

Policies for Evaluating Faculty: Recommendations for Incorporating Student and Peer Reviews in the Faculty Evaluation Process

Overview

Effective teaching is the core of any outstanding university and is very important at every institution in The University of Texas System. UT System invests significant resources in rewarding outstanding teaching, and effective teaching is a requirement for the promotion and tenure of every faculty member. The System campuses have centers which support good teaching, and many departments work collegially to improve and augment the development of teaching within specific programs. Thus, it is entirely appropriate that excellence in teaching serves as an important foundation for a System-wide task force of faculty members and students.

Task Force Background

In 2011, The University of Texas System Chancellor unveiled his Framework for Advancing Excellence. The Framework is an action plan to implement and measure the effectiveness of nine overarching goals aimed at advancing UT institutions. Included among the Framework goals is an item addressing faculty excellence, specifically, to strengthen performance evaluations. The Chancellor appointed two task forces in 2012 to recommend ways to address this strategy.

The **Task Force on the Evaluation of Faculty Teaching** was charged to:

1. Identify an appropriate, consistent, and limited set of faculty teaching evaluation questions that can be administered System-wide;
2. Recommend a process consistent across all campuses that incorporates the critical questions which evaluate faculty teaching at the end of the semester; and
3. Identify mechanisms to provide faculty feedback throughout the semester.

The **Task Force on Faculty Peer Observations of Teaching** was charged to develop a policy that every academic campus could adopt regarding faculty peer evaluations, including guidelines for implementation and a template form.

In February 2013, a work group was organized to review the recommendations of both task forces and develop a set of instructions for campuses to follow to implement the recommendations. This document provides the guidelines developed by the work group and approved by the Chancellor. Each campus is expected to incorporate these items into their policies addressing faculty evaluations and begin applying the student evaluations policies in Fall 2013 and the faculty peer review policies in Fall 2014 or earlier.

Guidelines for Student Evaluations of Faculty

Task Force Background

Texas Education Code Section 51.974 requires institutions of higher education to conduct end-of-course faculty evaluations and make the evaluations available on the institution's website. Most universities have accommodated this request by providing summary responses to a general overall evaluation question. The UT System would like to expand beyond the overall question, but maintain consistency across campuses.

In Spring 2012, a task force was created to identify a consistent method of evaluating faculty teaching across the UT System. The Task Force on the Evaluation of Faculty Teaching consisted of representatives from across the UT System, including students and faculty from academic and health institutions. The group met regularly throughout the spring and summer to identify a common set of evaluation questions, recommend an evaluation process, and identify mechanisms for providing continuous feedback between faculty and students. Based on the recommendations presented in the task force report, the following information is provided to assist institutions in complying with the new requirements affecting student evaluations of faculty teaching.

General Points

- For the purposes of student evaluations, faculty members are defined as the courses' *instructors of record*. Faculty members deliver the curriculum and are identified by the campus as the courses' responsible parties.
- Confidentiality of student evaluations of faculty teaching must be protected, and it is important that the methods used to maintain confidentiality are clearly demonstrated to students. Evaluations will not be administered for any class containing fewer than five people, as of the day after the final university drop date. If a class contains five or more students, but fewer than five completed the evaluations, the evaluation data will be utilized.

Mandatory Survey Questions

Each campus will incorporate the following five questions in every end-of-course student evaluation survey. The questions should be the first five questions of every end-of-course evaluation. The questions must be in this specific order with this specific wording:

1. The instructor clearly defined and explained the course objectives and expectations.
2. The instructor was prepared for each instructional activity.
3. The instructor communicated information effectively.
4. The instructor encouraged me to take an active role in my own learning.
5. The instructor was available to students either electronically or in person.

The response scale for each question should appear as follows:

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

All five questions should be considered mandatory. Any additional questions, specific to each institution, college, department, or faculty member may follow. Institutions should consider that long surveys typically lead to lower response rates and less accurate responses.

Encouraging Student Participation

Student participation is crucial, as survey results are used in the formal evaluation of faculty. Students need to understand that their responses can also help instructors improve teaching styles and course materials. To incentivize student participation, institutions are encouraged to withhold a student's access to grades until the student completes all course evaluations. Mandatory completion of course evaluations is not new – most UT health institutions already have such a system in place. Understanding that mandatory course evaluations will require a cultural shift on most campuses, the following suggestions may help to encourage acceptance and participation:

- Encourage faculty to inform students of the importance of completing course evaluations. **Students have indicated repeatedly that the faculty member's emphasis on the importance of completing evaluations is the most compelling reason for compliance.**
- Encourage faculty members to note on the course syllabus that course evaluations are required.
- Encourage faculty members to allow class time to complete the evaluations. Make students aware of this time allocation in advance, so that they may bring phones, tablets, laptops, etc. in order to comply. Reserve a computer room, even for a portion of the class time, to encourage compliance.
- Consider applying an incentive at the course level.
- Consider having the President, Provost, or VP for Student Affairs send a memo or email communication to all students towards the end of each semester informing them of the importance of course evaluations. Remind students that course evaluations enhance academic excellence, impact faculty's professional development, and affect faculty's overall evaluations at the institutional level.
- Collaborate with campus student governments in promoting the importance of completing course evaluations. Student government promotional campaigns aid student understanding of the goals and the process of course evaluations. Ultimately, this awareness helps to increase student participation and acceptance.
- Accentuate completion as a positive: Indicate that students that complete course evaluations by a certain date will have *priority access to grades*. One institution currently locks its online grading system two weeks before finals, allowing *priority access* one week after finals and releasing grades to all students one week later. These timeframes can be adjusted based on the campus processes.

Electronic Course Evaluations

We strongly recommend institutions to utilize an online system for course evaluations. An online system is more economical and sustainable than a paper-based system, providing quicker results and offering greater ability to perform data analytics. It is often the case that the response rates to online course evaluations are lower than those of paper-based evaluations, but the suggestions listed above will encourage student participation and help to improve online response rates. The UT System administration will collect the responses to the five required survey questions and an online system will allow the sharing of data in a more efficient manner. The recommendations for encouraging student participation are particularly important if an online system is used to administer course evaluations.

Timeframe

Each campus is expected to incorporate these five questions into their student evaluations for the **Fall 2013 semester**.

Online Student Comments

Student comments are not required and should not be forwarded to UT System. A faculty member may want to gather comments from his or her class, but the institution should develop policies and procedures to oversee this feedback. In developing these processes, institutions should be clear to students that providing in-class comments to an instructor is separate from the course evaluation.

Continuous Feedback

A survey of past recipients of The University of Texas System Regents Outstanding Teaching Awards revealed that systematic and frequent faculty-student feedback should be regarded as an integral component of every course. Students should receive feedback from professors and have many opportunities to provide feedback to faculty. Institutions are encouraged to use available continuous feedback mechanisms and MyEdu is developing the functionality to accommodate continuous feedback.

Guidelines for Faculty Peer Review of Teaching

Task Force Background

In spring 2012, a task force was created to identify effective ways to conduct faculty peer reviews. Faculty and administrators from select UT System academic institutions met in June 2012 to research and create a report on best practices. The Task Force on Faculty Peer Observations of Teaching noted in its report that a number of UT System institutions already have peer review policies in place, but there is wide variation across and within institutions. Emphasizing the importance of peer review in improving teaching, the task force focused its recommendations on guiding principles and minimum requirements for ensuring that peer observations are simple, yet constructive tools that should be used to improve instruction.

Peer evaluations are a mechanism for constructive feedback and continuous improvement. Institutions are required to implement a peer review system as part of a comprehensive effort for enhancing the teaching mission and continuous improvement. Based on the principles and recommendations presented in the task force report, the following standards are provided to assist institutions in the implementation of peer reviews of faculty teaching.

There are two purposes for using peer review: 1) for evaluation purposes (only in tenure and promotion cases) and 2) for improving teaching.

Conducting Peer Reviews for Promotion and Tenure

Each campus should develop a policy requiring peer review of faculty members, utilizing peer observations, as part of the institution's promotion and tenure process. Institutions must determine whether a modification to existing peer review policies or a new policy is necessary. All promotion and tenure review reports sent to UT System must show evidence of peer evaluations of teaching.

With extensive consultation from faculty members, each unit (college, school, or department) should develop its own system for peer review, appropriate to the subject being taught and the method of course delivery. This process should include the frequency and format options for peer observations and timelines which accommodate the promotion and tenure process. In addition, these academic units should define "peer" for their purposes and determine whether a peer can be of higher, equal, or lower rank and/or drawn from different departments. Observations by learning experts who are not faculty are valuable, particularly during the early stages of faculty development – but these should supplement, not substitute for, peer observations.

Peer Review to Improving Teaching

The quality of teaching should be of paramount importance to all faculty. Peer reviews are especially useful when used to improve faculty teaching. Understanding that even the best instructors can benefit from constructive feedback, each evaluation report should include comments on what the instructor does well and suggested areas for improvement. Peer review reports that are added to an instructor's record should include a list of observations conducted (with course, observer, and date), but not the content of the report unless released by the instructor. Instructors can be asked to supply for their records a narrative covering what they have learned from the observation process. Given the time commitment that must be assumed, department heads/chairs and faculty within a specific unit shall develop policy and procedures as to how often and by whom this process can be implemented.

Timeframe

Each campus is expected to have a peer review process in place for the **Fall 2014 semester or earlier**.

Minimum Requirements for Peer Review Reports

Evaluations should include the use of short forms that merit careful attention by the reviewer. Questions on the forms should call for either a narrative response or a choice among three or four responses. For example, a choice between *observed, needs improvement, not observed* or *truly exemplary, done well, needs improvement, N/A*.

Each peer evaluation/observation report should include:

- Number and title of course observed;
- Date of report;
- Name and signature of observer;
- Date of pre-observation meeting between observer and instructor, at which the syllabus and assignments are reviewed, special instructor concerns are addressed, and a mutually agreed class and date are specified;
- Date of classroom observation;
- An instrument that reflects methods by which instructor engages students in active learning;
- Date of post-observation meeting of observer with instructor, at which the observation was discussed;
- Instructor's signature affirming that the discussions took place.

Training

Before peer evaluations are conducted on a campus, peer evaluators should be given detailed guidance and an opportunity for training. Evaluation templates should be used to guide the evaluator's observations of teaching.

Sample Template

The following sample peer observation forms can be found in the Appendix. These examples are provided to guide institutions as they develop their own peer observation forms.

Example A: Peer Observation for Formative Assessment of Teaching

This sample template was developed based on templates currently in use at The University of Texas at Austin, with input from faculty representatives serving on the Task Force on Faculty Peer Observations of Teaching.

Example B: Classroom Observation Form

This sample template was developed by the members of the Faculty Evaluation Implementation Work Group. It was adapted from an instrument currently used at the University of Minnesota, modified to include recommendations from the Task Force on Faculty Peer Observations of Teaching.

Example C: Online Course Review Rubric

This sample template was heavily influenced by a rubric used by the UT TeleCampus to evaluate online courses.

Appendix: Sample Templates

Example A: Peer Observation for Formative Assessment of Teaching

Example B: Classroom Observation Form

Example C: Online Course Review Rubric

Example A

Peer Observation for Formative Assessment of Teaching

Faculty Member Observed _____ Rank _____

Date of Observation _____ Course Observed _____

Type of Course (lecture, lab, etc.) _____

	<i>Not Applicable</i>	<i>Needs Improvement</i>	<i>Done Well</i>	<i>Truly Exemplary</i>
CONTENT				
1. Presented main ideas clearly	NA	NI	DW	TE
2. Clearly addressed relevancy of main ideas	NA	NI	DW	TE
3. Called for higher order thinking of students	NA	NI	DW	TE
4. Related ideas to students' prior knowledge	NA	NI	DW	TE
5. Provided definitions for new terms/concepts	NA	NI	DW	TE
6. Referred students to sources of credible information to deepen and/or broaden their knowledge of an idea	NA	NI	DW	TE
ORGANIZATION				
7. Was prepared for class				
8. Connected content to previous classes	NA	NI	DW	TE
9. Stated organization/objectives	NA	NI	DW	TE
10. Used clear, effective transitions with summaries	NA	NI	DW	TE
11. Used instructional time well	NA	NI	DW	TE
CLASSROOM INTERACTIONS				
12. Facilitated students' active engagement/participation in learning	NA	NI	DW	TE
13. Used and responded to questions effectively	NA	NI	DW	TE
14. Showed awareness of different levels of students' knowledge	NA	NI	DW	TE
15. Had a good rapport/engagement with students	NA	NI	DW	TE
16. Was responsive to verbal and nonverbal feedback from students	NA	NI	DW	TE
17. Treated students with respect	NA	NI	DW	TE
EFFECTIVE COMMUNICATION				
18. Was confident and enthusiastic	NA	NI	DW	TE
19. Made adequate eye contact with students	NA	NI	DW	TE
20. Used clear articulation and pronunciation	NA	NI	DW	TE
21. Avoided distracting mannerisms and language	NA	NI	DW	TE
22. Projected voice to be easily heard	NA	NI	DW	TE
23. Used appropriate pace of delivery	NA	NI	DW	TE
USE OF MEDIA AND INSTRUCTIONAL MATERIALS				
24. Used classroom technology proficiently	NA	NI	DW	TE
25. Websites, video clips, and other visuals and audiovisuals effectively	NA	NI	DW	TE
26. Provided effective outline/handouts	NA	NI	DW	TE

Example A

Comments

Quality of the syllabus:

Date of Conference on Syllabus before Classroom Visit _____

Quality of instruction:

Strengths and innovations

Areas for improvement

Date of Conference after Classroom Visit _____

Observer Signature _____

Observer Name (Print) _____

Observer Title _____

Signature of instructor _____

At the closing conference the observer should inquire about the instructor's availability to students outside of class time. If the instructor's availability is consider limited, the observer should share strategies that will increase availability to students.

