



Classroom Evaluation Rubric (CER- Exp) for Experienced Faculty

(Version 8.0- Jan 2023)

Faculty Name:
 Course:
 Start Date:
 School:
 Evaluation Date:

Note: Ideally, the evaluation should take place during weeks 6-8 so that there is enough course activity for evaluating the faculty member's performance .

School Evaluator 1 Name: _____ Completes: 1a, 1b, 4c, 5b
 School Evaluator 1 Email: _____
 FSS/Evaluator 2 Name: James Mathews Completes: 1c, 2a, 2b, 2c, 3a, 3b, 4a, 4b, 5a, 5c, 6
 FSS/Evaluator 2 Email: james.mathews@aspen.edu

Background

The University Assessment Committee at Aspen University, which is composed of faculty representatives from each area, has adopted the following Faculty Learning Outcomes (FLO) to which the Classroom Evaluation Rubric (CER) is aligned. A reference to these FLOs can be found in the Faculty Handbook in the Faculty Resource Center. These are considered the global expectations and standards for faculty in their courses.

- FLO-1: Instructional Effectiveness (IE)- Faculty member utilizes effective instructional techniques for the online classroom to ensure student learning.
- FLO-2: Active Engagement (AE)- Faculty member is actively engaged in the discussion forum, with the journaling process, and/or in the synchronous encounters to foster critical thinking by interacting with students and challenging them with the course content.
- FLO-3: Responsiveness (R)- Faculty member is responsive and provides quality responses to questions within a timely manner.
- FLO-4: Quality Feedback (QE)- Faculty member demonstrates quality grading as demonstrated by substantive feedback on assignments.
- FLO-5: Community Development (CD)- Faculty develops a sense of community with students through classroom interaction.
- FLO-6: Classroom Compliance (CC)- Faculty adheres to all expectations related to classroom preparation and participation with regards to university policies.

FLO-1: Instructional Effectiveness (IE)- 9 points

1. Faculty utilizes effective instructional techniques for the online classroom to ensure student learning.

a) Shares Content Knowledge **Evaluated by School**	Evaluator	Pts Earned	
<ul style="list-style-type: none"> o Extends learning beyond the course materials by integrating their advanced content knowledge into: <ul style="list-style-type: none"> o feedback, o discussions, o journaling, o news announcements, o video or teleconference (synchronous encounters), or o resources provided to students <p>1a Comments:</p>	School	<input style="width: 40px; height: 20px;" type="text"/>	Scoring Scale: 3 categories (L-M-H) 1, 2, 3 points

b) Integrates Practitioner Experience **Evaluated by School**	Evaluator	Pts Earned	
<ul style="list-style-type: none"> • Makes connections between course content and the faculty's real-world experience by demonstrating any of the following: <ul style="list-style-type: none"> o Gives an example from their real life or work experiences while posting News, responding to discussions or journaling, providing assignment feedback, or creating a slideshow or video for the course, or o Probes student to make connections to their own real life or work experiences with the specific content of the course, or o Encourages and shares knowledge about professional and scholarly organizations in the field, or o Stimulates professional networking within and outside of the course with others in the profession <p>1b Comments:</p>	School	<input style="width: 40px; height: 20px;" type="text"/>	Scoring Scale: 3 categories (L-M-H) 1, 2, 3 points

c) Utilizes Andragogical & Educational Technology Skills **Evaluated by FSS**	Evaluator	Pts Earned	

Below are examples:

- o Uses additional technology to enhance the learning experience.
- o Effectively manages the LMS by demonstrating proficiency with the functions of the LMS.
- o Demonstrates use of system/D2L to supplement learning beyond the established curriculum. For example,
 - o uploads one or more videos of relevant content, or
 - o provides one or more recorded micro-lessons to assist with student understanding, or
 - o creates one or more slideshows presentations to extend course content
- o Uses teleconferencing (synchronous encounters) as a technology tool for teaching content and clarifying misunderstandings from students.
- **Evidence must be documented in the classroom.
- o Faculty shares additional resources to broaden learning.

FSS

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Scoring Scale: 3 categories (L-M-H) 1, 2, 3 points

1c Comments:

FLO-2: Active Engagement (AE)- 6 points

2. Faculty is actively engaged in the discussion forum or journaling process, and/or uses synchronous encounters, to foster critical thinking by interacting with students and challenging them with the course content. Faculty demonstrates quality interactions with students.

