IVC Distance Education Course Evaluation Form

Review Information				
Faculty Member (who is teaching the course):	Evaluator's Name:			
Date:	Course Reviewed:			
The week of this forms is to	Guidelines and Rating Scale	14		
•	o provide an unbiased review of the online course materials you have developed for your class. u with a clear understanding of both the strengths and weaknesses in your online content, so tha			
	rove or enhance this material for future semesters. It is also intended to satisfy the Review &	11		
Approval component in the	he course development process, to be completed prior to the class being deployed. The rating			
scale is as follows:				
	Absent Component is missing			
	Unsatisfactory Needs significant improvement			
	Somewhat Satisfactory Needs targeted improvements Satisfactory Discretionary improvement needed			
	Very Satisfactory No improvement needed			
	Total California in Provincia in Code			
	Part I: Course Overview and Introduction			
Instructions make cla	ear how to get started and where to find various course components.	_		
i. Ilistractions make cit	·			
	☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory	1		
2. Students are introduced	iced to the purpose and structure of the course.			
	☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory	,		
Etiquette expectation communication are s	ns (sometimes called "netiquette") for online discussions, email, and other forms of			
communication are s	□ Absent □ Unsatisfactory □ Somewhat Satisfactory □ Satisfactory □ Very Satisfactory	,		
 Course and/or institution policies is provided. 	utional policies with which the student is expected to comply are clearly stated, or a link to curren	ıt		
policio io providedi	☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory	,		
5. Prerequisite knowled	dge in the discipline and/or any required competencies are clearly stated.			
	☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory	,		
6. Minimum technical skills expected of the student are clearly stated.				
	☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Satisfactory	,		
7. The self-introduction by the instructor is appropriate and available online.				
	□ Absent □ Unsatisfactory □ Somewhat Satisfactory □ Satisfactory □ Very Satisfactory	′		
8. Students are asked to	to introduce themselves to the class.			
	□ Absent □ Unsatisfactory □ Somewhat Satisfactory □ Satisfactory □ Very Satisfactory	′		
Comments:				

	Part II: Learning Objectives					
1.	The course learning ob	jectives de	scribe outcomes th	at are measurable.		
]	☐ Absent	☐ Unsatisfactory	☐ Somewhat Satisfactory	☐ Satisfactory	☐ Very Satisfactory
2.		ng objective	es describe outcom	es that are measurable and	d consistent with	the course-level
	objectives.	☐ Absent	☐ Unsatisfactory	☐ Somewhat Satisfactory	☐ Satisfactory	☐ Very Satisfactory
3.	All learning objectives a	are stated c	clearly and written f	rom the students' perspect	ive.	
]	☐ Absent	☐ Unsatisfactory	☐ Somewhat Satisfactory	☐ Satisfactory	☐ Very Satisfactory
4.	Instructions to students	on how to	meet the learning	objectives are adequate an	d stated clearly.	
]	☐ Absent	☐ Unsatisfactory	☐ Somewhat Satisfactory	☐ Satisfactory	☐ Very Satisfactory
