EXCELLENCE IN ONLINE TEACHING
FACULTY SELF-REFLECTION GUIDE

Purpose:
Effective online instruction requires a great deal of time and dedication, and the purpose of this below criteria is to provide faculty with concepts and examples to help them complete a self-reflection of their online courses. Excelling in the below criteria will support faculty in providing innovative and exemplary teaching practices for their online course(s), increasing student success and ensuring student equity.

Criteria for self-reflection:
The following is a summary of self-reflection criteria. The six (6) areas of focus are:

1. Learner Support
2. Course Organization and Design
3. Communication and Collaboration
4. Content and Student Engagement
5. Assessment and Evaluation
6. Faculty Use of Student Feedback

Under each area of focus there are a series of questions that address criteria to be evaluated. The examples listed under each of the questions include methods and tools that may be used in meeting the examples—they are not meant to be a complete list, nor are faculty expected to use all of the methods.

<table>
<thead>
<tr>
<th>(1) Learner Support</th>
<th>Examples:</th>
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</table>
| o Does the instructor support student completion and success rates through a variety of methods? | □ Proactive Communication such as “Welcome” emails, weekly reminders, or “Helpful Hints” messages.  
□ Clear assignment guidelines with due dates  
□ Responding to student issues in a timely manner  
□ Orientation Video  
□ Syllabus Quiz  
□ Enrollment and Drop dates |
| o Are links to LBCC student services included in the course layout? | □ [Online Learning Student Readiness](http://www.lbcc.edu/WRSC/ResearchCitation.cfm)  
□ Learning and Academic Resources (LAR)  
□ Disabled Student Programs and Services (DSPS)  
□ Writing and Reading Success Centers (WRSC)  
□ Online Tutoring and Online Counseling |
| o Does the instructor offer access to a wide range of resources that support course content and different learning abilities? | □ External web links  
□ YouTube videos or channels  
□ “Frequently Asked Questions” links  
□ Glossary of terms |
| o Are instructions for citing resources provided? | □ Instructor-created lecture/document  
□ Links to external formatting models  
□ Links to LBCC’s library services: [http://www.lbcc.edu/WRSC/ResearchCitation.cfm](http://www.lbcc.edu/WRSC/ResearchCitation.cfm)  
□ [http://lbcc.libguides.com/mla](http://lbcc.libguides.com/mla) |
| o Is plagiarism is clearly defined with identified consequences? | □ Link to LBCC web page on plagiarism consequences  
□ Course consequences  
□ Lecture/Tutorial  
□ Video link from “teach online” course |
## (2) Course Organization & Design

<table>
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<tr>
<th>Examples:</th>
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<tbody>
<tr>
<td>- Visual appeal and interesting</td>
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<tr>
<td>- Concise written material with clear instructions</td>
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<tr>
<td>- Clear navigation links</td>
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<tr>
<td>- Consistent course layout throughout the term</td>
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<tr>
<td>- Ease of use</td>
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<tr>
<td>- Clearly defined netiquette expectations</td>
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<tr>
<td>- Explanation of professional email formatting</td>
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### o Is the course well organized, aesthetically appealing, and easy to navigate?

### o Is the course syllabus easily accessible, well organized, and complete?

### o Is universal accessibility addressed throughout the course?

## (3) Communication & Collaboration

<table>
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<tr>
<td>- Opportunities for students to get to know each other (e.g. student bios)</td>
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<tr>
<td>- Students directed to interact via Wikis, Formal discussions, Chats, Group Projects, and Discussion Forums</td>
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<tr>
<td>- <em>Appropriate</em> interaction explained and enforced</td>
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### o Is student interaction and collaboration promoted?

### o Are communication strategies with the instructor promoted?

### o Does the instructor provide students with regular and effective contact in a timely manner?

## (4) Content & Student Engagement

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<tbody>
<tr>
<td>- Examining texts</td>
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<tr>
<td>- Written synthesis of readings</td>
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<tr>
<td>- Discussing analyses of readings</td>
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<tr>
<td>- Sharing evaluations of topics/assigned readings</td>
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<tr>
<td>- Assignments include real world application</td>
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### o Are communication strategies and critical thinking activities promoted?
o Are multiple learning styles addressed through a variety of activities and presentation formats that promote student engagement and student equity?
  □ Linked external videos
  □ Interactive activities
  □ Self-assessment activities
  □ Audio and/or video lectures
  □ Pictures
  □ Testing Practices and study guides
  □ Simulation
  □ Animation
  □ Podcasts

o Is student engagement promoted through course content?
  □ Discussion forums
  □ Interactive activities
  □ Student presentations

o Is student equity addressed throughout the course content?
  □ Alternative activities
  □ Providing grading rubrics to students before they complete assignments
  □ Variety of types of assignments

o Are critical thinking activities included throughout the course?
  □ Subject-specific strategies
  □ Discussion prompts
  □ Research

(5) Assessment and Evaluation
Examples:

o Are student learning objectives and assessment activities closely aligned?
  □ Students know what they are supposed to be learning from activities and assessments
  □ Correlation between student learning outcomes and course assignments is included on syllabus

o Are acceptable methods for completing assignments clearly identified?
  □ Clear instructions on all assignments
  □ Rubrics provided to students before grading
  □ Rubrics used for grading assignments
  □ Due dates and late policies clearly stated

o Are multiple assessment methods used?
  □ Multiple testing methods
  □ Quizzes
  □ Term papers
  □ Discussions
  □ Course-specific practical application assignments
  □ Self-tests provided for student practice

o Does the instructor grade with detailed commentary on student assignments in a timely manner?
  □ Rubrics used
  □ Written feedback given in addition to points or grades

o Does the instructor reply to student emails in a timely manner?
  □ Informs students of timeline for feedback (e.g. 48 hours?)

(6) Faculty Use of Student Feedback
Examples:

o Does the instructor use formal and informal student feedback regularly in planning instruction?
  □ Changing the assignments for following semesters
  □ Reorganizing what is unclear
  □ Rewording instructions

o Are students surveyed throughout the term regarding the effectiveness of course organization and online activities?
  □ Emailing questions about course
  □ Asking specific students for feedback
  □ Assessing links in course
  □ Formal Assessment
  □ Course Detective

o Does the instructor Use SLO data to inform changes in instruction?
  □ Tailor assignments for following semester based on SLO data
  □ Modifying assignments to better focus on student learning outcomes