

# **ONLINE COURSE ASSESSMENT TOOL (OCAT) AND PEER ASSESSMENT PROCESS**

## **Cleveland State University**

### **Purpose:**

This tool and confidential peer assessment process is meant to provide faculty with constructive peer feedback on the design and instruction of online courses. Expected benefits are:

- Constructive feedback regarding teaching effectiveness
- Instructional improvement
- Faculty development
- Opportunities for peer support

### **Overview of tool:**

- Process Data page
- There are seven sections
  - The first 5 sections relate to assessment of course design and teaching
  - The last 2 sections relate to summary narratives and instructor responses
- The first 5 sections relating to course & instructor assessment are:
  1. Course Overview & Organization
  2. Learner Objectives & Competencies
  3. Resources & Materials
  4. Learner Interaction
  5. Learner Assessment
- The last 2 sections consist of:
  6. Peer Assessor Commentary
  7. Instructor Response

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Modified 2011: Cleveland State University eLearning Faculty Advisory Committee

OCAT PROCESS DATA

This course is Quality Matters approved: Yes\_\_\_\_\_ No\_\_\_\_\_

If Yes, year approved:

within the online program?

7. Was there a separate orientation to the online course environment and course organization/navigation? Was this held?



<p><b>1. COURSE OVERVIEW &amp; ORGANIZATION (continued)</b></p> <p><b><u>B. Elements of teaching</u></b></p>	Evident	Not Evident	N/A
<p>The instructor:</p>			

1. provides an introduction and includes credentials related to this course



%Course has been Quality Matt81 re W n BT /TT1 1 Tf/ eL



<p><b>4. LEARNER INTERACTION (continued)</b></p> <p><b><u>B. Elements of teaching</u></b></p>	Evident	Not Evident	N/A
<p>The instructor:</p>			

1. is aware of student progress (e.g. assigned tasks) and any

%dCourse has been Quality Matters approved. Section review not needed. %dCourse was designed by reviewee. If no, do not answer Part A.				
<b>5. LEARNER ASSESSMENT</b>		Evident	Not Evident	N/A
<b><u>A. Elements of course design</u></b>				
1.	Assessments are frequent enough to provide formative feedback			

**6. PEER ASSESSOR COMMENTARY:**

- 1. Additional comments regarding the strengths of this course and teaching:**  
(type in box below)

<b>7. <u>INSTRUCTOR RESPONSE:</u></b>	
<b>1.</b>	<b>Instructor response to results of this assessment:</b> (type in box below)
<b>2.</b>	<b>Suggestions for revising the peer assessment process:</b> (type in box below)