



THE CITADEL

CENTER FOR EXCELLENCE AND  
INNOVATION IN TEACHING,  
LEARNING, AND DISTANCE  
EDUCATION

# Evaluation Guide for Online Adjunct Teaching at The Citadel



## Policy and Procedures for Online Adjunct Faculty Teaching Evaluations

All adjunct faculty members will be observed once an academic year and will receive a written evaluation from the School Dean, the Department Chair, or the Program Director to which they are assigned. An adjunct faculty member that teaches more than one semester receives one evaluation for the year. If the adjunct faculty member is new to The Citadel, he or she will be observed during the first semester of teaching. The school dean, department chair, or program director will provide the adjunct faculty member with a written copy of the evaluation during a post-observation conference. The original copy of the completed and signed form will be sent to the Associate Provost of Academic Affairs.

School Deans, Department Chairs, or Program Directors will review individual course syllabi to ensure that the course focus is consistent with the course and program objectives. When areas of concern are identified, the School Dean, Department Chair, or Program Director will offer recommendations for change to the faculty member.

All courses taught by adjunct faculty will be assessed using the end-of-the-semester student evaluation form. This data subsequently will be shared with the adjunct faculty member and also reviewed by the School Dean, Department Chair, or Program Director. When student opinion questionnaires indicate areas of concern, a School Dean, Department Chair, and/or Program Director will conference with the adjunct faculty member.

The information received from the teaching observation, student course evaluations, and syllabi review will complement other assessment data and will be used to make a determination as to whether an adjunct faculty member will be recommended for a continued teaching assignment in the subsequent year/s.

If there are serious concerns about the adjunct faculty member's teaching, the faculty member will not be rehired.

### Online Faculty Teaching Evaluation Process

This online adjunct faculty evaluation process consists of a review of a module, the direct observation of the adjunct faculty member's instruction within the university's LMS and virtual conferencing system (if applicable), and a post-conference.

#### **Step 1: Preparing for the visit**

The evaluator and adjunct faculty member will agree on a date to conduct the online course observation.

The evaluator will request *Departmental Observer* access to the adjunct faculty member's course within the LMS by sending an email to CEITL & DE at [ceitlde@citadel.edu](mailto:ceitlde@citadel.edu).

#### **Step 2: Instructional Observation**

The adjunct faculty member and evaluator will meet to review an agreed-upon module or unit of the course, which should contain items such as instructional materials prepared by the adjunct faculty member, and online discussions among faculty and students that demonstrate student engagement, as well as a copy of course analytics.

#### **Step 3: Post-Conference**

The evaluator will hold a post-conference with the adjunct faculty member. For this conference, the evaluator will discuss areas of strength and provide suggestions for improvement. Once the forms are discussed, reviewed, and signed, the evaluator will provide the adjunct faculty member with a copy. The originals will be sent to the Associate Provost for Academic Affairs for record-keeping.

## ONLINE ADJUNCT FACULTY TEACHING EVALUATION FORM

Name of Adjunct Faculty Member: \_\_\_\_\_  
 Name of Evaluator: \_\_\_\_\_ Online Course Reviewed: \_\_\_\_\_  
 Module/ Unit Reviewed: \_\_\_\_\_ Date: \_\_\_\_\_

This adjunct faculty evaluation process consists of a review of a module/unit of instruction within the LMS, the direct observation of the adjunct faculty member's instruction, and a post-conference. You may wish to use the observation form located in the appendix to provide detailed evidence for each rating.

<b>I. INSTRUCTIONAL PLANNING</b>	Not Completed	*In Progress	Completed
<b>Please confirm the following with CEITL&amp;DE</b>			
1. The course is fully approved through The Citadel's official <i>Online Course Review</i> process.			
2. A parity table for the course has been submitted to CEITL & DE and the evaluator.			
3. The faculty member has taken all four required Quality Online Teaching (QOT) courses.			
4. The course adheres to all third-party vendor policies.			
5. The course adheres to all student privacy policies.			
6. The course adheres to all policies in the Distance Learning Handbook.			

\*For any rating listed as in progress please note the instructor's plan to complete the rating.

<b>II. INSTRUCTIONAL DELIVERY</b>	Needs Improvement	Met	N/A
1. States outcomes/ objectives for the week or unit's lesson and expectations for learning (ex. video announcements, screencast, recorded lectures, module overview).			
2. Promotes active learning and student engagement.			
3. Builds upon students existing knowledge and skills.			
4. Uses a variety of instructional strategies to enhance learning (ex. direct instruction via recorded video or virtual conferencing, student practice, group work, problem-based learning, etc.)			
5. Maintains an active teaching presence equivalent to the number of credit hours per week. ( Distance Learning Handbook Policy III.A.) (3 hours of online presence = 3 credit hour course).			
6. Provides video or live lectures and/or announcements within each module to ensure that the course is not self-paced and therefore could not be considered a correspondence course.			
7. Integrates key elements of content within each module. and facilitates students' use of higher-level thinking skills.			

<b>III. LEARNING ENVIRONMENT AND ASSESSMENT</b>	Needs Improvement	Met	N/A
1. Provides prompts that encourage student questions and discussion within discussion boards and/or video recordings/lectures.			
2. Monitors and addresses student attendance, netiquette, and participation to ensure students are actively engaged.			
3. Promotes a positive classroom climate within discussion boards, group work, and/or class virtual conferencing sessions.			
4. Establishes clear expectations for student conduct (online participation, attendance, discussion boards/ participation, netiquette, etc.).			
5. Provides timely, corrective feedback for learning activities.			
6. Provides the opportunity for student-to-student, student-to-instructor, and student-to-content interaction.			
7. Assesses student learning throughout the course			
8. Keeps an active gradebook in Canvas. (Distance Learning Handbook Policy III.E.)			

<b>IV. CONTENT KNOWLEDGE</b>	Needs Improvement	Met	N/A
1. Demonstrates accurate knowledge of the subject matter as observed in video recordings, screencasts, lectures, and/or written content.			
2. Demonstrates mastery of the content and communicates its importance to students.			

## EVALUATION SUMMARY

Summary of Strengths:

Recommendations:

Adjunct Faculty Member Response:

Conference Date: \_\_\_\_\_

Evaluator's Signature: \_\_\_\_\_

Adjunct Faculty Member's Signature: \_\_\_\_\_

*An adjunct faculty member's signature does not necessarily imply agreement. It is merely an acknowledgment that the complete report has been read and a copy received.*

**ONLINE ADJUNCT FACULTY OBSERVATION NOTES  
(OPTIONAL)**

**I-II INSTRUCTIONAL PLANNING AND DELIVERY**

- A. What did the instructor expect the students to learn from the module/ unit?
  
- B. In what ways did the students demonstrate that they understood what the instructor expected them to learn?
  
- C. How did the instructor help the students relate or connect with the learning?
  
- D. What instructional strategies did the instructor use during the module/ unit (i.e., group work, peer reviews).

**Examples of evidence to look for:**

- Explicit communication of the skills and knowledge every student needs to have in order to be successful in the course.
- Explanation of course learning outcomes and how assignments are designed to help students achieve them.
- Motivation and encouragement that inspires students to move past the easy answers to more complex solutions.
- Examples and non-examples of high-quality work, along with a discussion of the differences between these.
- Examples of student work that demonstrate advancement toward learning goals/objectives/outcomes.
- A published course schedule that outlines topics to be covered and assignment due dates so students can plan their workload accordingly.
- A published course syllabus with course expectations and policies.
- Time-to-completion information on course assignments (e.g., “This assignment should take you approximately 2 hours to complete.”)
- Course-specific study tips that provide students with strategies for utilizing their time well.
- Student activities that involve one or more of the following:
  - Active use of writing, speaking, and other forms of self-expression.
  - Opportunity for information gathering, synthesis, and analysis in solving problems (including the use of the library, electronic/computer, and other resources, and quantitative reasoning and interpretation, as applicable).
  - Engagement in collaborative learning activities.
  - Dialogue pertaining to social behavior, community, and scholarly conduct.
- Examples of student work where they
  - Think, talk, or write about their learning
  - Reflect, relate, organize, apply, synthesize, or evaluate information
  - Perform research, lab or studio work, or physical activities
  - Participate in, design, or develop educational games and simulations.

**Where to look:**

- Course syllabus
- Instructional materials
- Assignments
- Modules
- Course or module overview

### III. LEARNING ENVIRONMENT AND ASSESSMENT

- A. In what ways—and how effectively—did the instructor monitor and/or adjust the module/ unit to promote student learning?
- B. How does the instructor engage with students online?
- C. How does the instructor promote student-to-student, student-to-instructor, and student-to-student engagement?

#### **Examples of evidence to look for:**

- A "welcome message" is provided at the beginning of the course that encourages student-to-instructor contact for course-related discussions or concerns.
- The instructor initiates contact with or responds to, students on a regular basis to establish a consistent online presence in the course (and prior notice is given to students in the event that the instructor will be unavailable for more than a few days).
- A prominent announcement area is used to communicate important up-to-date course information to students, such as reminders of impending assignment due dates, curriculum changes, scheduled absences, etc.
- The instructor holds regular online office hours, and by appointment, that are mediated by technology (e.g., the telephone, chat areas, web conferencing) to accommodate online students.
- An introduction activity at the beginning of the course so students can begin to make personal connections.
- Discussion prompts that help to guide and elicit student participation in class discussion activities.
- Instructor facilitation of class discussions by encouraging, probing, questioning, summarizing, etc.
- Examples of student work that demonstrate advancement toward learning goals.
- Use of a variety of assessment tools that gauge student progress.
- Alternative assignment options that allow students to demonstrate their progress. For example, a podcast might be allowed as learning evidence instead of a written paper.
- Supplemental online materials are provided to students who lack prerequisite knowledge or who would benefit from having content presented in an alternative manner.
- Timely, corrective feedback for online activities.
- A positive online climate where students are encouraged to seek assistance with course content and learning activities if needed.
- Frequent feedback is provided to students through written explanations and detailed feedback on assignments.

#### **Where to look:**

- Discussion forums
- Posted announcements
- Course syllabus
- Instructional materials
- Assignments
- Canvas grade book

## IV. CONTENT KNOWLEDGE

A. What evidence suggests that the instructor did—or did not—have a thorough knowledge and understanding of the content?

B. How did the instructor explain and/or demonstrate the content to the students?

C. How effective were the content explanations/ demonstrations?

### Examples of evidence to look for:

- Recorded instructor lectures/ screencasts
- Zoom recordings
- Assigned readings
- Additional sources of content
- Videos

### Where to look:

- Assignments
- Discussion forums
- Modules

## QUESTIONS FOR THE INSTRUCTOR

Please list any clarifying questions for the instructor