Example B

Classroom Observation Form

Faculty Member Observed_____ Rank_____

Date of Observation_____ Course observed _____

Type of Course (lecture, lab, etc.) _____

1. **Content/learning objectives:** (Are objectives for the class given verbally or in writing? Are main ideas clear and relevant? Is the content accurate? Are higher order thinking skills promoted? Are new ideas connected to students' prior knowledge?)

2. **Organization and preparation for class session:** Is the instructor prepared for class? Is the class connected content to previous classes? Does the instructor use clear, effective transitions with summaries? Is instructional time used well?)

3. **Classroom interactions and educational climate:** (Are students and instructor interested and enthusiastic? Does the instructor use student names? Is humor used appropriately? Does instructor treat students with respect? Is the atmosphere of the classroom participative?)
4. **Effective communication:** (Is the delivery paced appropriately? Can the instructor be seen and heard? Are explanations clear to students? Are examples, metaphors, and analogies appropriate? Is the instructor stimulating and thought provoking? Is the instructor confident and enthusiastic? Does the instructor use adequate eye contact with students? Does the instructor use clear articulation and pronunciation? Does the instructor avoid using distracting mannerisms and language?)

5. **Use of Media and instructional materials:** (Do films, websites, and other audiovisual materials have a clear purpose? Are handouts appropriate in number and subject? Does the instructor give help with reading or using the text, if necessary? Does the instructor use technology proficiently?)

Quality of the syllabus:

Date of Conference on Syllabus before Classroom Visit _____

Summary comments:

Date of Conference after Classroom Visit _____

Observer Signature _____

Observer Name (Print) _____

Observer Title _____

Signature of instructor: _____

At the closing conference the observer should inquire about the instructor's availability to students outside of class time. If the instructor's availability is consider limited, the observer should share strategies that will increase availability to students.

Example C

ONLINE COURSE REVIEW RUBRIC

Name of instructor _____ Rank _____

Number and title of course: _____ Date of review/evaluation _____

COURSE CONTENT AND DESIGN – addresses elements of instructional design which includes structure of the course, learning objectives, organization of content and instructional strategies.

	Exemplary	Accomplished	Promising	Incomplete
Goals and Objectives	<p>Goals and objectives are easily located within the course</p> <p>Goals and objectives are clearly written at the appropriate level and reflect desired outcomes</p> <p>Goals and objectives are written in measureable outcomes (i.e., students know what they are expected to be able to do)</p> <p>Goals and objectives are made available in a variety of areas in the course (within the syllabus and each individual learning unit)</p>	<p>Goals and objectives are located within the course syllabus or the individual learning units</p> <p>Objectives are written to reflect desired learning outcomes, although not all are written as measureable outcomes</p> <p>Students have some understanding of what is expected of them</p>	<p>Goals and objectives are not easily located within the course</p> <p>Goals and objective are not clearly written in measurable learning outcomes</p> <p>Students may be unsure of what they are expected to be able to do</p> <p>The level does not match the desired outcomes</p>	<p>Goals and objectives are not easily located within the course</p> <p>Some are missing and others poorly written</p> <p>The level does not match the desired learning outcomes</p>
Content Presentation	<p>Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules)</p> <p>Navigation is intuitive</p> <p>Content flows in a logical progression</p> <p>Content is presented using a variety of appropriate mechanisms (e.g., content modules, single pages, links to external resources, RSS Feeds, print material)</p> <p>Content is enhanced with visual and auditory elements; supplementary resources are made available (e.g., course CDs, textbooks, course manuals, etc.)</p>	<p>Content is made available or “chunked” in manageable segments (i.e., presented in distinct learning units or modules)</p> <p>Navigation is somewhat intuitive, but some “exploring” is required to determine the flow of content</p> <p>Content is presented using a variety of mechanisms (e.g., content modules, single pages, links to external resources, RSS Feeds, print material)</p> <p>Visual and/or auditory elements occasionally enhance the content; supplementary resources are made available (e.g., course CDs, textbooks, course manuals, etc.)</p>	<p>Some content segments are overly large (or possibly too small) for the specified objectives</p> <p>Navigation is only occasionally intuitive, thus the flow of content is sometimes not easily determined</p> <p>The design does not avail of the content presentation tools (e.g., content modules, single pages, links)</p> <p>Few or no visual and/or auditory elements are used to enhance the content</p> <p>Supplementary resources may be made available (e.g., course CDs, textbooks, course manuals, etc.)</p>	<p>Content is not “chunked” into manageable segments;</p> <p>Navigation is not intuitive and the flow of content is unclear;</p> <p>The design does not avail of the content presentation tools (content modules, single pages, links);</p> <p>No visual or auditory elements are used to enhance the content;</p> <p>Supplementary resources are not made available (e.g., course CDs, textbooks, course manuals, etc.)</p>

