

ADMINISTRATIVE EVALUATION OF ONLINE FACULTY IN COMMUNITY COLLEGES

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Administrative Evaluation of Online Faculty in Community Colleges

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**DOCTOR OF PHILOSOPHY**

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## ABSTRACT

Policy and procedure haven't kept up with institutional practices at community colleges. With over 5.5 million college students taking online courses, 29% of college students are taking an online course. As student numbers taking online courses have increased, so have the number of faculty teaching online. The purpose of this study is to determine if and how community college, online, faculty are administratively evaluated. The Chief Academic Officer (CAO) of the members of the American Association of Community Colleges were surveyed to determine the factors considered relevant for online, asynchronous, administrative evaluation of faculty that are currently being used by community colleges and to determine the methods by which community college, online faculty are administratively evaluated.

The literature review did not identify any research directly related to the administrative evaluation of community college, online faculty. A very limited amount of research on administrative evaluation of faculty was identified, but nearly all were over a decade old. The survey results indicate that a majority of community colleges do not specifically address evaluation of online faculty in policy. The results identify the criteria and methods used to evaluate online faculty and their rated importance.

The most common criteria included in the evaluations were identified and their importance ranked by CAO's. The data was analyzed by institutional size based on the Integrated Postsecondary Education Data System (IPEDS) categories and contrasted and compared with the other institutional size categories.

A proposed model/method for developing a comprehensive faculty evaluation system based the survey results and best practices from the literature review is presented along with recommendations for further research.

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## CHAPTER 1. INTRODUCTION

The growth in numbers of institutions offering distance education courses has been documented by the National Center for Educational Statistics (NCES). During the seven years from 1994-95 to 2000-2001, the percentage of institutions offering distance education courses increased from 22% to 90% (Lewis, Snow, Farris, & Levin, 1999) and (Waits, 2002). Nearly 5.6 million students are taking online courses. Nearly 30% of all US higher education students were taking at least one online course during the fall of 2009 and online student enrollment has had a compounded annual growth rate of 19% since 2002. This growth compares to less than 2% growth of the overall higher education student population. (Allen & Seaman, 2010) Associate Degree institutions have 54% of all online enrollments in the United States (Allen & Seaman, 2007).

At the federal policy level, there is a trend toward increased accountability for higher education. This is evident in recent publications from accrediting bodies like the Council for Higher Education Accreditation (CHEA). Congress is proposing regulations to increase accountability for institutions down to the level of a Federal definition of the credit hour (Broad, 2011). Policy and procedure on campuses have not kept up with the change in delivery mode. Over 15,000 studies have been published on different aspects of evaluating teacher effectiveness (Seldin, 1999), but few, if any, address teaching online, distance education courses.

Since 2002, the number of students taking at least one online course has grown from 1.6 million to nearly 5.6 million students in 2010 (Allen & Seaman, 2010).



Table 1

*Total and Online Enrollment in Degree-granting Postsecondary Institutions – Fall 2002 through Fall 2009*

	Total Enrollment	Annual Growth Rate Total Enrollment	Students Taking at Least One Online Course	Annual Growth Rate Online Enrollment	Online Enrollment as a Percent of Total Enrollment
Fall 2002	16,611,710	NA	1,602,970	NA	9.6%
Fall 2003	16,911,481	1.8%	1,971,397	23.0%	11.7%
Fall 2004	17,272,043	2.1%	2,329,783	18.2%	13.5%
Fall 2005	17,487,481	1.2%	3,180,050	36.5%	18.2%
Fall 2006	17,758,872	1.6%	3,488,381	9.7%	19.6%
Fall 2007	18,248,133	2.8%	3,938,111	12.9%	21.6%
Fall 2008	18,698,630	2.5%	4,606,353	16.9%	24.6%
Fall 2009	19,036,860	1.2%	5,579,022	21.1%	29.3%

*Note.* Reproduced with permission from “*Total and Online Enrollment in Degree-granting Postsecondary Institutions Fall 2002 through Fall 2009*” by Allen, E. I., & Seaman, J. 2010, *Class Differences: Online Education in the United States*, p. 8. Copyright 2010 by Babson Survey Research Group.

The primary delivery mode of distance education courses is asynchronous, online via the world wide web (Lewis, Snow, Farris, & Levin, 1999; Waits, 2002).

**Significance of the Problem**

Since first measured by NCES in 1995, the percentage of institutions offering online courses has grown from 22% in 1995 to 90% in 2000-2001 (Lewis et al., 1999; Waits, 2002). In 2010, more than 95% of higher education institutions offered online courses (Allen & Seaman, 2010).

In 2000–2001, 90% of public two-year and 89% of public four-year institutions offered distance education courses, compared with 16% of private two year and 40% of private four-year institutions. Waits wrote:

The Internet and two video technologies were most often used as primary modes of instructional delivery for distance education courses by institutions during the 12-month 2000–2001 academic year. Among institutions offering distance education courses, the majority (90%) reported that they offered Internet courses using asynchronous computer-based instruction. In addition, 43 percent of institutions that offered distance education courses offered Internet courses using synchronous computer-based instruction, 51 percent used two-way video with two-way audio, and 41 percent used one-way prerecorded video as a primary mode of instructional delivery for distance education courses. (Waits, 2002, p. v)

### **Statement of the Problem**

Policy has not kept up with progress. North Dakota University System policy 604.3, Appendix A, requires that all full time university system employees receive an annual written evaluation. Policy 604.3 also references NDUS Policy 605.1 that requires that all full time faculty are evaluated annually (NDUS, 2008).

This researcher’s campus, Lake Region State College, (LRSC) faculty evaluation policy/process does not address online teachers. Lake Region State College policy 7.9 on faculty evaluations mandates regular evaluations of both part time and full time faculty. The policy does not specify any differences based on the mode of delivery of the courses. (LRSC Policy & Procedure Manual 2008). The forms/rubric utilized by LRSC asks the evaluator to respond to questions like: “The instructor’s voice is audible?” and “The lab/classroom is neat and orderly”. See appendix B Lake Region State College Faculty Evaluation form.

## **Purpose of the Study**

The purpose of this study was to determine if and how community college, online faculty are administratively evaluated. This purpose was accomplished using the following research questions:

1. What ways are the administrative evaluations being conducted to comply with institutional faculty evaluation policies?
2. What factors are considered to be relevant for online, asynchronous, administrative evaluation of teaching that are being used by these community colleges?
3. What are the best methods to create an administrative, online, faculty evaluation system that complies with NDUS Policy #604.3?
4. How do community colleges determine methods online faculty are administratively evaluated?

## **Definitions**

For the purposes of this study, an online course is defined as a course where the instruction and content is delivered via the internet either synchronously or asynchronously (NDUSO, 2001).

## **Limitations**

This study was limited to evaluation methods of the member campuses of American Association of Community Colleges (AACCC) and is conducted during spring/summer of 2010. The findings were specific to community colleges. Researcher bias may be possible because the researcher may be involved in the field or aspects of study.

## CHAPTER 2 LITERATURE REVIEW

In searching higher education literature and publications, current information on faculty evaluation processes for online teachers are noticeably absent. There are currently few, if any, evaluation systems and processes in place for evaluating teachers of online courses at community colleges in the United States located during the literature review for this study. This research will identify ways the administrative evaluations are being conducted to comply with institutional faculty evaluation policies, methods to create an administrative, online, faculty evaluation system, and how community colleges determine ways online faculty are administratively evaluated. This descriptive, quantitative research will aid in developing method(s) for evaluating teachers of online courses at community colleges and recommend an implementation strategy for a community college campus.

Wilson wrote in 1942 “the most critical problem confronted in the social organization of any university is the proper evaluation of faculty services.” Evaluation of teachers has, throughout history, been one of the biggest challenges in higher education. Why do we evaluate faculty? There are two basic purposes of faculty evaluations: (a) improving teaching, and (b) administrative decision making related to continued employment, promotion and tenure (Wilson, 1942).

### **Community College Faculty Evaluation**

“Because of community college roots in the lower schools, early evaluations were often conducted by administrators who visited classrooms and recorded their perception of instructors’ mannerisms, appearance, attitude, and performance” (Cohen & Brawer, 1982, p.74). Both the evaluation methods and procedures became more complex as community colleges evolved and separated from lower schools. Community colleges developed systems of rank, tenure and

evaluation like the institutions they were once considered “junior” to (Cohen & Brawer, 1982). Currently, community college faculty evaluation methods appear to mirror those of colleges and universities.

Traditional evaluations included data from student evaluations, dean and department chair observation evaluations and self-evaluations (Seldin, 1999). Traditional evaluations do not address the new teaching methods and mediums utilized today. In distance education, students and teachers are geographically separated. In online courses much of the instruction is asynchronous. Table 2 shows a sample 120 courses taught at LRSC. The left three columns are from the on campus course listing. The right three columns shows the online distance education courses offered. The instructional method, either synchronous or asynchronous, is indicated for each course. The online courses are all delivered asynchronously.

Table 2

*Synchronous and Asynchronous Courses at Lake Region State College*

<b>Catalog Number</b>	<b>Description</b>	<b>Mode</b>	<b>Catalog Number</b>	<b>Description</b>	<b>Mode</b>
200	Elements Of Accounting I	Synch	207	Managerial Accounting	Asynch
201	Elements Of Accounting II	Synch	201	Elements Of Accounting II	Asynch
207	Managerial Accounting Business In	Synch	210	Art History I	Asynch
215	Legal Environment	Synch	130	Drawing I	Asynch
231	Income Tax Procedures	Synch	230	Drawing II	Asynch
274	Cooperatives	Synch	240	Sales	Asynch
241	Farm Mgmt Education	Synch	111	Concepts Of Biology/Lab	Asynch
241	Farm Mgmt Education	Synch	221	Anatomy & Physiology II	Asynch
241	Farm Mgmt Education	Synch	127	Information Processing	Asynch
242	Advance Adult Farm Mgmt Ed	Synch	171	Medical Terminology	Asynch

Table 2

*Synchronous and Asynchronous Courses at Lake Region State College (continued)*

<b>Catalog Number</b>	<b>Description</b>	<b>Mode</b>	<b>Catalog Number</b>	<b>Description</b>	<b>Mode</b>
242	Advanced Adult Farm Mgmt Ed	Synch	217	Fund Of Management Information	Asynch
242	Advance Adult Farm Mgmt Ed	Synch	210	Intro to SLPA	Asynch
242	Advance Adult Farm Mgmt Ed	Synch	221	Language Theory & Treatment	Asynch
299	SpTp: Crop & Livestock Mktg Fund	Synch	241	Practicum	Asynch
299	<b>Devils Lake 1</b> SpTp: Crop & Livestock Mktg Fund	Synch	110	Survey of CD	Asynch
299	<b>Devils Lake 1</b> SpTp: Crop & Livestock Mktg Fund	Synch	242	Intro to Audiology	Asynch
299	<b>Leeds</b> SpTp: Crop & Livestock Mktg Fund	Synch	116	Intro To Organic & Bio-Chemist	Asynch
140	<b>Edmore</b> Crafts I	Synch	115	Introductory Chemistry	Asynch
230	Drawing II	Synch	115	Introductory Chemistry	Asynch
251	Ceramics II	Synch	115	Introductory Chemistry	Asynch
67	English As A Second Language	Synch	180	Creating Web Pages I HTML	Asynch
84	Critical Reading	Synch	219	Microcomputer Hardware	Asynch
86	Writing Basics	Synch	110	Fund. Of Public Speaking	Asynch
88	Composition Lab	Synch	110	Fund. Of Public Speaking	Asynch
91	Pre-Algebra	Synch	122	Beginning Basic/Visual Basic	Asynch
92	Beginning Algebra	Synch	101	Introduction To Computers	Asynch
102	American Sign Language II	Synch	236	Social & Emotional Development	Asynch
102	American Sign Language II	Synch	233	Pre-K Methods & Materials	Asynch
102	American Sign Language II	Synch	201	Principles Of Microeconomics	Asynch

