

MOST Course Check Up

At SDCCD, the same faculty appraisal form criteria is used for evaluating all of our courses - no matter the modality. In this document, MOST has aligned the faculty appraisal form criteria with online course design & practice examples. We hope this is a helpful resource to you. Please contact MOST @ mesamost@sdccd.edu with your suggestions & feedback. And [sign up for MOST 3-IDEas](#) for friendly support on improving your online course design.

Faculty Appraisal Form Criteria

Online Course Design Examples & Practices

Presentation Skills	Instructor creates content that enhances student understanding. Examples include, but are not limited to: • Content pages include meaningful 'chunking' using headers or other visual cues to reduce cognitive load. • A variety of ways to engage with the material are available including video, text, graphics, etc. • Content pages and files such as documents, PDFs, presentations, videos, etc. pass accessibility checks. • Zoom: legible screen share, provided visual and audio materials to enhance lecture.
Adaptability/Flexibility	Instructor creates content and assignments that are adjusted based on student progress, understanding, and feedback. Examples include, but are not limited to: • Announcements showing changes to course based on student progress - either scaffolding, additional assignments, additional support. • Adjustments to scheduling and deadlines. • Demonstrated willingness to create new videos, pages, assignments, etc. to help students learn course concepts. • Zoom: See appraisal guide.
Facilitation Skills	Instructor designs course to facilitate student-to-student and student-to-instructor interaction. Examples include, but are not limited to: • Discussions, group projects, and/or group annotation is used within the course. • Students receive regular contact from the instructor possibly in weekly announcements that recap and preview material. • Students are encouraged to connect with the instructor and other students, via tools such as the Canvas Inbox, Pronto, Teams, etc. • Information about best contact methods and response times on syllabus / homepage / orientation module. • Zoom: Instructor elicits questions via audio or chat. • Zoom: Use of breakout rooms, polls, and other interaction tools.
Assessment	Instructor uses a variety of formative and summative assessments aligning to course objectives. Examples include, but are not limited to: • Assessments are clearly linked to learning objectives for students. • A variety of assessment types used regularly throughout the course, such as a quiz, discussion, and/or writing assignment.
Feedback Skills	Instructor makes students aware of how to successfully complete assignments and provides timely feedback for improvement. Examples include, but are not limited to: • Assignment instructions are clear and include rubrics, grading criteria, and/or examples of good work. • Feedback is timely, meaningful, supportive, and affirming. • Students are given clear instructions on how to access feedback from their instructor.

	Where possible, the instructor provides synchronous feedback in the moment.
Skill in Creating the Learning Environment	Instructor creates a flexible learning environment for students. Examples include, but are not limited to: - There are multiple ways for students to engage with course material (e.g., discussions, collaborative annotations, student audio/video recordings, and various tools) - Information is presented in multiple ways to students (e.g., text, videos, audio material).
Skill in Managing Class Time	Instructor intentionally uses content and activities to make effective use of students' time. Examples include, but are not limited to: - Weekly announcements are clear and concise and used intentionally. - Modules include all necessary resources and activities that students need. - Work assigned clearly and directly supports learning objectives (no busy work). - Zoom: Instructors break up synchronous class time to include different types of teaching (lecture, group work, discussion, in-class activities).
Skill in Making Content Relevant	Instructor presents course material in ways that allow students of different backgrounds to find connection. Examples include, but are not limited to: - Opportunities are created for students to connect the course material to their own experience identity, and future goals and plans. - Examples in material represent the diversity of student backgrounds. - Attention is drawn to historical biases in their discipline and engages students in discussions of how their field reflects broader cultural trends.
Skill in Establishing Rapport/Trust	Instructor creates opportunities for students to be seen and heard individually. Examples include, but are not limited to: - Opportunities are created for students to give them feedback on the course. - Regular contact is maintained between instructor and students (announcements, Canvas Inbox). - Grading turnaround time and email response time are made transparent, and the instructor is consistent. - A Getting-to-know-you survey or introductory assignment/discussion is used to learn more about the needs of students. - Information is included for students about how to access campus resources related to basic needs, tutoring, etc.
Demonstrated sensitivity to issues of diversity, equity, inclusion, and accessibility	Instructor cultivates an accessible and equitable environment where students feel represented and included. Examples include, but are not limited to: - Course materials represent a diversity of viewpoints including authors' cultural backgrounds. - Images throughout the course reflect diversity (differences including but not limited to: ethnicity, gender, age, disability, etc.) - Course assessment strategies are designed to be equitable for all students, such as flexibility in due dates, alternative grading strategies, inclusive assessment design, and encouraging revisions and multiple attempts on assignments/quizzes. - When available, the instructor selects Open Educational Resource (OER) and/or Zero Textbook Cost (ZTC) materials to ensure that all students have textbook access on Day 1. - Principles of Universal Design for Learning (UDL) are incorporated within the course (multiple means of engagement, representation, action and expression). - Content pages include meaningful 'chunking' using headers or other visual cues, which is more inclusive of neurodiversity. - Content pages and files such as documents, PDFs, presentations, videos, etc. pass accessibility checks.