- o Uses higher-order questioning techniques in the discussion forum, the journaling process, or during synchronous encounters
- o Uses open-ended questioning techniques in the discussion forum, the journaling process, or during synchronous encounters

	Evaluator	Pts Earned	
	FSS	<input style="width: 40px; height: 20px;" type="text"/>	

Scoring Scale: Meets (2)/Needs Improvement (0)

b. Faculty initiates discussion board interactions, journaling and/or synchronous encounters while using academic language that is professional in tone and scholarly writing. **Evaluated by FSS**	Evaluator	Pts Earned	
	FSS	<input style="width: 40px; height: 20px;" type="text"/>	

Scoring Scale: Meets (2)/Needs Improvement (0)

c. Faculty asks open-ended questions (e.g., Socratic Questioning) to encourage a continuation and extension of the discussion question, higher levels of Bloom’s Taxonomy. **Evaluated by FSS**	Evaluator	Pts Earned	
	FSS	<input style="width: 40px; height: 20px;" type="text"/>	

Scoring Scale: Meets (2)/Needs Improvement (0)

Comments for 2a-2c:

FLO-3: Responsiveness (R)- 4 points

3. Faculty is responsive and provides quality responses to questions. Faculty replies to students with timely responses (e.g., classroom questions).

a. The instructor graded students’ work within 7 days of the due date. **Evaluated by FSS**	Evaluator	Pts Earned	
	FSS	<input style="width: 40px; height: 20px;" type="text"/>	

Scoring Scale: Meets (2)/Needs Improvement (0)

b. The instructor logs into their classroom(s) and is productive at least every 7 days. **Evaluated by FSS**	Evaluator	Pts Earned	
	FSS	<input style="width: 40px; height: 20px;" type="text"/>	

Scoring Scale: Meets (2)/Needs Improvement (0)

Comments for 3a or 3b:

FLO-4: Quality Feedback (QF)- 7 points

4. Faculty demonstrates quality grading as demonstrated by regular and substantive feedback on assignments that is specific and individualized to the student’s work product.

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a) Utilizes two or more the classroom tools for providing weekly feedback , such as:	**Evaluated by FSS**	Evaluator	Pts Earned	Scoring Scale: Meets (2)/Needs Improvement (0)
<ul style="list-style-type: none"> • Turnitin, • Grademark, • Audio feedback, • Video feedback, • D2L feedback box, • Rubric feedback, or • Track changes 		FSS		

b) The instructor appropriately used the criteria categories in the rubrics to grade the assignments, especially for SARs.	**Evaluated by FSS**	Evaluator	Pts Earned	Scoring Scale: Meets (2)/Needs Improvement (0)
		FSS		

c) Faculty demonstrates thoughtful, justifiable and individualized grading as evidenced by an appropriate distribution of scores across		Evaluator	Pts Earned	Scoring Scale: 3 categories (L-M-H) 1, 2, 3 points
University's grading policy.	**Evaluated by School**			

Comments for 4a-4c:

FLO-5: Community Development (CD)- 7 points

1. Faculty develops a sense of community with students through classroom interaction. This includes, but is not limited to, encourages students to respond freely in an academic manner without judgment, promotes diversity, equity & inclusion, encourages a sense of belonging for everyone, models a safe environment for learning, and provides a safe place for others to disagree civilly.

a) Faculty posts a personal introduction welcoming students to the class to the News Announcements.	**Evaluated by FSS**	Evaluator	Pts Earned	Scoring Scale: Meets (2)/Needs Improvement (0)
		FSS		

b) Faculty builds a professional community through thoughtfully guiding and initiating classroom experiences and interactions.	**Evaluated by School**	Evaluator	Pts Earned	Scoring Scale: 3 categories (L-M-H) 1, 2, 3 points
		School		

c) Exhibits professional communication (e.g., spelling, tone, syntax, content, style)	**Evaluated by FSS**	Evaluator	Pts Earned	Scoring Scale: Meets (2)/Needs Improvement (0)
		FSS		

Comments for 5a-5c:

FLO-6: Classroom Compliance (CC)

6. Faculty adheres to all expectations related to classroom preparation and participation with regards to university policies.
Points are deducted from the total score based on the number of reminders for the current course being evaluated (minus one point for every reminder needed).

Evaluated by FSS	Pts Deducted for the Course Under Review
Initial Login/Welcome before Day 1	
No Login for 7 Days	
Late Grading	
No Discussion Board presence per Module, if applicable	

SUMMARY SCORE		Earned
Instructional Effectiveness (IE)	Out of 9 pts	0
Active Engagement (AE)	Out of 6 pts	0
Responsiveness (R)	Out of 4 pts	0
Quality Feedback (QF)	Out of 7 pts	0

Evaluation Rank*		
Below Standard (F1)	Meets Standard (F2)	Exceeds Standard (F3)
0-22 pts	23-29 pts	30-33 pts
(0-69%)	(70-89%)	(90-100%)

Community Development (CD)	Out of 7 pts	0
Compliance Deductions (-)	Minus pts	0
Total Score =		0
		/33 pts

F1= 0-69%, "Underperforming"	★
F2= 70-89%, "Performing"	★
F3= 90-100%, "Exceeding"	★

- ★ **F1 Instructors** are evaluated every 3 months and coached for specific deficiencies. May include a Performance Improvement Plan (PIP), retraining in the NFO, and/or the completion of the New Faculty Weekly Checklist).
- ★ **F2 Instructors** are evaluated every 6 months and are permitted to have an allowable course load which is ideally 30-40 students for adjunct faculty.
- ★ **F3 Instructors** are evaluated every 9 months and are permitted to have the maximum allowable course load (which is ideally 40-50 students for adjunct faculty), and receive the first priority for faculty assignments.

Note - Faculty rankings are not permanent and can change based on subsequent classroom evaluation .