Table 2

*Synchronous and Asynchronous Courses at Lake Region State College (continued)*

<b>Catalog Number</b>	<b>Description</b>	<b>Mode</b>	<b>Catalog Number</b>	<b>Description</b>	<b>Mode</b>
102	American Sign Language II Mayville Students Only	Synch	202	Principles Of Macroeconomics	Asynch
102	American Sign Language II Williston Students Only	Synch	298	Pre-Professional Experience	Asynch
110	Fundamentals of Interpreting	Synch	250	Introduction To Education	Asynch
202	American Sign Language IV	Synch	232	Mythology	Asynch
250	Survey Of Deaf Culture RID	Synch	120	College Composition II	Asynch
251	Preparation/Ethics	Synch	110	College Composition I	Asynch
262	ASL VI <b>Jan 12-Mar 13</b>	Synch	120	College Composition II	Asynch
273	Linguistics of ASL	Synch	120	College Composition II	Asynch
297	Internship	Synch	103	United States To 1877	Asynch
111	Auto Engine Fundamentals	Synch	104	United States Since 1877	Asynch
112	Auto Engine Overhaul	Synch	210	First Aid	Asynch
148	Suspension & Steering	Synch	100	Concepts Of Fitness & Wellness	Asynch
158	Brakes	Synch	252	Humanities Survey (II)	Asynch
162	Electrical Systems	Synch	164	Real Property, Trusts & Estate	Asynch
181	Fuel Systems	Synch	125	Interviewing & Investigation	Asynch
182	Computer Controls Auto	Synch	102	Intermediate Algebra	Asynch
221	Transmissions Fundamental	Synch	103	College Algebra	Asynch
222	Auto Trans Hydraulic Fund	Synch	210	Elementary Statistics	Asynch
223	Auto Trans Diag/Overhaul	Synch	102	Intermediate Algebra	Asynch
224	Auto Trans Electronic Contr	Synch	103	College Algebra	Asynch

Table 2

*Synchronous and Asynchronous Courses at Lake Region State College (continued)*

<b>Catalog Number</b>	<b>Description</b>	<b>Mode</b>	<b>Catalog Number</b>	<b>Description</b>	<b>Mode</b>
238	Manual Driveline	Synch	101	Fundamentals Of Music	Asynch
278	Heating & Air Conditioning	Synch	101	Intro. To Philosophy	Asynch
288	Engine Performance II	Synch	115	American Government	Asynch
299	SpTp: Individualized Study	Synch	220	International Politics	Asynch
202	Principles of Management	Synch	250	Developmental Psychology	Asynch
211	Advertising II	Synch	111	Intro To Psychology	Asynch
291	Career Seminar	Synch	111	Intro To Psychology	Asynch
294	Related Studies	Synch	111	Intro To Psychology	Asynch
299	SpTp: Delta Epsilon Chi	Synch	250	Developmental Psychology	Asynch
111	Concepts Of Biology	Synch	110	Intro To Sociology	Asynch
111	Concepts Of Biology Lab	Synch	115	Social Problems	Asynch

A sample of 120 course sections on the term schedule from Lake Region State College showing the instructional method synchronous or asynchronous.

Over the past 25 years, the reliance on student evaluations has increased from 55% to 88% of colleges indicating that they always utilize student evaluations (Seldon, 1999). Seldon also indicated some institutions are relying on student evaluations exclusively and at some campuses, portfolio assessments are utilized in the evaluation process. Over the last decade, the use of faculty portfolio evaluations has increased. The following items are commonly included in portfolio evaluations: (a) student evaluation data, (b) statement of current teaching responsibilities, (c) reflective statement by the faculty member on teaching strategies, objectives, and methods, (d) syllabi for courses taught (e) participation in professional development seminars to improve teaching, and (f) teaching goals (Seldon, 1999). Arreola (2000) defines teaching in four roles: (a) instructional design skills (b) instructional delivery skills (c) content



expertise and (d) course management. These skills identified for “traditional classroom teachers” are applicable to online teachers. They need to fill these roles, but they just utilize different methodologies.

Chickering and Gamson (1987) defined the seven principles of good practice in undergraduate education. Graham, Cagiltay, Lim, Craner and Duffy (2001) have adapted these seven principles to the online environment. The seven principles and their application to the online environment are listed in Table 3. Mory (2004) cited Kowitz and Smith (1987) stated (as cited in May, 2004) “Feedback has been widely perceived as an important component of general systems operations and may be viewed under a variety of settings.”(p. 110)

Table 3

*Seven Principles and Their Application to the Online Environment*

Principle	Application
1: Good Practice Encourages Student-Faculty Contact	Instructors should provide clear guidelines for interaction with students
2: Good Practice Encourages Cooperation Among Students	Well-designed discussion assignments facilitate meaningful cooperation among students.
3: Good Practice Encourages Active Learning	Students should present course projects
4: Good Practice Gives Prompt Feedback	Instructors need to provide two types of feedback: information feedback and acknowledgment feedback.
5: Good Practice Emphasizes Time on Task	Online courses need deadlines.
6: Good Practice Communicates High Expectations	Challenging tasks, sample cases, and praise for quality work communicate high expectations.
7: Good Practice Respects Diverse Talents and Ways of Learning	Allowing students to choose project topics incorporates diverse views into online courses.

(Graham et al., 2001)

Now the question remains: How do we evaluate the teachers based on Gamson and Chickering's seven principles or Arreola's definition of teaching roles? Both Seldin and Arreola indicate that an administrative evaluation should be part of a comprehensive faculty evaluation. According to Seldin & Associates (1999), sources of information used to evaluate college faculty are systematic student ratings, evaluation by department chair, evaluation by dean, self-evaluation, committee evaluation, colleagues' opinions, classroom visits, course syllabi and exams, scholarly research/publications and informal student opinions. Systematic student ratings have become the dominant source of information for faculty evaluation (Seldin, 1999). Some feel that student evaluations are given too much emphasis in the evaluation process and the data provided are not always used in an appropriate manner. Students do not have the background or factual knowledge to evaluate teachers on their skills in curriculum design, course design, or subject matter mastery (Pallett, 2006). Self-evaluation and classroom visits continue to be utilized in evaluations although at lower levels than in the past (Seldin, 1999).

Other stakeholders in faculty evaluation include administrators, employers, parents and the government (Knapper, 2001). If one of the two purposes of faculty evaluation is to improve teaching, does improved teaching mean that students learn more or better? Does improved teaching equal better/more learning? If we make the assumption that improved teaching equals better/more learning, then we should evaluate whether or not faculty are utilizing teaching methods and tools that have been proven to or identified to cause/aid student learning.

Dr. Sally Johnstone, executive director, Western Cooperative for Educational Telecommunications, at the Beyond Boundaries conference in 2005 indicated that a FIPSE grant program, Quality Matters, may have information dealing with online faculty evaluation (S. Johnstone, personal communication October 6, 2005). After contacting Quality Matters, it was

determined that this organization addressed course and course component quality, not faculty evaluation. “Quality Matters (QM) is a faculty-centered, peer review process designed to certify the quality of online courses and online components. Quality matters is not about faculty evaluation, it is about course quality” (Quality Matters, 2009).

Jean Mandernach of Park University presented a session at the 2006 Cite Conference on Park University’s online faculty evaluation and mentoring system Online Instructor Evaluation System (OIES) (Mandernach, 2005). This system addresses some key methods for evaluating online faculty. This system also incorporates a mentoring system for online faculty. Park University is an independent, liberal arts four-year institution that has many remote campuses on U.S. military installations with over 10,000 online enrollments annually. Park University is primarily a Bachelor’s Institution and thus some of the methods and factors utilized in OIES may apply in the community college setting, but are not an accurate representation of what community colleges are doing in administrative evaluation of online faculty. Community Colleges have technical programs that teach specific technical skills that require demonstration of competency in a lab, shop, simulated or live environment, where most bachelor’s programs do not.

International Society for Technology in Education has developed standards and performance indicators for teachers. This document states that all teachers should meet the following standards and performance indicators:

- Facilitate and Inspire Student Learning and Creativity
- Design and Develop Digital-Age Learning Experiences and Assessments
- Model Digital-Age Work and Learning
- Promote and Model Digital Citizenship and Responsibility

- Engage in Professional Growth and Leadership

The ISTE standards for teaching have been developed, but these do not directly address administrative evaluation of online, community college faculty (ISTE, 2000).

Darabi, Sikorski, and Harvey (2006) developed a list of instructor competencies for online instructors identified in a literature review, had these reviewed by a panel of subject matter experts, developed a task list and then had this task list ranked by a group of instructors for importance, frequency of performance and perception of time spent on the task. The authors distilled this list down to 20 tasks (see table 3) that they used throughout their analysis. The researchers compared the frequency with which a task was performed with their rank of importance and the time spent on tasks with the order rank of importance. The researchers found that the most frequently performed tasks and those on which the most time was spent were not ranked as most important. (Darabi et al. 2006) The work by Darabi, et al., provided insight into the tasks being performed by online teachers, the frequency of performance, and the perceived importance, but does not address (any of the research questions) about the administrative evaluation of the teaching.

Tobin (2004) stated “Administrators looking to evaluate online teachers need these questions addressed”: The questions are shown in table 5. Tobin indicated that this may not be as difficult as it initially appears. Virtual classrooms can be visited for a similar amount of time. Course management software can provide data on student and instructor interaction and the quality of the interactions. The curriculum design and media used to deliver the course can be scored on a rubric just as the same skills are measured in the traditional classroom.

Table 4

*Online Instructor Competencies Identified from Literature Review*

---

1. Manage logistic aspects of the course
  2. Exhibit effective written, verbal, and visual communication skills
  3. Provide learners with course-level guidelines
  4. Evaluate effectiveness of course
  5. Assess learners' learning based on stated learning goals and objectives
  6. Create a friendly and open environment
  7. Facilitate productive discussions
  8. Stimulate learners' critical thinking
  9. Employ appropriate types of interaction
  10. Provide timely and informative feedback
  11. Identify when and how to use various instructional methods
  12. Monitor learner progress
  13. Employ appropriate presentation strategies to ensure learning
  14. Ensure appropriate communication behavior within the given environment
  15. Assist learners in becoming acclimated to the given environment
  16. Encourage learners to become self-directed and disciplined in their educational pursuits
  17. Foster a learning community
  18. Use relevant technology effectively
  19. Accommodate problems with technology
  20. Improve professional knowledge, skills, and abilities
- 

(Darabi et al., 2006)

Table 5

*Tobin's Questions*

---

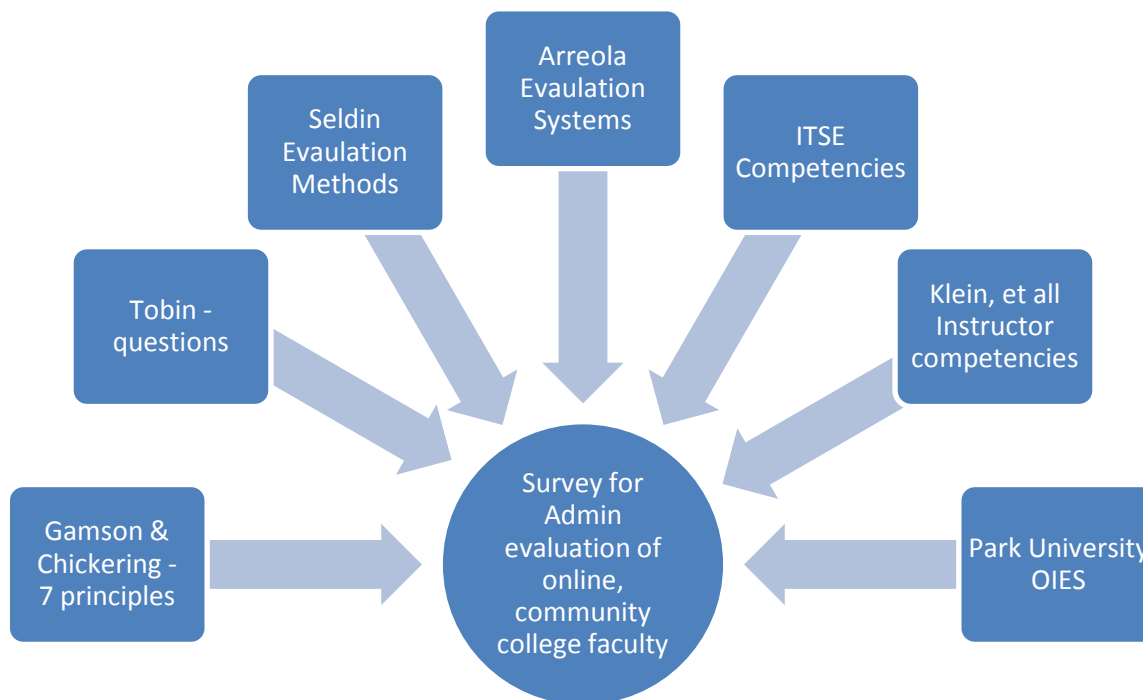
1. How do I "visit" the classroom for a set period of time if the classroom is asynchronous?
  2. What should I look at to prepare myself for the discussions that the class will have?
  3. How can I evaluate the instructor's classroom presence in an online course?
  4. In order to say I have evaluated the instructor, where should I visit in the course shell, how often, and why?
  5. How can I ascertain the quality of the class discussion and whether the instructor is taking enough of a part?
  6. Should the online instructor use more multimedia than a classroom instructor?
  7. A lot of the questions from my classroom-visit rubric don't seem to apply. What questions are cognate?
  8. How can I evaluate an online course if I've never taught online, myself?
- 

(Tobin, 2004)

Hakken (1999) stated that “the tendencies for social spaces to become less tightly tied to particular physical locations has long been recognized in social thought.” The new cyberspace classroom has different social interactions and democratic styles than the traditional classroom and teachers need to plan to deal with this in new ways.

