



EL PASO COMMUNITY COLLEGE PROCEDURE

For information, contact Institutional Effectiveness: (915) 831-6740

DLA-3 Full-Time Faculty Evaluation
(Working Draft: Considered official)

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Classification: Administrative
Vice President or Associate Vice President: Vice President of Instruction and Workforce Education
Designated Contact: Vice President of Instruction and Workforce Education

OBJECTIVE: The objectives of the Full-Time Faculty* Evaluation Procedure are these:

1. To promote the delivery of quality instruction and services.
2. To strengthen the supervisor(s)/faculty relationship by developing a mutual understanding of responsibilities, expectations, goals, and performance in instructional delivery and other areas of faculty responsibility.
3. To identify areas for improvement and areas of outstanding performance.
4. To enhance professional development of all faculty and the growth of the College as a whole.

DEFINITIONS:

1. Supervisor(s) – “supervisor(s)” in this procedure refers to Deans, Directors, AVP (Associate Vice President of Instruction and Student Success), etc.
2. Faculty Coordinator – “Faculty Coordinator” in this procedure refers to Faculty Coordinator, Head Librarian or Counselor Coordinator.
3. Peer – “Peer” in this procedure refers to any tenured faculty operating under the same division as the evaluated faculty.

PROCEDURE:

I. Orientation to Full-Time Faculty Evaluation:

Important faculty evaluation information is to be included in the *Employee Handbook* on the EPCC Web Site. Supervisor(s) or Faculty Coordinators shall ~~also~~ answer any faculty questions about the evaluation procedure or forms.

II. Evaluation Cycles and Scheduling Considerations for all Full-Time Faculty, teaching and non-teaching:

A. Evaluation cycles:

1. Two-year cycle: A comprehensive performance evaluation of tenured faculty shall ordinarily occur during the second year of a two-year cycle, unless supervisor(s) document(s) to the faculty member the need for more frequent evaluation, but in no event may such evaluation for tenured faculty occur more than once per year, and no fewer than once every six years from the date after the faculty member was granted tenure or received an academic promotion at the institution.
2. One-year cycle: All full-time lecturers and probationary faculty shall be evaluated on an annual basis.
3. Exception: Student Survey evaluations of instructor performance shall be conducted each semester for all faculty regardless of cycle credit sections and designated non-credit sections.

* Note: The word “faculty” denotes instructors, counselors and librarians.

4. Appeal: After a discussion with supervisor(s), tenured faculty who wish to contest a one-year cycle classification have the option of appealing to the Vice President of Instruction and Workforce Education.

B. Scheduling considerations:

1. Generation of master schedule: In order to avoid confusion, it is advised that supervisor(s) develop a master schedule for evaluation of all faculty within their division, indicating semester(s) when particular evaluation materials are to be generated. Faculty shall be duly informed of these timelines.
2. Overall time frame concerns: Whenever possible, it is recommended that supervisor(s) balance the workload by evaluating some faculty in the fall and others in the spring of their evaluation year. As a further consideration, half of those on the two-year cycle shall most likely be evaluated one year, and the other half, the next.
3. Special scheduling considerations: Probationary faculty and lecturers shall generally be evaluated in the fall. For newly hired teaching faculty, ~~Classroom Instruction~~-Performance Evaluations and Student Surveys shall be generated during the first semester for which they are hired; furthermore, such ~~Classroom-Instruction~~-Performance Evaluations shall be the first ones done in any given semester. For newly hired non-teaching faculty, Student Surveys shall be generated during the first semester for which they are hired.

III. Components of the Faculty Evaluation Program for all Full-Time Faculty, teaching and non-teaching:

A. Self-Evaluation and Reflection:

1. Purpose: The Self-Evaluation and Reflection consists of a self-analysis of a faculty member's teaching or delivery of instruction, of his/her performance of certain other professional duties, and of his/her professional development accomplishments. The process provides faculty the opportunity to reflect on their accomplishments and on any areas in which they wish or need to further develop and to make recommendations for improving College services. It also allows them to project any goals they choose to set for themselves for the following one or two years, depending on their evaluation cycle. Finally, data from faculty Self-Evaluation and Reflections also enable the institution to plan and budget for future needs and to support efforts of faculty to develop and grow. (See form *Faculty Self-Evaluation and Reflection*, attached to this procedure).
2. Timelines and Exceptions: Whenever possible, during the appropriate semester of the evaluation year, faculty shall give the completed *Self-Evaluation and Reflection* to the appropriate evaluator so that it can be discussed at the Instruction-Performance Post-Visitation Conference, which could also coincide with a discussion of the Composite Evaluation if feasible. Non-teaching faculty shall give their completed *Self-Evaluation and Reflection* to the appropriate evaluator prior to their Composite Evaluation.

