalent alternatives to auditory and visual content.

Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory

3. The course design facilitates readability and minimizes distractions.

Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory

4. The course design accommodates the use of assistive technologies.

Absent Unsatisfactory Somewhat Satisfactory Satisfactory Very Satisfactory

Comments:

Part IX: Overall Recommendation

- Approve course as submitted.
- Approve course subject to meeting with course developer to discuss deficiencies and timeline to correct deficiencies. (Minor Deficiencies)
- Reject course. Meet with course developer to discuss deficiencies and timeline for course revisions and placement on schedule. (Major Deficiencies)
- Other:

Comments: