TMCC
Truckee Meadows Community College
WebCollege

OPTIONAL ONLINE FACULTY SELF-EVALUATION

Dear Online Instructor,

Thank you for taking the time to complete this self-evaluation! Those faculty who are most interested in doing their best are the ones who tend to take self-evaluations seriously in order to improve the effectiveness of their teaching. Please consider your most recent online course when completing this evaluation.

What are the three most important practices online instructors should incorporate in their online courses?   _____ clear communication   _____ responding to students in a timely manner   _____ providing feedback in a timely manner   _____ participating in class discussions   _____ posting weekly announcements   _____ using multimodal materials (i.e. videos, audio files, written text, graphics)   _____ following ADA policy   _____ setting up small group discussions   _____ having a consistent, structured class   _____ other *(please specify)*
What is the name of the course(s) that you are going to use for this evaluation?
How long have you been teaching online?   ☐ 1st semester ☐ 1-3 years ☐ 5-7 years ☐ 8 or more years
How long have you taught this course online?   ☐ 1st semester ☐ 1-3 years ☐ 5-7 years ☐ 8 or more years
Are you Quality Matters certified? ☐ Yes ☐ No ☐ In the process

The following questions work on a 1-3 scale rating. Please check the appropriate box. The purpose of this checklist is simply to direct your self-review.

The Scale

- 1 = This is not present in my online course.
- 2 = I am unsure of my effectiveness in this.
- 3 = I am confident that this is working well.

After deciding on 1-3 for each item, please provide evidence or an explanation for the items that may not be self-explanatory. For example, evidence supporting clear directions would be along the lines of very few questions are asked about the assignments.

Please note that the areas being evaluated are research-based best practices. Adopted faculty standards and best practices for online instruction can be located on the Truckee Meadows Community College (TMCC) website. Sources for more information on best practices online can be found at the end of the evaluation.

GETTING STARTED

Standard or Best Practices Expectation		1	2	3
Standard 2	I have a Getting Started module.			
Best Practices	My course syllabus is posted.			
Standard 2	Course objectives and student learning outcomes are clearly stated.			
Standard 2	Instructions on where to start week one are clearly stated.			
Best Practices	Directions for posting assignments and completing other activities are clear.			
Standard 2	Overall the course is well-organized and easy to follow (modules, etc.).			
Evidence or explanation of your commitment to this dimension:				
Ideas for improving this dimension:				

CLASS COMMUNICATION

Standard or Best Practices Expectation		1	2	3
Standard 4	My role and expectations regarding participation is clearly stated.			
Standard 4	Questions are answered within 24 hours.			
Standard 4	I post weekly announcements.			
Standard 4	I post weekly wrap-ups.			
Standard 4	I have a Questions Forum.			
Standard 4	I utilize the personal message feature.			
Standard 4	My contact information (multiple contact methods) is posted.			
Best Practices	Information is posted in multiple course locations.			
Evidence or explanation of your commitment to this dimension:				
Ideas for improving this dimension:				

COURSE DELIVERY & CONTENT

Standard or Best Practices Expectation		1	2	3
Standard 4	I check in at least 3 times each week.			
Standard 4	I am visible in the course (post an announcement, etc.) at least 3 times a week.			
Standard 3	I vary the assignment format (quizzes, discussions, written assignments, etc.).			
Best Practices	I post a variety of resources and materials for the students.			
Best Practices	My course materials are current.			
Standard 3	Instructional methods align with and support the course objectives and learning outcomes.			
Evidence or explanation of your commitment to this dimension:				
Ideas for improving this dimension:				

ASSESSMENT

Standard or Best Practices Expectation		1	2	3
Standard 3	My grading policy, expectations, and due dates ae clearly stated.			
Standard 3	Summative assessments are aligned with learning outcomes.			
Best Practices	Formative assessment takes place regularly.			
Standard 3	I make clear distinction between required and optional materials.			
Standard 4	Meaningful feedback is clear and prompt.			
Standard 5	Assessment tasks are differentiated.			
Best Practices	Examples of tasks/assignments are provided.			
Evidence or explanation of your commitment to this dimension:				
Ideas for improving this dimension:				

MULTIPLE MODALITIES

Standard or Best Practices Expectation		1	2	3
Standard 3	Information is presented in various modes (videos, text, audio).			
Standard 5	ADA accommodations are met.			
Standard 5	I include links to TMCC academic and student support services.			
Standard 5	Course technical support for Canvas and how to locate it is clearly stated.			
Standard 5	Minimum technology skills are clearly stated.			
Evidence or explanation of your commitment to this dimension:				

Ideas for improving this dimension:

COMMUNITY BUILDING

Standard or Best Practices Expectation		1	2	3
Standard 3	Academic integrity statement and consequences are clearly stated.			
Standard 4	I posted a bio or introduction.			
Standard 4	I have a welcome video.			
Standard 2	I asked the students to post a bio or introduction within first week of the course.			
Standard 4	I model effective communication and netiquette.			
Standard 5	Students are held to high expectations which are clearly stated.			
Best Practices	Students are encouraged to use many resources, including each other.			

Evidence or explanation of your commitment to this dimension:

Ideas for improving this dimension:

FACULTY FEEDBACK

Are there tools or resources that would help simplify or improve the process for developing your online course(s)?

Are there tools or resources that would assist with student success or performance improvement in your online course(s)?

Thank you for taking the time to complete this self-evaluation! Your cooperation and feedback will help enhance the quality of online courses that TMCC offers.

Sources for information on best practices:

- ADEC Guiding Principles for Distance Teaching and Learning, The American Distance Education Consortium
- Best Practices in Distance Learning Programming – Award Criteria, U.S. Distance Learning Association
- Distance Learning Manual, Accrediting Commission for Community and Junior Colleges
- Guidelines for Good Practice: Technology Mediated Instruction, The Academic Senate for California Community Colleges
- Quality Matters Peer Course Review Rubric, Maryland Online
- Quality on the Line, National Education Association and Blackboard, Inc.
- Rubric for Online Instruction, CSU Chico
- Selection Criteria for Best Online Teaching Website, California Virtual Campus