## **Summary**

In reviewing the literature, little was found directly related to administrative evaluation of online faculty. Seldin’s work focused on methods utilized to evaluate traditional classroom faculty. Arreola’s work focused on developing faculty evaluation systems. This work will be helpful in designing a system for evaluating online faculty, but sheds no light on what is current practice. Tobin identified issues and questions administrators need to address to conduct an administrative evaluation and suggests some techniques for addressing some of the issues, but stops short of a complete system or method for evaluating online teachers. ISTE developed a set of standards for online teachers. Klein, Spector, Grabowski and de la Teja identified instructor competencies and standards for teaching in face-to-face, online and blended settings but, did not address how to administratively evaluate online faculty. Varvel identified teaching competencies for master online teachers (Varvel, 2007). Theall and Franklin addressed using technology to gather, analyze, and report evaluation data securely and efficiently. Their system, TCE tools, focused on the student evaluation of teachers not the administrative evaluation (Theall & Franklin, 2002).



*Figure 1.* Conceptual framework used to develop the survey for administrative evaluation of online, community college faculty.

This study was based on the conceptual framework in Figure 1 utilizing Chickering and Gamson’s seven principles of good practice in undergraduate education as adapted to the online environment by Graham et al., Klein et al.’s identified instructor competencies, Tobin’s questions, Seldin’s evaluation methods, Arreola’s work on developing comprehensive faculty evaluation systems, and supplemented with pertinent data from ITSE, Darabi et al,. The framework used for advancing this study will begin by using a model developed from the faculty practices and competencies identified from Klein et al. and Seldin’s and Arreola’s work on methods and development of evaluation systems. None of those researchers provide a model for administrative evaluation of community college online faculty, but each provides a piece of what

should be included in an evaluation system, from the methods to the online teaching competencies that faculty should have. They, at best, provide clues to advance this study when inquiring about current practices.



## CHAPTER 3. METHODOGY AND PROCEDURES

The purpose of this quantitative, descriptive research study is to determine if and how community college, online faculty are administratively evaluated. This research addresses the following research questions:

1. What ways are the administrative evaluations being conducted to comply with institutional faculty evaluation policies?
2. What factors are considered to be relevant for online, asynchronous, administrative evaluation of teaching that is being used by these community colleges?
3. What are the best methods to create an administrative, online, faculty evaluation system that complies with NDUS Policy #604.3?
4. How do community colleges determine ways online faculty are administratively evaluated?

### **Population**

The (target) population for the study includes the Chief Academic Officers of the current members of the American Association of Community Colleges (AACC). There are currently 1195 members of AACC.

### **Instrumentation**

This instrument was developed utilizing cross sectional survey research design as outlined by Creswell 2005 and Patton 2001. The survey questions were developed based on the framework shown in (Figure 1) showing how the model is connected to the survey. The instrument was pilot tested by six community colleges geographically distributed across the United States and Canada selected using a convenience sample. The instrument was revised based on feedback from the pilot test sites. Pilot campuses were not sent the survey in its final

form to complete and their responses are not included in these results. A panel of experts reviewed the instrument to establish content validity and edits made were based on their feedback. The survey as administered is shown in Appendix D.

The survey instrument has the following four major sections:

- Institutional demographics
- Criteria for faculty evaluation
- Data collection methods
- Institutional policy/procedures.

The responses were designed to address the following research questions:

- What criteria are used?
- What methods are utilized to conduct the evaluation?
- Does the institution's policy manual specifically address evaluations of online faculty?

### **Reliability and Validity**

The survey instrument designed for this research was reviewed by a panel of experts and pilot tested prior to being completed by the target population for the research. According to Gay and Airasian, (2000) in descriptive or questionnaire research, the survey must be well designed to be reliable and have a proper or quality sampling process to ensure validity. The survey was reviewed by (a) Dr. Paul Gunderson, Lake Region State College (b) Dr. Ronald Stammen, North Dakota State University (c) Dr. Myron Eighmy, North Dakota State University (d) Dr. Betsy Banner, Lake Region State College (e) Dr. Jill Nelson, North Dakota State University. The panel recommended changes that were included in the survey. The survey was pilot tested by six academic officers from the following AACC members (a) Scottsdale Community College,

Scottsdale, AZ (b) Northern Idaho Community College Cour D' dalene, ID (c) Northland Community and Technical College East Grand Forks, MN (d) Minnesota State Community and Technical College – Moorhead, MN (e) Pima Community College, Tucson, AZ (f) Dawson Community College Glendive, MT.

This pilot test followed the procedures provided by Creswell (2005) who advises making changes in an instrument based on the feedback from a small number of individuals who complete and evaluate the instrument and they would not be included in the final sample. Institutional Review Board (IRB).

An application for IRB exempt status was completed and this human subjects research study qualifies for exempt status (category # 2) in accordance with federal regulations (Code of Federal Regulations, Title 45, Part 46, *Protection of Human Subjects*).. The study only addresses policy and procedure regarding evaluation of online faculty and does not address any specific faculty member's evaluation. See Appendix C.

## **Methods**

Descriptive research procedures were followed by utilizing a cross sectional survey design to be completed by those involved in actual practice of administratively evaluating online community college faculty. According to Gay and Airasian, (2000) “Quantitative descriptive or survey research involves collecting data in order to answer questions about the current status of the subject or topic of study” (Gay & Airasian, 2000). An online survey through the NDSU Group Decision Center was utilized to administer the survey. A link to the survey was sent electronically to the entire list of Chief Academic Officers of AACC institutions. The link to the survey was verified by Information Technology Services staff and confirmed by the pilot test campuses.

## **Procedures**

A list of Chief Academic Officers (CAO) was purchased from the American Association of Community Colleges (AACC). The list contained 665 member institutions with a CAO listed. None of the listings contained an email address. In order to verify the accuracy of these addresses, each campus's website was visited and the directory was searched for the email address of the CAO. Many of the people listed as the CAO were no longer in that position (estimated 20-30%). A number of institutions did not list the CAO or did not supply an email address for the CAO on their website. An email requesting the information was sent to each of the campuses not listing an email for CAO on their website. Many responded with the requested information. Those campuses that did not respond to the email request were called by telephone and asked to provide the name and email address of their CAO. Only a few campuses refused to provide the name and email address of the CAO. Approximately 100 hours were spent obtaining the name and email address of the CAOs on the AACC list.

An introductory email was sent to each CAO  $n=665$  with an explanation of the purpose of the survey along with the required IRB information Appendix I. The direct link to the survey was provided in the initial email. Sixty five of the email letters were returned as undeliverable. After the surveys had been delivered (4/27/10), a reminder email was sent to the list. After another week (5/6/10), a reminder email was sent only to those campuses that had not yet responded. Those campuses that had responded were manually removed from the list. After another week (5/13/10), a final reminder was sent to those who had not responded. The responders were manually removed from the email list. On (5/21/10), the final report was run.

Respondents had the opportunity to opt out of completing the survey if they do not have an administrative evaluation. The responses were collected by the Group Decision Center (GDC)

at North Dakota State University (NDSU) online. These data were then transferred to an Excel spreadsheet in order to be cleaned and prepared to acquire a statistical summary of descriptive statistics. Responses of “NA” were removed prior to running statistical analysis of the data and responses on the importance of the evaluation criteria were converted to a 4-point scale as a result of removing the “NA” responses.

### **Statistics Utilized**

Descriptive statistics of responses were reported in tables and charts with the responses from different institutional demographic groups including size of institution and public versus private institution.

### **Findings and Results**

The findings were reported using descriptive statistics displayed in tables and charts to illustrate the following: Who, on community college campuses, conducts administrative evaluations of online faculty; what factors are evaluated; and what methods are used to measure those factors? The results of the study will be reported in narrative and graphical forms to those who completed the survey and indicated they wished to receive the results. The results provided a current description of how community college faculty are being administratively evaluated. The study also reveals what factors are being evaluated and the methods being used to conduct the evaluations.

## CHAPTER 4. DATA ANALYSIS

This study was undertaken to determine if and how community college, online, faculty are administratively evaluated. The survey was administered according to the method described in Chapter 3.

### **Demographics**

One hundred twenty-six responses were recorded, but only 121 were complete. With 121 completed surveys returned, a return rate of just over 20% was achieved (121/600). Of the 121 completed responses, 33 answered “no” to the questions:

- “Does your institution’s faculty evaluation policy or procedure include an administrative evaluation?”
- “Does your institution’s faculty evaluation policy or procedure specifically address online teaching?”

Following the survey directions, these respondents stopped and submitted the survey. This means that 27% of the responding institutions do not have an administrative evaluation as part of their faculty evaluation and/or do not address online teaching in their evaluation policy. Eighty-eight or 73% of the respondents completed the rest of the survey.

Only two private institutions responded to the survey. With this limited number of responses, no meaningful comparisons or conclusions will be drawn for this type (private) of institution.

The 121 responses received were well distributed across the Integrated Postsecondary Education Data System (IPEDS) institutional FTE size intervals utilized in the survey: Six responses from institutions of <500 FTE, 27 from institutions with 500-1999 FTE, 48 institutions with between 2000-4999 FTE, 27 from institutions of 5000-9999 FTE, and 23 from institutions of 10,000+ FTE.

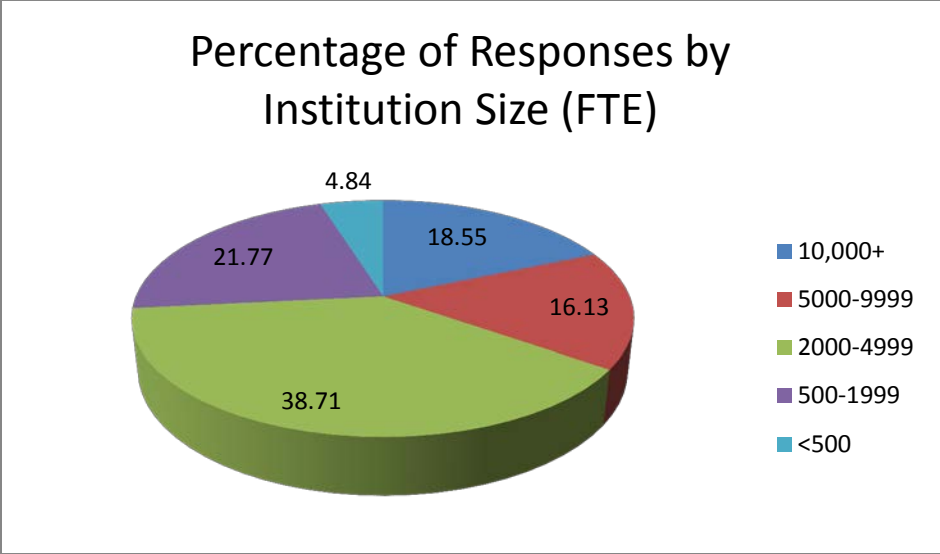


Figure 2. Percentage of institutions responding by institution size based on (FTE).

