

Procedure Title: Faculty Evaluations
Procedure Number: 05-2004-0003
Board Policy Reference: IV.B. Human Resources Direction
NWCCU Standard:

Accountable Administrator: Vice President, Instruction
Position responsible for updating: Vice President, Instruction
Original Date: September, 1980
Date Approved by Cabinet: 11-17-05
Authorizing Signature: *Signed original on file*
Dated: 11-09-04
Date Posted on Web: 08-10-09
Revised Date: 07-08
Reviewed: 09-13

Purpose/Principle/Definitions:

In order to fulfill those responsibilities related to improving and maintaining quality instruction, it is important to have an ongoing, objective personnel evaluation program.

Guidelines:

The College shall perform an administrative evaluation of all full-time faculty not less than every four years. The Vice President, Instruction will be responsible for identifying faculty members to be evaluated and assigning evaluating administrators to each. The Office of Institutional Advancement will distribute materials to those faculty members. The evaluation process will include the following four components:

1. Administrator Evaluation
2. Student Evaluation
3. Peer Evaluation
4. Self Evaluation

Regular part-time faculty will be evaluated on the same time table, but will undergo an abbreviated process incorporating only the student evaluation, self evaluation and administrator evaluation components.

Administrator Evaluation:

The administrator assigned by the Office of Instruction will administer the evaluation process (see Attachment A). This administrator will observe one class session to be determined by the administrator. No advance notice will be given to the instructor. At the time of the observation, or later if arranged, the administrator or designated representative will perform the student evaluation process. The administrator will complete the

administrative evaluation report (see Attachment B) only after receiving student survey results and the instructor's self evaluation. It is expected that the administrator incorporate all these elements into the evaluation report. Further, the administrator will include a summary report specifically addressing the nine defined merit elements (see Attachment C). The administrator will arrange and meet with the faculty member once all elements of the process are completed for a post-evaluation review. It is expected that from this process, a set of recommendations for improvement will produced and incorporated into the instructor's Professional Development Plan. If there are budgetary ramifications stemming from these recommendations, the Budget Worksheet (see Attachment H) must be filled out and submitted to the Office of Instruction. Following this meeting, all reports must be submitted to the Office of Human Resources for permanent filing.

Student Evaluation:

Student evaluation will consist of two forms. The first is the Student Evaluation of Teaching Effectiveness (SETE) form (see Attachment D), which is a scan form used every term in all qualifying courses (see Administrative Procedure 05-2004-0002). This form does not offer students the opportunity to provide comments. For this reason, the Student Evaluation Comments form is added during the administrative evaluation (see attachment E)

Peer Evaluation:

The faculty member to be evaluated will select a peer evaluator. The peer evaluator will observe one class session and create a narrative report stating the practices observed as well as strengths, and weaknesses. This report is confidential between the faculty member being evaluated, and the peer. A form (see Attachment F) must be submitted to the Office of Instruction verifying the report was written.

Self Evaluation:

The faculty member must fill out a self evaluation form (see Attachment G). This form will be filled out after the faculty member has received the peer and student evaluation reports.

**Forms: Administrative Evaluation of Faculty Performance
 Student Comments Form**

Thursday, April 24, 2003

MEMO**TO:** Instructor**FROM:** Dan Lange**RE:** Faculty Evaluation**Sample**

Hi Instructor,

Our records show that it is time once again for you to undergo the formal evaluation process. For all instructors with a regular contract, we are bound by accreditation standards to perform formal evaluation at least once every four years. I will be administrating your evaluation.

The evaluation process is designed to expose strengths and weaknesses in a variety of areas, from a variety of viewpoints. It is important to recognize and honor the strengths you've worked so hard to develop. Along with this recognition, it is the duty of administrator and instructor alike to confront the weaknesses, of which no one is exempt. In the process of constant improvement, this is the first step. Therefore, this evaluation is but the first step, rather than the last, in the process of ongoing improvement. The true evaluation then, is not the results of this effort, but the results of the response.

Our timeline is as follows:

Activity	Performed By:	Deadline
Send Introduction Letter and Evaluation Materials	Office of Instruction	April 30
Schedule Classroom Visit	Office of Instruction	May 7
Select Peer Evaluator	Instructor	May 9
Verify Current Syllabi and PDP Are On File	Instructor	May 16
Complete Classroom Visit	Office of Instruction	May 20
Administer Student Evaluations	Office of Instruction	June 6
Submit Peer Response Report	Peer Evaluator	June 6
Submit Self Evaluation (Including specific reference to Peer Evaluation*)	Instructor	June 6
Post-Evaluation Meeting	Office of Instruction	June 13

*Note: The results of the Peer Evaluation remain confidential between you and the Peer Evaluator. Those results, along with the other evaluation elements, should provide direction in the completion of the Self Evaluation

**ADMINISTRATIVE EVALUATION OF FACULTY
PERFORMANCE**

Faculty Name _____ Evaluation Term/Year _____

Insert an "x" in the box corresponding to performance of each component. Provide specific examples of actions, techniques, or behaviors that support the choice for each of the behaviors.

