

Grand Valley State University - Online/Hybrid Course Peer Review Rubric

Course: CS654 Instructor: Dimitrios Mellissourgos Semester: Winter 2026

Date(s) of Observation: Jan 9, 2026

Delivery Format: ☐ Online ☒ Hybrid

RUBRIC KEY: E = Excellent | G = Good | F = Fair | P = Poor | N = Not Observed

Note: Please use "N" = Not Observed, if you are reviewing a course early in the semester and you are unable find an item below.

I. Overall Course Design and Organization ¹	E	G	F	P	N	Comments/Suggestions
<p>The course website is organized, easy to navigate, provides clear instructions and student guidance.</p> <p>Examples of Evidence (Where to Look):</p> <ul style="list-style-type: none"> There are on-going faculty announcements that provide personal connection with students and instructions for getting started, course requirements, and where to access course materials. (e.g., Course Announcements) A course orientation or tour is available for students. (e.g., Course Announcements or Content Area) The course menu is clear, organized and simple. (e.g., Course Navigation Menu) Course content follows accessibility guidelines (per ADA) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
II. Course Expectations	E	G	F	P	N	Comments/Suggestions
<p>The course website includes a course description, clear measurable learning objectives, required textbook and/or course materials, schedule, grading, and assessment requirements. In addition, university policies and procedures along with student support services are included (tutoring, disability support resources, library, IT HelpDesk, etc.). Information is provided regarding expected time on task.</p> <p>Examples of Evidence (Where to Look):</p> <ul style="list-style-type: none"> Course description is included. (e.g., Syllabus or Content Area) Learning objectives for both course and learning activities are included. (e.g., Syllabus or Content Area) Required textbook or other course materials are clearly identified. (e.g., Syllabus or Content Area) Grading policies, rubrics, due dates, etc. are identified for all graded learning activities or assessments. (e.g., Syllabus or Content Area) Specific technology requirements are included. (e.g., Syllabus or Content Area) Student participation expectations are provided for all activities and course communications. (e.g., Syllabus or Content Area). Clearly communicated course schedule/outline with due dates, frequency and duration of assignments, course calendar, etc. (e.g., Syllabus, Content Area, Assignments) Estimated of amounts of time to spend on learning activities is clearly stated (e.g., Syllabus, Content Area, Assignments, Announcements) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

¹ – Quality Matters Higher Education Rubric 2011 – 2013 Edition

² – Adapted from Penn State Peer Review Guide and Chickering, A. & Gamson, Z. (1987) Seven principles for good practice in undergraduate education. AAHE Bulletin (39)7.

III. Faculty/Student Interaction ²	E	G	F	P	N	Comments/Suggestions
<p>The faculty's online presence is demonstrated through frequent and timely faculty-student communication and contact.</p> <p>Examples of Evidence (Where to Look):</p> <ul style="list-style-type: none"> • Welcome announcement (e.g., Announcements) • Regular, timely course engagement, faculty feedback, and communication. (e.g., Announcements, Email, Discussion Board, Live Chat) • Discussion board participation (e.g., Discussion Board) • Faculty is available to students (e.g., Online Office Hours, Discussion Board, Live Chat, Email) • Establish and maintain a positive online climate and course tone (e.g., Discussion Board, Announcements) 	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Means of online interactions can be made more clear on the initial announcement or syllabus.
IV. Reciprocity and Cooperation Among Students ²	E	G	F	P	N	Comments/Suggestions
<p>Students engage in formal and/or informal discussions of course topics, group assignments, etc.</p> <p>Examples of Evidence (Where to Look):</p> <ul style="list-style-type: none"> • Student introductions (e.g., Discussion Board) • Group assignments (e.g., Content Area and Grade Center) • Group discussions (e.g., Discussion Board) • Faculty models and facilitates students' discussion participation (e.g., Discussion Board) 	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Other the programming assignments where students are allowed to work in group, there is not enough evidence that support the students to interact online like group discussions via discussion board.
V. Active Learning ²	E	G	F	P	N	Comments/Suggestions
<p>Active learning methods engage students in the learning process by encouraging them to discover, process, and apply information in a variety of ways. Inclusive of students' diversity, talents, and ways of knowing.</p> <p>Examples of Evidence (Where to Look):</p> <ul style="list-style-type: none"> • Varied student activities and assignments (e.g., Syllabus, Discussion Board, Assignments/Assessments, Content Area) • Active use of writing, speaking, presentation (e.g., Assignments, Discussion Board) • Student engagement in collaborative learning activities (e.g., Assignments, Course Content, Discussion Board) • Provide alternative assignment options or student choice (e.g., Syllabus, Assignments) • Supplemental online learning materials (e.g., Content Area) • Timely, corrective feedback for online activities (e.g., Discussion Board, Grade Center) • Accommodations and support resources provided for students with disabilities (e.g., Syllabus, Course Content, Technology) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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VI. Prompt Feedback ²	E	G	F	P	N	Comments/Suggestions
<p>Faculty assist students in frequently assessing their knowledge and competence while providing them with opportunities to practice, receive suggestions, and reflect on their learning.</p> <p>Examples of Evidence (Where to Look):</p> <ul style="list-style-type: none"> Faculty participation expectations are provided for all activities and course communications. (e.g., Syllabus or Content Area) Meaningful feedback is clear, positive, specific and focused on learning objectives (e.g., Grade Center, Discussion Board) Assignments and activities are clearly communicated (e.g., Syllabus, Content Area, Assignments) Opportunity for draft or practice assignments (e.g., Content Area, Assignments) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
VII. High Expectations ²	E	G	F	P	N	Comments/Suggestions
<p>Faculty clearly communicate high, rigorous, appropriate expectations and provide support to students in meeting the expectations.</p> <p>Examples of Evidence (Where to Look):</p> <ul style="list-style-type: none"> Explicit communication of knowledge and skills required for the course (e.g., Syllabus) Explanation and reminders of learning objectives for each week, assignment, etc. (e.g., Syllabus, Course Content, Assignments) Context and rationale for assignments to motivate students (e.g., Announcements, Assignments, Course Content) Examples and counterexamples of high quality work (e.g., Course Content, Assignments) Assignments and learning activities elicit critical thinking (e.g., Discussion Board, Assignments, Course Content) Appropriate amount of assigned work (e.g., Syllabus, Course Content, Assignments) 	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Additional Comments: