



Faculty Evaluation Rubric - Form O For Online & Hybrid Courses

Ratings are based on the *observed week of instruction or the equivalent, as determined in consultation with the instructor.

Area Being evaluated	Strong (S)	Competent (C)	Marginal (M)	Unsatisfactory (U)
Goals/ Objectives	Lesson objectives are easy to find and logically placed, such as at the beginning of the week's materials. They are clearly worded, use measurable verbs (e.g. <i>analyze, demonstrate, evaluate, compare</i>), and connect to course objectives.	Lesson objectives are provided. They are sufficiently clear to explain to students what they will be able to do by the end of the week. Most objectives are measurable (e.g. <i>analyze, demonstrate, evaluate, compare</i>) and connect to course objectives.	Lesson objectives are confusing and/or vague and therefore do not clearly explain to students what they will be able to do by the end of the week. Objectives are not measurable (e.g. <i>analyze, demonstrate, evaluate, compare</i>) and/or do not connect to course objectives.	Lesson objectives are not communicated to students.
Expertise in Subject Area	Instructor demonstrates superior expertise in the subject area through instructor-prepared lecture materials and/or introduction to content collected from other sources (e.g. using knowledge and expertise to introduce a video in a way that will facilitate learning).	Instructor demonstrates adequate expertise in the subject area through instructor-prepared lecture materials and/or introduction to content collected from other sources (e.g. using knowledge and expertise to introduce a video in a way that will facilitate learning).	Instructor does not demonstrate adequate subject-matter expertise in presenting and explaining content to students.	Instructor does not demonstrate fundamental subject-matter expertise in presenting and explaining content to students.
Organization of Week of Instruction*	Week of instruction is well organized and easy to navigate. Items are clearly labeled and flow logically so that students can focus on learning rather than finding and accessing items.	Week of instruction is adequately organized and easy to navigate. The majority of items are clearly labeled, and most of the week flows logically so that students can focus on learning rather than finding and accessing items.	Week of instruction is not adequately organized and is not easy to navigate or is inconsistent. Students cannot easily navigate the week's content and activities without extra clicks and searching to find items.	Week of instruction is not organized for students, creating a barrier to learning. Students may be asked to find the week's materials in a variety of locations and without adequate instructor guidance.

Teaching Methodologies	Instructor uses activities that ask students to work with content in meaningful ways. Learning is engaging and student-centered, and technology is appropriate for this course and used effectively to facilitate student learning.	Instructor uses activities that ask students to work with content rather than restate it. Learning is student-centered, and technology is appropriate for this course.	Instructor uses activities that mostly require students to restate content. Learning is occasionally student-centered. Technology choices may not be appropriate for this course or may not be used in a way that facilitates student learning.	Instructor does not use activities that ask students to work with content or does not use activities that facilitate learning. Learning is not student-centered, and/or technology is not appropriate for this course.
Communication and Rapport	Students have one or more places in the course to ask questions, and the instructor responds professionally and helpfully. In these and all communication, instructor builds an atmosphere of collegiality and respect in all communications with students.	Students have a place in the course to ask questions, and the instructor responses are adequately helpful. In these and all communication, instructor mostly builds an atmosphere of collegiality and respect in communication with students.	Students do not have an obvious place in the course to ask questions, and/or the instructor does not consistently respond professionally and helpfully. In these and all communication, instructor does not sufficiently and consistently build an atmosphere of collegiality and respect in communication with students.	Instructor does not communicate with students and/or does not demonstrate respect and professionalism.
Development of a Learning Community	Instructor develops a strong sense of community in the course by providing ample opportunities for meaningful student-to-student interaction.	Instructor develops a sense of community in the course by providing opportunities for meaningful student-to-student interaction.	Instructor provides occasional opportunities for student-to-student interaction, but these activities are not necessarily designed to develop meaningful interaction.	Instructor does not develop a sense of community in the course. Student-to-student interaction has not been integrated into the course.
Regular Effective Contact/Interaction	Instructor initiates interaction with students throughout the week of instruction to discuss course content and student progress. Instructor provides ample contact through a variety of methods, such as joining class discussions, posting announcements, delivering online lectures, and giving feedback.	Instructor initiates interaction with students to discuss course content and student progress. Instructor provides adequate contact through several methods, such as joining class discussions, posting announcements, delivering online lectures, and giving feedback.	Instructor initiates minimal interaction with students to discuss course content and student progress. The amount of contact is not adequate for the number of units, and/or the contact methods or quality may be inadequate to meet college requirements.	Instructor does not provide adequate Regular Effective Contact for this course.