

Faculty Self-Assessment- Spring 2019

General Questions / Responses as Percentages (mid eval not included on most items)

- * 1. Use a variety of instructional methods
 - Always / Usually – 77%
 - Rarely / Never – 11%
- * 2. Respond to wrong answers constructively
 - Always / Usually – 94%
- * 3. Provide explicit directions for active learning tasks (e.g. rationale, duration, product)
 - Always / Usually – 94%
 - Rarely / Never – 6%
- * 4. Specify how learning tasks will be evaluated (if appropriate)
 - Always / Usually – 89%**
 - Rarely / Never – 0%
- * 5. Provide and follow an outline or organization for the class session
 - Always / Usually – 83%**
 - Rarely / Never 11%
- * 6. Convey the purpose of each class activity or assignment
 - Always / Usually – 94%**
 - Rarely / Never – 0%
- * 7. Preview by connecting current content to future classes
 - Always / Usually – 72%
 - Rarely / Never – 11%
- * 8. Incorporate various instructional supports (videos, pictures)
 - Always / Usually – 72%**
 - Rarely / Never – 16%
- * 9. Note and explain new terms and concepts
 - Always / Usually – 89%
 - Rarely / Never – 0%
- * 10. Use examples to explain content
 - Always / Usually – 89%
 - Rarely / Never – 5%
- * 11. Make explicit statements drawing student attention to key ideas
 - Always / Usually – 100%
- * 12. Relate new ideas to familiar concepts
 - Always / Usually – 89%**
 - Rarely / Never – 0%
- * 13. Incorporate current research in the field
 - Always / Usually – 61%
 - Rarely / Never – 16%
- * 14. Cite authorities to support statements
 - Always / Usually – 65%**
 - Rarely / Never – 11%
- * 15. Present divergent viewpoints
 - Always / Usually – 55%**
 - Rarely / Never – 11%**

- * 16. Make distinctions between fact and opinion
Always / Usually – 89%
Rarely / Never – 5%
- * 17. Communicate the reasoning process behind operations and/or concepts
Always / Usually – 78%
Rarely / Never – 11%
- * 18. Attend respectfully to student comprehension or puzzlement
Always / Usually – 100%
- * 19. Ask questions of students that challenge them to think more deeply
Always / Usually – 94%
Rarely / Never – 0%
- * 20. Treat students with respect
Always / Usually – 100%
- * 21. Incorporate student responses when appropriate
Always / Usually – 89%
Rarely / Never – 5%
- * 22. Encourage students to interact civilly/respectfully with each other
Always / Usually – 94%
Rarely / Never – 0%
- * 23. Effectively incorporate a variety of instructional technologies to enhance student learning
Always / Usually – 66%
Rarely / Never – 11%
- * 24. Use supplemental materials
Always / Usually – 55%
Rarely / Never – 11%
- * 25. Use positive reinforcement to encourage student participation and intellectual risk-taking
Always / Usually – 78%
Rarely / Never – 5%
- * 26. Encourage students to respond to their peers throughout the discussions
Always / Usually – 65%
Rarely / Never – 6%

Online Questions

- * 28. Sent a note of welcome at least one week before start of class
Yes – 100%
- * 29. Contacted my online students at least once a week
Always / Almost Always – 64%
Sometimes – 35%
- * 30. Sent each of my online students at least 4 personalized messages
Always / Almost Always – 35%
Sometimes – 35%
Never – 14%
- * 31. Responded to student inquiries within one business day
Always / Almost Always – 73%
Usually / Sometimes – 26%

- * 32. Course assignments were graded and posted promptly
 Always / Almost Always – 73%
Usually / Sometimes – 26%
- * 33. Advised my students of their overall progress by week 5
 Yes – 46%
No – 26%
 Usually – 26%
- * 34. Tried to encourage those that were struggling
 Always / Almost Always – 80%
Usually / Sometimes – 20%
- * 35. Attempted to keep my written class communications positive and encouraging
Always / Almost Always – 95%
 Never – 0%

On Campus Questions

- * 36. Allow adequate wait time when asking questions
 Always / Usually – 100%
- * 37. Draw non-participating students into activities/discussion
 Always / Usually – 81%
 Rarely – 6%
- * 38. Ask probing questions when student answers are incomplete
 Always / Usually – 93%
 Rarely / Never – 0%
- * 39. Guide the direction of the discussion
 Always / Usually – 100%
- * 40. Refrain from answering own questions
 Always / Usually – 81%
 Rarely – 6%
- * 41. Mediate conflict or differences in opinions
 Always / Usually – 93%
 Rarely – 6%
- * 42. Use active learning strategies (group work, paired discussions, polling)
Always / Usually – 37%
Sometimes / Rarely – 62%
- * 43. Allow sufficient time to complete in-class assignments
 Always / Usually – 100%
- * 44. Provide opportunities for students to practice what they have learned
Always / Usually – 62%
Sometimes – 37%
- * 45. Begin and end class on time
 Always / Usually – 94%
- * 46. Relate this and previous class(es), or provide students with opportunity to do so
 Always / Usually – 94%
- * 47. Have all necessary materials and equipment readily available
 Always / Usually – 100%

- * 48. Use effective transitions between class topics
Always / Usually – 100%
- * 49. Complete the scheduled topics
Always / Usually – 100%
- * 50. Summarize periodically throughout and at end of class or prompt students to do so
Always / Usually – 75%
Rarely – 6%
- * 51. Take attendance throughout the semester
Always / Usually – 94%
Sometimes – 6%
- * 52. Communicate audibly and clearly
Always / Usually – 100%
- * 53. Establish and maintain eye contact with students
Always / Usually – 100%
- * 54. Vary pace and tone to keep students alert
Always / Usually – 87%
Rarely / Never – 0%
- * 55. Use a presentation style that facilitates note-taking
Always / Usually – 94%
Rarely / Never – 0%
- * 56. Use positive and appropriate humor
Always / Usually – 94%
Rarely / Never – 0%
- * 57. Respond to changes in student alertness
Always / Usually – 94%
Rarely / Never – 0%
- * 58. Elaborate on or repeat complex information
Always / Usually 94%
Rarely / Never – 0%
- * 59. Pause during explanations to ask and answer questions
Always / Usually – 94%
Rarely / Never – 0%
- * 60. Invite student participation and comments
Always / Usually – 94%
Rarely / Never – 0%
- * 61. Address potentially disruptive behaviors before they impact learning environment
Always / Usually – 87%
Rarely / Never – 6%