Accuracy	All course content is credible All sources clearly identified All required copyright permissions are in place Breadth of content coverage is excellent	Course content is credible Most sources are clearly identified Most required copyright permissions are in place Breadth of content coverage is sufficient	Some sources are not clearly identified Some required copyright permissions are missing Breadth of content coverage may be insufficient	Information sources are not clearly identified Required copyright permissions are missing Breadth of content coverage is insufficient
	Exemplary	Accomplished	Promising	Incomplete
Syllabus Elements	Syllabus is complete and detailed with no errors Printable version of the syllabus is included (PDF) Printable version of the course schedule is included (PDF)	Syllabus is complete and detailed Errors may be present Course schedule may not be complete	Syllabus is complete but not detailed Typos and errors may be present	Some syllabus elements are missing Errors may be present
Learner Engagement	It is clear how the instructional strategies will enable students to reach course goals and objectives Course design includes guidance for learners to work with content in meaningful ways (e.g., pre-reading outlines, web-quests, devil's advocate challenges, etc.); Higher order thinking (e.g., analysis, problem solving, or critical reflection) is expected of learners and explained with examples or models Individualized instruction, remedial activities, or resources for advanced learning activities are provided	Instructional strategies are designed to help students to reach course goals and objectives, although this relationship may not be obvious to learners Guidance is provided, but could be improved with greater detail or depth Higher order thinking is required for some activities but is not well-explained or supported (e.g., by providing examples of "good answers") Differentiated instruction (such as remediation) may be available on a limited basis	It is not clear how the instructional strategies will help learners achieve course goals and objectives Guidance in using content materials may only be provided on a limited basis Higher order thinking is not required or encouraged; Differentiated instructional opportunities are not provided, although there may be supplementary content resources available	Instructional strategies do not provide students with skills needed to achieve course goals and objectives Content is provided but it is not clear what students are expected to do with it Higher order thinking is not expected from students No supplementary resources or activities are provided for remediation or advanced study
Technology Use	Tools available within the LMS are used to facilitate learning by engaging students with course content LMS tools are used to reduce the labor-intensity of learning (e.g., providing links to needed resources where they will be used in the course) Technologies are used creatively in ways that transcend traditional, teacher-centered instruction A wide variety of delivery media are incorporated into the course	Tools available within the LMS could be utilized more (or more creatively) to engage learners with course content LMS tools are made available to assist students, but could be organized or arranged for even greater usefulness Technologies within the course are used in many cases merely to replicate traditional face-to-face instruction There is some variety in the tools used to deliver instruction	Tools available within the LMS are not used to their full extent or not used when it would be appropriate to do so Only a few tools (of those available within the LMS) are used in a way that streamlines access to materials and activities for students Technologies within the LMS are used primarily by instructors and not students There is little variety in use of technologies within the LMS	Technologies used within the LMS do not engage students with learning Tools that could reduce the labor-intensity of online instruction are not utilized Students are not expected to use technologies available within the LMS Only a few technologies available within the LMS are used

INTERACTION AND COLLABORATION – Interaction and Collaboration can take many forms. Interaction denotes communication between and among learners and instructors, synchronously or asynchronously. Collaboration is a subset of interaction and refers specifically to those activities in which groups are working interdependently toward a shared result. This differs from group activities that can be completed by students working independently of one another and then combining the results, much as one would when assembling a jigsaw puzzle with parts of the puzzle worked out separately then assembled together. A learning community is defined here as the sense of belonging to a group, rather than each student perceiving himself/herself studying independently.

	Exemplary	Accomplished	Promising	Incomplete
Communication Strategies	<p>There are plentiful opportunities for synchronous and/or asynchronous interaction, as appropriate</p> <p>Asynchronous communication strategies promote critical reflection or other higher order thinking aligned with learning objectives</p> <p>Synchronous communication activities benefit from real-time interactions and facilitate “rapid response” communication (i.e., students gain practice discussing course content extemporaneously without looking up basic, declarative information)</p>	<p>Several communication activities are included to reinforce the desired learning outcomes</p> <p>Asynchronous communications sometimes require reflection or other higher order thinking</p> <p>Synchronous interactions are meaningful but may not take full advantage of the real-time presence of instructor and/or peers</p>	<p>Communication strategies are included, however, they may not consistently reinforce desired learning outcomes</p> <p>Asynchronous communications are focused primarily on lower levels of thinking (e.g., summarizing, describing, interpreting, etc.)</p> <p>Synchronous interactions are used mostly for instructor explanation or clarification of content, or other instructor-focused activities</p>	<p>Little to no attention has been devoted to communication strategies</p> <p>Interaction activities that are included do not invoke critical thinking, reinforce learning, or take advantage of the specific strengths of the communication tools used</p>
Development of Learning Community	<p>Communication activities are designed to help build a sense of community among learners</p> <p>Student-to-student interactions are required as part of the course</p> <p>Students are encouraged to initiate communication with the instructor</p> <p>Collaboration activities (if included) reinforce course content and learning outcomes, while building workplace-useful skills such as teamwork, cooperation, negotiation, and consensus-building</p>	<p>Communication activities may help learners build a sense of community, but do not appear to be designed with this in mind</p> <p>Some student-to-student interaction is built into the course</p> <p>Students interact with the instructor, although primarily as a result of instructor-initiated contact</p> <p>Collaboration activities (if included) support some team-building skills, but may not purposefully integrate these elements</p>	<p>Effort has been devoted to fostering a sense of community in the course, but only minimally.</p> <p>More focus is needed on designing activities and a course climate that foster student-to-student interactions as well as student-to-instructor interactions.</p>	<p>Little to no attention has been devoted to building a sense of community in this course.</p>

	Exemplary	Accomplished	Promising	Incomplete
Interaction Logistics	<p>Guidelines explaining required levels of participation (i.e., quantity of interactions) are provided</p> <p>Expectations regarding the quality of communications (e.g., what constitutes a "good" answer) are clearly defined</p> <p>A rubric or equivalent grading document is included to explain how participation will be evaluated</p> <p>The instructor actively participates in communication activities, including providing feedback to students</p> <p>The instructor uses communication tools to provide course updates, reminders, special announcements, etc.</p>	<p>Expectations of student participation in communication activities are given, but would benefit from more detail</p> <p>Expectations regarding the quality of communications are included, but may be sketchy and lack detail or illustrative examples</p> <p>Minimal information may be provided regarding grading criteria for communications activities</p> <p>The instructor is occasionally involved in communication activities</p> <p>The instructor sometimes takes advantage of LMS tools to post announcements, reminders, etc.</p>	<p>Instructor expectations of student interactions are not made clear</p> <p>Little information is provided regarding what constitutes a "good" response or posting</p> <p>Students are not given a clear set of criteria for how communications activities will be graded</p> <p>The instructor appears to be largely absent from communication activities</p> <p>Few announcements, reminders, or other updates are provided</p>	<p>Few or no guidelines are provided to students regarding the desired quantity or quality of communications and/or interactions within the course</p> <p>The instructor does not participate in communications activities with students;</p>

ASSESSMENT –Assessment focuses on instructional activities designed to measure progress towards learning outcomes, provide feedback to students and instructor, and/or enable grade assignment. This section addresses the quality and type of student assessments within the course.

	Exemplary	Accomplished	Promising	Incomplete
Expectations	<p>Assessments match the goals & objectives</p> <p>Learners are directed to the appropriate objective(s) for each assessment</p> <p>Rubrics or descriptive criteria for desired outcomes are provided (e.g., models of "good work" may be shown)</p> <p>Instructions are written clearly and with sufficient detail to ensure understanding</p>	<p>Assessments match the goals & objectives</p> <p>Rubrics or descriptive criteria for desired outcomes are included for some assessment activities</p> <p>Instructions are written clearly, with some detail included</p>	<p>Students are assessed on the topics described in the course goals and objectives</p> <p>There may be some explanation of how assessments will be scored/ graded Instructions lack detail that would help students understand how to complete the activities</p>	<p>Assessments bear little resemblance to goals & objectives</p> <p>Expectations or grading criteria are not provided</p> <p>Instructions are limited or absent</p>

Assessment Design	<p>Assessments appear to measure the performance they claim to measure (e.g., activities are explained using appropriate reading level and vocabulary)</p> <p>Higher order thinking is required (e.g., analysis, problem-solving, etc.)</p> <p>Assessments are designed to mimic authentic environments to facilitate transfer</p> <p>Assessment activities occur frequently throughout the duration of the course</p> <p>Multiple types of assessments are used (e.g., research paper, objective test, discussions, etc.)</p>	<p>Assessment activities have “face validity” (i.e., they appear to match the curriculum)</p> <p>Some activities involve higher order thinking</p> <p>Assessment activities may focus on tasks similar to real-world application of skills</p> <p>Multiple assessments are included; at least three different types of assessments are used</p>	<p>It is not clear whether the assessment activities actually measure the desired skill</p> <p>The vast majority of assessments require only low-level thinking (e.g., memorization)</p> <p>Assessment activities typically do not include tasks that are relevant beyond the scope of this course; multiple assessments are included</p> <p>Two types of assessments are included, at a minimum</p>	<p>Assessment activities appear to lack validity due to bias, lack of clarity in questions or tasks, or because students are evaluated on performance unrelated to the stated objectives</p> <p>No higher-order thinking skills are required to complete assessment activities</p> <p>There is little or no evidence of authenticity built into assessments</p> <p>Assessments are too few and far apart for the course content</p>
Student Learning Styles	<p>Most course content is presented in a wide variety of ways to insure quality instruction for all student learning styles</p>	<p>Alternative modes of delivery of content are present for several portions of the course</p>	<p>Basic alternative modes of delivery (e.g., graphics, media, interactive exercises, labs, etc.) are present for a few portions of the course</p>	<p>Course content is presented primarily as text</p>
Self-assessment	<p>Many opportunities for self-assessment are provided;</p> <p>Self-assessments provide constructive, meaningful feedback</p>	<p>Some self-assessment activities are included</p> <p>Self-assessments provide feedback to learners</p>	<p>There may be self-assessment activities, but they are limited in scope and do not offer useful feedback</p>	<p>A few self-assessments may be included, but they offer little more feedback than flash cards</p>

