

RUBRIC FOR ONLINE COURSE EVALUATION

INSTRUCTIONS

This document provides instructions and resources for the use of the Rubric for Online Course Evaluation. The rubric is a template that departments can choose to utilize for the peer evaluation of online courses (both synchronous and asynchronous). It is recommended that individual Departments agree upon criteria for online course evaluation at the beginning of Fall 2020, following consultation with all faculty members in the Department.

The Rubric for Online Course Evaluation is built around the [Best Practices in Online Learning & Teaching](#) document, which offers specific resources for online course design, delivery, assessment, and use of technology. We encourage both evaluator and evaluatee to refer to that document before scheduling an evaluation, should their Department decide to utilize this rubric for evaluation. The sample rubric and best practices are provided according to EM 20-020 [Interim Policy for the Use of Digital Technologies in Teaching and Learning](#), section 4.12.¹

This Rubric is in line with the [Collective Bargaining Agreement](#) (CBA) for Unit 3 employees and the [Faculty Personnel Policies & Procedures](#) (FPPP).

1. Notice of evaluation shall be provided to the candidate at least five (5) days in advance of an online observation and/or the review of online content is to take place (CBA 15.14, FPPP 8.1.1.e).
2. There shall be consultation between the faculty member being evaluated and the individual who evaluates such courses, regarding the course to be evaluated and the scheduling of such evaluation (CBA 15.14, FPPP 8.1.1.e).

¹ 4.12 Evaluation of Faculty

As it pertains to Evidence of Teaching Effectiveness (FPPP 8.1.4.h) and General Consideration (FPPP 8.1.1.e), the university shall provide processes and guidelines for evaluation of faculty and evidence of teaching effectiveness for on-line courses. Class visitation may be utilized as a component of this process. When utilized, class visitation will adhere to university policy as interpreted in the aforementioned FPPP 8.1.4.h (PDF), 8.1.1.e and the current CBA ([EM 20-020](#)).

3. The evaluation of an online course shall be comparable to the evaluation of a face to face lesson, therefore the evaluation of an online course shall not encompass a full review of an entire course, but an evaluation of a specific Lesson, Learning Module/Unit. It is recommended that the evaluatee does not grant access to their Blackboard course shell to the evaluator, in any role. (FPPP 8.1.4.h²).
4. It is recommended that the evaluation of an online course happen via a live tour of approximately 50 minutes in which the evaluatee will guide the evaluator through a Lesson or Learning Module/Unit (including learning materials, assignments, class activities, etc.), the welcome page of the course, and/or the course syllabus (FPPP 8.1.4.h). For online courses that have synchronous components, the evaluator has the option to also attend a live session to evaluate the instructor’s interaction with the students. For asynchronous courses, the evaluatee may provide alternative evidence of student-instructor (within the bounds of FERPA) and student-student interaction (such as discussion boards or forum, google docs, etc.) (FPPP 8.1.4.h.1³). Individual departments should determine and agree upon the specific requirements and evidence needed for synchronous and asynchronous course evaluation, based on existing Department standards and/or rubrics for the evaluation of teaching.
5. The ultimate assessment of effectiveness in teaching shall be based on [Department/Unit standards](#), guided by local, CSU, and national standards of best practices (FPPP 8.1.4.h.2).

The rubric includes twelve standards for evaluation, grouped in four different categories: Course Organization & Design, Instructional Design & Delivery, Assessment & Evaluation of Student Learning, and Effective Use of Technology. These categories correspond to the highly recommended categories listed in the [Best Practices in Learning and Teaching](#), but are designed to be applied to a specific Lesson or Learning Module/Unit, not to the entire course. Based on Department standards, the evaluator should determine if the evaluatee presents effective examples of online instruction, exceeds expectations (exemplary), or needs further development (developing). The evaluator should refer to and provide specific examples and evidence from the course, and offer clear suggestions for improvement if development is recommended.

² “The evaluation of online portions of a course should take place with the candidate present to give a narrative of online material. The scope of such evaluations shall be reasonably equivalent to the scope of one classroom visit.” (FPPP 8.1.4.h)

³ “In order to assess the effectiveness of instruction in online courses, additional and/or substitute methods of data gathering likely will be necessary. For example, while some online courses include real-time instruction by the faculty member – allowing for the equivalent of a peer visitation – other courses might consist of asynchronous content exclusively. The candidate, with the department’s assistance, is to provide a sufficient evidentiary basis for evaluation” (FPPP 8.1.4.h.1)

General Resources

[Faculty Personnel Policies & Procedures \(FPPP\)](#)

[Collective Bargaining Agreement](#) (CBA, Unit 3 employees)

[College and Department RTP Guidelines, Policies, and Procedures](#)

[Best Practices in Online Learning & Teaching](#)

[Rubric for Online Course Evaluation](#) (editable version: download and save the google sheet)

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| Categories | Standards | Developing | Effective | Exemplary |
|--|--|------------|-----------|-----------|
| Course Organization & Design Course design is the process of creating welcoming learning environments and quality learning experiences for all students. Effective design ensures all information are easily available and accessible to all students. | Lesson (or Learning Module/Unit) organization is consistent and easy to navigate. Lesson components are visually and functionally consistent. | | | |
| | Key information (course name, number, section, meeting times, instructor name, office hours and contact information, textbook information, software requirements) is available to students and easy to access. | | | |
| | Course syllabus identifies and delineates the role the online environment will play in the course (including information about expected synchronous or asynchronous participation). | | | |
| | Content, material, technology, and processes are accessible to all students. | | | |
| Instructional Design & Delivery Instructional design is the process by which learning materials, activities, and experiences are designed, developed, and delivered. Effective design offers students easy access to information, possibilities for meaningful interaction and engagement, and opportunities for active learning. The Technology & Learning Program provides opportunities for consultation and workshops with instructional technology consultants and instructional designers. | Lesson offers opportunities for interaction student to student and student to instructor. | | | |
| | Lesson goals and activities align with learning objectives. | | | |
| | Lesson provides opportunities for all students to engage with the material. | | | |
| | The instructor addresses student questions (synchronously or via asynchronous feedback). | | | |

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| <p>Assessment & Evaluation of Student Learning Assessment and Evaluation of Student Learning refers to the process used to gather data about and evidence of the achievement of the Student Learning Objectives/Outcomes (SLOs). Instructors can contact their Department and College Assessment Coordinator for assistance with establishing an effective course assessment plan. Instructors are also encouraged to explore resources available in the Academic Assessment Council webpage.</p> | <p>Learning activities are used to assess content knowledge, attitudes, and skills.</p> | | | |
| <p>Effective Use of Technology Effective Use of Technology refers to utilizing technology to deliver course content, engaging students in learning activities (individual, student-to-student, and instructor-to-student), and allowing students to express themselves through different media. Instructors can contact Faculty Development and the Technology & Learning Program for additional resources and workshops.</p> | <p>Lesson uses technology to facilitate communication and learning.</p> | | | |
| | <p>Lesson facilitates active learning and/or student engagement through an effective use of technology.</p> | | | |
| | <p>Lesson materials and tools are provided in formats that accommodate different learning preferences.</p> | | | |