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. *For example, state how often students can expect to receive a class email.*			
b. Specify timeliness of response to student-initiated contact. *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:			

	Yes	No	Notes
6. Frequent and substantive feedback is provided throughout the course. *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. <u>Instructor-learner examples:</u> Self-introduction; discussion postings and responses; feedback on project assignments; one-to-one e-mail communication, etc.			
b. <u>Learner-learner examples</u>: Self-introduction exercise; group discussion postings; group projects; peer critiques, etc.			
c. <u>Learner-content examples:</u> 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.)			