**SBCC DE Self-assessment**

This self-assessment is designed to give you an idea of how well your hybrid and/or DE courses are meeting the requirements of our state regulations (Title 5), ACCJC, and the U.S. Department of Education. For a comprehensive assessment tool, check out the Online Education Initiative – Course Design Rubric.

Instructor's Name:
Course:

This checklist focuses on two categories only — **Regular Substantive Interaction** (RSI) and **Accessibility.**

| **Regular Substantive Interaction:** DE courses are considered the "virtual equivalent" to in-person courses. | Yes | No | Notes |
|---|---|---|---|
| 1. My syllabus includes a communication policy in which I do the following | | | |
| a. Specify the frequency of all contact initiated by the instructor.<br>*For example, state how often students can expect to receive a class email.* | | | |
| b. Specify timeliness of response to student-initiated contact.<br>*For example, "Monday-Thursday I usually respond to your emails within 24 hours. I will respond to emails sent Friday-Sunday on Monday morning."* | | | |
| c. Explain course policy regarding student-initiated contact (where to post questions, assignments, etc.) | | | |
| d. Outline and explain netiquette. | | | |
| e. Clarify important dates, such as assignment and assessment deadlines. | | | |
| f. Explain how participation is evaluated (i.e. using a rubric or equivalent grading document) | | | |
| 2. A class welcome including an orientation to the LMS and specific course is provided. | | | |
| 3. A specific discussion for questions regarding course assignments (i.e. FAQ's) is provided. | | | |
| 4. Instructor contact information which includes virtual or in-person office hours is prominently displayed. | | | |
| 5. A variety of instructor-initiated contact and interaction is provided which establishes the instructor's active presence in the class. This is demonstrated by the utilization of the following (check all that apply): | | | |
| a. Email | | | |
| b. Discussions | | | |
| c. News/Announcements | | | |
| d. Assignment feedback | | | |
| e. Grades feedback | | | |
| f. Rubrics | | | |
| g. Quiz feedback | | | |
| h. Chat/virtual office hours | | | |
| i. Checklist | | | |
| j. Surveys & Self-Assessments | | | |
| k. Other: | | | |

| | | | |
|---|---|---|---|
| 6. Frequent and substantive feedback is provided throughout the course.<br>***Tip: This includes individual feedback on assignments and discussions, but can also include prepared feedback utilizing tools such as Rubrics & Quiz feedback.*** | | | |
| 7. Regularly scheduled assignments and projects promote interaction and collaboration | | | |
| a. Instructor-learner examples: Self-introduction; discussion postings and responses; feedback on project assignments; one-to-one e-mail communication, etc. | | | |
| b. Learner-learner examples: Self-introduction exercise; group discussion postings; group projects; peer critiques, etc. | | | |
| c. Learner-content examples: essays, term papers, group projects, etc. based on readings, videos, and other course content; self-assessment exercises; group work projects, etc. | | | |

| **Section A: Content Presentation** | Yes | No | Notes |
|---|---|---|---|
| 1. Placement of Unit-level Objectives | | | |
| 2. Use of custom home page | | | |
| a. Use of course card image for dashboard | | | |
| 3. Unused items are hidden from Course Navigation | | | |
| 4. Content is “chunked” by leveraging modules. | | | |
| 5. External tools are embedded within modules or pages. | | | |
| 6. Anonymous feedback via forms or other tools. | | | |
| 7. Technology support: support is linked where support is needed (not only a single page) | | | |

| **Section B: Interaction** | Yes | No | Notes |
|---|---|---|---|
| 1. Pre-Course Contact (Announcement) | | | |
| 2. Introduction page for each module is used | | | |
| 3. Student instructions on how to find help are included | | | |
| 4. Discussions are used to promote interaction of students | | | |

| **Section C: Assessment** | Yes | No | Notes |
|---|---|---|---|
| 1. Authentic assignments used | | | |
| 2. Variety of assessment types are used | | | |
| 3. Feedback is given on a regular basis | | | |
| 4. Students are given opportunity for self assessment | | | |
| 5. Rubrics are used | | | |
| a. Outcomes are included in rubrics | | | |

| **Section D: Accessibility** | Yes | No | Notes |
|---|---|---|---|
| 1. An ADA statement and contact information for DSP&S are provided in your syllabus. | | | |
| 2. Heading Styles are used | | | |
| 3. All learning activities or instructional media are accessible. | | | |
| a. Videos are accurately captioned. | | | |
| b. Audio files are transcribed. | | | |
| c. Objects (including images, tables, and charts) have alternative text. | | | |
| d. Course materials are “readable” in terms of effective font, color contrast, and spacing. Color is not the only method used to convey meaning. | | | |
| e. Hyperlink text is meaningful. | | | |
| f. Documents are created in such a way that screen reading software is able to “read” them. (i.e. styles are used; column header rows in tables are specified, etc.) | | | |