5.	The learning objectives	are approp	priately designed for	or the level of the course.		
]	☐ Absent	☐ Unsatisfactory	\square Somewhat Satisfactory	☐ Satisfactory	☐ Very Satisfactory
Co	mments:					
			Part III	: Assessment		
1.	The types of assessme	nts selecte			are consistent w	ith course activities
1.	and resources.		d measure the stat	ed learning objectives and		
1.	and resources.	ents selecte □ Absent			are consistent w □ Satisfactory	ith course activities ☐ Very Satisfactory
1.	and resources.	☐ Absent	d measure the stat	ed learning objectives and		
	and resources. The course grading pol	☐ Absent	d measure the stat Unsatisfactory d clearly.	ed learning objectives and	□ Satisfactory	□ Very Satisfactory
	and resources. The course grading pol Specific and descriptive	☐ Absent licy is stated ☐ Absent	d measure the stat Unsatisfactory d clearly. Unsatisfactory	ed learning objectives and	□ Satisfactory	☐ Very Satisfactory
2.	and resources. The course grading pol Specific and descriptive course grading policy.	☐ Absent licy is stated ☐ Absent ☐ criteria are	d measure the stat ☐ Unsatisfactory d clearly. ☐ Unsatisfactory e provided for the €	□ Somewhat Satisfactory □ Somewhat Satisfactory □ Somewhat Satisfactory	☐ Satisfactory ☐ Satisfactory c and participation	☐ Very Satisfactory ☐ Very Satisfactory n and are tied to the
3.	and resources. The course grading pol Specific and descriptive course grading policy.	☐ Absent licy is stated ☐ Absent e criteria ard ☐ Absent	d measure the stat ☐ Unsatisfactory d clearly. ☐ Unsatisfactory e provided for the e	ed learning objectives and ☐ Somewhat Satisfactory ☐ Somewhat Satisfactory evaluation of students' work ☐ Somewhat Satisfactory	□ Satisfactory □ Satisfactory c and participation □ Satisfactory	□ Very Satisfactory □ Very Satisfactory n and are tied to the □ Very Satisfactory
2.	and resources. The course grading pol Specific and descriptive course grading policy. The assessment instrum	□ Absent licy is stated □ Absent e criteria ard □ Absent ments select	d measure the state Unsatisfactory d clearly. Unsatisfactory e provided for the e Unsatisfactory cted are sequenced	□ Somewhat Satisfactory □ Somewhat Satisfactory evaluation of students' work □ Somewhat Satisfactory d, varied, and appropriate t	□ Satisfactory □ Satisfactory c and participation □ Satisfactory o the student work	□ Very Satisfactory □ Very Satisfactory n and are tied to the □ Very Satisfactory rk being assessed.
3.	and resources. The course grading pol Specific and descriptive course grading policy. The assessment instrum	□ Absent licy is stated □ Absent e criteria ard □ Absent ments select □ Absent	d measure the state Unsatisfactory d clearly. Unsatisfactory e provided for the elements Unsatisfactory cted are sequenced Unsatisfactory	ed learning objectives and ☐ Somewhat Satisfactory ☐ Somewhat Satisfactory evaluation of students' work ☐ Somewhat Satisfactory d, varied, and appropriate t ☐ Somewhat Satisfactory	□ Satisfactory □ Satisfactory c and participation □ Satisfactory	☐ Very Satisfactory ☐ Very Satisfactory ☐ and are tied to the ☐ Very Satisfactory
3.	and resources. The course grading pol Specific and descriptive course grading policy. The assessment instrum Students have multiple	□ Absent licy is stated □ Absent e criteria are □ Absent ments select □ Absent opportuniti	d measure the state Unsatisfactory d clearly. Unsatisfactory e provided for the elements Unsatisfactory cted are sequenced Unsatisfactory es to measure their	□ Somewhat Satisfactory □ Somewhat Satisfactory evaluation of students' work □ Somewhat Satisfactory d, varied, and appropriate t □ Somewhat Satisfactory r own learning progress.	□ Satisfactory □ Satisfactory c and participation □ Satisfactory o the student wor □ Satisfactory	□ Very Satisfactory □ Very Satisfactory n and are tied to the □ Very Satisfactory rk being assessed. □ Very Satisfactory
3.4.5.	and resources. The course grading pol Specific and descriptive course grading policy. The assessment instrum Students have multiple	□ Absent licy is stated □ Absent e criteria are □ Absent ments select □ Absent opportuniti	d measure the state Unsatisfactory d clearly. Unsatisfactory e provided for the elements Unsatisfactory cted are sequenced Unsatisfactory es to measure their	ed learning objectives and ☐ Somewhat Satisfactory ☐ Somewhat Satisfactory evaluation of students' work ☐ Somewhat Satisfactory d, varied, and appropriate t ☐ Somewhat Satisfactory	□ Satisfactory □ Satisfactory c and participation □ Satisfactory o the student work	□ Very Satisfactory □ Very Satisfactory n and are tied to the □ Very Satisfactory rk being assessed.
