

GREAT FALLS COLLEGE MSU



Faculty Evaluation Handbook

2016-2017



Faculty Evaluation

Great Falls College Montana State University
AY 2016-2017

Overview

Philosophy and Intent of Faculty Evaluation

The purpose of faculty evaluation at Great Falls College Montana State University (GFC MSU) is to further the College's mission: To Educate and Inspire You. The evaluation process clarifies expectations and provides a mechanism for supporting continuous improvement in teaching and learning, promoting professional development, and recognizing service to the students, campus, and community. The evaluation process is also intended to prepare faculty for tenure and promotion.

The Evaluation Process

A complete faculty evaluation is conducted annually for tenure-track non-tenured faculty and once every three years for tenured faculty. Non-tenure track faculty receive an abbreviated evaluation every year and a complete evaluation every three years.

Evaluations for full-time faculty are conducted by the Division Director and reviewed by the Chief Academic Officer. The evaluation is focused upon the goals of the individual faculty member and the vision, mission, and values of the College. There are three performance indicators of the faculty evaluation process:

- Teaching Effectiveness and Student Learning
- Professional Development and Achievement
- Service to the Students, Campus and Community

The evaluation includes the following components:

- Faculty Goals
- Faculty Self-evaluation
- Administrative Evaluation (includes an observation)
- Syllabus and Learning Outcomes Assessment Form Review
- Student Evaluation
- Peer Observation (optional)
- Student Evaluation of Advising (if applicable)

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
- Learning Outcomes Assessment Form for one course

Procedures

1. At the beginning of the academic year, the Chief Academic Office provides a list of faculty to be evaluated to the Division Directors.
2. The Division Directors issue a written notice to the faculty being evaluated and arrange an informational group meeting to review the process.
3. Following the informational meeting, the faculty member drafts individual goals in each of the three evaluation areas and schedules a planning meeting with his or her Division Director to discuss those goals.
4. Finalized faculty goals are recorded on the Faculty Goals Form and signed by the faculty member and the Division Director. The faculty member and the evaluator may agree to hold interim status meetings.
5. Throughout the evaluation year, the faculty member maintains documentation relevant to goal achievement to create an electronic portfolio for submission and review.
6. The faculty member selects a class to have the syllabus, Learning Outcome Assessment Form (Phase IV), student evaluations, and course observation reviewed. The faculty member and Division Director schedule a class observation time. The observation can take place in one or more of the following settings: lecture, lab, or clinical instruction. For online instructors, the observation is conducted through the Learning Management System course shell. Observation rubrics are attached.
7. The faculty member completes the self-evaluation.
8. The faculty member completes the electronic portfolio for review (See checklist below).
9. The faculty member and Division Director schedule a summary meeting to review the portfolio.
10. The faculty member submits the portfolio for review.
11. The faculty member and Division Director meet to review the portfolio and evaluation. A plan for faculty improvement, with a timeline, may be formulated if needed.
12. The Division Director provides written comments, including commendations and recommendations, as part of the Faculty Evaluation Form.
13. The faculty member and Division Director sign the evaluation form.
14. If the faculty member disagrees with the evaluation, he or she has 10 days to submit a written rebuttal.
15. The Chief Academic Officer has an opportunity to review the evaluation, and the evaluation becomes part of the faculty member's personnel file.

Schedule	
Activity	Due Date
Group Informational Meeting	Wednesday, Sept. 21, 2016
Faculty goals set and approved by evaluator and faculty	Friday, Oct. 14, 2016
Classroom observation <u>scheduled</u> (not necessarily completed)	Friday, Jan. 27, 2017
Summary meeting <u>scheduled</u> (not necessarily completed)	Friday, March 24, 2017
Electronic portfolio completed and ready for review	Friday, April 7, 2017
Summary meeting completed	Friday, May 5, 2017

Directions

Setting Goals

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

At least one goal will be formulated for each performance indicator (more about the performance indicators is included below):

- Teaching Effectiveness and Student Learning
- Professional Development and Achievement
- Service to the Students, Campus, and Community

At least one goal under Teaching Effectiveness and Student Learning should be tied to a student learning outcome. Faculty should refer to their previous Learning Outcomes Assessment Forms for areas to focus on, if applicable.