When responding to size based on headcount, only one institution had less than 500 students. The other institutions responding were evenly distributed within the IPEDS size ranges. Each size range of institutions had between 15-30% of the responses. AACC provided data on the demographics of their membership. Of 845 community college members, the actual percentages of institutions based on Headcount were: <500 1%; 500-1999 13%; 2000-4999 34%; 5000-9999 28%; 10,000+ 25%.

An additional range on the lower end was utilized to break down further the institutions with smaller enrollments. Ranges of < 250 and 250-499 were utilized in place of <500 to further describe the institutions with smaller online headcount enrollments. Of the majority of the institutions responding, 38.7% were in the IPEDs 1000-4999 student size range. Nearly 9% of the responding institutions had < 250 students enrolled in online courses and a total of 16.93% of these institutions were < 500 students.

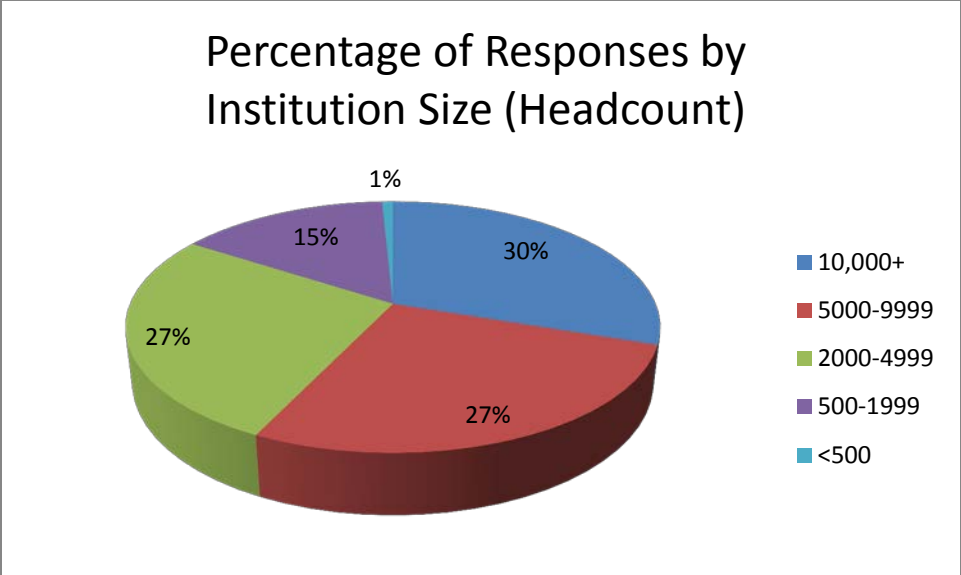


Figure 3. Percentage of institutions responding by institutional size based on enrollment headcount for 2009-2010.

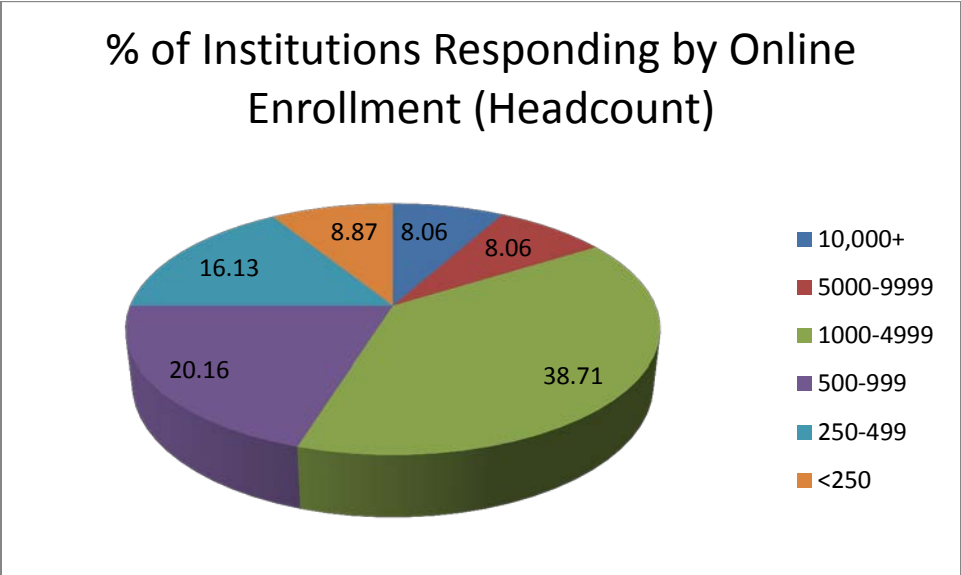


Figure 4. The percentage of institutions responding to the survey based on online enrollment headcount for 2009-2010.

Only seven institutions reported offering fewer than 26 courses per term. Thirty nine of the institutions offered in excess of 100 online, credit courses per term and 32 institutions offered



between 50-100 courses online courses per term. This means 71 or 58.7% of the institutions responding offered 50 or more online courses per term.

Table 6

*Number of Online, Credit Based Courses Offered Per Term*

FTE	# online courses per term				
	1-10	11-25	26-50	50-100	100+
<500	2	1	2	1	0
500-1999	1	5	12	6	2
2000-4999	3	3	17	14	11
5000-9999	1	0	3	7	9
10000+	0	0	2	4	17

Institutions were asked to give the approximate percentage of online courses taught by full time and part time faculty. Mean percentages of online courses taught by full time faculty ranged from 55% to 69%, with the institutions with an FTE of 500-1999 utilizing full time faculty to teach 69% of their online courses.

Table 7

*Percentage of Online Courses Taught by Full-time and Part-time Faculty*

FTE	% Taught by Full-Time			% taught by Part-Time		
	Mean	Min	Max	Mean	Min	Max
<500	55.40	17	95	44.60	5	83
500-1999	69.29	10	100	33.08	0	90
2000-4999	61.11	0	100	36.16	0	100
5000-9999	62.84	20	90	37.16	10	80
10000+	64.23	15	99	35.77	1	85

The mean percentage of online courses taught by part time faculty ranged from 33-45%. Institutions with < 500 FTE used part time faculty to teach a mean of 45% of their online courses.

Institutions were asked to identify, by position, who conducts the administrative evaluation of online faculty at their institution. Table 8 identifies who conducts the administrative evaluations by the size of the institution (FTE). Institutions with responses in the “other” category primarily indicated that it was a different position for full time and part time faculty. Some of the free text comments indicated peers, assistant deans and department faculty.

Table 8

*Who Evaluates Online Faculty (position) (comparison by size of institution)*

FTE	VPAA	%	Dean	%	Dept Chair	%	Distance Ed Dir	%	Other	%
<500	3	60%	1	20%		0%	1	20%		0%
500-1999	4	15%	6	23%	6	23%	3	12%	7	27%
2000-4999	3	6%	22	47%	15	32%	4	9%	3	6%
5000-9999	0	0%	7	35%	10	50%	1	5%	2	10%

### **Evaluation Policy**

The following three questions were asked in the survey to determine if institutions were limited by master contracts or unions, addressing evaluation of online faculty in policy and procedure, and if an administrative evaluation was incorporated as part of their evaluation process.

1. Does your institution have a faculty master contract with a faculty union or other organization that clearly defines the evaluation process? Of the 121 responses, 51

(41.46%) responded “yes” and 72 (58.54%) responded “no”. The majority of the institutions responding did not have a master contract that clearly defined the evaluation process.

2. Does your institution’s policy or procedure include an administrative evaluation? Eighty three institutions, (68.02%) responded “yes” and 39 institutions, (31.97%) responded “no”. A large majority, 68%, of the institutions responding have an administrative evaluation as part of the evaluation policy or procedure.
3. Does your institution’s faculty evaluation policy or procedure specifically address online teaching? Forty one institutions (33.33%) responded “yes” and 82 institutions (66.67%) responded “no”. Two thirds of the institutions responding did not address online teaching in the faculty evaluation policy. Thirty-Three respondents answered “no” to both questions and stopped taking the survey as directed. This means 27% (33/121) of the institutions do not administratively evaluate their online faculty.

### **Evaluation Criteria**

Tables 9 to 18 display data in terms of the measures of central tendency (mean) and measures of variability (standard deviation). The higher the mean score is, the greater the importance of the criterion to the respondents. The lower the standard deviation, the higher the level of agreement among respondents based on the premise that zero would be considered total agreement by all respondents (Creswell, 2005). A standard deviation of less than 1.00 is considered to be a satisfactory level of agreement for this number of respondents.

Table 9 focuses on the curriculum, instruction and student assessment areas. Respondents were asked to indicate whether each of the criteria related to curriculum, instruction

and student assessment was included in their administrative evaluation and asked to rate its importance on a 4-point scale.

### Criteria Included

Table 9 lists the criterion for curriculum, instruction and student assessment areas, the number of responses (*n*), the number of institutions that do not include the criteria in their evaluation, and the number of institutions that include the criteria in their administrative evaluation of online faculty. The right side of the table summarizes the respondents rating of the importance of each criterion. It shows (*n*) number of responses, the mean importance score (1-4 with 1 = *not important* and 4 = *very important*) and the standard deviation of the rating of importance.

Table 9

*Criteria Included and Rated Importance of Criteria Related to Curriculum, Instruction and Student Assessment*

	<i>n</i>	Not Included	Included	How Important <i>n</i>	<i>M</i>	<i>SD</i>
12.1 Manages logical aspects of course	66	16	50	79	3.19	0.86
12.2 Exhibits effective written communications skills	68	19	49	74	3.38	0.85
12.3 Exhibits effective visual communications skills	66	32	34	71	3.13	0.69
12.4 Exhibits effective verbal communications skills	67	28	39	75	3.22	0.85
12.5 Assess learners learning based on stated learning goals and objectives	68	13	55	79	3.59	0.72
12.6 Creates a friendly and open environment	67	11	56	78	3.39	0.73
12.7 Facilitates appropriate interaction among students	68	9	59	82	3.49	0.78
12.8 Provides opportunities for student interactions	68	9	59	81	3.49	0.79

Table 9

*Criteria Included and Rated Importance of Criteria Related to Curriculum, Instruction and Student Assessment (continued)*

	<i>n</i>	Not Included	Included	How Important <i>n</i>	<i>M</i>	<i>SD</i>
12.9 Instruction complies with ADA standards	68	27	41	74	3.31	0.88
12.10 Uses online resources to effectively deliver instruction	69	16	53	79	3.38	0.78
12.11 Adapts the Web-based course to meet student's needs	67	25	42	75	3.34	0.81
12.12 Promotes student participation in the class	66	6	60	83	3.49	0.73
12.13 Promotes student interaction with others in the class	67	14	53	81	3.30	0.78

All criteria were included in evaluations by more than 50% of the institutions responding.

The items less likely to be included were the following:

1. Item 12.3 “exhibits effective visual communications skills” (52% [34/66] institutions included it in their administrative evaluation.)
2. Item 12.4 “exhibits effective verbal communications skills” (58% [39/67] of responding institutions included it in their evaluation.)

The items that were included by the highest number of institutions were the following:

1. 12.12 “Promotes student participation in the course” (91% [60/ 66] respondents including this in their evaluation.)
2. 12.7 “Facilitates appropriate interaction among students” (included in the administrative evaluations by 87% [59/68] of institutions.)

3. 12.8 “Provides opportunities for student interactions” (included in administrative evaluations by 87% [59/68] of institutions.)

All of the 13 criteria had a mean score of over 3.00. The standard deviation ranged from 0.69 to 0.88. Low standard deviation scores indicate a high level of agreement (low variance in mean scores) by the respondents to the importance of the criteria. Respondents had an opportunity to make comments or list other criteria used in their administrative evaluation. A complete list of comments for questions 12-15 is found in Appendix 3.

Table 10 lists the criteria for course management, the number of responses recorded (*n*), the number of institutions that did not include the criteria in their evaluation and the number of institutions that included the criteria in their administrative evaluation of online faculty. The right side of the table summarizes the respondents rating of the importance of each criterion. It shows number of responses (*n*), the mean importance score (1-4 with 1 = *not important* and 4 = *very important*) and the standard deviation of the rating of importance. Nine of the ten criteria had a mean importance of over 3.00. The standard deviation ranged from 0.72 to 0.82.

Table 10

*Criteria Included and Rated Importance of Criteria Related to Course Management*

	<i>n</i>	Not Included	Include d	How Important		
				<i>n</i>	<i>M</i>	<i>SD</i>
13.1 Ensures that students know one another and feel comfortable interacting	68	47	21	69	3.00	0.76
13.2 Provides guidelines for appropriate standards for student behavior	67	20	47	81	3.27	0.74
13.3 Enforces appropriate standards for student behavior	68	30	38	73	3.24	0.79

Table 10

*Criteria Included and Rated Importance of Criteria Related to Course Management (continued)*

	<i>n</i>	Not Included	Included	How Important <i>n</i>	<i>M</i>	<i>SD</i>
13.4 Provides students with timely feedback	68	5	63	81	3.60	0.79
13.5 Ensures students' work and data are secure	67	26	41	79	3.37	0.82
13.6 Monitors students to ensure academic honesty	66	20	46	78	3.38	0.78
13.7 Helps students with technical issues	68	34	34	71	3.08	0.82
13.8 Guides and monitors students' management of their time	68	46	22	65	2.77	0.72
13.9 Clearly communicates the expectations for in-course communications	66	5	61	86	3.51	0.78
13.10 Clearly communicates processes for in-course communications	70	15	55	80	3.49	0.80

Eight of the ten criteria in question 13 were included in administrative evaluations by more than 50% of the institutions responding. The items least included were the following:

1. 13.1 "Ensures that students know one another and feel comfortable interacting" (was not included by 87% [47/68] of institutions responding.)
2. 13.8 "Guides and monitors students' management of their time" (was not included by 68% [46/68] of institutions responding.)

The items that were included by the highest number of institutions were the following:

1. 13.4 "Provides students with timely feedback"(93% [63/68] of respondents including this in their evaluation.)

2. 13.9 “Clearly communicates the expectations for in-course communications” (with 92% [61/66].)
3. 13.10 “Clearly communicates processes for in-course communications” (79% [55/70] of institutions including it their evaluations.

Table 11 shows the criteria included in question 14 shown as (14.1-14.4). The left side of the table shows the criterion 14.1-14.4, the number of responses recorded (*n*), the number of institutions that do not include the criteria in their evaluation and the number of institutions that include the criteria in their administrative evaluation of online faculty. The right side of the table summarizes the respondents rating of the importance of each criterion.

Table 11

*Criteria Included and Rated Importance of Criteria Related to Evaluation*

	<i>n</i>	Not Included	Included	How Important <i>n</i>	<i>M</i>	<i>SD</i>
14.1 Understands that student success is an important measure of course success	67	28	39	71	3.35	0.75
14.2 Follows policies/procedures to monitor courses	66	16	50	80	3.30	0.75
14.3 Ensures that all students participate actively in the course	68	21	47	76	3.29	0.84
14.4 Assesses the course to determine level of student learning	66	16	50	81	3.43	0.75

It shows number of responses (*n*), the mean importance score (1-4 with 1 = *not important* and 4 = *very important*) and the standard deviation of the rating of importance. All four of the criteria had a mean importance of over 3.25. The standard deviation ranged from 0.75 to 0.84.

The following items were those least included from question 14:



1. 14.1 “Understands that student success is an important measure of course success”  
(was not included by 42% [28/67] of institutions responding.)
2. 14.3 “Ensures that all students participate actively in the course” (was not included by 31% [21/68] of institutions responding.)

The items that were included at the highest number of institutions were the following:

1. 14.2 “Follows policies/procedures to monitor courses” (was included by 76% [50/66] of institutions responding.)
2. 14.4 “Assesses the course to determine level of student learning” (was included by 76% [50/66] of institutions responding.)

Table 12 summarizes the criteria included in question 15 (shown as 15.1-15.11). The left side of the table shows the criterion 15.1-15.11, the number of responses recorded (*n*), the number of institutions that do not include the criteria in their evaluation and the number of institutions that include the criteria in their administrative evaluation of online faculty. The right side of the table summarizes the respondent’s rating of the importance of each criterion. It shows number of responses (*n*), the mean importance score (1-4 with 1 = *not important* and 4 = *very important*) and the standard deviation of the rating of importance. Seven of the eleven criteria had a mean importance of over 3.00. The standard deviation ranged from 0.71 to 0.90.

Table 12

*Criteria Included and Rated Importance of Criteria For Collecting/Measuring Evaluation Data*

	<i>n</i>	Not Included	Included	How Important <i>n</i>	<i>M</i>	<i>SD</i>
15.1 Visit the online course and review course layout/design	72	10	61	82	3.34	0.78
15.2 Review faculty interactions with students to ensure they are timely	71	24	47	74	3.26	0.83
15.3 Review feedback provided to students-was it timely, accurate, appropriate	71	24	47	72	3.35	0.82
15.4 Review the amount of time faculty spend in the course	72	41	31	73	2.95	0.90
15.5 Interview students	74	59	15	67	2.75	0.95
15.6 Meet with faculty member prior to conducting evaluation	72	37	35	73	3.02	0.81
15.7 Review pertinent course data available on LMS	69	29	40	74	3.06	0.71
15.8 Participate in a threaded or synchronous discussion with the students	75	53	22	62	2.71	0.86
15.9 Review student discussions and participation by faculty	70	29	41	74	3.21	0.76
15.10 Review student assignments/ grade dist.	69	24	45	73	3.11	0.84
15.11 Review student performance on industry standard examination/certification	68	47	21	64	2.98	0.90

The following items were those least included from within question 15:

1. 15.11 “Review student performance on industry standard examination/certification” (not included at 69% [47/68] of institutions responding.)
2. 15.5 “Interview students” (was not included by 80% [59/74] of institutions responding.)
3. 15.4 “Review the amount of time that faculty spend in the course” (not included by 55% [41/74] of institutions responding.)

The items included with the highest number of responses were the following:

1. 15.1 “Visit the online course and review course layout/design” (included by 85% [61/72] of institutions responding.)
2. 15.2 “Review faculty interactions with students to ensure they are timely” (included by 64% [47/74] of institutions responding.)
3. 15.3 “Review feedback provided to students- was it timely, accurate and appropriate” (included by 64% [47/72] of institutions responding.)

Table 13 includes the items most commonly included by institutions. Ten items had a mean score of 3.38 or higher. The standard deviations ranged from 0.72 to 0.85. Seven items from table 9 criteria 12.1-12.13 are included in the top ten items. Item 13.4 “Provides students with timely feedback” had the highest mean score of 3.60 with a standard deviation of 0.79. No items from table 2 criteria 15.1-15.11 had mean scores high enough to be included in the top ten items. The top ten are listed in the table 13 (all respondents).

Table 13

*Top Criteria Based on Mean Score for Importance*

	<b>n</b>	<b>Not Included</b>	<b>Included</b>	<b>How important n</b>	<b>M</b>	<b>SD</b>
12.2 Exhibits effective written communications skills	68	19	49	74	3.38	0.85
12.5 Assess learners learning based on state learning goals and objectives	68	13	55	79	3.59	0.72
12.6 Creates a friendly and open environment	67	11	56	78	3.39	0.73
12.7 Facilitates appropriate interaction among students	68	9	59	82	3.49	0.78
12.8 Provides opportunities for student interactions	68	9	59	81	3.49	0.79
(continued)						
12.10 Uses online resources to effectively deliver instruction	69	16	53	79	3.38	0.78
12.12 Promotes student participation in the class	66	6	60	83	3.49	0.73
13.4 Provides students with timely feedback	68	5	63	81	3.60	0.79
13.9 Clearly communicates the expectations for in-course communications	66	5	61	86	3.51	0.78
13.10 Clearly communicates processes for in-course communications	70	15	55	80	3.49	0.80

Table 13

*Top Criteria Based on Mean Score for Importance (continued)*

	<b>n</b>	<b>Not</b>		<b>How important n</b>	<b>M</b>	<b>SD</b>
		<b>Included</b>	<b>Included</b>			
14.4 Assesses the course to determine level of student learning	66	16	50	81	3.43	0.75
14.4 Assesses the course to determine level of student learning	66	16	50	81	3.43	0.75

**Criteria Importance**

Tables 14-18 show the ten items with the highest mean score for importance by size of institution (based on FTE). Table 14 shows that in the institutions of < 500 students, items related to communication, feedback and assessment of learning were consistently ranked very high scoring between 3.60 and 4.00 on the 4-point scale utilized in the survey. No items from question 15 were in the top ten mean scores for institutions of this size.

Table 14

*Top Ten Ranked Evaluation Criteria by Respondents from <500 FTE Institutions*

Criterion Number		Mean Score	SD
12.2	Exhibits effective written communications skills	4.00	0.00
13.4	Provides students with timely feedback	4.00	0.00
12.5	Assess learners learning based on stated learning goals and objectives	3.80	0.45
12.8	Provides opportunities for student interactions	3.80	0.45
12.12	Promotes student participation in the class	3.80	0.45
13.9	Clearly communicates the expectations for in-course communications	3.80	0.45
13.10	Clearly communicates processes for in-course communications	3.80	0.45
14.3	Ensures that all students participate actively in the course	3.80	0.45
14.4	Assesses the course to determine level of student learning	3.80	0.45
12.4	Exhibits effective verbal communications skills	3.60	0.55

Criterion numbers 12.2 and 13.4 had the highest mean score of 4.00 and a standard deviation of 0.00. All institutions of <500 students responding to these items rated them as “Very important” (4). The remaining eight criteria in the top ten had mean scores ranging from 3.60 to 3.80. All eight had a standard deviation of 0.45. The low standard deviations indicate that most responses were close to the mean showing some consistency among the institutions’ ratings of the criterion’s importance.

Table 15 shows that in the institutions of 500-1999 students items related to assessment of learning, communication, and feedback were consistently ranked very high, scoring between 3.44 and 3.63 on the 4-point scale utilized in the survey. No items from question 15 were in the top ten mean scores for institutions of this size.

Table 15

*Top Ten Ranked Evaluation Criteria by Respondents from 500-1999 FTE Institutions*

Criterion Number		Mean Score	SD
12.5	Assess learners learning based on stated learning goals and objectives	3.63	0.81
14.4	Assesses the course to determine level of student learning	3.56	0.78
12.10	Uses online resources to effectively deliver instruction	3.50	0.86
13.4	Provides students with timely feedback	3.44	1.03
12.9	Instruction complies with ADA standards	3.40	1.12
12.2	Exhibits effective written communications skills	3.39	0.98
13.6	Monitors students to ensure academic honesty	3.38	1.02
13.9	Clearly communicates the expectations for in-course communications	3.37	0.96
12.6	Creates a friendly and open environment	3.35	0.86
12.8	Provides opportunities for student interactions	3.35	1.00

The standard deviation for the top ten criteria for institutions of 500-1999 FTE ranged from 0.78 for criterion 14.4 to 1.12 for criterion 12.9.

Table 16 shows that in institutions of 2000-4999 students, items related to feedback, student interaction, participation and assessment of learning were consistently ranked very high with mean scores between 3.56 and 3.61 on the 4-point scale utilized in the survey. Item 14.1 had the lowest standard deviation at 0.57 but one of the lowest mean scores of the top ten criteria at 3.41. This shows that there was a high level of agreement relative to importance of the item among responding institutions.

Table 16

*Top Ten Ranked Evaluation Criteria by Respondents from 2000-4999 FTE Institutions*

Criterion Number		Mean Score	SD
13.4	Provides students with timely feedback	3.61	0.66
12.5	Assess learners learning based on stated learning goals and objectives	3.56	0.72
12.7	Facilitates appropriate interaction among students	3.56	0.72
12.12	Promotes student participation in the class	3.50	0.72
12.6	Creates a friendly and open environment	3.45	0.72
12.8	Provides opportunities for student interactions	3.45	0.77
13.9	Clearly communicates the expectations for in-course communications	3.45	0.77
13.10	Clearly communicates processes for in-course communications	3.43	0.79
14.1	Understands that student success is an important measure of course success	3.41	0.57
14.4	Assesses the course to determine level of student learning	3.39	0.76

The standard deviation for the top ten criteria for institutions of 2000-4999 FTE ranged from 0.57 for criterion 14.1 to 0.66 for criterion 13.4. The low standard deviations indicate that most responses were close to the mean showing some consistency among the institutions' ratings of this criterion's importance.

