Butte College

Advisory Guidance for Online Evaluation

By Distance Learning Committee

August, 2014

PART 1: Accessibility

NOTE - FEBRUARY 16, 2017 UPDATE

Since the move to the Canvas LMS, TMI is no longer offering a standalone accessibility workshop. Instead, basic Section 508 compliance is addressed in all Canvas-related workshops.

Evaluatees are responsible for ensuring that their course materials comply with ADA and Section 508 standards.

Questions? Please contact TMI Staff, the Distance Learning Coordinator, or DSPS.

1) COMPLETION OF ACCESSIBILITY WORKSHOP AND QUIZ

   a) Completion date within 3 years of evaluation
   b) Workshop and quiz may be taken face-to-face or online (if available)
   c) TMI staff, upon request, will provide verification and date

PART 2: Online Visitation

1) TECHNICAL PROCESS

   a) Identification of section to evaluate
   b) Identification of evaluation period (minimum 1 week; more with mutual agreement)
   c) Creation of course copy at end of identified evaluation period
   d) Timely implementation of Student Feedback Forms (SFFs)

2) PRE-TOUR WORKSHEET

   a) Course identification
   b) Identification and location of instructional materials/resources
   c) Identification and location of instructional communication tools
   d) Accessibility statement
      i) Structure of textual content
      ii) Non-textual content (images, audio, video)
      iii) Tables and other complex information
3) COURSE TOUR BY EVALUATEE

Location

a) Course home page overview
b) Course syllabus and calendar
c) Location of student learning outcomes
d) Location of student orientation to the course
e) Location of technical support/required software information

Demonstration

f) Course structure, navigation, flow and consistency
g) Instructor presence
h) Student-instructor interaction
i) Student-student interaction
j) Clear instructions for assignments
k) Unique and creative aspects of the course

PART 3: Examples for Evaluating G3 Standards with Online Instruction

Advisory only: Examples are provided for guidance purposes only and are not intended to be prescriptive nor should they be construed as exhaustive.

TEACHING AND INSTRUCTION

A. Classroom effectiveness.

1. Plans for and is continually well prepared to teach.
   Examples:
   a. Presence of course expectations
   b. Evidence of clear communications guidelines

2. Provides organized and effective delivery of instruction.
   Examples:
   a. Presence of orientation or introduction to the course
   b. Use of modules or folders for learning content
   c. Evidence of consistent design or formatting of lesson materials
   d. Use of appropriate and consistent navigation
   e. Evidence of instructor presence in lecture and presentation content, course reading assignments, and so on

3. Is courteous to and approachable by students.
   See a, b, c under A5 below.
4. Is able to relate with students and command their respect.
   See a, b, c under A5 below.

5. Stimulates student participation.
   Examples:
   a. Presence of course tools and media that encourage student-student and
      instructor-student interaction
   b. Evidence that instructor monitors student participation and contributes or
      models appropriate responses
   c. Evidence of instructor-student engagement (such as in discussions,
      instructions, assignments)

6. Instruction is consistent with the stated and approved goals and content of the
   course. (answer yes/no)

7. Shows enthusiasm for the subject matter.
   Example:
   a. Evidence of features in the course (such as instructions, images, videos,
      quotations, stories) that reveal commitment to the subject and support for
      the students

8. Uses effective motivation to create student desire to learn the subject/skill(s).
   Examples:
   a. Provision of opportunities for online discussion and sharing of information
   b. Evidence that assignments, discussion prompts, quizzes, and so on require
      students to use a range of thinking skills from basic knowledge recall to
      comprehension, analysis, synthesis, and evaluation (consistent with the
      course’s approved student learning outcomes)

9. Uses standards of student evaluation that are clear, fair and followed consistently
    throughout the course.
   Examples:
   a. Evidence of clear due dates for assignments or projects
   b. Evidence of clear grading standards and expectations

10. Requires and evaluates levels of student effort sufficient to the mastery of the
    subject or skills in the course. (answer yes/no)
   Example:
   a. Presence of a variety of assessment techniques

11. Grades and returns student assignments and tests in a reasonable period of time.
    Example:
    a. Evidence that instructor responds in a timely manner with feedback and
       grades; “timely” does not imply “immediate”

12. Makes effective use of teaching aids and materials.
    Examples:
a. Evidence that course content is appropriate for the instructional level of course
b. Evidence that course design helps students manage the study load
c. Evidence that content communicates information clearly and accurately without major errors in language usage
d. Evidence that students are able to check their progress throughout the course
e. Presence of a variety of strategies and/or tools in the delivery of assignments, content, etc.
f. Evidence that instructions for tools and assignments are clear and help students understand their purpose

13. Overall effectiveness as a teacher.