

## Distance Education Course Evaluation – Best Practices

### TRAINING TO TEACH ONLINE COURSES

A faculty member (full-time or adjunct) who is teaching online courses for the first time should be assigned a mentor by the Dean. The mentor may or may not be in the same field of study, but must have successful online teaching experience. The mentor will also be the course reviewer for that particular course.

Additional training of Blackboard (current and new versions) and/or online improvement courses (TOPS, IDOL, QM, etc.) should be provided by the Coordinator of Distance Education for all faculty. Sample on-line courses will be provided by the Coordinator of Distance Education.

No faculty member should be required to serve as a mentor to more than one (1) adjunct per semester.

No faculty member should be required to review more than three (3) courses per academic year.

### DEAN OR DESIGNEE

If a Dean chooses, he/she may designate a faculty member to assist in online reviews. This faculty member must have successful online teaching experience and perhaps training (IDOL, TOPS, QM, etc.). The designee **MUST** be approved by the faculty member being reviewed.

The Dean's designee should not be required to be a mentor while serving as designee, nor should he/she be required to review additional courses in the same academic year.

### REVIEW OF ONLINE COURSES

The faculty member who is being reviewed should submit three (3) names of peers to the Dean. The names of these peers must have shown successful online teaching experience. The Dean will choose one faculty member from this list. The faculty member and the Dean will evaluate the online course using the approved criteria.

For adjunct faculty who cannot choose three names of peers, the Dean is responsible for choosing a faculty member to assist in reviewing the course. The faculty member may or may not be in the same field of study, but must have successful online teaching experience.

### TIMELINE OF REVIEWING ONLINE COURSES

For full-time faculty, online courses should be reviewed when a faculty member is eligible for one-year or multi-year contracts. The course *may* also be chosen by the Dean to be reviewed if any of the following occurs: first time course is offered online student feedback indicates concern regarding design of the course.

For adjunct faculty, online courses should be reviewed for any of the following: first time course is taught by adjunct online or student feedback indicates concern regarding design of the course. After a successful **initial** course review, courses taught by adjunct faculty should be reviewed every three years.

For courses that have been QM approved in 2012-2013, new reviews will not be required until 2017.

**DISTANCE EDUCATION REQUIREMENTS FOR ALL ONLINE COURSES  
REVIEWER FORM**

COMPONENTS	EXPLANATION	YES OR NO	COMMENTS/RECOMMENDATIONS
Start Here Area or Course Tour	Entry point which provides guidance for students on how to get started in the course	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Syllabus	Contains Syllabus. Dean or Designee checks for Syllabus Guidelines	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Instructor Contact Information	Instructor's e-mail address, phone number, etc.	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Grading Policy	Explain how course grades are determined (points, averages, weights, etc.)	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Course Activities	Course activities including assignments and/or assessments required during the course. At least one proctored activity.	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Instructor-Student Communication	Includes the response time and feedback FROM the Instructor TO the Student	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Instructor's Expectations of Each Student	Includes the response time and feedback FROM the Student TO the Instructor as well as student participation in the course (checking e-mail, etc.)	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Communication Standards	Includes Instructor's standards for all forms of communication (e-mails, discussion boards, Netiquette)	YES <input type="checkbox"/> NO <input type="checkbox"/>	
Types of Interaction Within this course	Could include the following types of interaction as appropriate to course: Student-Instructor; Instructor-Student; Student-Student; Student-Content; Discussion Boards; Wikis; Blogs etc.	YES <input type="checkbox"/> NO <input type="checkbox"/>	

<b>STANDARD BLACKBOARD TEMPLATES SUPPLIED IN EACH COURSE</b>	
Keep all current template items	Student Support Services, Blackboard Tutorials, Technical Support
<b>ADD</b> to Template of each Course	
Start Here Button	Entry Point for Students.
Testing Center Information	Location, Contact Information (phone number, etc.), Hours of Operation, Identification requirements

### **OPTIONAL COMPONENTS FOR ONLINE COURSES (As Appropriate to Individual Course)**

Learning Styles Survey for Students  
 Discussion Board  
 Online Lectures  
 Learning Units and/or Chapters  
 Supporting multi-media (videos, podcasts, PPTs, PPTs turned into videos)  
 Multi-media with accessibility features added in  
 Electronic classroom (Bb Collaborate)  
 Synchronous online office hours  
 Access to shared/open digital learning resources  
 Rubrics (using Bb tool)  
 Activities Checklist (to help students keep track of due dates)  
 Online Distance Learning Survey at VHCC's Website  
 Introductory Discussion Board Forum (meet & greet)  
 Additional Instructor Information  
 Practice Tests/Study Guides  
 Instructor's Expectations on how students can be successful in this course