



**AD HOC SELF-EVALUATION REPORT
RECOMMENDATION 3**

Helena College University of Montana

Helena, Montana

www.helenacollege.edu

Report Prepared for the Northwest Commission on Colleges and Universities

September 1, 2019

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INTRODUCTION

In a letter dated July 31, 2018, the Northwest Commission on Colleges and Universities (NWCCU) requested that Helena College prepare and submit an Ad Hoc Report without a visit in Fall 2019 with regard to Recommendation 3 from the April 2017 Year Seven Evaluation Report. This document provides a narrative overview and supporting exhibits demonstrating the College's ongoing response to Recommendation 3.

RECOMMENDATION 3

The Evaluation Committee recommends that the college address and strengthen its system for regular and systematic evaluation of all faculty (2.B.6)

RESPONSE TO RECOMMENDATION 3

The College has taken the following actions to address Recommendation 3.

In 2017, a committee was formed which included academic affairs leadership and faculty members selected by the Helena Teacher's Union. The makeup of the committee was important to ensure that the process did not violate elements of the Collective Bargaining Agreement between Helena Teacher's Union and Helena College. Members of the team included the Associate Dean of Academic and Student Affairs, the Division Chair for the Trades, the Division Chair for General Education and Transfer, the Director of Nursing, and three tenured faculty members. The team formed and began discussions during the 2017-2018 academic year, and then met biweekly throughout the 2018-2019 academic year to complete the following actions to create a systematic, holistic evaluation process:

1. Revise the instructional observation form
2. Create a performance/self-assessment document
3. Improve the course evaluation form completed by students
4. Develop a faculty evaluation handbook detailing the process

Instructional Observation Form

The completed form is attached as Appendix A. Categories for evaluation are based on best practices in teaching, and intended to provide information about specific behaviors that can be assessed and improved upon.

Performance/Self-Evaluation Document

The committee created a process by which faculty will complete a self-assessment, and the supervisor will rate the employee on the document. This tool is attached as Appendix B.

Areas of self-evaluation were created to match expectations of faculty members, as defined in the Collective Bargaining Agreement. These include instruction, professional development, and service to the college/community. Faculty members will complete the form as a self-assessment, and Division Chairs/Directors as supervisors will evaluate performance in the same areas. This will allow for meaningful assessment and conversations about performance.

Course Evaluation Form

The evaluation form was rewritten to include questions, which will allow faculty to better use feedback from students to improve course content and delivery. The areas on which students are asked to evaluate the course tie to quality instruction.

Faculty Evaluation Handbook

To create a process by which faculty evaluation is conducted on a regular basis and is a meaningful exercise, the committee developed an evaluation handbook. The handbook has been approved by the faculty body as compliant with the Collective Bargaining Agreement, and gives supervisors a process to insure faculty evaluations are carried out in a consistent manner. The full document is included as Appendix D.

The new process provides an annual timeframe to create a systematic approach and to avoid missing scheduled faculty evaluations. According to the terms of the Collective Bargaining Agreement, non-tenure track and pre-tenured faculty are evaluated annually, and tenured faculty are evaluated once every three years. Adjunct faculty are reviewed by Divisions Chairs/Directors annually using the Instructional Observation form and the Course Evaluation form. A summary evaluation meeting is held with each instructor, either in person or through electronic means.

The process also requires faculty to set goals for the year. This will serve multiple functions. First, this will facilitate professional development and performance improvement for faculty members. Second, it will allow the Division Chair to work with faculty to ensure goals are working towards fulfillment of the Helena College Strategic Plan. Third, following this framework will provide structure for faculty working toward tenure and promotion. The three areas of focus defined for goal setting match the three pillars of service set forward in the Collective Bargaining Agreement as the responsibility of faculty.

Next Steps

The committee will continue to meet weekly through the 2019-2020 academic year to continue the work of improving the faculty evaluation process at Helena College. Adjunct instructors are evaluated annually; however, elements of the current faculty evaluation handbook are not relevant to the terms of their employment with the College. Therefore it is appropriate to develop a separate handbook for these individuals to provide clear guidance on the evaluation process. Additionally, the committee will work to develop clear processes for offering support to help faculty improve in areas found to need improvement through the evaluation process.

CONCLUSION

Helena College has made improvements in the faculty evaluation process. A handbook has been created which outlines a system to conduct regular, systematic, collegial, and substantive performance evaluations. This process was created through a shared governance process including both academic administration and tenured faculty members. The committee will continue refining the process throughout the next academic year by more directly considering adjunct instructor expectations, and methods for addressing evaluation areas where faculty may need improvement.

APPENDIX A – INSTRUCTIONAL OBSERVATION FORM

INSTRUCTIONAL OBSERVATION FORM	
Faculty Member Name:	
Evaluator Name:	
Course Number and Title:	
Date/Time/Location of Evaluation:	



I. OBSERVER COMMENTS						
Content mastery is evident	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Improvement Needed <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>	Not Observed <input type="checkbox"/>	Comments/Suggestions:
Uses positive reinforcement	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Improvement Needed <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>	Not Observed <input type="checkbox"/>	Comments/Suggestions:
Learning is assessed	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Improvement Needed <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>	Not Observed <input type="checkbox"/>	Comments/Suggestions:
Planning and/or intentionality is evident	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Improvement Needed <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>	Not Observed <input type="checkbox"/>	Comments/Suggestions:
Environment is conducive to learning	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Improvement Needed <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>	Not Observed <input type="checkbox"/>	Comments/Suggestions:

Positive comportment is demonstrated	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Improvement Needed	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Not Observed
	Comments/Suggestions:				

Observer Comments:

II. FACULTY COMMENTS/RESPONSE (OPTIONAL)

Faculty Comments:

Faculty signature does not necessarily indicate agreement with this evaluation and is required only to indicate that you have had an opportunity to review it and discuss the contents with your division chair or academic dean.

The following signatures indicate that this evaluation has been reviewed:

FACULTY SIGNATURE: _____ DATE: _____

DIRECTOR/DIVISION CHAIR SIGNATURE: _____ DATE: _____

ACADEMIC DEAN SIGNATURE: _____ DATE: _____

APPENDIX B – PERFORMANCE/SELF-EVALUATION DOCUMENT



FACULTY NAME: _____
 SUPERVISOR: _____

PERFORMANCE/SELF-ASSESSMENT

RESPONSIBILITY AREA: INSTRUCTION

<i>Classroom Performance</i>	<i>Narrative</i>
1. Content mastery is evident	
2. Engagement with students is apparent	
3. Learning is assessed	
4. Planning and/or intentionality is evident	
5. Environment is conducive to learning	
6. Positive comportment is demonstrated	



<i>Management of classroom, instructional equipment, lab, shop or clinic</i>	<i>Narrative</i>
1. Classroom, lab, shop or clinic policies and/or procedures are clearly communicated in writing to students.	
2. Classroom, lab, shop or clinic area is well-maintained by faculty member.	
3. Classroom, lab, shop or clinic area is managed in accordance with accepted safety standards.	
4. Orders supplies for classroom, lab, shop or clinical area within budget, following current College policies.	





FACULTY NAME: _____
 SUPERVISOR: _____

<i>Development and Revision of Curriculum and Courses</i>	<i>Narrative</i>
1. Regularly reviews curriculum, curricular materials and assessments.	
2. Follow appropriate process(es) for curricular changes.	

<i>Student Advising</i>	<i>Narrative</i>
1. Communicates proactively with advisees.	
2. Maintains adequate document of meetings with students.	
3. Maintains current knowledge of College offerings and services to advise students effectively.	
4. Regularly reviews student progress toward degree completion.	
5. Provides feedback and/or referrals to students who demonstrate need for additional support.	

<i>Course and Program Level Assessment</i>	<i>Narrative</i>
1. Actively participates in assessment at all levels.	
2. Assesses effectiveness of own courses within the context of larger program assessment.	
3. Incorporates results of assessments into curricular and other revisions.	