Goals should meet the following criteria:

- Be clearly connected to the relevant performance indicator.
- Be significant and represent a needed change or a challenge.
- Be specific, observable, and measurable.
- Be realistic and attainable.
- Be directly related to and consistent with the vision, mission, and values of Great Falls College MSU.
- 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.

Expectations of Performance Criteria

Below is more information regarding the performance indicators. Goals should be set to meet one or more of these criteria for each indicator. Faculty will provide information and support materials, when needed, on how they have met these criteria in their self-evaluations. Division Directors will provide comments and specific examples in the administrative evaluation. These criteria are also linked to the student evaluations.

Performance Indicator 1: Teaching Effectiveness and Student Learning

1.1 Course Design and Knowledge

- Demonstrate knowledge of discipline and competence with course content that is relevant and thorough
- Develop clear syllabus with course objectives identified, in logical sequence, and tied to College Learning Outcomes
- Design and update assignments and materials to enable students to master concepts and maximize learning

1.2 Course Delivery

- Establish clear expectations for the students as stated in the syllabus and in class, and communicate any changes to students in a timely manner
- Use appropriate delivery methods, materials and technology to promote mastery of course objectives and enhance student learning (lecture, discussion, up-to-date audio/visuals, group activities, D2L component, etc.)
- Create an atmosphere to promote a respectful and open learning environment that stimulates learning and achievement, and motivates students to do their best work

1.3 Assessment & Record Management

- Align assessment with course objectives and College Learning Outcomes and use data to improve teaching and learning (based on Learning Outcomes Assessment Form – Phase IV)
- Provide relevant, timely feedback, including suggestions for improvement
- Maintain high academic expectations along with providing uniform and objective grading standards and/or rubrics
- Maintain and submit appropriate student records and reports required according to posted deadlines; archive according to policies and procedures

1.4 Availability/Access

- Post and meet assigned teaching schedule and office hours; communicate any changes appropriately
- Respond to requests and student needs in a timely manner.

Performance Indicator 2: Professional Development and Achievement

2.1 Current Knowledge in Discipline

- Stay current in discipline by attending professional conferences, giving presentations at professional conferences, publishing/displaying works, taking courses, earning credentials or certificates, or participating in other discipline-related activities to expand knowledge base
- Maintain membership in professional organizations or certifications, as required
- Participate in mandatory campus and division trainings, such as D2L, OPI certification, etc.

2.2 Collegiality

- Relate to students, faculty, staff, and administrators in a professional manner
- Provide mentorship for new faculty
- Collaborate with others on campus when needed

Performance Indicator 3: Service

3.1 To the Campus

- Actively serve on at least one campus committee (excused during the first year in lieu of completing COLS 104 Foundations of Effective Teaching in a Community College and peer observations)

3.2 To Students

- Contribute to the academic development of students outside the classroom by attending events honoring or recognizing students – including graduation, serving as club advisor, or by other involvement with students
- Participate in student recruitment and retention activities (e.g., College-in-a-Day, the Academic Success Center, campus tours and visits, extra review sessions, etc.)

3.3 To the Community

- Participate, plan, host and/or interact with the community as related to the discipline or College (e.g., judge competitions, participate in fundraisers, volunteer at community events, provide health-related services, etc.)



Faculty Goals

Instructions: Please specify your goals for the evaluation period. For each performance indicator 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. This goal sheet is submitted during the goal-planning meeting with your evaluator at the beginning of the academic year. Goals may be updated and/or edited at any time by notifying the evaluator and adding an addendum to the original goals. Overall performance will be assessed using the Administrative Evaluator's Overall Assessment of Faculty Performance.

Performance Indicator 1: TEACHING EFFECTIVENESS AND STUDENT LEARNING

- I. Goal – Please identify which area of focus: *1.1 Course Design and Knowledge, 1.2 Course Delivery, 1.3 Assessment & Record Management and/or 1.4 Availability/Access*
- II. Methods
- III. Assessment of Effectiveness

Performance Indicator 2: PROFESSIONAL DEVELOPMENT AND ACHIEVEMENT

- I. Goal – Please identify which area of focus: *2.1 Current Knowledge in Discipline and/or 2.2 Collegiality*
- II. Methods
- III. Assessment of Effectiveness

Performance Indicator 3: SERVICE

- I. Goal – Please identify which area of focus: *3.1 To the Campus, 3.2 To Students, 3.3 To the Community*
- II. Methods
- III. Assessment of Effectiveness

SIGNATURES:

Faculty Member

Date

Division Director

Date



PEER OBSERVATION FORM *(OPTIONAL)*

The purpose of peer observation is to give faculty the opportunity to observe unique and innovative delivery methods. This process might work well as a goal during an evaluation year, or it might be considered as a Professional Development activity.