Table 17 shows that in the institutions of 5000-9999 students, items related to communication, interaction, participation, feedback and assessment of learning were consistently

ranked very high, scoring between 3.67 and 3.86 on the 4-point scale utilized in the survey. No items from question 15 were in the top ten mean scores for institutions of this size.

Table 17

*Top Ten Ranked Evaluation Criteria by Respondents from 5000-9999 FTE Institutions*

Criterion Number		Mean Score	SD
13.10	Clearly communicates processes for in-course communications	3.86	0.38
12.11	Adapts the Web-based course to meet student's needs	3.80	0.45
13.9	Clearly communicates the expectations for in-course communications	3.78	0.44
12.4	Exhibits effective verbal communications skills	3.67	0.52
12.7	Facilitates appropriate interaction among students	3.67	0.50
12.10	Uses online resources to effectively deliver instruction	3.67	0.52
12.12	Promotes student participation in the class	3.67	0.50
15.3	Review feedback provided to students-was it timely, accurate, appropriate	3.67	0.52
12.6	Creates a friendly and open environment	3.63	0.52
12.9	Instruction complies with ADA standards	3.60	0.55

The standard deviation for the top ten criteria for institutions of 5000-9999 FTE ranged from 0.38 for criterion 13.10 to 0.55 for criterion 12.9. The low standard deviations indicate that most responses were close to the mean showing consistency among the institutions' ratings of this criterion's importance.

Table 18 shows that in the institutions of 10,000+ students, items related to communication, feedback and assessment of learning were consistently ranked very high with mean scores between 3.57 and 3.64 on the four point scale utilized in the survey. No items from question 15 were in the top ten mean scores for institutions of this size. The standard deviation for the top ten criteria for institutions of 10,000+ FTE ranged from 0.81 for criterion 13.9 to 0.90 for criterion 12.5.



Table 18

*Top Ten Ranked Evaluation Criteria by Respondents from 10,000+ FTE Institutions*

Criterion Number		Mean Score	SD
13.4	Provides students with timely feedback	3.64	0.84
12.5	Assess learners learning based on stated learning goals and objectives	3.58	0.90
12.8	Provides opportunities for student interactions	3.57	0.85
13.10	Clearly communicates processes for in-course communications	3.57	0.85
13.9	Clearly communicates the expectations for in-course communications	3.56	0.81
12.12	Promotes student participation in the class	3.53	0.83
12.7	Facilitates appropriate interaction among students	3.50	0.85
13.5	Ensures students' work and data are secure	3.47	0.83
12.2	Exhibits effective written communications skills	3.46	0.88
12.11	Adapts the Web-based course to meet student's needs	3.46	0.88

One criterion, (Number 13.9- “Provides students with timely feedback”) was in the top ten based on mean scores of all size categories of institutions. Seven other criterion were in the top ten in four of the five size categories: 12.5- *Assess student’s learning based on stated learning goals and objectives*; 12.6 -*Creates a friendly and open environment*; 12.7 -*Facilitates appropriate interaction among students*; 12.8 -*Provides opportunities for student interactions*; 12.12- *Promotes student participation in the class*; 13.4 -*Provides students with timely feedback*; and 13.10- *Clearly communicates the expectations for in-course communications*. Eight of the criteria were in the top ten of at least four of the five size categories.

**Multivariate Analysis**

Descriptive statistics were primarily used to report the results of this study, but because there were multiple variables that could be compared, an ANOVA analysis was run on questions 1 -11 using Questions 12-15 as the response. There were no significant differences found in any of these ANOVA tests. A Tukey’s Studentized Range (HSD) was used to check for any

significant differences within the mean data. Only one significant difference was found among all of the Tukey's Studentized Range (HSD) and ANOVA results.

The one significant difference is shown in table 19. The difference between the means of Department Chair and Distance Education Director was 1.2714 and the error mean square was 0.720188, suggesting lack of common perspective between the Department Chair and Distance Education Director in the criteria for evaluation and their importance.

Table 19

*Tukey's Studentized Range (HSD) Comparing Positions Conducting Administrative Evaluations*

The ANOVA Procedure Tukey's Studentized Range (HSD)			
Alpha		0.05	
Error Degrees of Freedom		43	
Error Mean Square		0.721088	
Critical Value of Studentized Range		4.02611	
Comparison	Difference Between Means	Simultaneous 95% Confidence Limits	
Dept Chair - Other	0.0714	-1.4666	1.6095
Dept Chair – VPAA	0.2143	-0.9048	1.3334
Dept Chair - Dean	0.4398	-0.4116	1.2913
Dept Chair - Distance Ed Director	1.2714	0.0119	2.5309 ***
Other - VPAA	0.1429	-1.5254	1.8111
Other - Dean	0.3684	-1.1335	1.8703
Other - Distance Ed Director	1.2000	-0.5655	2.9655
VPAA - Dean	0.2256	-0.8433	1.2944
VPAA - Distance Ed Director	1.0571	-0.3584	2.4727
Dean - Distance Ed Director	0.8316	-0.3835	2.0467

NOTE: This test controls the Type I experimentwise error rate. Comparisons significant at the 0.05 level are indicated by \*\*\*

### Summary

The following is a summary of findings related to each of the four research questions outlined in chapter 1. The data will show how institutions are administratively evaluating their online faculty and on what criteria. The criteria most commonly utilized will be identified along

with the perceived importance of the criteria in the evaluating online faculty. The data was analyzed by institutional size and comparisons made between different sized institutions.

Research question 1) What ways are the administrative evaluations being conducted to comply with institutional faculty evaluation policies? Of the 121 completed survey responses, 33 answered “no” to the question: “Does your institution’s faculty evaluation policy or procedure include an administrative evaluation? Twenty-seven percent of the responding institutions do not have an administrative evaluation as part of their faculty evaluation.

The following three questions were asked to determine if institutions were limited by master contracts or unions, addressing evaluation of online faculty in policy and procedure, and if an administrative evaluation was incorporated as part of their evaluation process.

1. Does your institution have a faculty master contract with a faculty union or other organization that clearly defines the evaluation process? Of the one hundred twenty three responses, 51 (41.46%) responded “yes” and 72 (58.54%) responded “no”. The majority of the institutions responding did not have a master contract that clearly defined the evaluation process.
2. Does your institution’s policy or procedure include an administrative evaluation? Eighty three institutions, 68.02% responded “yes” and 39 institutions, 31.97% responded “no”. A large majority, 68%, of the institutions responding have an administrative evaluation as part of the evaluation policy or procedure.
3. Does your institution’s faculty evaluation policy or procedure specifically address online teaching? Forty one institutions 33.33% responded “yes” and 82 institutions 66.67% responded “no”. Two thirds of the institutions responding did not address online teaching in the faculty evaluation policy. Thirty-three respondents answered

“no” to both questions 2 & 3 and stopped taking the survey as directed. This means 27% (33/121) of the institutions do not administratively evaluate their online faculty at all and 67% indicated that their evaluation policy doesn’t address online teaching.

Research question two: “What factors are considered to be relevant for online, asynchronous, administrative evaluation of teaching that are being used by these community colleges?”

The criteria and the ratings of their importance are displayed in tables 9-12. In Table 9 the data is displayed from question 12 that focused on Curriculum, Instruction and Student Assessment. All of the thirteen criteria had a mean of over 3.00. The standard deviation ranged from 0.69 to 0.88. Low standard deviation scores indicate a high level of agreement (low variance in mean scores) by the respondents to the importance of the criteria. Respondents had an opportunity to make comments or list other criteria used in their administrative evaluation. A complete list of comments for questions 12-15 is found in Appendix 3.

The items included at the highest number of institutions were the following:

1. 12.12 “Promotes student participation in the course” (91% [60/ 66] respondents including this in their evaluation.)
2. 12.7 “Facilitates appropriate interaction among students” (included in the administrative evaluations by 87% [59/68] of institutions.)
3. 12.8 “Provides opportunities for student interactions” (included in administrative evaluations by 87% [59/68] of institutions.)

Eight of the ten criteria in table 10 related to “Course Management” were included in administrative evaluations by more than 50% of the institutions responding. The items that were included by the highest number of institutions were the following:

1. 13.4 “Provides students with timely feedback”(93% [63/68] of respondents including this in their evaluation.)
2. 13.9 “Clearly communicates the expectations for in-course communications” (with 92% [61/66].)
3. 13.10 “Clearly communicates processes for in-course communications” (79% [55/70] of institutions including it their evaluations.

All four of the four criteria in table 11 relating to “Evaluation” had a mean importance of over 3.25. The standard deviation ranged from 0.75 to 0.84.

The items that were included at the highest number of institutions were the following:

1. 14.2 “Follows policies/procedures to monitor courses” (was included by 76% [50/66] of institutions responding.
2. 14.4 “Assesses the course to determine level of student learning” (was included by 76% [50/66] of institutions responding.

Seven of the eleven criteria in table 12 relating to the “Methods used collect/measure evaluation data” had a mean importance of over 3.00. The standard deviation ranged from 0.71 to 0.90. The items included with the highest number of responses were the following:

1. 15.1 “Visit the online course and review course layout/design” (included by 85% [61/72] of institutions responding.)
2. 15.2 “Review faculty interactions with students to ensure they are timely” (included by 64% [47/74] of institutions responding.)
3. 15.3 “Review feedback provided to students- was it timely, accurate and appropriate” (included by 64% [47/72] of institutions responding.)

Table 13 includes the items most commonly included by institutions. Ten items had a mean score of 3.38 or higher. The standard deviations ranged from 0.72 to 0.85. Seven items from Table 9 criteria 12.1-12.13 are included in the top ten items. Item 13.4 “Provides students with timely feedback” had the highest mean score of 3.60 with a standard deviation of 0.79. No items from table 12 criteria 15.1-15.11 had mean scores high enough to be included in the top ten items.

Table 14 shows that in the institutions of < 500 students, items related to communication, feedback and assessment of learning were consistently ranked very high scoring between 4.60 and 5.00 on the five point scale utilized in the survey. No items from question 15 were in the top ten mean scores for institutions of this size.

Criterion numbers 12.2 and 13.4 had the highest mean score of 4.00 and a standard deviation of 0.00. All institutions of < 500 students responding these items rated them as “Very important”. The remaining eight criteria in the top ten had mean scores ranging from 3.60 to 3.80. All eight had a standard deviation of 0.45. The low standard deviations indicate that most responses were close to the mean showing some consistency among the institutions’ ratings of this criterion’s importance.

Table 15 shows that in the institutions of 500-1999 students, items related to assessment of learning, communication, and feedback were consistently ranked very high, scoring between 3.44 and 3.63 on the four point scale utilized in the survey. No items from question 15 were in the top ten mean scores for institutions of this size. The standard deviation for the top ten criteria for institutions of 500-1999 FTE ranged from 0.78 for criterion 14.4 to 1.12 for criterion 12.9.

Table 16 shows that in institutions of 2000-4999 students, items related to feedback, student interaction, participation and assessment of learning were consistently ranked very high

with mean scores between 3.56 and 3.61 on the four-point scale utilized in the survey. Item 14.1 had the lowest standard deviation at 0.57 but one of the lowest mean scores of the top ten criteria at 3.41. This shows that there was a high level of agreement relative to importance of the item among responding institutions. The standard deviation for the top ten criteria for institutions of 2000-4999 FTE ranged from 0.57 for criterion 14.1 to 0.66 for criterion 13.4. The low standard deviations indicate that most responses were close to the mean showing some consistency among the institutions' ratings of this criterion's importance.

Table 17 shows that in the institutions of 5000-9999 students, items related to communication, interaction, participation, feedback and assessment of learning were consistently ranked very high, scoring between 3.67 and 3.86 on the four point scale utilized in the survey. No items from question 15 were in the top ten mean scores for institutions of this size.

The standard deviation for the top ten criteria for institutions of 5000-9999 FTE ranged from 0.38 for criterion 13.10 to 0.55 for criterion 12.9. The low standard deviations indicate that most responses were close to the mean showing consistency among the institutions' ratings of this criterion's importance.

Table 18 shows that in the institutions of 10,000+ students, items related to communication, feedback and assessment of learning were consistently ranked very high with mean scores between 3.57 and 3.64 on the four point scale utilized in the survey. No items from question 15 were in the top ten mean scores for institutions of this size.