<i>Innovative Instructional Practices</i>	<i>Narrative</i>
1. Incorporates innovative practice(s) as appropriate.	

RESPONSIBILITY AREA: PROFESSIONAL DEVELOPMENT

<i>Scholarly Activities</i>	<i>Narrative</i>
1. Participates in activities such as presentations, publication, <u>development of projects and/or research</u> that relates to the discipline.	

<i>Professional Improvement Activities – Educational and Occupational</i>	<i>Narrative</i>
1. Attends professional improvement such as seminars, workshops, training, and/or coursework.	

<i>Professional/Occupation Recognition</i>	<i>Narrative</i>

<p>1. Receives professional/occupational recognition such as awards, certifications, or honors.</p>	
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RESPONSIBILITY AREA: SERVICE TO COLLEGE/COMMUNITY

<i>Participation in professional organizations</i>	<i>Narrative</i>
<p>1. Maintains membership in organizations directly related to the discipline.</p>	
<p>2. Serves as an officer, participates in meetings, or other direct service to the professional organization.</p>	

<i>Serving on Advisory Boards, Consulting and Related Activities</i>	<i>Narrative</i>
<p>1. Serves as consultant to industry, education, discipline, or other organizations relating to the instructional field.</p>	

<i>College Service and Community Service (beyond the normal scope of responsibility)</i>	<i>Narrative</i>
<p>1. Serves as chair or member of 1 or more college-level committees.</p>	
<p>2. Serves on ad-hoc, hiring, or other campus committees or groups (including serving as student club advisor).</p>	
<p>3. Actively participates in college-sponsored training and professional activities.</p>	

Director/Division Chair or Associate Dean Comments/Response (Optional)

Faculty Comments/Response (Optional)

Faculty signature does not necessarily indicate agreement with this evaluation and is required only to indicate that you have had an opportunity to review it and discuss the contents with your division chair or associate dean.

The following signatures indicate that this evaluation has been reviewed:

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DIRECTOR/DIVISION CHAIR SIGNATURE: _____ DATE: _____

ASSOCIATE DEAN SIGNATURE: _____ DATE: _____

APPENDIX C – COURSE EVALUATION FORM

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
The course learning outcomes are clear and understandable					
The grading system is clear and understandable					
The textbook, worksheets, or other course materials were useful in helping me achieve the course learning outcomes					
The subject matter was well-explained					
Lectures and/or online videos and slides are clear and understandable					
Assignments and hands-on applications are relevant to the course learning outcomes in the syllabus					
Class discussion and/or online forums are beneficial to my learning					
Group work is relevant to course content					
Visual aids are effective and clear					
The course atmosphere promoted learning					
Class consistently starts and ends on time					
Individual assistance is available to students					
Additional comments or feedback:					

APPENDIX D – FACULTY EVALUATION HANDBOOK**Faculty Evaluation Process
Helena College University of Montana**Purpose

The purpose of faculty evaluation at Helena College is to further the College's mission and core themes through assessment of major areas of responsibility. This process clarifies expectations and provides a framework to support continuous improvement in teaching and learning, promoting professional development, and recognizing service.

Process

A complete faculty evaluation is conducted annually for non-tenure track faculty and tenure-track non-tenured faculty, and once every three years for tenured faculty. Tenured faculty may elect to receive an evaluation, set goals, and or complete the self-assessment more frequently.

Evaluations for full-time faculty are conducted by the Director/Division Chair and reviewed by the Associate Dean of Academic and Student Affairs. The evaluation is focused upon the goals of the individual faculty member and the mission and core themes of Helena College. There are three areas of responsibility upon which the faculty evaluation is based:

- Instruction
- Professional Development
- Service to College/Community

The evaluation includes the following components:

- Faculty Goals
- Faculty Self-evaluation
- Administrative Evaluation (includes an observation)
- Syllabus
- Assessment of How Learning Outcomes Met
- Course Evaluation
- Peer Observation (highly recommended, but not required)

Required support materials include the following:

- Syllabus for one course
- Sample assignment showing course design and knowledge
- Sample demonstrating appropriate delivery method or technology
- Sample assessment

Required elements of online materials:

Resources for quality online course design are available through the Director of eLearning. During each evaluation cycle, the Director/Division Chair will reference these materials when evaluating the course.

