

## Online Course Observation Form (Peer Evaluation Rubric)

*This rubric has been designed to aid in the ongoing evaluation of online courses and instructors. The feedback on this form should recognize instructor efforts to maintain high quality and rigor in their courses and provide thoughtful recommendations for improvement. Because there is not a single class session to observe in an online environment, the form is designed to evaluate the course more holistically.*

**Observed Instructor (Print):** \_\_\_\_\_

**Course:** \_\_\_\_\_

<b>1. Course is aligned to student learning outcomes from the master syllabus (e.g. outcomes stated in course syllabus and on signature assignment(s), assessment strategy clearly ties to outcomes).</b>	<b>Impressions</b>
<i>Evidence that the criteria is met:</i>	Exceeds Expectations  Meets Expectations  Needs Improvement
<i>Suggestions:</i>	

<b>2A. Instructor online presence and interactions (e.g. discussion forums, conferences, chat rooms, announcements, question and answer forum, online office hours, e-mail) are appropriate for the needs and goals of the course.</b>	<b>Impressions</b>
<i>Evidence that the criteria is met:</i>	Exceeds Expectations  Meets Expectations  Needs Improvement
<i>Suggestions:</i>	

<b>2B. Course is personalized to reveal instructor's character to help connect with students in the online environment (e.g. short instructor bio, pictures, welcome videos). Also, if the course is based on a shared master course or department template created by another instructor, any personalized images of the previous instructor are replaced and any videos showing or voiced by the previous instructor are replaced, unless intended to be shared.</b>	<b>Impressions</b>
<i>Evidence that the criteria is met:</i>	Exceeds Expectations  Meets Expectations  Needs Improvement
<i>Suggestions:</i>	

<b>3. Course orientation and procedures are included and followed (including turnaround times for grading, feedback, etc.).</b>	<b>Impressions</b>
<i>Evidence that the criteria is met:</i>	Exceeds Expectations  Meets Expectations  Needs Improvement
<i>Suggestions:</i>	
<b>4. Course navigation is clear, logical, and consistent. One of the approved online home pages is used and leads to well-developed modules that are labeled and organized by themes, weeks, or chapter units.</b>	<b>Impressions</b>
<i>Evidence that the criteria is met:</i>	Exceeds Expectations  Meets Expectations  Needs Improvement
<i>Suggestions:</i>	
<b>5. Expectations are clearly communicated to the students (e.g. course syllabus, assignment instructions, online chats, discussions, announcements, grading criteria).</b>	<b>Impressions</b>
<i>Evidence that the criteria is met:</i>	Exceeds Expectations  Meets Expectations  Needs Improvement
<i>Suggestions:</i>	
<b>6. Course includes a variety of learning activities and resources (e.g. the course isn't composed with only reading quizzes or only discussion boards) to promote active student learning and achieve course/student learning outcomes.</b>	<b>Impressions</b>
<i>Evidence that the criteria is met:</i>	Exceeds Expectations  Meets Expectations  Needs Improvement
<i>Suggestions:</i>	

<b>7. College and department requirements are met (e.g. master syllabus, required assignments and exams, weekly student load, accessibility requirements).</b>	<b>Impressions</b>
<i>Evidence that the criteria is met:</i>	Exceeds Expectations
<i>Suggestions:</i>	Meets Expectations  Needs Improvement

*Additional comments, recommendations, and overall impressions:*

**Signature**

Peer Reviewer: \_\_\_\_\_ Date: \_\_\_\_\_

*For full-time faculty, this form should be submitted to department chairs to meet the Advancement & Tenure schedule and/or department review schedules.*

*For adjunct faculty, this form should be submitted to department chairs at least once a year when teaching an online course.*