Evaluation of Online Teaching
at College of the Redwoods
DRAFT 03.01.15

Evaluation of Instructors (AP 4105)
Instructors teaching online classes shall be systematically evaluated using criteria applied to all classes, in addition to criteria specific to online instruction.
Evaluation of Online Teaching

Faculty Evaluation Committee Checklist

• The FEC chair (or designee) shall contact evaluatee and go over the following:
  • Give evaluatee the name(s) of the evaluator(s) who will visit the LMS shell(s).
  • Determine the “access window” (beginning and ending dates for shell access by evaluator – preferably Monday through Sunday of a mutually-agreed-upon week).
  • Give evaluatee the “Evaluatee Checklist,” go over it with them, then ask them to follow all steps therein.

• Send an email to the Instructional Technologist (Reno Giovannetti) with the following:
  • Name of instructor to be evaluated.
  • Full section name(s)/number(s) to be evaluated (example: “GEOL-10-V7430”)
  • Contact information (name plus email or physical address) of person who shall receive the survey results (usually the FEC chair or support staff or designee).
  • The “access window” (beginning and ending dates for student access to the online F-3 in SurveyMonkey)

• Instruct the evaluator to make NO content changes in evaluatee’s course shell(s); only observe.
Category 1: The syllabus is well organized and comprehensive. In addition to standard CR information (e.g., “Students with Disabilities: This class is designed to accommodate students with disabilities. Please contact me directly with specific concerns. For more information go to the DSPS website at http://redwoods.edu/district/dspss/” there should also be information regarding:

• **student expectations**, e.g., “Your commitment will require at least as much time as you dedicate to a traditional class. A typical three credit hour class will require about nine hours per week of your time. You will need to carefully read online lectures and textbook chapters, participate in online activities and watch online videos, participate in online discussions, complete weekly quizzes, and submit a written exam (proctored) and paper. Conscientiousness, attention to details, and skills in reading and writing are critical for success.

• **online etiquette**, e.g., “Please familiarize yourself with the Student Code of Conduct Standards in the college catalogue under campus policies and regulations. It is required that do your own work. All papers, postings, and exams must be completed by you without assistance. Do not use any source except the textbook or instructor’s lectures in your discussion posts without proper citation. Please be respectful to your classmates. Be kind and considerate in all of your postings and responses to the discussion forum.”

• **instructor expectations** to include a policy describing the frequency and timeliness of instructor initiated contact and instructor feedback. e.g., “Your commitment will require at least as much time as you dedicate to a traditional class. A typical three credit hour class will require about nine hours per week of your time. You will need to carefully read online lectures and textbook chapters, participate in online activities and watch online videos, participate in online discussions, complete weekly quizzes, and submit a written exam (proctored) and paper. Conscientiousness, attention to details, and skills in reading and writing are critical for success.”

**NOTE:** Standard font is verbatim from Schedule F-2DE, while italicized font refers to elaboration and examples.
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Schedule F-2DE
SUPPLEMENTAL DISTANCE EDUCATION TEACHING EVALUATION FORM

The online syllabus differs from its face-to-face counterpart. It still follows the main structure of the traditional syllabus, but, because it is the main source of information about the course, it needs to include a greater amount of detail.

– Gives detailed information about the course assignments and texts.
– Provides a map for the course on the Learning Management System. This refers to specific instructions on course navigation.
– Sets up guidelines for class participation and grading criteria.
– Explains the course schedule in detail.

Model Syllabi - GEOL 10, HO 15, PSYCH 11, ECE 9

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Category 2: There is sufficient content to adhere to the course outline of record. An online course must meet the same student learning outcomes as a FTF course.

Compare the online course syllabus to the curriculum-committee approved course outline of record and the DE course proposal for compliance.

Current Course Outlines:
http://inside.redwoods.edu/Curriculum/Outlines/

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Category 3: The course appears to follow accessibility guidelines as described in the online course proposal form. An accessible class will usually communicate information with text. Audio and video files should have text transcripts or captioning. Still graphics (such as photos, charts or graphs) should have a text alternative describing the content.

*Must Caption* material that will be archived or used in additional courses that has both video and audio.

*Must Transcribe* any material that is audio only and is archived or used again.

*Avoid Using* software using Flash

*PDF Must Be* converted from MS Doc or PowerPoint and cannot be based on scanned document such as a book.

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Below are two examples of accessible material. On the left is a snapshot of a captioned video for the hearing-impaired and on the right is a diagram with descriptive text for the visually-impaired.

Dietary Reference Intakes

Estimated Average Requirements
Recommended Dietary Allowances
Adequate Intakes
Tolerable Upper Intake Levels

Comparison of the birth mechanism in chimpanzee (Pan), an Australopithecine (A.L. 288-1) and a modern human (Homo). The diagram shows the ‘midwife or obstetrician’s’ eye view of a neonatal head passing through the birth canal. In each drawing, the maternal pelvis and neonatal head are shown from below, with the sacrum at the bottom of the picture and the pubic symphysis at the top.