Another key element in successful online instruction is compliance with the Americans with Disabilities Act accessibility standards. These standards must be met in order for Helena College to comply with federal law. During each evaluation cycle, a review of these standards will also be completed by the Director of eLearning and provided to the Director/Division Chair. Information and training on ADA compliance is available through the Director of eLearning. Any compliance issues will be addressed during the evaluation follow up process.

As all courses as Helena College include a Moodle presence, these course shells will be reviewed for face-to-face courses as part of the overall instructional observation.

Questions

Questions about the evaluation process should be directed to the Director/Division Chair.

Procedures

1. The Human Resources Department will maintain record of all faculty evaluations and a schedule of required evaluations for each academic year.
2. At the beginning of the academic year, the Director of Human Resources provides a list of faculty to be evaluated to the Directors & Division Chairs.
3. The Director/Division Chairs issue a written notice with complete instructions and required documents to the faculty being evaluated.
4. Following the initial correspondence from the Director/Division Chair, the faculty member drafts individual goals in each of the three evaluation areas and schedules a planning meeting with their Director/Division Chair to discuss those goals.
5. Goals are finalized by the faculty member and the Director/Division Chair during the planning meeting. The faculty member and the evaluator may agree to hold interim status meetings.
6. An electronic portfolio shell will be created in Moodle for each faculty member to track progress.
7. Throughout the evaluation year, the faculty member maintains documentation relevant to goal achievement. It is recommended this be done through the creation of an electronic portfolio for submission and review. Creation of an electronic portfolio will allow for annual additions, which will simplify the tenure and/or promotion process moving forward.
8. The faculty member selects a course to be observed. The faculty member and Director/Division Chair schedule a class observation time. The observation can take place in one or more of the following settings: lecture, online course, lab, or clinical instruction.
9. The faculty member completes the self-evaluation portion of the Faculty Evaluation Form.
10. The faculty member completes the electronic portfolio for review.
11. The faculty member and Director/Division Chair schedule a summary meeting to review the portfolio.
12. The faculty member submits the portfolio for review.
13. The faculty member and Director/Division Chair meet to review the portfolio and evaluation. A plan for faculty improvement, with a timeline, may be formulated if needed.

14. The Director/Division Chair summarizes the course evaluations and provides written comments, including commendations and recommendations, on the Instructional Observation form.
15. The faculty member and Director/
16. Director/Division Chair sign the Instructional Observation and the Personal Self-Assessment form.
17. If the faculty member disagrees with the evaluation, he or she has the right to submit a written rebuttal.
18. The Associate Dean of Academic and Student Affairs has an opportunity to review the evaluation, and the evaluation becomes part of the faculty member's personnel file house with the Human Resources Department.

Goal Setting

Goal setting, achievement, and evaluation are essential to the process of assessing performance and the continuous improvement cycle. Goals should be set as a collaborative effort between the faculty and Director/Division Chair.

At least one goal will be formulated for area of responsibility (see Faculty Goal Sheet attached below):

- Instruction
- Professional Development
- Service to the College/Community

Goals should meet the following criteria:

- Be clearly connected to the relevant area of responsibility.
- Be specific, measureable, attainable, realistic, and time bound.
- Be directly related to and consistent with the Mission and Core Themes of Helena College.
- Be clearly stated in writing and terms that everyone can understand.
- Include a plan of action and steps for implementation.
- Include standards of acceptable performance and evaluation.
- Be discussed by the parties concerned and modified if necessary.
- Differentiate between short-term and long-term commitment.
- Be referred to frequently throughout the year.
- Be discussed at the final evaluation meeting.

Responsibility Areas

Goals should be set to meet one or more of the criteria within the three areas of responsibility outlined in the Collective Bargaining Agreement between the Montana Board of Regents of Higher Education and the Helena Teachers' Union. See Faculty Self-Assessment Form for more detail, or refer to Article 7 of the Collective Bargaining Agreement.

