

SUGGESTIONS FOR EVALUATING ONLINE COURSES

Online Teacher Evaluation Checkpoints

RECOMMENDED PRACTICE	QUESTION	SAMPLE COMMENTS IF ALIGNED	SAMPLE COMMENTS IF NEEDS ATTENTION
B. Organizational Skills: Pre-course contact	Is it clear to students how to get started in the course?	Pre-course contact helps students successfully start the course.	It is not clear to students how to get started. Instructions could be placed in schedule notes, instructor website, or Canvas Announcements.
B. Organizational Skills: Clear course outcomes and policies	Is the syllabus well organized with required categories (learning outcomes and a policy for dropping inactive students)?	The syllabus is easy to find and includes learning outcomes and a policy for dropping inactive students.	The syllabus is missing or difficult to find or is missing learning outcomes and/or a policy for dropping inactive students. Please see the Online Course Syllabus Template at cuyamaca.edu/teachingOnline
B. Organizational Skills: Communication Policy	Is it clear to students how to communicate? What is the usual response time for questions & grading?	It is clear to students how to communicate and how long it should take to get a response to questions and assignments.	It is not clear to students how to communicate and how long it should take to get a response to questions and submitted assignments. Consider adding this information to an orientation module and the syllabus.
B. Organizational Skills: Contact info	Is it easy to find contact information for the instructor?	Instructor contact information is easy to find and includes expected response time.	Instructor contact information is not easy to find and/or does not include expected response time.
B. Organizational Skills: Grade policy	Is it clear how grades are calculated?	It's clear how the final grade is calculated.	It's unclear how the final grade is calculated. Recommended: grade breakdown in syllabus and/or grouped/weighted assignments in Canvas.
B. Organizational Skills: Getting started	Does the course home make it clear how to get started?	Once in the course, it's clear how to get started.	Once in the course, it's not clear how to get started. Recommended: orientation module and a prominent "Start Here" link to it on the home page.
B. Organizational Skills: Course organization	Is the course content chunked into usable modules?	The course is organized into clear unit modules and navigation is clear.	The course seems disorganized. Recommended: use modules to organize course content and assignments into weekly chunks & make sure navigation is clear.
B. Organizational Skills: Unit-level objectives	Do units include learning objectives?	Each unit/module includes clear learning objectives.	The unit learning objectives are unclear. Each module/unit should include clear learning objectives. These could be in a weekly announcement, in learning

			resources, assignment instructions, etc.
C. Teaching Skills: Learning resources	Is it clear to students how to learn to meet the unit objectives?	It's clear how students are expected to learn the course material and a variety of learning resources are offered.	It's unclear how students are expected to learn the course material and/or learning resources lack variety. Recommended: include more than one kind of resource such as readings (textbook, website, publisher material), video, slides, multimedia, simulations, tutorials, etc.
C. Teaching Skills: Assessments	Does the course include meaningful assignments and assessments?	The course includes robust assignments and assessments. The instructor provides meaningful feedback to students.	Assignments and assessments appear to be superficial. Recommended: a variety of robust assignments/assessments (a mix of quizzes, exams, written assignments, projects, labs, or group work). Instructor feedback is required to distinguish an online course from a correspondence course.
C. Teaching Skills: Clear assignment instructions	Is it clear to students how to complete assignments and what is expected? (See modules and/or Assignments)	Assignment instructions and expectations are clear.	Assignment instructions and expectations are not always clear. Recommended: Rubrics, clear assignment instructions, examples of good work, etc.
C. Teaching Skills: Interaction	Are there weekly opportunities for student-student interaction and student-teacher interaction?	Weekly opportunities for student-student and student-teacher interaction are provided and encouraged to reinforce course content and build community.	Weekly opportunities for student-student and student-teacher interaction are not provided/encouraged. Recommended: discussion activities or group assignments to reinforce course content and build community. Demonstrable and documented regular and substantive interaction is required by federal and state regulations.
C. Teaching Skills: Meaningful & timely assessment feedback	Is there evidence of meaningful and timely assessment feedback? (Select and Assignment and then SpeedGrader for comments, rubrics, and/or peer review)	Meaningful and timely feedback is provided for assignments.	There is minimal evidence of meaningful, timely assignment feedback. Recommended: rubrics, assignment comments, peer review, etc.
C. Teaching Skills: Instructor contact	Is there ongoing and consistent instructor contact in Canvas announcements, assignment comments and/or rubrics, discussions, and Inbox? (Though evaluator cannot access Inbox, you can	There is evidence of ongoing and consistent contact throughout the duration of the course.	There is minimal evidence of ongoing and consistent contact throughout the duration of the course. Recommended contact includes weekly announcements, feedback for graded assignments, and instructor participation in online discussion. Demonstrable and documented regular and substantive

	select a student in the gradebook and click Analytics to see a graph of teacher-student Inbox interaction.)		interaction is required by federal and state regulations.
C. Teaching Skills: Accessibility	Are course materials accessible? (spot check materials for image alt text, document headings, close captioned video, audio transcripts, etc.)	Course content appears accessible. Consider attending Accessibility Workshops during professional development week to ensure your materials are accessible to all students.	Course content is not all accessible. Required: alt text for images, accessible documents, closed captioning for video, transcripts for audio for all content, including publisher content. See the Accessibility Checklist for details at cuyamaca.edu/teachingOnline . Consider attending Accessibility Workshops to ensure your materials are accessible to all students.
A. Subject Matter Mastery: Subject Matter expertise & Communication	Does the instructor demonstrate subject matter expertise and effective communication of subject matter?	The instructor demonstrates subject matter expertise and effective communication of subject matter.	Subject matter expertise and/or effective communication of subject matter is not evident.

Suggestions for Evaluators

- It's important to evaluate online courses and online components of hybrid courses
 - Better instructional design and interaction should improve the success rate
 - Accreditation & regulations require evidence of regular and substantive interaction, accessibility, & dropping inactive students
- Logistics
 - Have the teacher [add you to Canvas as an evaluator](#)
 - Offer to meet with the instructor to go over the course together
 - Use the Peer/Manager Online Instruction Form
- Be sure to praise excellence!
 - Orientation, scaffolding, support for students
 - Student friendly design (consistency, inclusion of graphics, "chunked" content)
 - Clear instructions and expectations
 - "Humanized" course (sense of community/warmth/humor)
 - Rich/live interaction (images, brief video, etc.)
 - Interesting/complex assignments with feedback
- For serious problems
 - Contact Chair/Coordinator/Dean
 - Look again next semester
 - Encourage instructor to meet with Rhonda or Jodi
- Suggested general comments
 - All instructors are encouraged to attend Accessibility Workshops during Professional Development Week
 - For face-to-face faculty: All instructors are encouraged to use Canvas to post grades and share the course syllabus and other documents.