

## **CHECKLIST FOR ONLINE INSTRUCTOR EVALUATION**

Prepared by the Educational Technology Committee

Approved by the Academic Senate, September 28, 2006

*"[A] means to fostering an excellent faculty is for the college to have an evaluation policy and procedure that assesses the most important characteristics of an individual faculty member and provides encouragement for improvement."*

State Academic Senate publication, *Accreditation: Evaluating the Collective Faculty*

In the interest of promoting innovation, ensuring continued quality of instruction, and enhancing student success, we recommend that the following guidelines be considered for use when evaluating faculty teaching online.

These recommendations are not meant to abrogate the established role of faculty / department chairs in evaluating online instructors, nor should they contravene the evaluation process established through the collective bargaining process. These guidelines are meant to serve as a helpful tool in maintaining high quality instruction and promoting continual professional development.

### **Procedural Recommendations**

1. Select a member from the department who has online teaching experience. If no member of the department has online teaching experience, seek an experienced online educator from the division to help conduct the evaluation. FLEX credit is available for an experienced online instructor who assists in the evaluation process.
2. Establish the type of online course (hybrid, 100% online, etc.). Establish what type of virtual classrooms / course management system the instructor is utilizing.
3. The evaluator should review the distance learning addendum for the course, paying particular attention to the descriptions of student-instructor and student-student contact.
4. Request permission to enter the evaluatee's website(s) during a specified period of time, preferably a window of between one and three days, or the duration of a learning unit. No one other than the evaluator (and experienced online educator from the division who may be assisting the evaluator) should access the virtual classroom(s) with this user name and password.
5. The evaluatee should be encouraged to provide directions, emphasize features of the website, and otherwise guide the evaluator through the course website.
6. If the evaluatee wishes, he or she should be allowed to personally assist the evaluator in exploring the virtual classroom. This assistance may be provided in person, or via telephone, instant messaging, or other synchronous communication.

## **Helpful Questions for Evaluating Online Instruction**

1. Do the course syllabus and calendar of assignments clearly reflect the pedagogy described in the course outline of record and distance learning addendum?
2. Are the assignments appropriate to and in keeping with the pedagogy described in the course outline of record and the distance learning addendum?
3. If the course is not offered via Blackboard, does the instructor provide clear and concise instructions on how to access the course?
4. Does the instructor provide clear and concise instructions about course navigation?
5. Does the instructor maintain effective student-instructor contact and student-student contact? (For example, timely feedback at discussion forums and via email, discussion board threads guided by the instructor's own comments.)
6. Is the website / virtual classroom easy to navigate? Are uploaded documents easy to open and read? Do web pages reflect standard design principles for navigation and readability?
7. Does the instructor employ a variety of assessment techniques?
8. Are the website documents, links, and other features updated and functioning appropriately?
9. Does the instructor provide clear and concise assignment instructions?
10. Is the website 508 compliant? (For example, images have alt tags, video & audio have accompanying text.)
11. Does the technology / virtual classroom being used facilitate student learning: critical thinking/reading, group discussion, and writing?
12. Do the activities and assignments prepare students to meet the course's Student Learning Outcomes?
13. Does the type and amount of work seem appropriate for the level and unit value of the class?