Timeline

Activity	Due Date
Goals set and approved by Director/Division Chair	October 1
Classroom observation scheduled and/or completed	February 1
Summary meeting scheduled and/or completed	April 15

Faculty Goals

Instructions: Please specify your goals for the evaluation period. For each area of responsibility, articulate the goal you would like to attain, the methods you will use to reach the goal, and how you plan to assess your effectiveness. You may have more than one if you like; however, the goals should be focused and few in number. Goals are discussed with Director/Division Chair at planning meeting.

Performance Indicator 1: INSTRUCTION

- I. Goal – Please identify which area of focus: *1. Classroom performance; 2. Management of classroom, lab, shop, or clinic; 3. Development and revision of curriculum and courses; 4. Student advising; 5. Course, program, and institutional assessment; and/or 6. Innovative instructional practices*
- II. Methods
- III. Assessment of Effectiveness

Performance Indicator 2: PROFESSIONAL DEVELOPMENT

- I. Goal – Please identify which area of focus: *1. Scholarly activities, 2. Professional improvement, and/or 3. Professional recognition*
- II. Methods
- III. Assessment of Effectiveness

Performance Indicator 3: SERVICE TO COLLEGE/COMMUNITY

- I. Goal – Please identify which area of focus: *1. Participation in professional organizations; 2. Advisory councils, consulting, and related activities; and/or 3. College services*
- II. Methods
- III. Assessment of Effectiveness



FACULTY NAME: _____
 SUPERVISOR: _____

PERFORMANCE/SELF-ASSESSMENT

RESPONSIBILITY AREA: INSTRUCTION

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5. Environment is conducive to learning	
6. Positive comportment is demonstrated	



<i>Management of classroom, instructional equipment, lab, shop or clinic</i>	<i>Narrative</i>
1. Classroom, lab, shop or clinic policies and/or procedures are clearly communicated in writing to students.	
2. Classroom, lab, shop or clinic area is well-maintained by faculty member.	
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4. Regularly reviews student progress toward degree completion.	
5. Provides feedback and/or referrals to students who demonstrate need for additional support.	

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1. Actively participates in assessment at all levels.	
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1. Attends professional improvement such as seminars, workshops, training, and/or coursework.	

<i>Professional/Occupation Recognition</i>	<i>Narrative</i>

<p>1. Receives professional/occupational recognition such as awards, certifications, or honors.</p>	
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RESPONSIBILITY AREA: SERVICE TO COLLEGE/COMMUNITY

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<p>1. Maintains membership in organizations directly related to the discipline.</p>	
<p>2. Serves as an officer, participates in meetings, or other direct service to the professional organization.</p>	

<i>Serving on Advisory Boards, Consulting and Related Activities</i>	<i>Narrative</i>
<p>1. Serves as consultant to industry, education, discipline, or other organizations relating to the instructional field.</p>	

<i>College Service and Community Service (beyond the normal scope of responsibility)</i>	<i>Narrative</i>
<p>1. Serves as chair or member of 1 or more college-level committees.</p>	
<p>2. Serves on ad-hoc, hiring, or other campus committees or groups (including serving as student club advisor).</p>	
<p>3. Actively participates in college-sponsored training and professional activities.</p>	

Director/Division Chair or Associate Dean Comments/Response (Optional)

Faculty Comments/Response (Optional)

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DIRECTOR/DIVISION CHAIR SIGNATURE: _____ DATE: _____

ASSOCIATE DEAN SIGNATURE: _____ DATE: _____

OPTIONAL PEER OBSERVATION

There are two options for peer observations:

1. Observe one or more faculty in or outside your discipline.
2. Request an observation by a peer.

This process might work well as a goal during an evaluation year, or it might be considered as a Professional Development activity.

The purpose of the option 1 is to give faculty the opportunity to observe unique and innovative delivery methods. The intent is not to lock a faculty member into trends or textbook-style rhetoric and observations. Conversely, the intent is to allow for the observation of techniques, which could be applied, adapted, or used as a springboard for additional methods of interacting with students and presenting course content.