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.

The peer observation process:

- Observe one or more faculty in or outside your discipline.
- Write a brief synopsis of your experience and new ideas connected to your observation.



GREAT FALLS COLLEGE MSU STUDENT ASSESSMENT OF COURSE

Student course assessments are conducted online. Students are sent emails with links to the online evaluations, and an evaluation widget will appear in D2L as well. Faculty will receive a profile that compiles the results, including student comments. Below are the questions the students will be asked.

1. How would you rate yourself as a student?	(A) Positive	(B) Neutral		(C) Negative	
2. When registering, what were your expectations of this course?	(A) Positive	(B) Neutral		(C) Negative	
3. This course was:	(A) Required in my Program	(B) Required as Prerequisite		(C) Elective	
4. Your expected grade in this course.	(A) A	(B) B	(C) C	(D) D	(E) F
PLEASE RESPOND ACCORDING TO THIS SCALE	Highly Satisfactory..... Highly Unsatisfactory				
5. The syllabus stated objectives clearly.	A	B	C	D	E
6. The instructor was knowledgeable of the subject.	A	B	C	D	E
7. The instructor was available during office hours or by an appointment.	A	B	C	D	E
8. The assigned texts in this course were appropriate.	A	B	C	D	E
9. Grading was handled uniformly as described in the syllabus.	A	B	C	D	E
10. The instructor responded to student needs.	A	B	C	D	E
11. The course was challenging.	A	B	C	D	E
12. The course atmosphere promoted learning.	A	B	C	D	E
13. I was motivated to do my best work.	A	B	C	D	E
14. I would recommend this course to other students.	A	B	C	D	E
15. Rate the course in general.	A	B	C	D	E

Great Falls College MSU Instructional Observation List - Face to Face

Instructor Name: _____ Date: _____

Evaluator Name: _____ Course Observed: _____

1 – Needs Improvement 2 – Satisfactory N/A – Not Applicable

Category	Rating			Comments
Class Structure	1	2	N/A	
Reviews prior classes' course content				
Presents overview of current classes' course content				
Summarizes course content covered				
Directs student preparation for next class				
Uses class time efficiently				
Methods				
Demonstrates evidence of attention to active learning, writing, and critical thinking skills as appropriate				
Provides assignments, handouts, exams, and/or activities to promote student interest and enhance student learning				
Employs effective instructional techniques (i.e. small group discussion, student-led activities)				
Invites class discussion				
Employs other tools/instructional aides. (i.e. technology, computer, video, smart board, white board)				
Delivers well-planned lesson				

<i>Category</i>	<i>Rating</i>			<i>Comments</i>
Teacher/Student Interaction	1	2	N/A	
Solicits student input				
Involves a variety of students				
Demonstrates awareness of individual student learning needs				
Content	1	2	N/A	
Demonstrates knowledge of material and subject matter				
Demonstrates clear organization				
Explains concepts clearly				
Relates concepts to students' experiences				
Selects learning experiences appropriate to level of learning				
Additional Comments				

Great Falls College MSU Instructional Observation List - Online

Instructor:

Date:

Evaluator Name:

Course Observed:

Rating Scale: 1 Needs Improvement 2 Satisfactory N/A Not Applicable

I. COURSE OVERVIEW AND INTRODUCTION General Standard: The overall design of the course, navigational information, as well as course, instructor and student information are made available to students at the *beginning* of the course.

