



Online/Hybrid Course Evaluation Form

Instructor's name:

Observer's name:

Check one: Peer evaluation Administrative evaluation

Date of Evaluation:

Course:

Module/Lesson:

Number of students enrolled:

This evaluation provides feedback for the instructor about the effectiveness of a specific online or hybrid course. Rate the instructor and the course qualities by checking the appropriate box for each item. Any rating below a "3" ("Ineffective") must be explained in the comment section. While this evaluation may be conducted independently by the evaluator, the evaluator should meet with the instructor so the instructor can highlight course features for the evaluator.

Scale: 8-7-6 Excellent (Exceeds expectations)

8: This aspect of the lesson was **superior** and completely successful; there are no conceivable improvements to be made.

7: This aspect of the lesson was **excellent** and almost completely successful; only exceedingly minor modifications are necessary.

6: This aspect of the lesson was **above average** and very successful; the instructor can consider how to fine-tune her/his approach.

5-4-3 Effective (Meets expectations)

5: This aspect of the lesson was **effective** and successful; the instructor can still consider possible modifications.

4: This aspect of the lesson was **average** and achieved a baseline level of success; the instructor should explore potentially more effective alternatives.

3: This aspect of the lesson was **low average** and met with somewhat limited success; some improvement is needed.

2-1-0 - Ineffective (Does not meet expectations)

2: This aspect of the lesson was **largely unacceptable** and met with very limited success; significant improvement is needed.

1: This aspect of the lesson was **wholly unacceptable** due to incoherence, inaccuracy, irrelevance, etc. and totally unsuccessful; an entirely different approach is necessary.

0: This score should be assigned only in the event that the **instructor does not appear** for the scheduled observation.

Part 1: Course/Lesson description and information

1. How is this class scheduled (Hybrid, online, 1H or 2H, etc.) _____
 If this is a hybrid course, please identify all face-to-face activities that apply:
 - a. Lecture
 - b. Discussion
 - c. Presentations
 - d. Exams
 - e. Assignments

2. Which Student Learning Objectives for the course were addressed in this module/lesson?

3. Identify at least two examples of faculty member-student direct instruction from RASI (Regular and Substantive Interaction) training. Examples are grading feedback, announcements, course messages, discussions, chat, or videos.

Part 2: Summative evaluation

| | | | | | |
|---|----------------------|--------------------|----------------------------|----------------|--------------------|
| <p>In each category, please select one numerical value that best represents the degree to which the instructor <i>exceeds expectations, meets expectations, or does not meet expectations</i>. General definitions of each numerical value appear in the Legend on the previous page. Please provide explanatory comments for at least 4 of your ratings.</p> | | | | | |
| | Exceeds expectations | Meets expectations | Does not meet expectations | Non-applicable | Evaluator comments |
| Course Overview & Information | | | | | |
| 1. Course includes Welcome and Getting Started content in Canvas | 8 - 7 - 6 | 5 - 4 - 3 | 2 - 1 - 0 | N/A | |

| | | | | | |
|--|-----------|-----------|-----------|-----|--|
| 2. Course provides a readily accessible syllabus (e.g., PDF, HTML or .doc) | 8 - 7 - 6 | 5 - 4 - 3 | 2 - 1 - 0 | N/A | |
| 3. Syllabus provides instructor contact information and online availability | 8 - 7 - 6 | 5 - 4 - 3 | 2 - 1 - 0 | N/A | |
| 4. Information regarding use of any additional publisher resources is provided, and all external links work. | 8 - 7 - 6 | 5 - 4 - 3 | 2 - 1 - 0 | N/A | |
| Design and Layout | | | | | |
| 5. Course uses a logical, consistent, and uncluttered design | 8 - 7 - 6 | 5 - 4 - 3 | 2 - 1 - 0 | N/A | |
| 6. Course is easy to navigate with modules, use of indent/folders, and identifiable sections; it does not just stack content in one large block or page. | 8 - 7 - 6 | 5 - 4 - 3 | 2 - 1 - 0 | N/A | |
| 7. Course provides a variety of accessible texts, files, images, and videos to meet the needs of diverse learners. | 8 - 7 - 6 | 5 - 4 - 3 | 2 - 1 - 0 | N/A | |
| 8. Alt-Text explains images, and instructor uses and ensures video captions are accurate. | 8 - 7 - 6 | 5 - 4 - 3 | 2 - 1 - 0 | N/A | |

| Content and Instruction | | | | | |
|--|-----------|-----------|-----------|-----|--|
| 9. Course provides evidence of regular and substantive interaction between instructor and student (e.g., video conferencing, announcements, active discussion board posts, assessment feedback, etc.). | 8 - 7 - 6 | 5 - 4 - 3 | 2 - 1 - 0 | N/A | |
| 10. Instructor provides “regular and substantive” feedback on assignments (i.e., doesn’t just say “good job” or “OK”). | 8 - 7 - 6 | 5 - 4 - 3 | 2 - 1 - 0 | N/A | |
| 11. Course provides for student-to-student engagement that supports active learning (e.g., peer feedback, discussion posts, group projects). | 8 - 7 - 6 | 5 - 4 - 3 | 2 - 1 - 0 | N/A | |
| 12. Course offers a range of engaging activities and resources that facilitate communication and collaboration, deliver content, and support engagement. | 8 - 7 - 6 | 5 - 4 - 3 | 2 - 1 - 0 | N/A | |
| Criteria for assessing graded assignments are clearly articulated through assignment guidelines and/or rubrics. | 8 - 7 - 6 | 5 - 4 - 3 | 2 - 1 - 0 | N/A | |

| | | | | | |
|--|-----------|-----------|-----------|-----|--|
| Clear and detailed instructions, including due dates, are provided for course activities; the gradebook is updated frequently. | 8 - 7 - 6 | 5 - 4 - 3 | 2 - 1 - 0 | N/A | |
|--|-----------|-----------|-----------|-----|--|

Part 3: Post-observation reflections, discussion and conclusions. After communicating with the instructor you observed and sharing your comments on this form, please write a short summary of your conversation. Describe any strong points or concrete goals for improvement that you identified, clarify any differing interpretations of classroom events or course design, and so on.

Observer signature _____ Date: _____

Instructor signature _____ Date: _____

4/6/2023