

SUNY Canton Online Course Observation Form (OLCO-1)

Online Course Observation Form was developed to assist faculty with meeting the rank matrix under Teaching Effectiveness [Lecturer and Tenure Track] and to provide a tool that reflects the online learning classroom modality.

Faculty can opt to invite a Dean, Director, Chair, colleague, or [CLDIOI](#) Instructional Designer to complete an Online Course Observation.

Evaluatee: Please contact cldioi@canton.edu to enroll your evaluator in your course.

Evaluator: Please assess the course from both a faculty and student perspective.

EVALUATEE [FACULTY]:	
COURSE DESIGNATION AND TITLE:	
COURSE MODALITY:	
EVALUATOR:	
OBSERVATION DATE:	

Online Course Observation Criteria

Nr.	Criterion	Evident	Needs Improvement	Not Evident	Notes/Recommendations
1	Course contains Welcome and/or Getting Started content				
2	Course Announcements are current				
3	Course includes these documents and policies: <ul style="list-style-type: none"> <input type="checkbox"/> A printable Syllabus containing all required elements as outlined in the College governance-approved Required Online Syllabus. <input type="checkbox"/> The Syllabus should also contain links to relevant campus policies and resources (e.g., academic integrity policy, tutoring, library, etc.) <input type="checkbox"/> Course Schedule 				

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4	<input type="checkbox"/> Course learning outcomes are present, clearly defined, measurable, and correspond to the Curricula Approved Course Outlines for the course. <input type="checkbox"/> Measurable module learning outcomes are posted in each module. <input type="checkbox"/> The course content and activities are aligned with module and course learning outcomes.				
5	A logical, consistent, and uncluttered course and module layout is established.				
6	The course offers engaging resources and activities that facilitate communication and collaboration, provide opportunities for regular and substantive interaction with the instructor, deliver content, and support student learning and engagement.				
7	Expectations for interaction are clearly stated (instructor-student, student-student, student-instructor).				
8	Instructions and assessment criteria for course activities are clearly articulated.				
9	Required technical skills scaffold in a timely manner (e.g., initial Discussion Board orientation, practice quiz, introduction to course related tools and software).				
10	If relevant to the discipline and subject, course provides activities that emulate real world applications.				
11	Course contains activities intended to build a sense of class community.				
12	Course includes frequent and appropriate methods to assess students' mastery of content.				

Nr.	Criterion	Evident	Needs Improvement	Not Evident	Notes/Recommendations
13	<input type="checkbox"/> Explanation of Grading and Evaluation of coursework [weight, percent, and letter grade] are stated in the Syllabus <input type="checkbox"/> Evaluative rubrics are present.				
14	The course content and technology are accessible (they meet all points in the Tips for Accessible Course Design document).				
15	Regular and substantive instructor-student interaction is present, for example, robust discussion participation, frequent and up-to-date course announcements, virtual office hours, etc.				
16	Community building in the course is fostered through the instructor’s interactions, collaboration, and the creation of an encouraging and supportive learning environment.				
17	The instructor demonstrates an awareness and respect for different backgrounds, current situations, and individuality. Evidence of differentiated instruction, flexibility, and meeting student needs.				
18	Regular and frequent assessment of learning that includes feedback that is timely, constructive, detailed and personalized is present.				

Sources:

- [SUNY Canton OSCQR Rubric](#) – use this rubric for a full review of an online course design.
- [Peer Review Guide for Online Teaching at Penn State](#)
- Portland Community College [Online Course Observation Form](#)