3.4.5.	and resources. The course grading pol Specific and descriptive course grading policy. The assessment instrum Students have multiple	□ Absent licy is stated □ Absent e criteria are □ Absent ments select □ Absent opportuniti	d measure the state Unsatisfactory d clearly. Unsatisfactory e provided for the elements Unsatisfactory cted are sequenced Unsatisfactory es to measure their	□ Somewhat Satisfactory □ Somewhat Satisfactory evaluation of students' work □ Somewhat Satisfactory d, varied, and appropriate t □ Somewhat Satisfactory r own learning progress.	□ Satisfactory □ Satisfactory c and participation □ Satisfactory o the student wor □ Satisfactory	□ Very Satisfactory □ Very Satisfactory n and are tied to the □ Very Satisfactory rk being assessed. □ Very Satisfactory
3.4.5.	and resources. The course grading pol Specific and descriptive course grading policy. The assessment instrum Students have multiple	□ Absent licy is stated □ Absent e criteria are □ Absent ments select □ Absent opportuniti	d measure the state Unsatisfactory d clearly. Unsatisfactory e provided for the elements Unsatisfactory cted are sequenced Unsatisfactory es to measure their	□ Somewhat Satisfactory □ Somewhat Satisfactory evaluation of students' work □ Somewhat Satisfactory d, varied, and appropriate t □ Somewhat Satisfactory r own learning progress.	□ Satisfactory □ Satisfactory c and participation □ Satisfactory o the student wor □ Satisfactory	□ Very Satisfactory □ Very Satisfactory n and are tied to the □ Very Satisfactory rk being assessed. □ Very Satisfactory
3.4.5.	and resources. The course grading pol Specific and descriptive course grading policy. The assessment instrum Students have multiple	□ Absent licy is stated □ Absent e criteria are □ Absent ments select □ Absent opportuniti	d measure the state Unsatisfactory d clearly. Unsatisfactory e provided for the elements Unsatisfactory cted are sequenced Unsatisfactory es to measure their	□ Somewhat Satisfactory □ Somewhat Satisfactory evaluation of students' work □ Somewhat Satisfactory d, varied, and appropriate t □ Somewhat Satisfactory r own learning progress.	□ Satisfactory □ Satisfactory c and participation □ Satisfactory o the student wor □ Satisfactory	□ Very Satisfactory □ Very Satisfactory n and are tied to the □ Very Satisfactory rk being assessed. □ Very Satisfactory
3.4.5.	and resources. The course grading pol Specific and descriptive course grading policy. The assessment instrum Students have multiple	□ Absent licy is stated □ Absent e criteria are □ Absent ments select □ Absent opportuniti	d measure the state Unsatisfactory d clearly. Unsatisfactory e provided for the elements Unsatisfactory cted are sequenced Unsatisfactory es to measure their	□ Somewhat Satisfactory □ Somewhat Satisfactory evaluation of students' work □ Somewhat Satisfactory d, varied, and appropriate t □ Somewhat Satisfactory r own learning progress.	□ Satisfactory □ Satisfactory c and participation □ Satisfactory o the student wor □ Satisfactory	□ Very Satisfactory □ Very Satisfactory n and are tied to the □ Very Satisfactory rk being assessed. □ Very Satisfactory

	Part IV: Instructional Materials					
1.	. The instructional materials contribute to the achievement of the stated course and module/unit learning objectives.					
	☐ Absent	☐ Unsatisfactory	☐ Somewhat Satisfactory	☐ Satisfactory	☐ Very Satisfactory	
2.	The purpose of instructional mate explained.	erials and how the r	materials are to be used for	learning activities	s are clearly	
	☐ Absent	☐ Unsatisfactory	☐ Somewhat Satisfactory	☐ Satisfactory	☐ Very Satisfactory	
3.	All resources and materials used	in the course are a	ppropriately cited.			
	☐ Absent	☐ Unsatisfactory	☐ Somewhat Satisfactory	☐ Satisfactory	☐ Very Satisfactory	
4.	The instructional materials are cu	ırrent.				
	☐ Absent	☐ Unsatisfactory	☐ Somewhat Satisfactory	☐ Satisfactory	☐ Very Satisfactory	
5.	The instructional materials preser	nt a variety of persp	pectives on the course cont	ent.		
	☐ Absent	☐ Unsatisfactory	☐ Somewhat Satisfactory	☐ Satisfactory	☐ Very Satisfactory	
6.	The distinction between required	and optional mater	rials is clearly explained.			
	☐ Absent	☐ Unsatisfactory	☐ Somewhat Satisfactory	☐ Satisfactory	☐ Very Satisfactory	
Со	mments:					
			teraction and Engagemen			
1.	The learning activities promote th		• ,			
	□ Absent	☐ Unsatisfactory	☐ Somewhat Satisfactory	☐ Satisfactory	☐ Very Satisfactory	
2.	Learning activities provide opport			-		
	□ Absent	☐ Unsatisfactory	☐ Somewhat Satisfactory	☐ Satisfactory	☐ Very Satisfactory	
3.	The instructor's plan for classroor	·	•	•		
	☐ Absent	☐ Unsatisfactory		☐ Satisfactory	☐ Very Satisfactory	
4.	The requirements for student inte	•				
	☐ Absent	☐ Unsatisfactory	☐ Somewhat Satisfactory	☐ Satisfactory	☐ Very Satisfactory	
Co	mments:					
1						

