AUSTIN PEAY STATE UNIVERSITY
COLLEGE OF BUSINESS

Online Courses
Enhanced Peer Evaluation Report: Descriptive/Summative
(Faculty seeking Retention, Tenure, or Promotion
and for Annual Faculty Evaluation)

Faculty Member Being Evaluated: _____ Rank: _____

Department: AFE _____   MM _____   Semester/Year _____

(Circle all that apply.) Year in RTP Process: 1 2 3 4 5 6 NA Tenure Year: Y or N   Promotion: Y or N

Course Number: _____   Course Title: _____

Date of Evaluation: _____   Time Range Observed: _____
Location: _____
Number of students: Enrolled _____   Present _____

_____

I. Course Checklist

_____ A **Syllabus** is available and includes the following:
- Contact information ____
- Text/Resource Information _____
- Hardware/Software requirements and information _____
- Student Learning Outcomes _____
- Grading Criteria _____
- Grading Scale _____
- Instructor Bio _____
- Time Requirements _____
- Instructor Policies and Procedures _____
- Student Services Available _____
- Assignment Overview _____

_____ The calendar is available and up-to-date.
_____ Course orientation (ex. "Getting Started" Learning Module)
_____ Course organized in modules that include content, assessments, assignments, discussions, etc.

II. **Course Criteria**

Please rate your peer on the following criteria using the following scale.

4 = Exceptional performance; exceeds performance expectations.
3 = Consistently meets and, at times, exceeds performance expectations.
2= Consistently meets performance expectations.
One = Needs Improvement

* Note: Those elements checked as "Exceptional" or "Needs Improvement" require comments.

Upon entrance into the online class, the point of entry and course organization makes it clear where to start and how to access the learning materials for time on task.

1. Navigation & Time on Task Organization	4	3	2	1	Comments
Navigational instructions make the organization of the course easy to follow.					
Provides orientation to the course and its structure.					
Organizes and explains online assignments and related due dates.					
Uses modules to organize course content					
Presents expectations and grading policies.					

The course design addresses multiple learning styles and student learning outcomes.

2. Course Design	4	3	2	1	Comments
Online course design clearly articulates course policies and procedures.					
Learning Modules clearly state learning goals.					
The course uses various online tools to facilitate student comprehension and engagement.					
Online course content addresses different learning styles.					
Online course design describes available technical support.					
Communicates a sense of enthusiasm and excitement					

Strong evidence of regular and effective communication exists.

3. Communication & Interaction	4	3	2	1	Comments
Encourages mutual respect among students					
Encourages students to interact with one another and with the instructor					
Treats class members equitably and respectfully					
Recognize and responds when students do not understand					
Responds constructively to student questions, opinions, and other input					
Creates a sense of community in the online course					

The course content is engaging and encourages opportunities to master the concepts and theories.					
4. Content	**4**	**3**	**2**	**1**	**Comments**
Demonstrates appropriate depth of knowledge of course subject					
Content is appropriate to the course level.					
Explains complex terms, concepts, or problems in more than one way					
Relates assignments to course content					
Includes examples relevant to student experiences and course content					
Provides opportunities for students to engage in active learning (i.e., peer review, interactive simulations, Web research, experience-based projects, and multimedia presentations)					
Effectively handles inappropriate discussion postings or other unacceptable online behavior.					

Summative Narrative Comments
(Attached)

Topics to comment on:
1) Specific examples of observed strengths.
2) Specific examples of observed areas needing improvement.
3) Specific recommendations and suggestions for improvement of teaching effectiveness.

Evaluator's Name (Print) _____   Department: _____

Evaluator's Signature   _____   Date _____

Faculty Member's Signature _____   Date _____