Design Standards*	Annotation	Comments
I.1 Navigational instructions make the organization of the course easy to understand.	Instructions provide a general course overview, present the schedule for activities, guide the new student to explore the course website and indicate what to do first.	
I.2 Course overview is easily located: A statement introduces students to the course and to the structure of the student learning and, in the case of a hybrid course, clarifies the relationship between the face-to-face and online components.	The instructor's statement gives the new student an idea of how the learning process is structured, including schedule, communication modes, types of activities and assessments. These features are often found in the course syllabus, but they should also be found in an introductory or welcome announcement.	
I.3 Instructor introduction and contact information is visible in a News item.		
I.4 Syllabus complies with approved Syllabus Template is uploaded into the Content area.		
I.5 The workload in the course is appropriate for the online learning environment.	Workload in the online course should be comparable to the expected time commitment for a face to face course for both students and instructors.	
I.6 Students are provided with an opportunity to introduce themselves to the class or to engage in a collaborative course orientation activity.	The student introduction helps to create a supportive learning environment and a sense of community.	
I.7 The course has been thoroughly proofread and is free of grammar and spelling errors.		
I.8 Content is logically sequenced in the course and easy to navigate for students.		

II. LEARNING OBJECTIVES (COMPETENCIES) General Standard: Learning objectives are clearly defined and explained. They assist students to focus on learning activities.

Design Standards	Annotation	Comments
II.1 The course objectives match the syllabus as approved by the department. The course objectives are measurable, and address content mastery as well as critical thinking ability, psychomotor skills, and/or attitudes.	Measurable course learning objectives precisely describe what students are to gain from instruction and then guide instructors to accurately assess student accomplishment. Objectives should describe student performance in specific, observable terms.	
II.2 Each lesson's objectives are clearly stated and understandable to students.	Measurable module or unit level learning objectives are important. They precisely describe the specific competencies, skills and knowledge that students should be able to master and demonstrate at regular intervals throughout the course.	

III. ASSESSMENT AND MEASUREMENT General Standard: Assessment strategies use established ways to measure effective learning, assess student progress by reference to stated learning objectives and are designed as essential to the learning process.

Design Standards	Annotation	Comments
III.1 The types of assessments selected are consistent with learning activities and measure the achievement of stated objectives and learning outcomes.	Assessments and learning objectives align in a clear and direct way. The assessment formats provide a reasonable way to measure stated learning objectives.	
III.2 Specific and descriptive criteria are provided for the evaluation of students' work and participation.	Students are provided with a clear and meaningful description of the criteria that will be used to assess and evaluate their work and participation in the course. Students have clear guidance as to the expectations and required components of work and participation.	
III.3 Guided and independent practice opportunities are provided (formative assessments, reflections, etc.).	Students have ample opportunity to measure their own learning progress. Students learn more effectively if they receive frequent, meaningful and timely feedback.	
III.4 Desire2Learn tools are appropriately used to assess objectives.	Assessments are varied to provide multiple avenues for the demonstration of mastery and accommodate multiple learning styles.	

IV. RESOURCES AND MATERIALS General Standard: Instructional materials are designed to be sufficiently comprehensive to achieve announced objectives and learning outcomes and are prepared by qualified persons competent in their fields. (Materials, other than standard textbooks produced by recognized publishers, are prepared by the instructor or distance educators skilled in preparing materials for distance learning.)

Design Standards	Annotation	Comments
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IV.1 Appropriate/accessible instructional materials support the stated learning objectives.	Course materials, resources and learning objectives align in a clear and direct way. The course materials and resources provide a reasonable base to achieve the stated learning objectives.	
IV.2 Links to outside material are clearly labeled, properly and clearly cited, have descriptions (in lieu of "alt text"), and open in new windows.		
IV.3 The visual design of the course material is appropriate for the online environment and consistent throughout the course .	Examples of this include: Dark fonts on light backgrounds, sans serif fonts, appropriate graphics, visually appealing design.	
IV.4 Modules and topics are named descriptively and appropriately.	Students can easily determine the purpose of all materials, technologies and methods used in the course and know which materials are required and which are recommended.	
IV.5 All resources and materials used in the course are appropriately cited in MLA, APA, or other appropriate format.		