LEARNER SUPPORT – addresses the support resources made available to students taking the course. Such resources may be accessible within or external to the course environment. Specifically, learner support resources address a variety of student services including, but not limited to the following.

	Exemplary	Accomplished	Promising	Incomplete
Orientation to Course and LMS	<p>Clearly labeled tutorial materials that explain how to navigate the LMS and the specific course are included</p> <p>Tutorials are found easily (few clicks) whether internal or external to the course, with easy return to other areas of the course</p> <p>Tutorial materials support multiple learning modalities: audio, visual, and text based</p>	<p>Clearly labeled tutorial materials that explain how to navigate the LMS and the specific course are included</p> <p>Tutorials may not be easily accessed, or require the learner to leave course site without an easy return</p> <p>Tutorial materials support multiple learning modalities: audio, visual, and text based</p>	<p>Tutorial materials that explain how to navigate the LMS and/or the specific course may be evident, but not easily found</p> <p>Materials do not support multiple learning modalities and are text-based only</p>	<p>Tutorial materials explaining how to navigate the LMS or the specific course may be included but are difficult to find, lack detail, are not well organized, or are incomplete</p> <p>Tutorial materials that are included do not support learning modalities</p>

Supportive Software (Plug-ins)	<p>Clear explanations of optional and/or required software including any additional costs (in addition to the LMS) are provided within the courses</p> <p>Software required to use course materials is listed with links to where it can be captured and installed</p> <p>Links are located within the course where learners will use the software (i.e., near the materials requiring its use)</p>	<p>Clear explanations of optional and/or required software (in addition to the LMS) are provided within the course</p> <p>Software required to use course materials is listed but links to where it can be captured and installed are not found near where it will be used</p>	<p>Software (in addition to the LMS) required to use course materials is mentioned, but not explained</p> <p>Links to where it can be captured and installed are provided, although they may not be conveniently located</p>	<p>The need for additional software required to use course materials may be mentioned</p> <p>Links to software may be missing or incomplete</p>
Instructor Role and Information	<p>Contact information for the instructor is easy to find and includes multiple forms of communication (for example, e-mail, phone, chat, etc.)</p> <p>Expected response time for e-mail replies is included</p> <p>The Instructor's role within the course is explained (for example, whether he/she will respond to "tech support" type questions)</p> <p>The instructors methods of collecting and returning work are clearly explained</p>	<p>Contact information for the instructor is included but may not be easy to find; contact information includes more than one type of communication tool</p> <p>Expected response time for e-mail replies may be included</p> <p>Instructor's role within the course is not clearly spelled out to students</p> <p>The instructor's methods of collecting and returning work are clearly explained</p>	<p>Contact information for the instructor is provided but not easy to find</p> <p>Contact information includes only one way to reach the instructor</p> <p>Information concerning response time for e-mail replies is not included</p> <p>Little or no information is given regarding the instructor's role in the course</p> <p>The instructor's methods of collecting and returning work are evident but not clearly explained</p>	<p>Contact information for the instructor is sketchy, at best</p> <p>Lacks information concerning response time for e-mail replies is included</p> <p>Information regarding the instructor's role in the course is not included</p> <p>Instructor's methods of collecting and returning work are confusing or non-existent;</p>

	Exemplary	Accomplished	Promising	Incomplete
Course Institutional Policies & Support	<p>Links to institutional policies, materials, and forms relevant for learner success (e.g., plagiarism policies) are clearly labeled and easy to find</p> <p>Links allow easy navigation from the course to the information and back; course/instructor policies regarding decorum, behavior, and netiquette are easy to find and written clearly to avoid confusion</p> <p>Links to institutional services such as the library, writing center, or financial aid office are clearly labeled and easy to find</p>	<p>Links to institutional policies, materials, and forms relevant for learner success (e.g., plagiarism policies) are included but may require searching to find</p> <p>Links allow easy navigation from the course to the information and back</p> <p>Course/instructor policies regarding decorum, behavior, and netiquette are included and are written clearly to avoid confusion</p> <p>Links to institutional services such as the library, writing center, or financial aid office may be included but require searching to find</p>	<p>Links to some institutional policies, materials, and forms relevant for learner success (e.g., plagiarism policies) are included but are difficult to find</p> <p>Course/instructor policies regarding decorum, behavior, and netiquette are included but are not clearly written or would benefit from more detail</p> <p>A few links to institutional services such as the library, writing center, or financial aid office may be included but require searching to find</p>	<p>Links to some institutional policies, materials, and forms relevant for learner success (e.g., plagiarism policies) are not included</p> <p>Some course/instructor policies regarding decorum, behavior, and netiquette may be included but are not clearly written or would benefit from more detail</p> <p>Links to institutional services such as the library, writing center, or financial aid office are not included</p>

