ACCREDITATION EVIDENCE

Title: Teaching Evaluation Online

Evidence Type: Corroborating

Date:

WAN: 22-0272

Classification: Resource

PII: No   **Redacted:** No

Teaching Evaluation (Online course)
Semester/Year:

Name:		Course:	
Division:		Department:	
Division Chair:		Dept. Facilitator:	
		Location:	

The criteria below each heading are intended as guidelines for effective online instruction. It is anticipated that in every course shell there should be evidence of each criteria, however self-paced courses may not meet every criterion as stated. This evaluation is a formative tool that will be used to suggest improvement in instruction and referred to in the Annual Faculty Evaluation.

Section 1: Organization and Presentation				Scale: 0-2
Guidelines	Absent	Needs Attention	Meets Expectations	Noteworthy aspects & Comments on guideline
Learners are introduced to the purpose and structure of the course				
Activities or modules are clearly introduced to the students as well as objectives or competencies				
Deadlines, upcoming events, and expectations are clearly communicated throughout the course				
The relationship between learning objectives, course activities, and instructional materials is clearly stated				
A variety of instructional materials are used in the course				
Course syllabus, grading scale, course guidelines, or other important information are easily accessible				
Course materials, information, links, videos, or other learning support is current, relevant, and accessible for students.				
Total points earned (minus lowest value) in section 1 =				

Additional comments (if needed):

Section 2: Interaction Between Students and Instructor				Scale: 0-2
Guidelines	Absent	Needs Attention	Meets Expectations	Noteworthy aspects & Comments on guideline
Instructor participates regularly in the course and interacts with students through announcements, discussions, or other means.				
Instructor provides constructive and descriptive feedback on assignments through comments, rubrics, or other means.				
Learning activities provide opportunities for student interactions that support active learning.				
A variety of assessment strategies are utilized in the course.				
Specific and descriptive criteria are provided for the evaluation of the learners' work and are tied to the grading policy.				
Students receive feedback on assessments and activities in a timely fashion.				
Total points earned (minus lowest value) in section 2 =				

Additional Comments (if needed):

Observation Total:		
0-19 points: Needs Improvement	20 + points: Meets Expectations	Observations receiving a "needs improvement" rating will receive a follow-up observation; the higher score of the two observations shall be reported on the End of Year Evaluation.

Supplemental Evaluation (if required; during a second evaluation after receiving a "needs improvement on the first evaluation)
If the supervisor requests or requires a supplemental evaluation, a content/design expert will be assigned to evaluate the course. The evaluation will be placed here.

Division Chair Summary & Feedback

Faculty Comments
Click or tap to add comments

Faculty Signature	Division Chair Signature
Click or tap to place name	Click or tap to place name