**Evaluation of Part-Time Faculty**

**Peer Evaluation of Online Courses**

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| Instructor Name & Title: | Observation Date: |
| Observer Name & Title: |  |

**Course Observed**

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| --- | --- | --- | --- | --- |
| **Course Number** | **Enrollment** | **Delivery Method** | **Is this course QM Blueprinted?** | **Did you develop the course in Blackboard?** |
|  |  |  Asynchronous Synchronous |  Yes No |  Yes No |

**INSTRUCTIONS:** Respond to each of the following by checking the answer that best expresses your judgment. In each section below, mark an X in the column that corresponds with your rating of each item. Use the following criterion:

2 - Observed

1 - Observed, but needs improvement

0 - Not observed

NA - Not applicable

*The scale above is nominal. Therefore, the scores should not be summed or averaged*.

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| **Evaluation of Course Materials** |
| ***Course Organization and Design*** | **2** | **1** | **0** | **NA** | **Comments** |
| **Organization.** Course is well-organized and easy to navigate. Course content is divided into manageable instructional units or modules. Units are sequenced logically and build upon one another to meet course learning goals.  |  |  |  |  |  |
| **Communication of Course Expectations.** Course contains a comprehensive and up-to-date syllabus and calendar. Course goals are clearly defined and aligned to learning objectives. Expectations for student assignment completion, grade policy, and faculty response are clearly provided in the course syllabus. |  |  |  |  |  |
| **Functionality.** Content is up-to-date and delivered in a logical sequence. All web pages are visually and functionally consistent throughout the course. All course links connect and open to the resources provided. |  |  |  |  |  |
| **Clarity of Instructions.** Instructions for assignments/assessments are clear and well defined. Assessments have clearly defined methods and timeframe of feedback and expectations. Course expectations, requirements, deliverables, grading criteria, and deadlines are clearly stated. Grading rubrics are provided when appropriate. |  |  |  |  |  |
| **Summary** |

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| **Establishing and Maintaining Instructor Presence** |
| ***Instructor Communication and Presence*** | **2** | **1** | **0** | **NA** | **Comments** |
| **Introductions.** The instructor introduces him/herself to the class via synchronous (videoconferencing) or asynchronous (email, discussion forum, blog, personal web site, video) means. |  |  |  |  |  |
| **Instructor Availability.** The instructor is available electronically via email or telephone to answer student questions. The syllabus lists faculty office hours, standard response times to student emails, and grading turnaround times.  |  |  |  |  |  |
| **Announcements and Reminders.** Instructor creates a sense of community by frequently communicating with students regarding course activities, the posting of new content, current assignments, approaching deadlines, and other pertinent information. The instructor provides weekly announcements via email and/or the course Announcements page. |  |  |  |  |  |
| **Class Participation.** The instructor has continuing presence in threaded discussions and uses his or her contributions to enhance student learning of the material. |  |  |  |  |  |
| **Teaching.** The instructor contributes significantly to student learning (e.g., regular online lectures, videos, discussions, class meetings, and other teaching methodologies appropriate for the course).  |  |  |  |  |  |
| **Email Communications.** The instructor responds to email questions in a helpful, timely manner. |  |  |  |  |  |
| **Feedback.** The instructor provides timely and constructive feedback on graded assignments. Feedback includes detailed instructions for assignments and clear, actionable feedback in addition to numeric grades.  |  |  |  |  |  |
| **Summary** |