	Part VI: Course Technology					
1.	The tools and media support the	course learning obj	ectives.			
	☐ Absent	☐ Unsatisfactory	☐ Somewhat Satisfactory	☐ Satisfactory	☐ Very Satisfactory	
2.	Course tools and media support s	tudent engagemen	t and guide the student to l	pecome an active	e learner.	
	☐ Absent	☐ Unsatisfactory	☐ Somewhat Satisfactory	☐ Satisfactory	☐ Very Satisfactory	
3.	Navigation throughout the online	components of the	course is logical, consisten	t, and efficient.		
	☐ Absent	☐ Unsatisfactory	☐ Somewhat Satisfactory	☐ Satisfactory	☐ Very Satisfactory	
4.	Students can readily and easily a	ccess the technolog	gies required in the course.			
	☐ Absent	☐ Unsatisfactory	☐ Somewhat Satisfactory	☐ Satisfactory	☐ Very Satisfactory	
5.	The course technologies are curre	ent.				
	☐ Absent	☐ Unsatisfactory	☐ Somewhat Satisfactory	☐ Satisfactory	\square Very Satisfactory	
Cor	mments:					
		Doub VIII.				
4	The course instructions outlined to		Learner Support	unant offered an	d bayy to coope it	
1.	The course instructions articulate	or link to a clear de	escription of the technical so	• •		
	☐ Absent	or link to a clear de ☐ Unsatisfactory	escription of the technical se	☐ Satisfactory	d how to access it. ☐ Very Satisfactory	
1.	☐ Absent Course instructions articulate or li	or link to a clear de ☐ Unsatisfactory nk to the institution	escription of the technical si ☐ Somewhat Satisfactory 's accessibility policies and	□ Satisfactory services.	□ Very Satisfactory	
2.	☐ Absent Course instructions articulate or li ☐ Absent	or link to a clear de ☐ Unsatisfactory nk to the institution ☐ Unsatisfactory	Somewhat Satisfactory Somewhat Satisfactory s accessibility policies and Somewhat Satisfactory	□ Satisfactory services. □ Satisfactory	□ Very Satisfactory□ Very Satisfactory	
	☐ Absent Course instructions articulate or li	or link to a clear de Unsatisfactory nk to the institution Unsatisfactory nk to an explanatio	Scription of the technical su ☐ Somewhat Satisfactory Is accessibility policies and ☐ Somewhat Satisfactory In of how the institution's accessibility	□ Satisfactory services. □ Satisfactory ademic support s	□ Very Satisfactory□ Very Satisfactory	
2.	☐ Absent Course instructions articulate or li ☐ Absent Course instructions articulate or li	or link to a clear de Unsatisfactory nk to the institution Unsatisfactory nk to an explanatio	Scription of the technical su ☐ Somewhat Satisfactory Is accessibility policies and ☐ Somewhat Satisfactory In of how the institution's accessibility	□ Satisfactory services. □ Satisfactory ademic support s	□ Very Satisfactory□ Very Satisfactory	
2.	Course instructions articulate or li Absent Course instructions articulate or li resources can help students succ	or link to a clear de Unsatisfactory nk to the institution Unsatisfactory nk to an explanatio eed in the course a Unsatisfactory nk to an explanatio	Somewhat Satisfactory 's accessibility policies and □ Somewhat Satisfactory n of how the institution's acted how students can access □ Somewhat Satisfactory n of how the institution's students of how the institution's students can access the satisfactory n of how the institution's students can access the satisfactory	Satisfactory services. Satisfactory ademic support ses the services. Satisfactory	□ Very Satisfactory □ Very Satisfactory services and □ Very Satisfactory	
3.	☐ Absent Course instructions articulate or li ☐ Absent Course instructions articulate or li resources can help students succ ☐ Absent Course instructions articulate or li	or link to a clear de Unsatisfactory nk to the institution Unsatisfactory nk to an explanatio eed in the course a Unsatisfactory nk to an explanatio	Somewhat Satisfactory 's accessibility policies and □ Somewhat Satisfactory n of how the institution's acted how students can access □ Somewhat Satisfactory n of how the institution's students of how the institution's students can access the satisfactory n of how the institution's students can access the satisfactory	Satisfactory services. Satisfactory ademic support ses the services. Satisfactory	□ Very Satisfactory □ Very Satisfactory services and □ Very Satisfactory	
