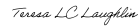




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Options for Student Evaluation

1. Student Evaluation Forms
Evaluations are administered by a committee member or a faculty/staff designee.

2. Small Group Instructional Feedback
A committee member agrees to **distribute for completion and collect a student evaluation form** in one of the evaluatee's classes, ~~at which time the following questions are asked, along with any others the committee member deems necessary~~ which asks the following questions:
 - a) What have you liked most about this course?
 - b) What has the instructor done that has helped you to learn the material?
 - c) What have you liked least?
 - d) How can the instructor enhance your learning?
 - e) **Other questions the Peer Review Committee deems necessary.**

The evaluator must type all the student-provided comments before giving them to the evaluatee (after final grades have posted) to preserve student anonymity as much as possible. The typed evaluation comments must also be submitted to the Tenure and Evaluations Office with the evaluation report. The facilitator may summarize (or include verbatim) the students' comments and incorporate them in the evaluation report as appropriate.

3. Unit Evaluations given in a single course
Unit evaluations are short evaluations administered by a committee member to students at least three times during the semester in a course chosen by the evaluatee. The first evaluation occurs during the first four weeks of the semester. The second and third evaluations may be spaced as desired by the instructor. These evaluations ask each student the following questions, along with any others the committee member deems necessary: What have you liked most about this course? What has the instructor done that has helped you to learn the material? What have you liked least? How can the instructor enhance your learning? After each evaluation session, the committee member must type and give the students' comments to the instructor after final grades are posted.
4. An alternative method approved by the Tenure and Evaluations Review Board prior to implementation.

Updated 5/06

ONLINE COURSE OBSERVATION FORM

Timeframe the Online Course Was Observed _____

Name of Evaluatee _____

Name of Evaluator _____

Course Title and Class Number _____

A. Responsibilities of the Evaluator and Evaluatee prior to the Class Observation:

1. The evaluator will contact the evaluatee as early as possible during the semester to determine a mutually agreeable method and timeframe for conducting the online observation.

Methods for observing an online course include: (1) participating as an observer in the evaluatee’s Canvas course (including participating in a live session if one occurs during the two-week evaluation period, though **the live session is meant to be supplemental to a review of the Canvas shell**) or (2) **arranging a time to review the distance education platform together (Canvas course, etc.) where the evaluatee will guide the evaluator through the online course.**

The evaluator will review the course syllabus, assessment methods and/or tools (e.g. exam, rubric), and other pertinent course materials either before the class observation or during the observation. The evaluator will also need a Course Outline of Record for the class; it can be found on the META website.

2. **To gain *observer* status in the evaluatee’s Canvas course, the evaluator will e-mail the evaluatee and request access as an observer. The evaluatee will add them as an **observer through the “People” tab on their Canvas** course using the evaluator’s Palomar email address or 9-digit Palomar ID. Video (and step by step) instructions for how evaluatees can do this in Canvas are found on the ATRC and/or TERB websites. Online course observations are to last no longer than two weeks—at which point, the evaluatee shall remove the observer from their Canvas shell using instructions found on the ATRC and/or TERB websites.**
3. The evaluatee will give notice to online students that another faculty member will view the discussion board and/or online class participation, if the evaluatee believes this is appropriate.

4. Prior to the online course evaluation, the evaluatee may send a list of some course features that the evaluatee would like the evaluator to assess during the online observation. Examples might include: Are the deadlines and student responsibilities clearly stated? Do the instructions for projects and assignments foster collaboration and discussion?

The [CVC Course Design Rubric](#) is the rubric approved by the Faculty Senate and TERB to provide guidance on how to design an effective online course.

The [CVC Course Design Rubric](#) has four sections:

- A. Content Presentation
- B. Interaction
- C. Assessment
- D. Accessibility

Utilize the [CVC Course Design Rubric](#) to help guide you through your peer online course review. You are not expected to complete or submit sections A-D of the rubric; it is meant only as guidance. The sections of the rubric that align to each evaluation question are included. For additional instructions on how to utilize the CVC Rubric, please review the [@ONE Course Design Resources](#).

B. The major focus of the online observation:

Answer each of the following questions regarding the online class observation.

1. In what ways has the instructor prepared students for this online course and ensured that students have information about Palomar services? For guidance, refer to [CVC Course Design Rubric](#) Sections: “A9-A11: Learner Support” and “A12-A14: Institutional Support.”
2. Describe how the instructor has organized the course, giving particular attention to the information provided in the course syllabus and to statements about course objectives. Regarding technical skills, in what ways has the instructor developed an online course that is easy to navigate and use? For guidance, refer to [CVC Course Design Rubric](#) Section: “A4-A8: Use of CMS”
3. Describe the clarity of course content. In what ways is the content challenging or thought-provoking? Is content consistent with the Course Outline of Record? How does the instructor demonstrate knowledge and currency in his/her discipline? (You will find the Course Outline of Record on the [META](#) website). For guidance, refer to [CVC Course Design Rubric](#) Section: “A1-A3: Unit-Level Objectives”

4. Describe the ways in which the instructor communicates with students, motivates them, encourages discussion, and promotes student interactions with each other. For guidance, refer to [CVC Course Design Rubric](#) Sections: “B1-B3: Instructor Contact” and “B4-B6: Student-to-Student Contact.”

5. Describe the clarity of the instructor’s course expectations, grading policy, method of assessments and feedback. For guidance, refer to [CVC Course Design Rubric](#) Sections: “C1-C4: Effective Assessment” and “C5-C8: Guidance and Feedback.”

6. Describe how they have aligned to the state standards for accessibility and in which areas they could continue to improve upon and how. (Please emphasize an evaluatee’s progress toward meeting these state standards.) For guidance, refer to [CVC Course Design Rubric](#) Section D to review the accessibility of the online course.

7. What is noteworthy about this class and why? Other comments?

OPTIONAL SECTION FOR SYNCHRONOUS CLASS OBSERVATIONS

1. How does the instructor communicate the objectives of the class session?
2. Describe the instructor’s organization and presentation of information.
3. How does the instructor motivate students and maintain interest?
4. In what ways does the instructor encourage class participation?
5. Which of the following methods does the instructor employ?
Circle and comment as appropriate.
 lecture
 discussion
 demonstration
 group work
 other _____
6. What about the session is particularly noteworthy and why?
7. Comments regarding the specific observations requested by evaluatee.
(see section A number 2)
8. Additional comments and suggestions.

C. Actions after the Online Observation is Completed: The evaluator will meet with the evaluatee at a mutually agreeable time after the evaluation report is completed to review the online observation. Later, after grades are posted, the evaluator will meet with the evaluatee again to review the student evaluations and review report.












TERB Packet

Final Audit Report

2020-12-17

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