# IVC Distance Education Course Evaluation Form

**Review Information**

Faculty Member Teaching the Course: 

Evaluator’s Name: 

Date: 

**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:

<table>
<thead>
<tr>
<th></th>
<th>Component is missing</th>
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</thead>
<tbody>
<tr>
<td>Absent</td>
<td></td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Needs significant improvement</td>
</tr>
<tr>
<td>Somewhat Satisfactory</td>
<td>Needs targeted improvements</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Discretionary improvement needed</td>
</tr>
<tr>
<td>Very Satisfactory</td>
<td>No improvement needed</td>
</tr>
</tbody>
</table>

**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

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</thead>
<tbody>
<tr>
<td>1.</td>
<td>The course learning objectives describe outcomes that are measurable.</td>
<td>☐</td>
<td>Absent</td>
<td>☐</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>2.</td>
<td>The module/unit learning objectives describe outcomes that are measurable and consistent with the course-level objectives.</td>
<td>☐</td>
<td>Absent</td>
<td>☐</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>3.</td>
<td>All learning objectives are stated clearly and written from the students’ perspective.</td>
<td>☐</td>
<td>Absent</td>
<td>☐</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>4.</td>
<td>Instructions to students on how to meet the learning objectives are adequate and stated clearly.</td>
<td>☐</td>
<td>Absent</td>
<td>☐</td>
<td>Unsatisfactory</td>
</tr>
<tr>
<td>5.</td>
<td>The learning objectives are appropriately designed for the level of the course.</td>
<td>☐</td>
<td>Absent</td>
<td>☐</td>
<td>Unsatisfactory</td>
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</tbody>
</table>

**Comments:**

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### Part III: Assessment

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

**Comments:**
### Part IV: Instructional Materials

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

**Comments:**

### Part V: Learner Interaction and Engagement

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

**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.
- [ ] Hold: Approval 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:**