Technical Accessibility Issues	<p>Course materials use standard formats to ensure accessibility</p> <p>If specific software is required to which some learners may not have access, alternative file types are provided</p> <p>Large files are identified to help learners consider download times</p> <p>Alternative (smaller) files are provided where appropriate</p> <p>Video are streamed whenever possible; graphics are optimized for web delivery and display without needing extensive scrolling</p>	<p>Course materials use standard formats to ensure accessibility</p> <p>If specific software is required to which some learners may not have access, alternative file types are sometimes provided</p> <p>Large files are not identified as such; alternative (smaller) files are not provided</p> <p>Video files are streamed in some cases</p> <p>Graphics are not be optimized for web delivery but display without extensive scrolling</p>	<p>Course materials use standard formats to ensure accessibility</p> <p>If specific software is required to which some learners may not have access, alternative file types are not provided</p> <p>Large files are not identified as such and alternative (smaller) files are not provided</p> <p>Video files are not streamed</p> <p>Graphics are not optimized for web delivery and may require extensive scrolling</p>	<p>Course materials sometimes use standard formats to ensure accessibility</p> <p>If specific software is required to access course materials, no mention of this is included and alternative file types are not provided</p> <p>Large files are not identified as such and alternative (smaller) files are not provided</p> <p>Video files are not streamed</p> <p>Graphic files are not optimized for web delivery and require extensive scrolling</p>
Accommodations for Disabilities	<p>Supportive mechanisms allow learners with disabilities to participate fully in the online community</p> <p>The design and delivery of content integrate alternative resources (e.g., transcripts) or enable assistive processes (e.g., voice recognition) for those needing accommodation</p> <p>Links to institutional policies, contacts, and procedures for supporting learners with disabilities are included and easy to find</p> <p>Design factors such as color, text size manipulations, audio and video controls, and alt tags reflect universal accessibility considerations</p>	<p>Supportive mechanisms allow learners with disabilities to participate in the online community for most activities</p> <p>The design and delivery of content integrate some alternative resources or enable assistive processes for those needing accommodation</p> <p>Links to institutional policies, contacts, and procedures to support learners with disabilities are included but may not be easy to find</p> <p>Design factors such as color, text size manipulation, audio and video controls, and alt tags have been considered in some cases</p>	<p>Supportive mechanisms allow some learners with disabilities to participate fully in the online community</p> <p>The design and delivery of content do not include alternative resources nor enable assistive processes for those needing accommodation</p> <p>Links to institutional policies, contacts, and procedures to support learners with disabilities are not evident</p> <p>Design factors such as color, text size manipulation, audio and video controls, and alt tags have not been considered</p>	<p>Supportive mechanisms allow some learners with disabilities to participate in the online community for some activities</p> <p>The design and delivery of content do not apply alternative resources nor enable assistive processes for those needing accommodations</p> <p>Links to institutional policies, contacts, and procedures to support learners with disabilities are not evident</p> <p>Design factors such as color, text size manipulation, audio and video controls, and alt tags have not been considered</p>
	Exemplary	Accomplished	Promising	Incomplete
Feedback	<p>Learners have the opportunity to give feedback to the instructor regarding course design and course content both during course delivery and after course completion</p> <p>Feedback mechanisms allow students to participate anonymously in course evaluation</p>	<p>Learners have the opportunity to give feedback to the instructor regarding course design and/or course content, but only after course completion</p> <p>Feedback mechanisms allow students to participate anonymously in course evaluation</p>	<p>Learners have the opportunity to give feedback to the instructor regarding course design or course content, but only after course completion</p> <p>Feedback mechanisms do not guarantee privacy to the student</p>	<p>Learners do not have the opportunity to give feedback to the instructor regarding course design or course content</p> <p>Feedback mechanisms do not guarantee privacy to the student</p>

Date of Conference before course review/evaluation _____

Date of Conference after course review/evaluation _____

Reviewer's Title _____

Reviewer's Signature _____

Reviewer's Name (Print) _____

Signature of instructor: _____