

## Checklist for Hybrid Course Evaluation

Course ID & Reference # \_\_\_\_\_

Course owner: \_\_\_\_\_

Dean's name: \_\_\_\_\_

Date assessed: \_\_\_\_\_

Course Overview and Organization	Yes	No	Comments
A statement in the syllabus introduces the student to the course structure.	<input type="checkbox"/>	<input type="checkbox"/>	
Content throughout the course is structured and sequenced in an organized, logical format.	<input type="checkbox"/>	<input type="checkbox"/>	
Navigational instructions in Canvas make the organization of the course easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	
The syllabus includes an explanation of why hybrid courses are different and contains the TSC hybrid course definition, "Fifty (50) percent of the course is delivered online using some form of technology with the remaining percentage being taught in a class setting where the student and faculty are engaged in face-to-face (F2F) instruction".	<input type="checkbox"/>	<input type="checkbox"/>	
The syllabus contains a clear description of how student attendance will be determined.	<input type="checkbox"/>	<input type="checkbox"/>	
The syllabus contains a description of course expectations for participating in both online and F2F sessions.	<input type="checkbox"/>	<input type="checkbox"/>	
The syllabus includes an explanation of what students should know when they finish the hybrid course, based on learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	
The syllabus clearly distinguishes the information that will be delivered via online, and detailed information on F2F sessions such as date, time, building and room locations.	<input type="checkbox"/>	<input type="checkbox"/>	
The syllabus includes a reason students should come on campus for F2F sessions.	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Learning Outcomes</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
The learning outcomes in the syllabus are clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	
Course learning outcomes are provided at the module/unit level and appear at the beginning of each module/unit.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Activities and Assessment</b>			<b>Comments</b>
Assessment of student learning, in the modules, is aligned with course and module learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	
Activities in the modules are clearly described.	<input type="checkbox"/>	<input type="checkbox"/>	
Assessments in the modules are clearly described.	<input type="checkbox"/>	<input type="checkbox"/>	
The grading policy in the syllabus is transparent and easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>	
Assessment strategies in the syllabus provide feedback to the student via rubrics, grading scales, checklists, etc.	<input type="checkbox"/>	<input type="checkbox"/>	
The final grade is reflected in the Canvas gradebook accurately.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Resources and Course Materials</b>			<b>Comments</b>
Instructional materials, throughout the modules, are sufficiently used to achieve stated learning outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	
Information is provided in the syllabus listing resources needed for F2F hybrid assignments such as field work or service learning projects.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Student Interactions</b>			<b>Comments</b>
The requirements for course interaction are clearly articulated in the syllabus.	<input type="checkbox"/>	<input type="checkbox"/>	
Students have the opportunity for student-to-student interaction in online modules and in F2F sessions.	<input type="checkbox"/>	<input type="checkbox"/>	
Students are provided with instructor-student interaction in the form of feedback in online modules and in F2F sessions.	<input type="checkbox"/>	<input type="checkbox"/>	
Netiquette expectations in the syllabus, with regard to discussions and email communications, are clearly stated.	<input type="checkbox"/>	<input type="checkbox"/>	

<b>Course Technology</b>				<b>Comments</b>
The tools and media used in the modules support the learning outcomes of the course.	<input type="checkbox"/>	<input type="checkbox"/>		
The tools and media used in the modules enhance student engagement.	<input type="checkbox"/>	<input type="checkbox"/>		
The hybrid course enables students to combine the use of technology in online modules with F2F session activities such as lectures, presentations, or discussions.	<input type="checkbox"/>	<input type="checkbox"/>		
Technologies required for this course are listed in the syllabus, and are provided to students or easily downloadable.	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Student Support</b>				<b>Comments</b>
The course instructions in the syllabus provide a clear description or link to the technical support options offered.	<input type="checkbox"/>	<input type="checkbox"/>		
Course instructions in the syllabus articulate or link to an explanation of how the institution's academic support system can assist the student in effectively using the resources provided.	<input type="checkbox"/>	<input type="checkbox"/>		
<b>Accessibility</b>				<b>Comments</b>
All materials used in both online modules and F2F sessions are ADA compliant (Section 508).	<input type="checkbox"/>	<input type="checkbox"/>		
Materials used throughout the course demonstrate sensitivity to readability issues.	<input type="checkbox"/>	<input type="checkbox"/>		
Videos used throughout the course are closed captioned.	<input type="checkbox"/>	<input type="checkbox"/>		
Audio files used throughout the course have transcripts.	<input type="checkbox"/>	<input type="checkbox"/>		
Graphics, images, and tables used throughout the course have alt text descriptions	<input type="checkbox"/>	<input type="checkbox"/>		

**Faculty Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Dean Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**TSC Online Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

***\*Submit to TSC Online Director\****