

Distance Education Course Peer Review Process

Both Federal and State regulations require that educational institutions have processes in place to ensure that courses conducted through distance education include regular and substantive interaction between the instructor(s) and students, and among students where applicable.

Title 5 also recognizes that “regular and substantive contact” is an academic and professional matter, and therefore, within the purview of local academic senates.

Allan Hancock College Academic Senate, in collegial consultation with the administration, has developed a Distance Education Course Peer Review Process, which includes the use of the attached rubric to regularly assess distance education courses within programs, and to ensure that the federal and state criteria for regular and substantive interaction are being met.

All distance education courses within a program should be assessed at least once within the six-year program review cycle. Ideally, a relevant sample of every course should be assessed during this cycle. This assessment should be done using the *Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses* (attached).

The results of this assessment should be maintained by programs and/or departments so that they can be accessed by faculty when conducting program review.

Furthermore, the goal of this course peer review process and accompanying rubric goes beyond ensuring compliance with federal and state regulations. It is also an opportunity for programs to share ideas and best practices that can be used to improve other distance education sections of that course, other courses within the program, as well as other courses in related/applicable programs within the department.

Rubric for Assessing Regular and Substantive Interaction in Distance Education Courses

Course:

Semester:

Reviewer:

Part I: Regular and substantive interaction –Instructor Contact

Substantive interaction:

The course doesn't show clear evidence of engaging students in teaching, learning, and assessment that is consistent with the content under discussion.

The course shows clear evidence of engaging students in teaching, learning, and assessment that is consistent with the content under discussion.

Explanation and/or examples:

- 1.
- 2.
- 3.

In addition, the course shows evidence of at least two of the following:

1. Direct instruction:

The course doesn't provide direct instruction.

The course provides direct instruction.

Explanation and/or examples:

- 1.
- 2.
- 3.

2. Assessing or providing feedback on a student's coursework.

The course doesn't show clear evidence of assessment and feedback on students' coursework.

The course shows clear evidence of assessment and feedback on students' coursework.

Explanation and/or examples:

- 1.
- 2.
- 3.

3. Providing information or responding to questions about course content/competency.

The course doesn't show clear evidence of responses to student questions about the course.

The course shows clear evidence of responses to student questions about the course.

Explanation and/or examples:

- 1.
- 2.
- 3.

4. Facilitating group discussion regarding course content/competency.

The course doesn't show clear evidence of facilitating group discussions regarding course content or competencies.

The course shows clear evidence of facilitating group discussions regarding course content or competencies.

Explanation and/or examples:

- 1.
- 2.
- 3.

5. Other instructional activities **approved by the college** or accrediting agency.

The course doesn't show any other evidence of instructional activities.

The course shows other evidence of instructional activities (as described below).

Explanation and/or examples:

- 1.
- 2.
- 3.

Regular interaction:

1. Opportunities for substantive interaction **on a predictable and scheduled basis**

The course doesn't provide opportunities for substantive interaction on a predictable and scheduled way.

The course provides opportunities for substantive interaction on a predictable and scheduled way.

Explanation and/or examples:

- 1.
- 2.
- 3.

2. **Monitoring student academic engagement and success and promptly and proactively engaging in interaction** based on such monitoring or upon request by students.

The course doesn't monitor student engagement and success nor engages in interaction based on that monitoring or upon request by students.

The course monitors student engagement and success and engages in interaction based on that monitoring or upon request by students.

Explanation and/or examples:

- 1.
- 2.
- 3.

Part II. Regular and substantive interaction –Student-to-Student Contact

1. Giving students opportunities to initiate interaction with other students.

The course doesn't provide opportunities for students to initiate interaction with other students.

The course provides opportunities for students to initiate interaction with other students.

Explanation and/or examples:

- 1.
- 2.
- 3.

2. Giving opportunities to engage in regular and substantive interaction with other students.

The course doesn't provide opportunities for students to engage in regular and substantive interaction with other students.

The course provides opportunities for students to engage in regular and substantive interaction with other students.

Explanation and/or examples:

- 1.
- 2.
- 3.

3. Providing guidelines explaining levels of participation and how participation will be evaluated.

The course doesn't explain the levels of interaction between students expected from each student nor how such interaction will be evaluated.

The course explains the levels of interaction between students expected from each student and how such interaction will be evaluated.

Explanation and/or examples:

- 1.
- 2.
- 3.