

Guidelines for J1 Administrative and Peer Evaluation of Online Courses

These Guidelines are meant to be used **in parallel** with the evidence typically used for review of on-campus courses, **not** as a replacement.

1. Administrator and peer reviewers of online course faculty should have minimal competency in distance learning delivery as evidenced by at least one of the following: a) teaching an online or hybrid course; b) completing an online course as a student (either for credit or audit); c) attend an Etudes orientation session; d) other appropriate experience.
2. Instructor should be given the opportunity to provide written guidance to the reviewer about how the online course is organized, what course site content being covered at the time of the review, where to start, required computer settings, required plugins, etc.
3. Reviewers should have two hours of online access to the course site. Reviewers and course faculty members under review should determine if more than one site visit is necessary. The site visit should take place after census date.
4. If assessments are not available for viewing at the time of the review session, instructor should give the reviewer special access to at least one assessment or a printed version of the assessment.

Appendix J1, Section II: Job Performance Criteria: Administrative and Peer Evaluation Form for Faculty (Article 6 and 6A)	Application of Job Performance Criteria to Online Instruction Suggested Evidence
<i>A.1. Uses current materials and theories.</i>	<ul style="list-style-type: none"> • Same as on-campus course.
<i>A.2. Employs multiple teaching approaches when applicable.</i>	<ul style="list-style-type: none"> • Same as on-campus course.
<i>A.3. Uses materials pertinent to the course outline.</i>	<ul style="list-style-type: none"> • Same as on-campus course.
<i>A.4. Teaches at an appropriate level for the course.</i>	<ul style="list-style-type: none"> • Same as on-campus course.
<i>A.5. Communicates ideas clearly, concisely, and effectively.</i>	<ul style="list-style-type: none"> • Instructor uses appropriate technology tools to facilitate communication and learning. • Webpages are visually and functionally consistent throughout the course site. • Design of course site presents and communicates course information consistently and clearly.

Appendix J1, Section II: Job Performance Criteria: Administrative and Peer Evaluation Form for Faculty (Article 6 and 6A)	Application of Job Performance Criteria to Online Instruction Suggested Evidence
<i>A.6. Paces classes according to the level and material presented.</i>	<ul style="list-style-type: none"> • Instructor releases course content in a manner to focus student attention and/or to scaffold instruction as necessary.
<i>A.7. Maintains student-faculty relationship conducive to learning.</i>	<ul style="list-style-type: none"> • Course site offers opportunities for student-teacher and student-student interaction. • Instructor maintains and enforces course policies for frequency and tone of communications. • Instructor provides regular and effective contact per DE Approval Form (see attached for details).
<i>A.8 Demonstrates sensitivity to differing student learning styles.</i>	<ul style="list-style-type: none"> • Same as on-campus course.
<i>A.9. Stimulates student interest in the material presented.</i>	<ul style="list-style-type: none"> • Same as on-campus course.
<i>A.10. Tests student performance in fair and valid ways.</i>	<ul style="list-style-type: none"> • Same as on-campus course.
<i>A.11. Uses class time efficiently.</i>	<ul style="list-style-type: none"> • Instructor provides guidance for students to find specific course content and/or tools easily. • Instructor keeps students actively involved on a weekly basis.
<i>A.12. Provides students with a written explanation of the evaluation process, expectations and requirements, assignments, course content, relevant dates, and other information.</i>	<ul style="list-style-type: none"> • Same as on-campus course <i>plus the following:</i> • Instructor provides clear explanation about a measurable definition of attendance in terms of dropping students for non-attendance before Census Certification date. • Instructor provides clear explanation about a measurable definition of attendance in terms of dropping students for non-progress.
<i>A.13. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental disabilities</i>	<ul style="list-style-type: none"> • Course site addresses accessibility issues, including assessments, in compliance with ADA Section 508. • Course site provides captioning and/or transcripts for audio and video content. • Course site uses culturally appropriate images and language.

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