2-3. Guidelines:

- a. Period covered: Ordinarily, the Self-Evaluation and Reflection shall cover the previous year for those on a one-year cycle or previous two for those on a two-year cycle, normally beginning where the last Self-Evaluation and Reflection left off and continuing up to the current evaluation. New hires, however, shall complete their self-evaluation during the ~~latter~~ later half of their first year of employment, unless they are hired in the spring or only for one semester, in which case they must complete it during that same semester. Thus, there may be practical reasons for Self-Evaluation and Reflections to occasionally cover a period of less than one year.
- b. Evaluator responsible for review: Supervisor(s) shall review, discuss, and sign Self-Evaluation and Reflections for full-time faculty (unless program directors are mandated to do so by an accrediting agency).
- c. Faculty with duties in more than one division: For faculty members with duties in more than one division, the original evaluation is generated under the auspices of the division in which the ~~Classroom-Instruction~~-Performance Evaluation was administered (teaching) or in which the faculty member performs the largest share of his or her duties (non-teaching),

but other supervisor(s) to whom the faculty member also reports shall be provided copies upon request.

B. Composite Evaluation and Plan for Improvement:

1. Purpose: A Composite Evaluation provides a means of generating an overall performance profile of a faculty member based on a synthesis of all other sources of evaluative data (including the special components for teaching faculty in Section IV below or the special components for non-teaching faculty under V and VI below) and on the Composite evaluator's special knowledge of a faculty member's efforts. As such, the Composite provides a means of identifying patterns of strengths and weaknesses (if any) in a faculty member's overall performance, of making individual recommendations (as needed or for purposes of enhancing performance) based on such an overall analysis, and of providing praise and recognition where it is due. (See form *Composite Evaluation for ~~Full-Time Teaching Faculty~~* attached to this College Procedure DLA-3)
2. Timelines: Composite Evaluations shall be completed by the end of November of the evaluation year for faculty evaluated in the fall and by the end of April of the evaluation year for faculty evaluated in the spring. Comments related to student surveys may need to be added the following semester once the results become available.
3. Guidelines:
 - a. Period covered: Ordinarily, the Composite Evaluation shall cover the previous year for those on a one-year cycle or previous two for those on a two-year cycle, normally beginning where the last Composite Evaluation left off and continuing up to the present evaluation. For new hires, a Composite Evaluation shall be completed at the end of their first year, unless they are hired in the spring or for only one semester, in which case it must be completed during that same semester. The Composite Evaluation shall cover the period from the point of hire to the present evaluation.
 - b. Evaluator responsible: The Composite Evaluation is completed for full-time faculty by supervisor(s).
 - c. Faculty teaching in more than one division: Composite Evaluations for faculty teaching at more than one campus shall be administered in the division through which they perform the majority of their workload; the evaluation shall relate to their fulfillment of duties in that division. This supervisor(s) shall contact the other supervisor(s) to whom a faculty member also reports to provide them the option of attaching further comments to the Composite related to the faculty member's performance in that area.
 - d. Processing and conferring about the completed form: The evaluator forwards the completed Composite Evaluation to the faculty member for review, comment, and signature. The evaluator shall also schedule a meeting with the faculty member whenever there is a need to discuss the contents of the evaluation (based on either high or low achievement) or in order to complete the "for discussion only" section. If such a meeting is not mandated, the faculty member has the option of scheduling one on his or her own. During this conference, faculty members are encouraged to share other sources of data that they believe give additional insight into their performance. In some cases, the evaluator may need to revise the composite document as a result of this conference. For teaching faculty, an ideal time to discuss Composite Evaluations and/or other components of the evaluation process is at the time of the Post-Visitation Conference (see IV.G-F.4.c. below).

The supervisor(s) shall then forward any Composite Evaluation for full-time faculty to the Vice President of Instruction and Workforce Education for review, signature, and comment if supervisor(s) or faculty member believes there is a compelling reason to do so. The Vice President of Instruction and Workforce Education may request to review the composites of other full-time faculty at his or her discretion.
4. Plan for Improvement:

Implementation: The supervisor(s) may also recommend implementing a Plan for Improvement as a result of a serious problem in a faculty member's job performance, as referenced on the composite. However, for tenured faculty members, a Plan for Improvement is required whenever a tenured faculty member receives an unsatisfactory rating in any area of any evaluation provided for herein,

and such Plan for Improvement for tenured faculty members shall include performance benchmarks for returning to satisfactory performance.

The Plan for Improvement shall be developed by supervisor(s) in conjunction with any other relevant, qualified individuals, including any other supervisor(s) to whom the faculty member might report. It shall contain activities, as well as timelines, that address the specific need(s) identified in comments written as part of the faculty member's Composite Evaluation. The faculty member may renegotiate the Plan for Improvement at the discretion of supervisor(s) (who may need to consult with any other supervisor(s) involved in revising the original plan).

5. Appeal: If any problem cannot be directly resolved by faculty member and evaluator, a faculty member may appeal a the outcomes of the Composite Evaluation or Plan for Improvement to the next higher administrative level, usually the Vice President of Instruction and Workforce Education.

