



To: New Cabrillo College Faculty

Welcome from the Teaching and Learning Center!

[www.cabrillo.edu/services/tlc](http://www.cabrillo.edu/services/tlc)

**Online course** — more than 50% of content taught online, often using a learning management system

**Hybrid course** —blended, some face time replaced with online content

**Web-enhanced course** — campus-based courses that use the Web

The Teaching & Learning Center provides technology training and support for faculty and staff, and coordinates the Distance Education Program and the Staff Development Program. Technology use is ubiquitous in higher education, and the TLC provides an array of support services and resources to support both the on-campus and distance classrooms. Please stop by (room 1095 behind the Library) or give us a call (831-479-5030) to find out more about the TLC's services.

**Teaching With the Web?** There are some important things to know even if you are just putting course materials online to augment your on-ground class. Cabrillo offers a number of options to present instructional materials to students online. Options include, but are not limited to, Blackboard Learn (learning management system), iTunesU (podcasts, audio, and video), EduStream (streaming video repository), web publishing to your faculty website, and Google apps (website creation and document storage). Additionally, some faculty may choose to use non-Cabrillo hosting services like YouTube and other “cloud” applications. Below are guidelines and standards all faculty need to be aware of.

**Access Guidelines** (Chancellor's Office Accessibility Guidelines, 2011)

Faculty and Cabrillo College have responsibility to ensure that distance delivered course materials are accessible to students with disabilities. Resources should be designed to provide “built-in” accommodation.

- Digital video must be captioned to provide an equivalent experience for hearing impaired students
- Images must have a text equivalent, particularly on web pages and slide presentations
- A text transcript for audio information, such as a recorded lecture, can be rendered into an accessible format via technology for students with disabilities

If in doubt about the accessibility of your online course materials, contact the TLC or Disabled Student Programs and Services for more information.

### **Distance Education Guidelines**

Students need regular, effective communication with the instructor, and resources and materials should be delivered in such a way that the course-taking experience is equal for all students and promotes student achievement. During the faculty evaluation process, a set of criteria are used to assess online course design and teaching effectiveness. Those criteria are addressed in the following documents:

- Faculty Evaluation for Distance Education Courses (see attached )
- Evaluations standards for all distance courses, whether hybrid or fully online are addressed in the CCFT Contract, Appendix N

In courses where distance methods are used to replace face-to-face contact hours, the instructor should **regularly** initiate interaction with students to determine that they are accessing and comprehending course materials. The instructor is expected to establish and publish, in the course syllabus or other course documents, an expectation for frequency and timeliness of instructor initiated contact and instructor feedback. The TLC can provide you training in how to set up communication and assessment tools such as chat, discussion boards, online assignments and assessments. (see attached)

# Faculty Evaluation for Distance Education Courses

*How does one visit an online class when the class exists only in cyberspace? This resource is intended for use by evaluators of distance and hybrid courses.*

## OVERVIEW

The faculty evaluation process is one opportunity for faculty teaching distance and hybrid courses to get feedback. As you consider the evaluation process of an instructor in an online environment, please review the items suggested in each area.

The evaluation period is flexible and should be determined between the evaluator and the instructor being evaluated. For example, an evaluator could choose a week to observe, and, over the course of the week, examine how the instructor delivers course content and interacts with the students. An evaluator accessing courses using the Blackboard Learning Management System will be assigned a *Student Role* to log in.

## Evaluation Standards for Online and Hybrid Courses

### Category 1: Usability and Accessibility

This section includes standards referenced in Section 508 (Federal Law) for web accessibility and the evaluator will be provided additional guidelines.

- Course is easy to navigate.
- Course provides access to plug-ins or other applications supporting course content.
- Course provides instructor contact information.
- Course materials provide link to campus resources, including support for the learning management system (e.g. Blackboard).
- Course complies with Section 508 standards for accessibility.

### Category 2: Communication

Effective communication provides multiple opportunities for student interaction, response and collaboration. Effective student/teacher contact is required by Title 5. In an online environment evaluators may find evidence of effective communication opportunities in the following: the online discussion board, use of a grade form, web conferencing, in-person office hours, scheduled chat times, and phone communication. The evaluator should review the instructor's policies on communication. Information may typically be found in a syllabus or at other key spots throughout the course materials.

- Course uses a variety of media to communicate course materials (for example, text, graphics, audio, video, etc.).
- Course uses standard online communication tools. (Examples may include email, discussion boards, chat, announcements, etc.)
- There is evidence of provision for regular effective contact between instructor and students. (Examples may include expectations of availability of and turnaround time for contact with instructor.)
- Netiquette expectations are clearly stated.