Research question three: "What are the best methods to create an administrative, online, faculty evaluation system that complies with NDUS Policy #604.3." Data from the survey shows which criteria are most frequently utilized by community colleges in evaluating their faculty and their rated importance. By utilizing the data from the survey and the eight-step model

developed by Arreola (Arreola, 2000), a comprehensive, online faculty evaluation system can be created. The following criteria from the survey were rated the most important by community colleges:

- Creates a friendly and open environment
- Facilitates appropriate interaction among students
- Provides opportunities for student interactions
- Uses online resources to effectively deliver instruction
- Promotes student participation in the class
- Provides students with timely feedback
- Clearly communicates the expectations for in-course communications
- Clearly communicates processes for in-course communications
- Assesses the course to determine level of student learning

Community colleges should consider including these criteria in their evaluation systems.

Arreola and Seldin both recommended gathering data from multiple sources for evaluating faculty. Campuses must work within the bounds of their union agreements and master contracts with faculty to develop a comprehensive and effective faculty evaluation system. They need to work with the faculty to identify the criteria to be measured, the weighting of the criteria and the sources from which to gather the data.

Research question four: “How do community colleges determine ways online faculty are administratively evaluated?” Forty-one percent of community colleges responding have a policy on faculty evaluation or a negotiated agreement with a faculty association or faculty union and follow the policy or agreement. Only one-third of the institutions responding had an evaluation



policy that specifically addressed online faculty and sixty seven percent don't specifically address online teaching in their evaluations. Institutions are adapting their current system or procedure to evaluate online faculty and/or are not administratively evaluating their online faculty. Some institutions commented in the free text response areas of the survey. Some of the related comments were the following:

- “Since the evaluation tool is older and doesn't specifically deal with online instruction, some of the areas haven't even been addressed. “
- “Student evaluations of online classes are specific to online courses, so they do address some of these issues.”
- “Currently, we do not have an online faculty evaluation that is conducted by administration.”

## CHAPTER 5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The summary in this chapter will illustrate how the literary findings integrate with the survey findings in relationship to the conceptual framework (Figure 1). This descriptive, quantitative research will aid in developing method(s) for evaluating teachers of online courses at community colleges and assist in developing recommendations for an implementation strategy for a community college campus.

### **Summary**

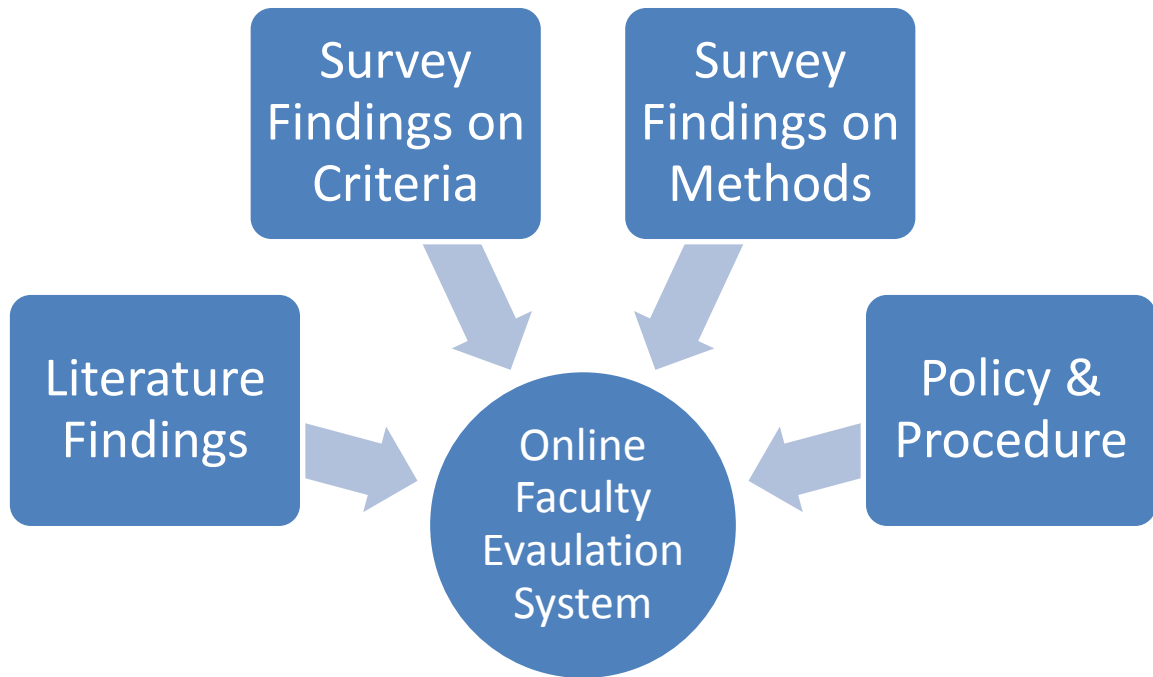
Through the survey it was found that many community colleges do not administratively evaluate their online faculty at all, and most indicated that their evaluation policy doesn't address online teaching. In the literature review, no research on administrative evaluation of online faculty in community colleges was found. A very limited amount of research on administrative evaluation of traditional community college faculty was found, but most was at least 10 years old. Traditional evaluations included data from student evaluations, dean or department chair observation evaluations, peer evaluations, and self-evaluations (Seldin, 1999).

The survey found that many of the criteria identified in the literature review were utilized by community colleges in administrative evaluations. Table 4 listed 20 online instructor competencies identified by Darabi et al. (2006). Most of these competencies were included in the survey, and respondents identified which ones they used and ranked their importance. Table 9 shows which criteria were included in the evaluations and the mean score ranking of importance. One interesting finding of the survey was that respondents would indicate that they did not utilize one of the criteria and would then rank it as very important or important. Throughout the survey results, more respondents ranked the criteria than responded as to whether or not the

criterion was included in their institution's faculty evaluation. Tables 9-12 show the criteria and the ratings of their importance.

In the literature review, it was found the following items are commonly included in faculty portfolio evaluations: (a) student evaluation data, (b) statement of current teaching responsibilities, (c) reflective statement by the faculty member on teaching strategies, objectives, and methods, (d) syllabi for courses taught, (e) participation in professional development seminars to improve teaching, and (f) teaching goals (Seldin, 1999). Arreola (2000) defined teaching in four roles: (a) instructional design skills, (b) instructional delivery skills, (c) content expertise, and (d) course management. Zitlow identified that the six most important methods for evaluating teaching in community colleges were (a) chair evaluations, (b) classroom visits, (c) systematic student ratings, (d) course syllabi, (e) dean evaluations, and (f) formal self-evaluations, (as cited by Miller, Finley, & Vancko, 2000). The survey results show the criteria with the highest mean score for importance currently included in the evaluations in Table 13.

The findings related to the research questions are illustrated in Figure 5. By utilizing the findings from the survey on what criteria and methods are being used to evaluate online faculty, using one of the methods for developing faculty evaluation systems from the literature, and updating policy and procedure to include online teaching, community colleges have the tools needed to administratively evaluate online faculty.



*Figure 5. Model for developing online faculty evaluation system.*

## **Conclusions**

Twenty-seven percent of the institutions responding to the survey did not have an administrative evaluation as a part of their evaluation process for online faculty. The majority of the institutions are not specifically evaluating their online faculty administratively. The majority of institutions are not limited by a union or master contract, and therefore responded that they did not have a faculty union or master contract clearly defining the evaluation process. Over 2/3 of the institutions did not address online teaching at all in the evaluation policy.

The 10 most frequently utilized criteria included by institutions in their evaluation included the following:

- “Promotes student participation in the course”
- “Facilitates appropriate interaction among students”

- “Provides opportunities for student interactions”
- “Provides students with timely feedback”
- “Clearly communicate the expectations for in-course communications”
- “Clearly communicates processes for in-course communications”
- “Follows policies/procedures to monitor courses”
- “Assesses the course to determine level of student learning”
- “Visit the online course and review course layout/design”
- “Review faculty interactions with students to ensure they are timely”
- “Review feedback provided to students- was it timely, accurate and appropriate”

Most of these criteria focus on communication and engagement of the student. The community colleges responding to the survey feel student-student interaction, student-faculty interaction, and timely responses and feedback from faculty are important based on their inclusion in the evaluation and the mean scores for importance in Table 13. The emphasis on communication and engagement makes sense since the instructors and students in online courses rarely meet face-to-face and must communicate utilizing electronic methods.

Assessment of student learning is ranked in the top 10 criteria based on mean score for importance. Two criteria in the top 10 have assessment of student learning as part of the criterion. The top criteria based on mean score for importance from table 13 were the following:

- “Assess learners’ learning based on stated learning goals and objectives”
- “Creates a friendly and open environment”
- “Facilitates appropriate interaction among students”
- “Provides opportunities for student interactions”
- “Uses online resources to effectively deliver instruction”

- Promotes student participation in the class”
- “Provides students with timely feedback”
- “Clearly communicates the expectations for in-course communications”
- “Clearly communicates processes for in-course communications”
- “Assesses the course to determine level of student learning”

### **Recommendations for Further Research**

There is a need for further research on faculty evaluation in community colleges. There is very little research available on evaluation of faculty at community colleges and nothing was found on administrative evaluation of online faculty. With the rapid growth of online course offerings, policy has not kept up with practice. Faculty evaluation policy and procedures need to be updated to specifically address evaluation of online faculty.

I would recommend further research on evaluation of online faculty and identification of effective teaching methods or strategies that increase student learning in the online environment. Evaluation systems should be developed that include well-defined faculty roles, criteria to be measured, the weighting of the criteria, sources of data and their weighting. It is also important to develop appropriate forms for gathering the data. A method like the one developed by Areola (2000) that has an eight-step process for developing a comprehensive faculty evaluation system could be used by community colleges for developing their own comprehensive system.

1. Determine the Faculty Role Model
2. Determine Faculty Role Model Parameter Values
3. Define Roles
4. Define Roles Component Weights

5. Determine Appropriate Sources of Information
6. Determine Source and Source Impact Weights
7. Determine How Information From Each Source Should Be Gathered
8. Design or Select Appropriate Forms

Both Areola (2000) and Miller, et al (2000) write that the two obstacles to establishing successful evaluation programs are administrator apathy and faculty resistance. No evaluation system can be effective if the administrator is apathetic or against the system.

The driving force behind any evaluation system should be how it encourages practices to improve student learning. My first recommendation is that institutions identify those teaching practices, and then compare methods to the faculty development sequence. Is there a match between the methods and faculty development? If not, what additional development needs to occur to ensure faculty are trained in the most effective practices? Are strategies for online teaching also specifically addressed? The next step would be to analyze the existing evaluation systems to make certain the best practices are encouraged through the criteria measured.

Institutions that have limited evaluation tools as well as institutions that have established policies and procedures for evaluation both need to address online teaching specifically. Again, I recommend using a model such as Areola's that recommends both faculty and administration involvement in the development. The resulting system objectively quantifies the evaluation components resulting in an Overall Composite Rating (OCR) that can be used in tenure, promotion, post tenure review, and merit pay decisions. In developing the comprehensive evaluation system, the criteria in table 13 should be considered for inclusion in the development of components in the teaching role. For online teaching, methods and criteria appropriate for that delivery method must be utilized. The next question then becomes how?

Failure to answer this question sufficiently seems to be the reason so few schools have established procedures for administrative evaluation of online teaching. An administrator can sit in a classroom and observe student-student interaction or teacher-student interaction. But how is that interaction measured in an online setting? An administrator can sit in a classroom and gauge how friendly and open that classroom is. But what is used to appraise that environment online? If positive interaction and a friendly environment are key to promoting student learning, we need to find a way to measure them whatever the delivery method.

This study perhaps raises more questions than it provides answers. But whatever method an institution chooses to incorporate administrative evaluation of online teaching, we need be able to answer in the affirmative: Are we encouraging practices that improve student learning through our evaluations?

The big question we need to ask is if our online evaluations encourage practices to improve student learning. And how do we develop such an instrument?