The course appears to follow accessibility guidelines as described in the online course proposal form *(below)*:

<table>
<thead>
<tr>
<th>Requirement and Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The course delivery provides a text equivalent for all non-text elements such as images, animations, applets, audio/video files and art. <em>This will enable a screen reader to read the text equivalent to a blind student.</em></td>
</tr>
<tr>
<td>2. The course delivery provides descriptions for important graphics if they are not fully described through alternative text or in a document’s content. <em>The description would inform a blind student of what a picture represented.</em></td>
</tr>
<tr>
<td>3. The course delivery ensures that information conveyed by the use of color is also understandable without color. <em>For example, so a blind or color-blind student could understand a color-coded representation of DNA.</em></td>
</tr>
<tr>
<td>4. The course delivery provides textual equivalents to audio information (captioning). <em>The text will enable deaf students to know what others are hearing.</em></td>
</tr>
<tr>
<td>5. The course delivery provides an alternative audio description for multimedia presentations. <em>The sound will enable blind students to know what others are seeing.</em></td>
</tr>
<tr>
<td>6. The course delivery ensures that moving, blinking, scrolling, or auto-updating objects or pages may be paused or frozen. <em>The movement can be distracting for students with certain disabilities.</em></td>
</tr>
</tbody>
</table>
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The course appears to follow accessibility guidelines as described in the online course proposal form (below):

<table>
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<tbody>
<tr>
<td>7. If using faculty web site vs. college provided course management system, the web site identifies, by labeling or other appropriate means, row and column headers. The identification will enable screen readers to discern the headers, which disclose the purpose of the data in the rows and columns.</td>
</tr>
<tr>
<td>8. If using faculty web site vs. college provided course management system, the web site provides title frames and includes sufficient information as to their purpose and relationship to each other. This will help blind students understand the organizational purpose of the frame.</td>
</tr>
<tr>
<td>9. If using faculty web site vs. college provided course management system, the instructor has ensured, through HiSoftware’s “Cynthia Says” <a href="http://www.cynthiasays.com/">http://www.cynthiasays.com/</a> or other appropriate verification, the usability of pages, and will attach to this proposal evaluation printouts of Section 508 and WCAG—Priority 1 compliance.</td>
</tr>
<tr>
<td>10. If interactive software for homework/instruction is used, the company has provided a current 508 statement of compliance ensuring accessibility to students needing the use of a screen reader. This ensures that publisher provided programs to supplement...</td>
</tr>
</tbody>
</table>
Category 4: Do students actively participate, and does the instructor appropriately participate, in discussion forums? There should be regular student-to-student discussions graded for quality. Grading criteria should be explicit.

Go to Discussions. You should see weekly discussions with active student participation. Student postings should be substantive and interactive with classmates. The instructor may participate as needed. You should be able to see how the discussion will be graded (explicit scoring rubric is used). Information about the discussions should also be available in the class syllabus. Student discussions should be an important part of the class and carry significant weight in grading.

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Category 5: Students are provided information on how to contact the instructor by email, messages, discussion forum, or other methods. Students should have explicit methods for asking the instructor questions.

You should see clear and multiple methods for students to contact the instructor. There should be explicit references to sending a message (Help link in Canvas) or email (with instructor’s email address). In addition, there should be an analog to raising a hand in class with a discussion forum dedicated to “questions for the instructor” that is always available and frequently used.

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Category 6: There are regular announcements. Are there clear instructions for the week’s assignments?

Go to Announcements and review the posts. Most instructors will post weekly (usually Monday) announcements describing the week’s assignments. Some instructors prefer to post the week’s assignments at the class Homepage, with weekly updates, or in Modules. This is acceptable.

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Category 7: The instructor provides timely feedback to the students’ work. The Gradebook or equivalent should be updated regularly.

Go to Grades. Assignments should be scored in a timely manner consistent with the syllabus statement of expectations for the instructor, usually within a week of their deadlines. In addition, all assignments should have instructor feedback available for review in the Grades (Canvas).

• Multiple-choice quizzes should provide correct answers after the assignment deadline has passed.
• Essay exams should have scored rubrics.
• Weekly discussion posts should have scored rubrics.
• Papers and other assignments should have instructor feedback either as comments (e.g., google docs) or scored rubrics.

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“all assignments should have instructor feedback available for review in the Grades.” Go to Canvas Grades, open the tab in the top/right corner near a student’s score. The box below will open (Ch 4 Discussion example). Open either of the links to view the scored rubric.
Category 8: There are instructor-prepared materials (text-based, audio files, and/or video files) in addition to publisher-created materials. The instructor should contribute to what the student reads, hears, and/or watches rather than relying solely on published materials.

This is one of the most common areas that needs improvement. Each week’s assignments should include substantive contributions from the instructor (lectures) in the form of text-files (often PDF and accompanied by an audio file) or video file (embedded in Canvas or YouTube-based). The written lectures should provide analysis (often 3+ pages in length) while videos can be both descriptive and analytical (often 5+ minutes).

It is not satisfactory to have brief written chapter summaries/Outlines, PowerPoint slides without narration, or content limited to the textbook, external websites, and publisher supplements.

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**Category 9:** Does the instructor initiate regular contact with **students**? The instructor should initiate regular and substantive interaction with students.

*This is defined broadly and summarizes the College’s Regular Effective Contact Policy, State’s standard for Regular Effective Contact, and ACCJC standard for Regular and Substantive Interaction, and includes:*

- Weekly announcements
- Weekly discussion forums
- Instructor-prepared materials
- Student messages

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For assistance or more information, contact:

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• Phone: 707-476-4310 | Email: Mark-Winter@Redwoods.edu