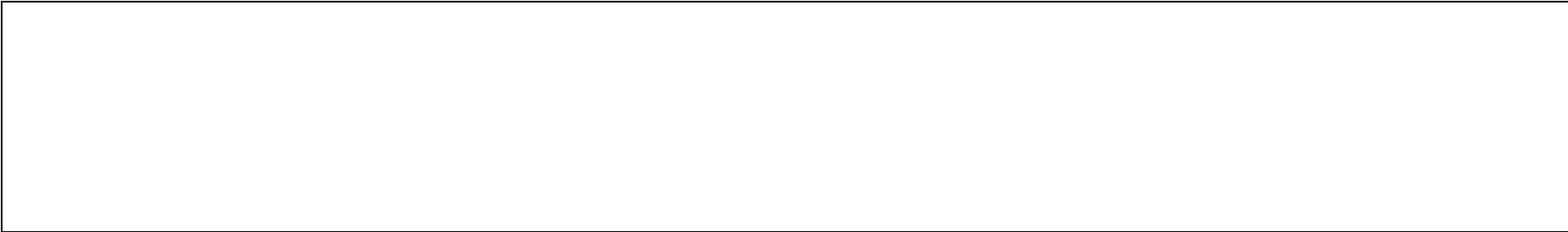
V. INTERACTION General Standard: The effective design of instructor-student interaction, meaningful student cooperation, and student-content interaction is essential to student motivation, intellectual commitment and personal development.

Design Standards	Annotation	Comments
V.1 The types of learning activities selected are consistent with the achievement of stated course and module objectives and learning outcomes.	Activities and learning objectives align in a clear and direct way. The activities provide a reasonable way to measure the stated learning objectives.	
V.2 Learning activities foster instructor-student, content-student, and if appropriate to this course, student-student interaction.	All online course should include interaction between the instructor and the students and between the students and the content. The degree and type of student-to-student interaction may vary with the discipline and the level of the course.	
V.3 Clear standards are set for instructor response and availability (turn-around time for e-mail, grades posted, etc.). Standards adhere to the current contract. Instructors use a "@gfcmsu.edu" e-mail address.	Information clearly indicates how quickly the instructor will respond, when feedback will be provided and when the instructor is available to meet.	
V.4 The requirements for student-student, student-content, and student-instructor interaction are clearly articulated.	The requirements and expectations for interaction in both the online and face-to-face components are clearly stated.	

<p>V.5 The instructor has indicated (or in the case of "just in time" courses, "recommended") which strategies s/he intends to employ to assure sufficient instructor-student interaction.</p>	<p>Real Time: ___ telephone conversation ___ text messaging ___ instant messaging ___ chat room ___ in -person visit (office hours, drop-in) Written: ___ e-mail ___ discussion board ___ assignment commentary, e.g., comments on a student's essays, assignments, projects, quizzes Class wide communications, such as: ___ mass e-mails ___ refreshed announcement screens ___ general discussion board posts</p>	
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VI. COURSE TECHNOLOGY General Standard: To enhance student learning, course technology should enrich instruction and foster student interactivity.			
Design Standards		Annotation	Comments
VI.1 The selection and use of tools and media supports the learning objectives of the course and is integrated with learning activities.		Tools and media used in the course support related learning objectives and are contextually integrated with texts and lesson assignments. Students know how the tools and media support the assignments and how they support the learning objectives.	
VI.2 The selection and use of tools and media enhances student interactivity and guides students to become more active.		Tools and media used in the course help students actively engage in the learning process rather than passively "absorbing" information.	
VI.3 The selection and use of software, resources, tools, and media are consistent with stated technology requirements and student capabilities.			
VII. STUDENT SUPPORT General Standard: Courses are effectively supported for students through fully accessible modes of delivery, resources, and student support.			
Design Standards		Annotation	Comments
VII.1 Third party and ad hoc support links are provided when non-LMS resources are used for instruction, assessment or enrichment.		Technical support includes information about such topics as how to log in, how to use the software and how to upload files. Examples: links to Atomic Learning, My Math Lab, etc.	
VIII. ACCESSIBILITY General Review Standard: Access to course resources is in accordance with the Americans with Disabilities Act.			

Design Standards		Annotation	Comments
VIII.1 The course design meets ADA requirements.		All courses should direct students GFCMSU's ADA services on their campus. The course should include a statement that tells students how to gain access to ADA services including the location and contact information of the appropriate office at the institution.	
VIII.2 Course Documents are created using headers, limited use of tables, and are easily read by a screen-reader.		All online course documents should be saved as a pdf, open in the same window and are easy to read using a screen reader.	
VIII.3 Videos are close captioned for the hearing impaired and easy to play/download.		Videos are saved to either a You-tube channel and linked to the LMS or uploaded to the LMS directly and are close captioned.	
VIII.4 Images are labeled clearly and tagged so that they can be easily read by a screen reader.			
VIII.5 Color is used sparingly and carefully in the LMS. It isn't used to accentuate text or make a point. It is balanced and easily visible for all students.			
Additional Comments:			



