

Eval Order	Recommended practice	Description	MapTo EvalForm	Aligned	Incomplete				Column1
1	Pre-course contact	Clear info to help students get started in Canvas Announcement, instructor webpage, modules, and/or WebAdvisor schedule notes	B. Organizational Skills	Pre-course contact helps students successfully start the course (e.g. Schedule Notes, Announcement, instructor webpage).	It is not clear to students how to get started. Instructions could be placed in schedule notes, instructor website, or Canvas Announcements.				
2	Clear course outcomes and policies	well organized syllabus with required categories	B. Organizational Skills	The syllabus is easy to find and includes learning outcomes, a communication policy, and a policy for dropping inactive students.	The syllabus is missing or difficult to find or is missing one or more of the following: learning outcomes, communication policy, and a policy for dropping inactive students.				
3	Course organization	Main course content chunked into usable modules	B. Organizational Skills	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 and make sure navigation is clear.				
3	Grade policy	Syllabus or Canvas Assignments make it clear how grades are calculated	B. Organizational Skills	It's clear how the final grade is calculated.	It's unclear how the final grade is calculated. Recommended: grade breakdown in syllabus or grouped/weighted assignments in Canvas.				
3	Instructor contact	ongoing and consistent instructor contact in Canvas announcements, assignment comments and/or rubrics, discussions. Go to People and click Gear icon in upper right to see Student Interactions Report.	C. Teaching Skills	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 effective contact is required by federal and state regulations.				
4	contact info	Instructor contact info in Canvas home, profile, and/or syllabus	C. Teaching Skills	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.				
5	Getting started	Canvas home links to orientation module.	B. Organizational Skills	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.				
6	Unit-level objectives	Units include learning objectives (could be in module, announcement, learning resources, assignment instructions, etc.)	B. Organizational Skills	Each unit/module includes clear learning objectives.	The unit learning objectives are unclear. Each module should include clear learning objectives. These could be in a weekly announcement, in learning resources, assignment instructions, etc.				
7	Assessments	Assignments - look for robust activities & variety	C. Teaching Skills	Course assignments include a variety of robust assessments that require higher-level thinking.	Learning assessment appears to be superficial. Recommended: a variety of robust assignments/assessments that require higher-level thinking. Examples: quizzes, exams, essays and other written assignments, projects, labs, group work. This is required to distinguish an online course from a correspondence course.				
8	Interaction	Canvas discussions and/or group assignments.	C. Teaching Skills	Opportunities for student-student and student-teacher interaction are provided and encouraged to reinforce course content and build community.	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 effective contact is required by federal and state regulations.				
9	Learning resources	Modules include robust learning resources	C. Teaching Skills	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. Examples: reading (textbook, website, publisher material), video, slides, multimedia, simulations, tutorials, etc.				
10	clear assignment instructions	Look in assignments for clear assessment instructions and/or guidelines (rubrics)	C. Teaching Skills	Assignment expectations are clear.	Assignment expectations are not always clear. Recommended: Rubrics, clear assignment instructions, examples of good work, etc.				
11	meaningful & timely assessment feedback	Look in assignments for rubrics or assignment comments, quiz feedback, peer review, etc.	C. Teaching Skills	Meaningful and timely feedback is provided for assignments.	There is minimal evidence of meaningful, timely assignment feedback. Recommended: rubrics, assignment comments, quiz feedback, peer review, etc.				
12	Accessibility	spot check learning materials for image alt text, document headings, captioned video, audio transcripts, etc.	C. Teaching Skills	Course content appears accessible.	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 <a href="http://www.cuyamaca.edu/faculty-staff/teaching-online/pdf/accesschecklist.pdf">http://www.cuyamaca.edu/faculty-staff/teaching-online/pdf/accesschecklist.pdf</a> .				



<b>Evaluation Checklist for Online Courses</b>			
<b>version 1.0</b>		5/18/2017	
This is a simple checklist to help you evaluate online courses. Each item maps to the existing peer/manager evaluation form.			
The rows are sorted in a logical order (Eval Order) and each item includes information about what to look for and where to look.			
Questions or comments? Contact Jodi Reed.			
References:			
OEI Rubric	<a href="http://ccconlineed.org/faculty-resources/professional-development/online-course-design-standards/">http://ccconlineed.org/faculty-resources/professional-development/online-course-design-standards/</a>		
Cuyamaca Best Practices	<a href="http://www.cuyamaca.edu/faculty-staff/teaching-online/default.aspx">http://www.cuyamaca.edu/faculty-staff/teaching-online/default.aspx</a>		
Cuyamaca Accessibility Checklist	<a href="http://www.cuyamaca.edu/faculty-staff/teaching-online/pdf/accesschecklist.pdf">http://www.cuyamaca.edu/faculty-staff/teaching-online/pdf/accesschecklist.pdf</a>		
Suggested boilerplate language for general comments:			
All faculty	All faculty are encouraged to attend Accessibility Workshops during Professional Development week.		
Blackboard users:	All instructors need to use Canvas for courses by Spring 2018. Contact Rhonda Bauerlein for training information.		
F2F faculty	All faculty are encouraged to use Canvas to share syllabus and other documents and post grades.		

<b>EvalNum</b>	<b>Description</b>							
<b>A</b>	<b>Subject Matter Mastery</b>							
a1	Command of subject matter							
a2	Communication of subject matter							
<b>B</b>	<b>Organizational Skills</b>							
b1	Preparation for class							
b2	Relationship of content to course objectives							
<b>C</b>	<b>Teaching Skills</b>							
c1	Teaching methods used							
c2	Responsiveness to students							
c3	Availability to students							
c4	Classroom climate created							
c5	Awareness of student differences							
c6	All materials required of, and provided to, students are ADA & FRA Sect. 508 compliant							
<b>D</b>	<b>Professional Skills</b>							
d1	Evidence of professional growth							
d2	Quality of professional relationships							
d3	Department, Division, College and District requirements are followed							
d4	Related duties as specified in the official Job Description							

OEI Rubric	<a href="http://ccconlineed.org/faculty-resources/professional-development/online-course-design-standards/">http://ccconlineed.org/faculty-resources/professional-development/online-course-design-standards/</a>
Cuyamaca Best Practices	<a href="http://www.cuyamaca.edu/faculty-staff/teaching-online/default.aspx">http://www.cuyamaca.edu/faculty-staff/teaching-online/default.aspx</a>
Cuyamaca Accessibility Checklist	<a href="http://www.cuyamaca.edu/faculty-staff/teaching-online/pdf/accesschecklist.pdf">http://www.cuyamaca.edu/faculty-staff/teaching-online/pdf/accesschecklist.pdf</a>