LONG BEACH CITY COLLEGE

Online Course Checklist – Probationary Faculty (Synchronous or Asynchronous class)

Evaluee name: _____   **Evaluator: _____**

Class/Module _____   **Semester: _____ Date Observed: _____**

A. Content Presentation & Course Design
Addresses elements of instructional design and is inclusive of such elements as course structure, learning objectives, organization of content, and instructional strategies.

Objectives	Satisfactory	Needs Improvement	Unsatisfactory
1. All goals, objectives, and Student Learning Outcomes can be easily located within the course and are made available within the course and syllabus.			

Content Presentation	Satisfactory	Needs Improvement	Unsatisfactory
1. Students are given a comprehensive introduction to the course purpose and structure.			
2. Learning content is made available in manageable segments (modules or units) and flows in a logical progression.			
3. Clear navigation and access to any third-party system used in the class.			
4. Course has a welcoming syllabus and home page.			

Student Support	Satisfactory	Needs Improvement	Unsatisfactory
1. Students are given directions to navigate the course successfully.			
2. Tools available within the learning management system (LMS) are used to facilitate learning by engaging students with course content.			

Academic Support	Satisfactory	Needs Improvement	Unsatisfactory
1. Provides students with institutional policies, materials, and forms relevant for student success (for example, plagiarism policies).			
2. Clearly labeled tutorial materials that explain how to navigate the LMS and provide overall orientation to the course.			
3. Course/instructor policies regarding decorum, behavior, and netiquette are included and are written clearly to avoid confusion.			

4.	Links to services such as the Student Technology Help Desk, counseling, library, success centers, or financial aid office.			

B. Communication & Interaction

Interaction and collaboration can take any forms. These criteria place emphasis on the type and amount of interaction and collaboration within the online environment.

Regular & Effective Communication	**Satisfactory**	**Needs Improvement**	**Unsatisfactory**
1. Contact information for the instructor is easy to find and includes multiple forms of communication (e.g. announcements, email, student feedback, and direct messaging).			
2. A 24-48 hour response time with designated "no response" windows for email replies is posted on the LMS course shell and is listed in the syllabus.			
3. Student-to-student interactions are required as part of the course. Students are encouraged to initiate communication with the instructor.			
4. Expectations regarding the quality of communications are clearly defined.			
5. The instructor participates actively in communication activities, provides encouraging weekly announcements and consistent feedback for course activities and assignments.			
6. Guidelines explaining required levels of participation are provided.			

C. Assessment

Addresses the quality and type of student assessments within the course.

Expectations	**Satisfactory**	**Needs Improvement**	**Unsatisfactory**
1. Assignments match the course objective.			
2. Rubrics and/or descriptive criteria for desired outcomes are provided (models of "good work" may be shown, for example).			
3. Instructions are written clearly, with sufficient detail for all assignments including discussion boards.			
Assessment Design	**Satisfactory**	**Needs Improvement**	**Unsatisfactory**
1. Assessment activities occur frequently throughout the duration of the course, and the instructor provides meaningful feedback in a timely manner.			

		Satisfactory	Needs Improvement	Unsatisfactory
2.	Multiple types of assessments are used (e.g. discussion board, quizzes, written assignments, and projects).			

D. Accessibility

Addresses accessibility in course design, course content, learning objectives, and instructional strategies.

Technical Accessibility and Accommodations for Disabilities		Satisfactory	Needs Improvement	Unsatisfactory
1.	The course contains equivalent alternatives to auditory and visual content (captioning).			
2.	Course instructions articulate or link to an explanation of how the institution's academic / student support services and resources can help students succeed in the course and how students can access the services.			
3.	The design and delivery of content integrate alternative resources (transcripts, for example) or enable assistive processes (voice recognition, for example) for those needing accommodation.			
4.	Links to institutional policies, contacts, and procedures for supporting students with disabilities are included and easy to find.			

E. Observation

Professional Competence		Satisfactory	Needs Improvement	Unsatisfactory
1.	Demonstrates professional knowledge in their field of preparation/instruction during the performance of assigned duties.			
2.	Communicates ideas, instructions, assignments, and other presentations effectively, clearly, and accurately.			
3.	Knows and uses materials and methods designed to achieve the objectives of the area of service assigned.			
Professional Responsibilities				
1.	Utilizes effective pedagogical techniques in order to enhance the communication of ideas and promote optimal learning, critical thinking, and performance skills.			

Evaluee name: _____

Strengths observed (narrative required):

Suggestions for improvement (narrative required):

Overall Rating	Satisfactory (3)	Needs Improvement (2)	Unsatisfactory (1)
Please indicate overall rating by marking appropriate column			

_____   _____   _____

Print name of Evaluator   Evaluator Signature   Date