**Online Course Design Standards as approved by the eLearning Action Team, September 2012.*

Great Falls College MSU Instructional Observation List - Lab

Instructor Name: _____ Date: _____

Evaluator Name: _____ Course Observed: _____

1 – Needs Improvement 2 – Satisfactory N/A – Not Applicable

Category	Rating			Comments
Class Structure	1	2	N/A	
Maintains effective laboratory setting				
Develops and maintains adequate resource material				
Relates laboratory to lecture or clinical experiences				
Provides frequent and appropriate feedback				
Communicates appropriate safety protocols				
Models proper laboratory technique				
Directs student clean-up of laboratory equipment and workspace				
Gives overview of day's course content				
Directs student preparation for next class				
Presents overview of current classes' course content				
Summarizes course content covered				
Directs student preparation for next class				
Uses class time efficiently				

<i>Category</i>	<i>Rating</i>			<i>Comments</i>
Methods	1	2	N/A	
Provides well-designed materials				
Invites class discussion				
Employs other tools/instructional aides (i.e., technology, computer, video, overheads)				
Delivers well-planned lab experiences				
Teacher-Student Interaction				
Solicits student input				
Involves a variety of students				
Demonstrates awareness of individual student learning needs				
Content				
Demonstrates knowledge of material and subject matter				
Demonstrates clear organization				
Explains concepts clearly				
Selects learning experiences appropriate to level of learning				
Additional Comments				

Great Falls College MSU Instructional Observation List – Clinic

Instructor Name: _____

Date: _____

Evaluator Name: _____

Course Observed: _____

1 – Needs Improvement 2 – Satisfactory N/A – Not Applicable

Category	Rating			Comments
Class Structure	1	2	N/A	
Maintains effective clinical setting				
Develops and maintains adequate resource material				
Relates clinic to lecture or laboratory experiences				
Provides frequent and appropriate feedback				
Communicates appropriate safety protocols				
Models proper clinical technique and procedures				
Directs student in practicing appropriate infection control				
Directs overview of day's clinical activities				
Oversees student preparation for next clinical				
Provides immediate feedback				
Summarizes clinical day				
Directs student preparation for next clinical experience				
Uses clinical time efficiently				

Category	Rating			Comments
Methods	1	2	N/A	
Provides well-designed materials				
Invites discussion of clinical events				
Employs appropriate tools/aides (i.e., stethoscope, computer, equipment)				
Looks for well-planned clinic experiences				
Teacher-Student Interaction				
Solicits student input				
Involves a variety of students				
Demonstrates awareness of individual student learning needs				
Content				
Demonstrates knowledge of material and subject matter				
Demonstrates clear organization				
Explains concepts clearly				
Selects learning experiences appropriate to level of learning				
Additional Comments				



FACULTY EVALUATION PACKET COVER SHEET

Instructions: *This cover sheet will accompany your final evaluation packet. That packet is submitted prior to the final administrative evaluation meeting of the academic year.*

Faculty Member

Division

Discipline

Evaluation Year: _____

Tenured

Level _____

Evaluation Packet Table of Contents

My complete Faculty Evaluation Packet for the year indicated above contains the following items:

- Faculty Goals
- Self-Evaluation Portion of the Faculty Evaluation Form with Supporting Materials
 - Syllabus for one course
 - Sample assignment showing course design and knowledge
 - Sample demonstrating appropriate delivery method or technology
 - Sample assessment
 - Learning Outcomes Assessment Form for one course
- Peer Observation (if applicable)
- Course Materials Submitted as Support

To the best of my knowledge, I verify that the contents of my evaluation packet for the academic year indicated are complete and accurate.