3.	□ Absent Course instructions articulate or li □ Absent Course instructions articulate or li resources can help students succ □ Absent Course instructions articulate or li students succeed and how students	or link to a clear de Unsatisfactory nk to the institution Unsatisfactory nk to an explanatio eed in the course a Unsatisfactory nk to an explanatio et an explanatio nts can access the	Somewhat Satisfactory 's accessibility policies and ☐ Somewhat Satisfactory In of how the institution's accessible to the satisfactory In of how students can access to the satisfactory ☐ Somewhat Satisfactory ☐ of how the institution's students can access to the services.	Satisfactory services. Satisfactory ademic support services. Satisfactory udent support services	□ Very Satisfactory □ Very Satisfactory services and □ Very Satisfactory rvices can help	
3.	□ Absent Course instructions articulate or li □ Absent Course instructions articulate or li resources can help students succ □ Absent Course instructions articulate or li students succeed and how studer □ Absent	or link to a clear de Unsatisfactory nk to the institution Unsatisfactory nk to an explanatio eed in the course a Unsatisfactory nk to an explanatio et an explanatio nts can access the	Somewhat Satisfactory 's accessibility policies and ☐ Somewhat Satisfactory In of how the institution's accessible to the satisfactory In of how students can access to the satisfactory ☐ Somewhat Satisfactory ☐ of how the institution's students can access to the services.	Satisfactory services. Satisfactory ademic support services. Satisfactory udent support services	□ Very Satisfactory □ Very Satisfactory services and □ Very Satisfactory rvices can help	
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3.	□ Absent Course instructions articulate or li □ Absent Course instructions articulate or li resources can help students succ □ Absent Course instructions articulate or li students succeed and how studer □ Absent	or link to a clear de Unsatisfactory nk to the institution Unsatisfactory nk to an explanatio eed in the course a Unsatisfactory nk to an explanatio et an explanatio nts can access the	Somewhat Satisfactory 's accessibility policies and ☐ Somewhat Satisfactory In of how the institution's accessible to the satisfactory In of how students can access to the satisfactory ☐ Somewhat Satisfactory ☐ of how the institution's students can access to the services.	Satisfactory services. Satisfactory ademic support services. Satisfactory udent support services	□ Very Satisfactory □ Very Satisfactory services and □ Very Satisfactory rvices can help	
3.	□ Absent Course instructions articulate or li □ Absent Course instructions articulate or li resources can help students succ □ Absent Course instructions articulate or li students succeed and how studer □ Absent	or link to a clear de Unsatisfactory nk to the institution Unsatisfactory nk to an explanatio eed in the course a Unsatisfactory nk to an explanatio et an explanatio nts can access the	Somewhat Satisfactory 's accessibility policies and ☐ Somewhat Satisfactory In of how the institution's accessible to the satisfactory In of how students can access to the satisfactory ☐ Somewhat Satisfactory ☐ of how the institution's students can access to the services.	Satisfactory services. Satisfactory ademic support services. Satisfactory udent support services	□ Very Satisfactory □ Very Satisfactory services and □ Very Satisfactory rvices can help	

	Part VIII: Accessibility				
1.	ne course employs accessible technologies and provides guidance on how to obtain accommodation.				
	☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Sat	tisfactory			
2.	2. The course contains equivalent alternatives to auditory and visual content.				
	☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Sat	tisfactory			
3.	ne course design facilitates readability and minimizes distractions.				
	☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Sat	tisfactory			
4.	ne course design accommodates the use of assistive technologies.				
	☐ Absent ☐ Unsatisfactory ☐ Somewhat Satisfactory ☐ Satisfactory ☐ Very Sat	tisfactory			
Cor	ents:				
	Part IX: Overall Recommendation				
	☐ Approve course as submitted.				
	☐ Approve course subject to meeting with course developer to discuss deficiencies and timeline to correct deficiencies. (Minor Deficiencies)				
	Reject course. Meet with course developer to discuss deficiencies and timeline for course revisions and placement on schedule. (Major Deficiencies)				
	☐ Other:				
Cor	nents:				