Evaluation Checklist for Online Courses

# Using the Checklist

The Evaluation Checklist for Online Courses can be used for self- or peer-evaluation of an online course before, during, or after the course runs. The checklist is organized into five sections that reflect content modules offered in the Online and Blended Teaching Program.

# Icons

In the left-hand column of the checklist, there are four distinct icons:

▲ = Very important item related to course *development*

△ = Important item related to course *development*

◉ = Very important item related to course *delivery*

◎ = Important item related to course *delivery*

Very important items on the checklist should be given priority consideration when using the checklist for scoring or for self-evaluating your course before the semester begins. Items related to course development are most often done before the semester begins. Items related to course delivery are usually performed by instructors during the semester.

# Scoring

For the purposes of self-, peer-, and certificate evaluation, each item can be given a score in the Score column. The Evaluation Checklist for Online Courses uses a 3-star system, as follows:

★★★ = Exceeds expectations

★★ = Meets expectations

★ = Needs improvement

○ = Missing from the course

⨂ = Not applicable to the course

Clicking on the field to the right of each checklist item will reveal a drop-down menu that allows evaluators to choose a score. Evaluators who prefer to handwrite on a printed document can circle the number of stars next to each item, draw a line through the stars if an item is missing from the course, or draw a line through the item itself if an item is not applicable to the course.

# Help

The arrow ⇨ icons in the Help column are clickable links to relevant help materials for each item on the checklist. Evaluators can also visit the CETL website to access the [full suite of help materials](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/).

# Comments

Within each section, evaluators can provide written feedback to instructors about the course. Comments that specifically address how the course exceeds expectations or needs improvement are particularly helpful. Two or three paragraphs in each section is often enough to convey meaningful feedback.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| About the Course | | | | | |
| Instructor Name | | |  | | |
| Evaluator Name | | |  | | |
| Course Title | | |  | | |
| Canvas Course ID | | |  | | |
| Evaluation Date | | |  | | |
| Assessing Your Students | | | | Score | Help |
| △ | 1 | Learning objectives are specific, measurable, and clear\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#1) |
| △ | 2 | Learning objectives connect to real-world experiences\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#2) |
| ▲ | 3 | Instructor provides the purpose of each activity and its benefit to students\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#3) |
| ▲ | 4 | Instructor assigns frequent, low-stakes assessments | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#4) |
| △ | 5 | Instructor scaffolds summative assessments | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#5) |
| ▲ | 6 | Assignment and activity prompts use clear, student-friendly language\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#6) |
| △ | 7 | Instructor uses rubrics for grading and to clarify assignment expectations\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#7) |
| △ | 8 | Workload is appropriate for the course type and level | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#8) |
| △ | 9 | Instructor uses strategies to promote academic integrity | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#9) |
| ◉ | 10 | Instructor provides grades in Canvas in an appropriate timeframe\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#10) |
| ◉ | 11 | Instructor provides personalized feedback on assessments | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#11) |
| Comments | | | | | |
| Delivering Content | | | | Score | Help |
| ▲ | 12 | Content is designed to prepare students to complete assessments | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#12) |
| ▲ | 13 | Instructor adds expertise and examples that contextualize readings\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#13) |
| △ | 14 | Disciplinary content and examples are current and relevant\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#14) |
| △ | 15 | Disciplinary content reflects diverse social identities and life experiences | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#15) |
| △ | 16 | Disciplinary content includes opportunities for engagement\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#16) |
| ▲ | 17 | Content uses effective visual design to communicate clearly | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#17) |
| ▲ | 18 | Content is delivered in the appropriate medium for its purpose | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#18) |
| △ | 19 | Videos and presentations are brief, typically no longer than 15 minutes | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#19) |
| △ | 20 | Videos are captioned, and transcriptions are accurate | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#20) |
| △ | 21 | Open educational resources are used, when applicable\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#21) |
| △ | 22 | Borrowed content uses open licensing and meets fair use guidelines | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#22) |
| ◎ | 23 | Instructor adds content in response to student needs and current events\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#23) |
| Comments | | | | | |
| Building Community | | | | Score | Help |
| ▲ | 24 | Students have opportunities to introduce themselves to their peers\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#24) |
| ▲ | 25 | Online discussion prompts encourage fruitful peer interaction\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#25) |
| △ | 26 | Expectations are set for how the instructor will facilitate online discussions | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#26) |
| ▲ | 27 | Students are required to respond to their peers in online discussions\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#27) |
| △ | 28 | Students have opportunities to share their knowledge and experiences\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#28) |
| △ | 29 | Students engage in collaborative learning or peer feedback\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#29) |
| ▲ | 30 | Instructor includes guidelines for respectful and constructive participation | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#30) |
| ◎ | 31 | Synchronous tools are used for group projects and virtual office hours | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#31) |
| ◉ | 32 | Instructor participates regularly and meaningfully in online discussions\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#32) |
| Comments | | | | | |
| Supporting Your Students | | | | Score | Help |
| ▲ | 33 | Instructor provides a welcome to students in the Canvas course site\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#33) |
| △ | 34 | Instructor provides student success strategies for online learning\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#34) |
| ▲ | 35 | Canvas modules are organized and named in a student-friendly manner\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#35) |
| ▲ | 36 | Instructor orients students to the structure of the Canvas course site\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#36) |
| ▲ | 37 | Instructor uses Canvas To-Do dates for assessments and activities\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#37) |
| ▲ | 38 | Instructor uses supportive language in all course materials\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#38) |
| ▲ | 39 | Instructor provides preferred contact info and expected response times | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#39) |
| △ | 40 | Instructor provides help resources for Canvas and course technologies | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#40) |
| △ | 41 | Instructor highlights campus resources relevant to their specific students | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#41) |
| ▲ | 42 | Instructor uses technologies appropriate for the course | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#42) |
| △ | 43 | All documents, pages, images, and links meet Universal Design standards | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#43) |
| △ | 44 | Course contains no broken links, typos, or outdated information | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#44) |
| ◎ | 45 | Instructor communicates changes to due dates, assignments, and grades\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#45) |
| ◉ | 46 | Instructor posts frequent, informative, and supportive announcements\* | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#46) |
| ◎ | 47 | Instructor offers recurring virtual office hours | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#47) |
| Comments | | | | | |
| Evaluating Your Course | | | | Score | Help |
| ▲ | 48 | Instructor solicits student feedback about the course early and often | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#48) |
| △ | 49 | Instructor asks questions that invite meaningful feedback about the course | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#49) |
| ◉ | 50 | Instructor responds to student feedback in the Canvas course site | |  | [⇨](https://uwm.edu/cetl/evaluation-checklist-for-online-courses-help-links/#50) |
| Comments | | | | | |