## CCFT Contract

Appendix N, Academic Employee  
Final Written Evaluation Criteria

All distance education courses, whether hybrid or fully online, include demonstration of regular effective contact. The instructor (a) regularly initiates interaction with students to determine that they are accessing and comprehending course materials, (b) is available at least the same number of instructor contact hours per week that would be available for face-to-face students, and (c) establishes and publishes, in the course syllabus or other course documents, an expectation for frequency and timeliness of instructor initiated contact and instructor feedback. The instructor uses one or more of the following resources to initiate and maintain contact with students: threaded discussions, email, announcements in the learning management system, timely feedback for student work, instructor prepared online lectures or introductions in the form of online lectures to any publisher created materials, that combined with other course materials, creates the "virtual equivalent" of the face-to-face class.

### ***Category 3: Instructional Methods and Assessment***

The evaluator should determine whether the instructor uses a variety of instructional methods and assessment to accommodate different learning styles.

- Start-up or welcome instructions are provided. (Once the term begins, the orientation information may have been relocated; consult the instructor.)
- Student learning outcomes are clearly identified; course objectives and completion requirements are present. Expectation of student's participation, honesty, etc. is clear.
- Assignments and grading standards are clearly stated. (Examples may include sample assignments, clear directions, criteria used to evaluate discussion board participation or peer review.)
- Feedback is provided throughout the course: self-tests written feedback, discussion board, email, etc.
- Student knowledge, attitudes, and/or skills are assessed in multiple ways.

### ***Category 4: Design/Presentation***

The evaluator should determine whether the course is well-designed and presented.

- Course content is organized in a logical format.
- Syllabus or orientation (online and/or in person) provides course navigation guidance.
- Course is visually and functionally consistent.
- Pages are designed to be readable.
- Language of written material is friendly and supportive.

Content adopted from spring 2008 Academic Senate Paper "Ensuring the Appropriate Use of Educational Technology: An Update for Local Academic Senates" and the spring 2005 Academic Senate Rostrum, "Observing Online Classes."

## TEACHING & LEARNING CENTER

### Blackboard (Bb) Login

- ▷ Request a Bb Shell
- ▷ Help (Students)

### Cabrillo Web Resources

- ▷ Correo (email)
- ▷ CurricUNET
- ▷ Salsa (login)
- ▷ WebAdvisor

### Distance Education

### Equipment Loans

### Forms

### iTunesU

### Online Workshops (@ONE)

### Scantron

### Staff Development

- ▷ Flex Calendar
- ▷ Flex Forms

### TLC News

### Web Publishing

- ▷ Accessibility
- ▷ Accounts
- ▷ Copyright
- ▷ Dreamweaver
- ▷ Cool Tools

### ANNOUNCEMENTS & DEADLINES

- ▷ [Registration Deadlines](#)
- ▷ [Deadline to request Blackboard shells](#)
- ▷ [Spring TLC Workshops > Blackboard, Excel](#)
- ▷ [Instructional Technology Tips](#) [\[subscribe\]](#)



## Technology Support :: Staff Development :: Distance Education

The Teaching & Learning Center is an Office of Instruction department. In addition to providing technology training and support for faculty and staff, the Teaching & Learning Center coordinates the Distance Education Program, and the Staff Development Program. Technology use is ubiquitous in higher education, and the TLC provides an array of support services and resources to support both the on-campus and distance classrooms. Join us during Flex Week to learn not only about technology use on campus, but participate in instructor-led workshops that highlight best practices in the classroom. [Read more about the TLC...](#)

### UPCOMING EVENTS

- ▷ [Spring TLC Workshops > Blackboard, Excel](#)
- ▷ [Online workshops through @ONE](#)



## Instructional Technology Resources

If you need assistance learning about your computer, an application, creating web pages, class handouts, putting a course online or creating multimedia presentations for your classes, then you've come to the right place. One-on-one assistance is available Monday through Friday at the TLC. Call or drop by – we are located downstairs behind the Robert E. Swenson Library.

There are a number of resources on the TLC site designed to help you create and publish a webpage. There is also a link for discounted software if you are interested in working from home. Curious about copyright, using a Web 2.0 application, or web conferencing with a group of students or colleagues? We're the ones to ask.

## CONTACT INFORMATION

### Teaching & Learning Center

- Director:** Francine Van Meter
- Helpdesk:** Kip Nead
- Phone:** 831.479.5030
- Fax:** 831.479.5721
- Email:** [tlc@cabrillo.edu](mailto:tlc@cabrillo.edu)
- Hours:** **CLOSED for Spring Break 4/4/2011-4/9/2011 & after Finals 6/6/2011-6/10/2011**  
Monday - Thursday: 8:30 - 5  
Friday: 9 - 1
- Location:** #1095 & 1096 behind the Robert E. Swenson Library

COMPLETE CONTACT INFORMATION

DEPARTMENT STAFF & FACULTY DIRECTORY

MAP, DIRECTIONS, & PARKING

## RELATED LINKS

- [@ONE](#)
- [Adobe TV](#)
- [Using Hawknet on Campus](#)