Classroom Instruction: Course Observed _____ Observation Date _____ Time of Observation: From _____ To _____	Recognized Strength	Satisfactory Performance	Needs Improvement	Not Applicable
Maintains classroom atmosphere, which is supportive of learning.				
Uses instructional materials, technology and equipment effectively.				
Gives easily understood directions and explanations.				
Presentation to class stimulates learning in the classroom.				
Uses teaching methods, which accommodate different learning styles.				
Exhibits enthusiasm about subject matter being taught in the classroom.				
Responds to and is concerned about issues students bring up about the course.				
Non-Classroom Aspects	Recognized Strength	Satisfactory Performance	Needs Improvement	Not Applicable
Works effectively with others in committees, on projects and as a part of teams.				
Participates in professional development activities (can include Faculty Teaching Center events), which are offered on campus during contractual days.				

Indicate by check mark, which of the following expected documents, policies and procedures are up-to-date for this faculty member. Those items left blank will need to be completed before this evaluation process is considered finished. Attach documentation and note comments in designated sections.

	Yes	No	Not applicable
Has current syllabi (developed in conjunction with the Course Information Guide) on file in the Office of Instruction			
Has an up-to-date record of students' assignments, exams and attendance (if appropriate) available.			
Lists in the syllabus an ADA non-discrimination clause.			
Lists in the syllabus and clause indicating that unforeseen changes in expectations might occur during the term.			
Lists in the syllabus the requirements (if any) for attendance.			
Lists in the syllabus the requirements (if any) for participation.			
Lists in the syllabus what his/her office hours are for the term in progress			

- Summarize areas of strength:

- Summarize areas of weakness with accompanied suggested remedy:

EVALUATOR _____ TITLE _____

Time/ Date of Evaluation Conference _____

SIGNATURE _____ DATE _____

INSTRUCTOR'S COMMENTS:

INSTRUCTOR'S SIGNATURE _____

The instructor's signature indicates that this completed evaluation document has been reviewed by the instructor, but does not necessarily indicate agreement with its content.

Insert Completion Date

Copies to Administrator/Branch and instructor

Assigned reviewer (Provost or VP of Institutional Advancement) reviews: name of reviewer:

Reviewer approval

Signature

Evaluation to HR

Admin. Procedure 05-2004-0003 Rev. 02-12

Admin. Procedure 05-2004-0003 Rev. 08-09

MERIT AS DEFINED
REGULAR FACULTY MEMBERS
DRAFT (1-29-04)

Attachment C

Reasonable weight shall be given to all standards as outlined.

1. **Performance Evaluation**-All sections of the performance evaluations including probationary evaluations for the last two evaluation periods.
2. **Educational Background and Experience**- Baseline is a Masters degree in discipline being taught for all programs. Additional degrees will be considered above the base line. Experience and additional training, related to student learning, learning styles, class instruction and all vocational and other instructor certifications for professional technical programs will also be considered.
3. **Supervisory Analysis**-The analysis shall include a consideration of the regular faculty member's successful completion of supervisory directed assignments. A review of the faculty member's performance based on objective criteria during a minimum of the last two years but no more than the last five years depending upon length of employment. Examples- verbal or written commendations, student letters of complaint or commendation, parent letters of commendation or complaint written about instructors. Other criteria including, student performance on institutional or external test instruments may be used where available at the discretion of the VP/P.

Disciplinary Actions- All written disciplinary actions such as letters of reprimand or suspension for a minimum of the last two but no more than the last five years depending upon length of employment.

5. **Professional Development and Duties**- Classes, seminars and workshops attended during the last two years but no more than the last five years depending upon length of employment regarding instructional methodology and related academic disciplines. Current membership in professional organizations will also be reviewed for consideration. While research is a laudable academic pursuit it is not a core community college activity.

6. **College and Community Committee Assignments-** Participation in committees on campus and in the community as well as marketing the positive public image of the College over the last two years but no more than the last five years depending upon length of employment.
8. **Non-Instructional Service to Students-** Advising, mentoring or recruitment visits to local high schools in the last two years but not more than the last five years depending upon length of employment.
9. **Grants-** Participation in grant development and related activities for assigned department or college in the last two years.