I recommend that institutions develop a comprehensive faculty evaluation system utilizing faculty in its development. The process Arreola recommends involves both faculty and administration in the development of all aspects of the system. The resulting system objectively quantifies the evaluation components resulting in an Overall Composite Rating (OCR) that can be used in tenure, promotion, post tenure review, and merit pay decisions. In developing the comprehensive evaluation system, the criteria in table 13 should be considered for inclusion in the development of components in the teaching role. The comprehensive faculty evaluation system should very specifically address online teaching.



Another recommendation would be to update institutional policies and procedures to include evaluation of online faculty utilizing methods and criteria appropriate for this delivery method.

Another opportunity for further research would be to identify teaching methods that improve or increase student learning and compare those with faculty development and or evaluation systems.

We should be able to answer in the affirmative: Are we encouraging practices that improve student learning through our evaluations

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## APPENDIX A



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### SBHE Policies

**SUBJECT:** PERSONNEL      **EFFECTIVE:** June 21, 2001

**Section:** 604.3 Performance Evaluations: Benefited Employees

1. All benefited university system employees shall have an annual written and verbal performance development review that includes evaluation of performance based upon mutually agreed upon development plans or goals. Procedures governing faculty shall be consistent with requirements stated in Policy 605.1. Requirements for employees included within the broadbanding system are stated in Section 17 of the NDUS Human Resource Policy Manual; those requirements shall also apply to all other employees except faculty.
2. All merit pay increases must be supported by current written performance reviews and consistent with a salary administration plan adopted under policy 702.4.

**HISTORY:** New Policy, SBHE Minutes, June 21, 2001.

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## APPENDIX B

## Lake Region State College

### Faculty Evaluation

Instructor Name:		Class:
Evaluator:	Doug Darling	Date:
Comments:		

n/a=not applicable      5-excellent      4-good      3-fair      2-poor      1-none

#### A. CURRICULUM AND INSTRUCTIONAL MANAGEMENT

- a. Course syllabi are current and contain a description consistent with the college catalog.
- b. The course syllabi course objectives are stated clearly and shared with the student.
- c. Course syllabi include grading procedures.
- d. Course syllabi include procedures/activities for assessment of student academic achievement.
- e. The instructor reviews new material for the purpose of curriculum improvement and/or development.
- f. The instructor maintains accurate records of student achievement for assessment purposes.
- g. The instructor manages reporting activities on time and accurately.
- h. Instructional resource needs are projected and coordinated with others, i.e., librarian, other faculty, computer services.

Student evaluations contribute to improving instruction. Please provide examples:

#### B. CLASSROOM OBSERVATION

- a. Lesson objectives were made clear to the students.
- b. The instructor's presentation was well organized.
- c. The instructor could communicate the subject matter to the students.
- d. The instructor selected an example of the concept or principle that could be easily demonstrated or understood to clarify a point.
- e. Performed the steps of the demonstration in logical order.
- f. Observed students to see that they were following the demonstration.
- g. Summarized key points of the demonstration during or at the conclusion of the demonstration.
- h. The instructor defined terms or gave background information when necessary.
- i. The instructor involved the students in learning by asking questions, simulation, role playing, or other classroom activity.
- j. The instructor was receptive to the expression of student views/responses.
- k. The instructor answered questions clearly.
- l. A lesson summary was provided by the instructor.
- m. The instructor was interesting and enthusiastic.
- n. The instructor's voice was audible.

#### C. PROFESSIONAL GROWTH

- a. Attends instructional staff meetings.
- b. Participates in professional activities and in-service sponsored by the college.
- c. Attends state, regional, or national events/conferences to remain current in profession.
- d. Applies new techniques to improve curriculum or curriculum management.

**SCORES:**

#### SECTION A

#### SECTION B

#### SECTION C

**AVERAGE OF ALL ITEMS**    #DIV/0!  
(not an average of sections)

**STRENGTHS:**

**IMPROVEMENTS:**

signature of evaluator: \_\_\_\_\_ date: \_\_\_\_\_

signature of instructor\*: \_\_\_\_\_ date: \_\_\_\_\_

\* Instructor's signature indicates that he/she is aware that this form will be placed in their personnel file. The signature is not an endorsement or an indication that he/she agrees with the evaluator.

**INSTRUCTOR COMMENTS:**

(The instructor is encouraged to attach comments)



## APPENDIX C

**NDSU**

**NORTH DAKOTA STATE UNIVERSITY**

*Institutional Review Board*

*Office of the Vice President for Research, Creative Activities and Technology Transfer  
NDSU Dept. 4000  
1735 NDSU Research Park Drive  
Research 1, P.O. Box 6050  
Fargo, ND 58108-6050*

701.231.8995

Fax 701.231.8098

Federalwide Assurance #FWA00002439  
Expires April 24, 2011

January 11, 2010

Dr. Ronald Stammen  
School of Education  
FLC 216D

**Re: IRB Certification of Human Research Project:**

**“Administrative Evaluation of online, community college faculty”**  
Protocol #HE10149

Co-investigator(s) and research team: **Doug Darling**

Study site(s): **online via GDC** Funding: **n/a**

It has been determined that this human subjects research project qualifies for exempt status (category # 2) in accordance with federal regulations (Code of Federal Regulations, Title 45, Part 46, *Protection of Human Subjects*). This determination is based on the protocol form received 1/8/2010 and consent/information sheet received 12/21/2009.

Please also note the following:

- This determination of exemption expires 3 years from this date. If you wish to continue the research after 1/10/2013, submit a new protocol several weeks prior to this date.
- The project must be conducted as described in the approved protocol. If you wish to make changes, pre-approval is to be obtained from the IRB, unless the changes are necessary to eliminate an apparent immediate hazard to subjects. A *Protocol Amendment Request Form* is available on the IRB website.
- Prompt, written notification must be made to the IRB of any adverse events, complaints, or unanticipated problems involving risks to subjects or others related to this project.
- Any significant new findings that may affect the risks and benefits to participation will be reported in writing to the participants and the IRB.
- Research records may be subject to a random or directed audit at any time to verify compliance with IRB policies.

Thank you for complying with NDSU IRB procedures; best wishes for success with your project.

Sincerely,



Kristy Shirley, CIP  
Research Compliance Administrator

NDSU is an equal opportunity institution.

## APPENDIX D

Survey

Page 1 of 1

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### Administrative Evaluation of Online Teachers

This survey is designed to determine the most common items and methods used in the administrative evaluation of faculty that teach online courses for community colleges. This survey is being sent to Academic Vice Presidents or Deans at community colleges across the country who are members of the American Association of Community Colleges (AACCC).

***Please have the individual responsible for evaluation of online teachers at your institution complete the survey.***

Start

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Administrative Evaluation of Online Teachers

Type of Community College  Public  Private

Enrollment (FTE)  <500  500-1999  2000-4999  500-9999  10000+

Enrollment (Headcount)  <500  500-1999  2000-4999  500-9999  10000+

Online enrollment FY 09 Headcount  <250  250-499  500-999  1000-4999  5000-9999  10,000+

Number of Online credit based courses per term  1-10  11-25  26-50  50-100  100+

Number of online credit based course sections per term

	Percent
Percent taught by Full-time Faculty	<input type="text"/>
Percent taught by Part-time Faculty	<input type="text"/>

Who, on your campus, evaluates the teachers of online credit based courses?

VPAA  Dean  Dept Chair  Distance Ed Director  Other

Institution name and Position of person completing the survey.

Institution Name  Please select your Institution

Position  Please select your position

Please list your Institution or Position if not listed

- Does your institution have a faculty master contract with a faculty union or other organization that clearly defines the evaluation process?  Yes  No
- Does your institution's faculty evaluation policy or procedure include an administrative evaluation?  Yes  No
- Does your institution's faculty evaluation policy or procedure specifically address online teaching?  Yes  No

**If you answered No to BOTH questions 2 and 3 above, please skip to the end of the survey and submit. Thank you.**

Which of the following are included in the administrative evaluation of online teaching on your campus?

	null		How Important		
Curriculum, Instruction and Student Assessment.	Not		Very	Not	Very

The Teacher:	Included	Included	NA	Unimportant	Important	Important	Important
Manages logistical aspects of the course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibits effective written communications skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibits effective visual communication skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exhibits effective verbal communications skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assess learners' learning based on stated learning goals and objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creates a friendly and open environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Facilitates appropriate interaction among students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides opportunities for student interactions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Instruction complies with ADA standards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Uses online resources to effectively deliver instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adapts the Web-based course to meet students' needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes student participation in the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promotes student interaction with others in the class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other - Please list and rate

Management. The Teacher:	null		How Important				
	Not Included	Included	NA	Very Unimportant	Not Important	Important	Very Important
Ensures that students know one another and feel comfortable interacting with one another online.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides guidelines for appropriate standards for student behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enforces appropriate standards for student behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provides students with timely feedback.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensures that students' work and data are secure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Monitors students to ensure academic honesty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helps students with technical issues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Guides and monitors students' management of their time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clearly communicates the expectations for in-course communications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clearly communicates processes for in-course communications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other - Please list and rate

Evaluation The Teacher:	null		How Important				
	Not Included	Included	NA	Very Unimportant	Not Important	Important	Very Important
Understands that student success is an important measure of course success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Follows policies/procedures to monitor courses.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ensures that all students participate actively in the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assesses the course to determine level of student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other - Please list and rate

Methods used to collect/measure evaluation data	null		How Important				
	Not Included	Included	NA	Very Unimportant	Not Important	Important	Very Important
Visit the online course and review course layout and design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review faculty interactions with students to ensure they are timely.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review feedback provided to students. Was it timely, accurate, appropriate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review the amount of time faculty spend in course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interview students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Meet with faculty member prior to conducting the evaluation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review pertinent course data available on Learning Management System (administrative reporting system).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a threaded or synchronous discussion with the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review student discussions and participation by faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review student assignments/grade distribution.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Review student performance on industry standard examination/certification.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other - Please list other evaluation criterion not address above and rate

I would like to have a copy of the survey results sent to me. Below in my email/mailling information.

Name

Institution

Address

Address2

City, State, Zip

Email Address

**Finish**

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**Close preview**

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Administrative Evaluation of Online Teachers

Thank you for taking our survey.

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APPENDIX E  
Questions 12-15 Other

Question 12 – Other

1. syllabus clearly defines the work expected in the course. 2. the instructor tries to follow the course outline in the syllabus. 3. the grading system is clearly defined. 4. tests and assignments were consistent with course objectives 5. course material was presented clearly and understandably 6. instructor-generated materials for this course were helpful 7. the instructor treats students with respect. 8. The assignments cover sufficient amounts of material to meet course objectives. 9. The instructor uses technology appropriately.

Since the evaluation tool is older and doesn't specifically deal with online instruction, some of the areas haven't even been addressed.

Student evaluations of online classes are specific to online courses, so they do address some of these issues.

Presents information compliant with course outline (very important) Demonstrates academic rigor appropriate to level taught (very important) Subject matter expertise reflected in course website (important) Presents content or uses format organizing materials in a logical sequence (important)

Does NOT include college infrastructure or services in evaluation of teaching

I answered NA to all queries as each department determines how to evaluate under very broad rubrics which could include all of the items  
makes clear the course learning goals makes clear expectations in the course makes clear deadlines, assignments, etc.

Currently, we do not have an online faculty evaluation that is conducted by administration.  
Very important: Completes administrative duties as required (e.g.) grade submission, roster compliance

Question13FreeText

Since the evaluation tool is older and doesn't specifically deal with online instruction, some of the areas haven't even been addressed. Student evaluations of online classes are specific to online courses, so they do address some of these issues.

Items not checked are all in syllabi

Support for technical issues provided by 24/7 helpdesk  
same as above

Question14FreeText

Since the evaluation tool is older and doesn't specifically deal with online instruction, some of the areas haven't even been addressed. Student evaluations of online classes are specific to online courses, so they do address some of these issues.

same as above

#### Question15FreeText

##### Syllabi

Conduct online evaluations done by students of the class (very important)

Time faculty in the course is done by admin not dept. chair

No place for comments but please note: We use an identical survey for all students, regardless of delivery mode.

We ask students to provide comments.

same as above

Courses on evaluating online instruction are made available to all department chairs and deans that perform evaluation.

written questionnaires to all students electronically

Note: The evaluation process includes a student online survey as well as Chair or Dean for evaluation of Part time faculty. Full time faculty have a committee comprised of faculty in their dept as well as the dean.