This process can be documented by completing the Instructional Observation Form, or by writing a brief synopsis of the experience and new ideas connected to the observation.

Option 2 is intended to provide faculty with an outside perspective on classroom performance as a means of using feedback for continuous improvement.

COURSE EVALUATION

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
The course learning outcomes are clear and understandable					
The grading system is clear and understandable					
The textbook, worksheets, or other course materials were useful in helping me achieve the course learning outcomes					
The subject matter was well-explained					
Lectures and/or online videos and slides are clear and understandable					
Assignments and hands-on applications are relevant to the course learning outcomes in the syllabus					
Class discussion and/or online forums are beneficial to my learning					
Group work is relevant to course content					
Visual aids are effective and clear					
The course atmosphere promoted learning					
Class consistently starts and ends on time					
Individual assistance is available to students					
Additional comments or feedback:					

INSTRUCTIONAL OBSERVATION FORM	
Faculty Member Name:	
Evaluator Name:	
Course Number and Title:	
Date/Time/Location of Evaluation:	



I. OBSERVER COMMENTS					
Content mastery is evident	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Improvement Needed <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>	Not Observed <input type="checkbox"/>
	Comments/Suggestions:				
Uses positive reinforcement	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Improvement Needed <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>	Not Observed <input type="checkbox"/>
	Comments/Suggestions:				
Learning is assessed	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Improvement Needed <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>	Not Observed <input type="checkbox"/>
	Comments/Suggestions:				
Planning and/or intentionality is evident	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Improvement Needed <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>	Not Observed <input type="checkbox"/>
	Comments/Suggestions:				
Environment is conducive to learning	Exceeds Expectations <input type="checkbox"/>	Meets Expectations <input type="checkbox"/>	Improvement Needed <input type="checkbox"/>	Unsatisfactory <input type="checkbox"/>	Not Observed <input type="checkbox"/>
	Comments/Suggestions:				

Positive comportment is demonstrated	<input type="checkbox"/> Exceeds Expectations	<input type="checkbox"/> Meets Expectations	<input type="checkbox"/> Improvement Needed	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Not Observed
	Comments/Suggestions:				

Observer Comments:

II. FACULTY COMMENTS/RESPONSE (OPTIONAL)

Faculty Comments:

Faculty signature does not necessarily indicate agreement with this evaluation and is required only to indicate that you have had an opportunity to review it and discuss the contents with your division chair or academic dean.

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FACULTY SIGNATURE: _____ **DATE:** _____

DIRECTOR/DIVISION CHAIR SIGNATURE: _____ **DATE:** _____

ACADEMIC DEAN SIGNATURE: _____ **DATE:** _____

Online/Hybrid Course Evaluation

Instructor Name Click or tap here to enter text. **Semester** Click or tap here to enter text.

Director/Division Chair Click or tap here to enter text. **Course** Click or tap here to enter text.

Although successfully teaching of an online course requires different techniques and strategies, the elements of quality instruction do not change based on mode of delivery. These elements, as detailed on the Instructional Observation Form, are:

- Content Mastery is evident
 - *Examples: Instructor is present in course and supplemental materials and/or text added; instructor feedback is evident; student questions are answered, etc.*
- Uses positive reinforcement
 - *Examples: Positive interaction with students in forums, emails, feedback, assignment explanation, etc.*
- Learning is assessed
 - *Examples: All forms of assessment will work here, forums, quizzes, exams, papers, assignments, etc.*
- Planning and/or intentionality is evident
 - *Examples: Opportunity for student to student connectivity and student to instructor connectivity; course shell is organized; topics/content is connected throughout the course; connection to course learning outcomes is evident; variety of activities present throughout course; etc.*
- Environment is conducive to learning
 - *Examples: Course shell is organized and information is readily available; variety of learning activities are used throughout course; expectations for course and all assignments/assessments are clear; etc.*
- Positive comportment is demonstrated
 - *Examples: Communication used in all student interactions; including email, forums, feedback, assignments, assessments; is appropriate to the situation.*