Student Evaluation of Teaching Effectiveness

NO. 2 PENCIL

RIGHT	WRONG

- Please Use No. 2 Pencil
- Fill in Bubble Completely
- Erase Completely to Change

This survey will provide valuable feedback to your instructor. It is completely anonymous, and your instructor will only receive survey totals, and not until after grades have been submitted. Please answer each question honestly and thoughtfully.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. The instructor organized the course in a way that helped me to learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The instructor provided a set of experiences that stimulated my learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The instructor provided helpful feedback on my performance and progress throughout the term.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The instructor was willing to listen to students' questions and opinions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The instructor treated students fairly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. The instructor was enthusiastic about the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. The instructor communicated clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What grade do you think you will receive for this course

<input type="checkbox"/> A	<input type="checkbox"/> D	<input type="checkbox"/> NP
<input type="checkbox"/> B	<input type="checkbox"/> F	<input type="checkbox"/> No Credit
<input type="checkbox"/> C	<input type="checkbox"/> P	

Which best describes why you took this course (Choose one)

<input type="checkbox"/> Required for my degree
<input type="checkbox"/> Required in my field of study
<input type="checkbox"/> Elective
<input type="checkbox"/> Interest/Self Improvement

Age

<input type="checkbox"/> Under 20	<input type="checkbox"/> 26-35
<input type="checkbox"/> 20-25	<input type="checkbox"/> Over 35

Gender

<input type="checkbox"/> Female	<input type="checkbox"/> Male
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Ethnicity

<input type="checkbox"/> Caucasian	<input type="checkbox"/> Native Am.	<input type="checkbox"/> Asian Am.
<input type="checkbox"/> Hispanic	<input type="checkbox"/> African Am.	<input type="checkbox"/> Other

Course Prefix	Course No.	Lab	Section No.
A <input type="checkbox"/>	1 <input type="checkbox"/>	L <input type="checkbox"/>	1 <input type="checkbox"/>
B <input type="checkbox"/>	2 <input type="checkbox"/>		2 <input type="checkbox"/>
C <input type="checkbox"/>	3 <input type="checkbox"/>		3 <input type="checkbox"/>
D <input type="checkbox"/>	4 <input type="checkbox"/>		4 <input type="checkbox"/>
E <input type="checkbox"/>	5 <input type="checkbox"/>		5 <input type="checkbox"/>
F <input type="checkbox"/>	6 <input type="checkbox"/>		6 <input type="checkbox"/>
G <input type="checkbox"/>	7 <input type="checkbox"/>		7 <input type="checkbox"/>
H <input type="checkbox"/>	8 <input type="checkbox"/>		8 <input type="checkbox"/>
I <input type="checkbox"/>	9 <input type="checkbox"/>		9 <input type="checkbox"/>
J <input type="checkbox"/>	0 <input type="checkbox"/>		0 <input type="checkbox"/>
K <input type="checkbox"/>			
L <input type="checkbox"/>			
M <input type="checkbox"/>			
N <input type="checkbox"/>			
O <input type="checkbox"/>			
P <input type="checkbox"/>			
Q <input type="checkbox"/>			
R <input type="checkbox"/>			
S <input type="checkbox"/>			
T <input type="checkbox"/>			
U <input type="checkbox"/>			
V <input type="checkbox"/>			
W <input type="checkbox"/>			
X <input type="checkbox"/>			
Y <input type="checkbox"/>			
Z <input type="checkbox"/>			

Instructor No.	Yr	Term
1 <input type="checkbox"/>	1 <input type="checkbox"/>	<input type="checkbox"/> Fa
2 <input type="checkbox"/>	2 <input type="checkbox"/>	<input type="checkbox"/> Wi
3 <input type="checkbox"/>	3 <input type="checkbox"/>	<input type="checkbox"/> Sp
4 <input type="checkbox"/>	4 <input type="checkbox"/>	<input type="checkbox"/> Su
5 <input type="checkbox"/>	5 <input type="checkbox"/>	
6 <input type="checkbox"/>	6 <input type="checkbox"/>	
7 <input type="checkbox"/>	7 <input type="checkbox"/>	
8 <input type="checkbox"/>	8 <input type="checkbox"/>	
9 <input type="checkbox"/>	9 <input type="checkbox"/>	
0 <input type="checkbox"/>	0 <input type="checkbox"/>	

Student Evaluation of Instructor Effectiveness

Instructor: _____

Course # & Name: _____ Date: _____

1. What did you like most about this course?
2. What, if anything, would you like to change about this course?
3. What are your instructor's strengths?
.
4. What, if anything, could your instructor have done differently to help you better learn the course material?
5. What, if anything, could you have done differently to be more successful in this course?

Other comments:

Please use the reverse side of this paper if necessary.

