AUSTIN PEAY STATE UNIVERSITY

College of Behavior and Health Sciences

Enhanced Peer Evaluation Report for Online Courses: Formative & Summative

Please check the appropriate boxes below:

□ Formative
□ Summative
□ Seeking Retention (Years 2-5)
□ Seeking Tenure (Year 6 – only summative required)
□ Seeking Promotion (only summative required)

Faculty member being evaluated: _____ Faculty Member's Rank: _____

Faculty Member's Department: _____ Semester / YR of Evaluation: _____

Years of Prior Credit Awarded toward Tenure: _

Number of Years of Probationary service at APSU including present year: ___

Course Number: (e.g. COMM 2045): _____ Course Title: _____

Course Modality:

Fully Online□
Hybrid □
Hybrid Light□
Desktop Video Conferencing □
Other (please explain):

Formative Evaluation Information:

Date of Evaluation: _____

Online Platform (e.g. LMS, Zoom): _____ Number of students enrolled ____

Formative Feedback Information: *Note meeting must occur with evaluator and faculty member being evaluated within one week of evaluation date.*

Date of Meeting: _____ Time Range: (e.g., met from 10:30-11:00 am) _____

Meeting Location (if in-person, include Building & Room #l; if virtual, list platform): _____

Summary of Observed Strengths and Areas for Improvement as discussed with faculty member being evaluated (Please attach additional document if needed):

Summative Evaluation Information:

Date of Evaluation: _____

Online Platform (if synchronous, e. g Zoom): _____

Number of Students enrolled: ____

Summative Evaluation of Teaching Effectiveness

Rating Scale: (1 = Very Ineffective, 2 = Ineffective, 3 = Satisfactory, 4 = Effective, 5 = Very Effective)

Using the scale above, rate the following dimensions - course design and organization, communication and interaction, course content, assessment and feedback, and syllabus.

For each of these dimensions, you will see a list of positively phrased illustrative behaviors related to the dimension. (This is not a comprehensive list, but examples you might observe.) In arriving at your overall rating for a dimension, consider the extent to which these statements are true about the course/module you are evaluating. If the statements are largely true, that would support a higher rating. If the statements are largely false, that would support a lower rating. If you made different observations (strengths or weaknesses) that formed the basis for your evaluation, please note those in the space provided as an explanation for your rating of the dimension.

Please note that teaching effectiveness will be primarily evaluated in the LMS. However, some dimensions may require the reviewer to take a more holistic view of the course (review of syllabus, course schedule, Learning Management System (LMS) shell etc.).

Please circle at least two statements that were particularly influential in the rating you assigned to each dimension, i.e., the illustrative behaviors that were more or less visible in the class session or module you reviewed that guided your overall dimension rating. The statements you identify could be ones you added or some that appear under the dimension heading.

I. Course Design and Organization **1** **2** **3** **4** **5**

Illustrative behaviors related to course design and organization may include:

A. The faculty member provides students a "big-picture" overview of the course (e.g., course-level student learning outcomes, set of questions to be addressed in the course.)
B. The course is broken into a series of units that are clearly visible in the course Table of Contents.
C. There is a course Announcement or a Table of Contents entry

Comments

that explains how students should proceed through the course.

D. Assignment due dates are attached to all graded items and appear in the course calendar.
E. The amount of student engagement required with course materials (e.g., textbook reading, reviewing module entries, etc.) is appropriate given the level of the course.
F. Course design supports student achievement of department-level student learning outcomes and accreditation standards, as applicable.
G. _____

II. Communication, Interaction, and Engagement **1** **2** **3** **4** **5**

Comments

Illustrative behaviors related to communication, interaction, and engagement may include:

A. The faculty member makes effective use of course announcements to communicate with students (e.g., telling students when the latest grades are posted, posting information about a new research finding).
B. Engages students using multiple instructional techniques and assignment types, e.g., video, narrative, graphics, discussion boards, quizzes, etc.
C. The faculty member provides a forum for students to ask questions about course content or course organization / expectations (e.g., dedicated discussion board).
D. The faculty member responds promptly and constructively to inquiries from students (e.g., "Ask a Question" discussion board posts.)
E. The faculty member communicates a sense of interest/enthusiasm for the subject matter.
F. Faculty member supports the expression of diverse points of view on the subject matter.
G. _____

III. Content **1** **2** **3** **4** **5**

Comments

Illustrative behaviors related to class content may include:

A. The faculty member's contributions to the course demonstrate an appropriate level of subject matter expertise.

B. The instructional materials provided support student achievement of student learning outcomes or help students answer course questions.
C. The content of the course reflects current research and practice on the subject matter.
D. Course content is made accessible to all students in compliance with the Americans with Disabilities Act.
E. The faculty member uses instructional strategies appropriate to the course content.
F. The instructional content presented is appropriate to the level of the course (e.g. Graduate level material should not be presented in a lower division course).
G. _____

IV. Assessment and Feedback **1** **2** **3** **4** **5**

Comments

Illustrative behaviors related to assessment and feedback may include:

A. Students have sufficient opportunity to demonstrate learning through graded assignments.
B. Grades are posted in the grade book in a timely manner.
C. The faculty member provides meaningful feedback (e.g., narrative comments, rubric scores) to students on graded work.
D. Sufficient information is provided to students (via the syllabus or the grade book) so students understand how their final course grade will be determined.
E. Opportunities for students to demonstrate learning appear at regular intervals during the course (e.g., assignments don't all occur in the second half of the course).
F. The faculty member uses formative, ungraded assessment activities to measure student learning.
G. _____

V. Global Score for the 4 teaching dimensions. Place the score for each dimension and calculate the mean for the global score:

____ Course Design and Organization
____ Communication, Interaction, and Engagement
____ Content
____ Assessment and Feedback

Mean score for teaching effectiveness = _____ (__/4)

VI. Course Syllabus

As a part of the enhanced peer review, include a review of the course syllabus components (refer to the most up-to-date faculty handbook for additional guidance on developing the syllabus). The candidate should do a self-review of his/her syllabus prior to the course review and share the self-review ratings with the reviewer. Departments may adapt the items as applicable to their discipline.

In the appropriate column (self/peer), rate each item as met or not met. Offer comments where necessary paying special attention to any items that need attention.

Comments

Self-Review	Peer-Review	
		1. ADA compliant syllabus posted in LMS shell and easily found*
		2. Course Designations to include: Numbers, Title, Credit Hours, Semester and Year, Instructor's Name, Office Hours, Office Number, Phone, and Email Address
		3. Course Description and Prerequisites (as indicated in the Bulletin)
		4. Course Objectives (add accreditation standards and SLO's as applicable)
		5. Required Learning Resources, or Textbook, and/or supplemental reading

		6. Course Requirements Examples: Test(s), Reading Lists, Visual Aids, Computer Laboratories, Field Trips, etc.
		7. Basis and Methods for Grading. Gradebook posted in LMS and reflects what is posted in syllabus.
		8. Attendance Policy
		9. Disability Policy
		10. Policy on Minors
		11. Service Animals in the Classroom
		12. Academic and Classroom Misconduct
		13. Midterm Grades statement if applicable
		14. Caveat (Standard statement that syllabi might change)
		15. Other departmental requirements where applicable
		*Note: The syllabus is to be posted 2 days prior to start of class

Summative Narrative Comments on Observed Strengths and Areas for Improvement
Must include comments on changes between formative and summative evaluations, especially items in formative summary.

Topics to comment on (at a minimum):

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): _____Evaluator's Department: _____

Evaluator's Signature: _____Date: _____