Faculty Signature

Date



FACULTY EVALUATION FORM

Performance Indicator 1: Teaching Effectiveness and Student Learning

1.1 Course Design and Knowledge

- Demonstrate knowledge of discipline and competence with course content that is relevant and thorough
- Develop clear syllabus with course objectives identified, in logical sequence, and tied to College Learning Outcomes
- Design and update assignments and materials to enable students to master concepts and maximize learning

Self-Evaluation	Student Evaluation	Director Evaluation		
		<input type="checkbox"/> Not Met	<input type="checkbox"/> Partly Met	<input type="checkbox"/> Not Met

- Syllabus Submitted
- Sample Assignment Submitted

1.2 Course Delivery

- Establish clear expectations for the students as stated in the syllabus and in class, and communicate any changes to students in a timely manner
- Use appropriate delivery methods, materials and technology to promote mastery of course objectives and enhance student learning (lecture, discussion, up-to-date audio/visuals, group activities, D2L component, etc.)
- Create an atmosphere to promote a respectful and open learning environment that stimulates learning and achievement, and motivates students to do their best work

Self-Evaluation	Student Evaluation	Director Evaluation		
		<input type="checkbox"/> Not Met	<input type="checkbox"/> Partly Met	<input type="checkbox"/> Not Met

Sample of Appropriate Delivery Method or Technology Submitted

1.3 Assessment & Record Management

- Align assessment with course objectives and College Learning Outcomes and use data to improve teaching and learning (based on Learning Outcomes Assessment Form – Phase IV)
- Provide relevant, timely feedback, including suggestions for improvement
- Maintain high academic expectations along with providing uniform and objective grading standards and/or rubrics
- Maintain and submit appropriate student records and reports required according to posted deadlines; archive according to policies and procedures

Self-Evaluation	Student Evaluation	Director Evaluation		
		<input type="checkbox"/> Not Met	<input type="checkbox"/> Partly Met	<input type="checkbox"/> Not Met

Sample Assessment Submitted

Learning Outcome Assessment Form Submitted

1.4 Availability/Access

- Post and meet assigned teaching schedule and office hours; communicate any changes appropriately
- Respond to requests and student needs in a timely manner.

Self-Evaluation	Student Evaluation	Director Evaluation		
		<input type="checkbox"/> Not Met	<input type="checkbox"/> Partly Met	<input type="checkbox"/> Not Met

Performance Indicator 2: Professional Development and Achievement

2.1 Current Knowledge in Discipline

- Stay current in discipline by attending professional conferences, giving presentations at professional conferences, publishing/displaying works, taking courses, earning credentials or certificates, or participating in other discipline-related activities to expand knowledge base
- Maintain membership in professional organizations or certifications, as required
- Participate in mandatory campus and division trainings, such as D2L, OPI certification, etc.

Self-Evaluation	Student Evaluation	Director Evaluation		
		<input type="checkbox"/> Not Met	<input type="checkbox"/> Partly Met	<input type="checkbox"/> Not Met

2.2 Collegiality

- Relate to students, faculty, staff, and administrators in a professional manner
- Provide mentorship for new faculty
- Collaborate with others on campus when needed

Self-Evaluation	Student Evaluation	Director Evaluation		
		<input type="checkbox"/> Not Met	<input type="checkbox"/> Partly Met	<input type="checkbox"/> Not Met

Performance Indicator 3: Service

3.1 To the Campus

- Actively serve on at least one campus committee (excused during the first year in lieu of completing COLS 104 Foundations of Effective Teaching in a Community College and peer observations)

Self-Evaluation	Student Evaluation	Director Evaluation		
		<input type="checkbox"/> Not Met	<input type="checkbox"/> Partly Met	<input type="checkbox"/> Not Met

3.2 To Students

- Contribute to the academic development of students outside the classroom by attending events honoring or recognizing students – including graduation, serving as club advisor, or by other involvement with students
- Participate in student recruitment and retention activities (e.g., College-in-a-Day, the Academic Success Center, campus tours and visits, extra review sessions, etc.)

Self-Evaluation	Student Evaluation	Director Evaluation		
		<input type="checkbox"/> Not Met	<input type="checkbox"/> Partly Met	<input type="checkbox"/> Not Met

3.3 To the Community

- Participate, plan, host and/or interact with the community as related to the discipline or College (e.g., judge competitions, participate in fundraisers, volunteer at community events, provide health-related services, etc.)

Self-Evaluation	Student Evaluation	Director Evaluation		
		<input type="checkbox"/> Not Met	<input type="checkbox"/> Partly Met	<input type="checkbox"/> Not Met

Additional Comments

I have reviewed this evaluation, have had an opportunity to discuss any questions with the evaluator, and understand that I may submit a written rebuttal within 10 days, which will be attached to this evaluation form.

Faculty Member's Signature

Date

Division Director's Signature

Date