IV. Additional Components of the Faculty Evaluation Program for Full-Time Teaching Faculty:

A. Syllabus Review:

1. Purpose: A Syllabus Review provides a means of assessing an instructor's syllabus materials from the professional perspective of supervisor(s) in order to ascertain whether these materials meet official curriculum guidelines and other standards in terms of content and format.
2. Timelines: At least once a year (although more frequent monitoring is recommended), instructor Syllabus Reviews shall be completed by the end of the fourth week of a given long semester no later than the first third of the given session. Syllabus materials for new hires shall be evaluated the first semester they teach. Likewise, whenever an instructor is assigned a new course, such syllabus materials shall be evaluated at that time, regardless of the semester.
3. Guidelines for Division Responsibility: Each division is responsible for devising written, standardized methods of evaluating faculty syllabi or syllabus supplements as appropriate for its various disciplines. (Models of such reviews are available as part of the Faculty Evaluation package).
4. Appeal: If any problem related to a Syllabus Review cannot be directly resolved by the faculty member and supervisor(s), a faculty member may then appeal a Syllabus Review to the Vice President of Instruction and Workforce Education.

B. Student Evaluation of Instructor Performance—~~Traditional Classroom, Online, The Language Institute, and the Math Emporium~~

1. Purpose: The Student Evaluation of Instructor Performance Survey process enables faculty to benefit from student perceptions and enables supervisor(s) to identify strengths and potential weaknesses in the delivery of instruction in any of the disciplines in their divisions and to respond appropriately. (See attached to this procedure, the survey forms *Credit and Language Institute Student Evaluation of Instructor Performance, Online Student Evaluation of Instructor Performance* and *Non-Credit Student Evaluation of Instructor Performance*.)
 - a. All full-time faculty with instructional responsibilities shall be included in the Student Evaluation of Instructor Performance Survey process.
 - b. All processed evaluation packet(s), one printed copy of the report and an electronic copy of the report must be at the appropriate supervisor(s)'s office one week prior to the beginning of the Faculty Development Week of the subsequent semester.
 - c. All evaluated faculty shall receive a copy of their completed evaluation report(s), along with the original survey forms, after the end of the semester from the appropriate supervisor(s) through a secure and confidential means.
 - b. All sections shall be included in the Student Evaluation of Instructor Performance Survey process.
 - c. The faculty evaluation reports will be available via MyEPCC from the EPCC website once the evaluation has been processed and archived by Institutional Research. Faculty, Deans, and their

authorized staff can access the evaluation results online via Reporting Services under EPCC Analytics.

2. Guidelines:

- a. Implementation: ~~Every semester during a given long semester and during the summer (both the first five week session and the ten week session), the~~ The Student Evaluation of Instructor Performance survey shall be administered ~~in~~ for all ~~classes~~ class sections and credit laboratories. When a class and a laboratory share the same enrollment, only the lecture class will be evaluated. All courses are evaluated online via student emails. An Institutional Research staff member will open the survey. The IR office will send a notice to the dean and instructor notifying them of the evaluation period. The faculty is responsible for providing general information to their students about the evaluation process.
- b. Students with a disability who need accommodations to complete the evaluation survey may contact the Center for Students with Disabilities at any campus or use the link below: <https://us.bccollab.com/guest/6253140e1fcf4c629c736aac84e8ae34>.
- ~~bc.~~ Timelines: The Student Evaluation of Instructor Performance Survey shall be conducted ~~at a point between two thirds to three fourths of course completion~~ during the last third of the course. For example, the survey will be administered ~~between the tenth and the twelfth weeks of the 16 week semester. All faculty shall be sent a summary of their student evaluation surveys, both for individual classes and for all sections of the same course delivered together, no later than the third week of the following long semester.~~ opened on week 11 of a 16-week part of term and remain available until the course end date.
- ~~ed.~~ Classroom considerations: Faculty ~~in face-to-face classes~~ must not be present during the evaluation periods; instead, a student monitor (or a faculty colleague selected by the instructor in the case of ESL) shall conduct the evaluation in his/her absence following a rubric provided for that purpose. ~~ESL courses will be provided with English language forms and one transparency in Spanish.~~ Staff in Institutional Research will send students enrolled in select ESOL (ESOL 0315, 0325, 0335) and Language Institute courses, via their EPCC student email, a link for an option for a Spanish or English evaluation. Courses that receive the Spanish option evaluation will be determined by each program via a list provided to Institutional Research.
- ~~de.~~ Data interpretation: Because raw data from the Student Evaluation of Instructor Performance Surveys do not provide a statistically valid basis for deriving evaluative conclusions, import related to personnel decisions based on such data alone is not appropriate. To have such import, these data must be statistically analyzed and compared to norms relevant for a comparable group. Otherwise, these data shall only be used for one's own information.
- ~~ef.~~ Re-evaluations: As a result of statistically invalid results, unusually low ~~results~~ response rates, or other extenuating circumstances, supervisor(s) or the faculty member may request additional evaluation(s) during the same or next semester in all or in particular classes taught by that faculty member. The reason for any additional evaluation requests shall be provided in writing to either the faculty member by supervisor(s) or to supervisor(s) by the faculty member. If the above criteria are sufficiently established, the additional evaluation requests will be done. The results of the additional evaluation may supplement or replace the results of the original evaluation at the faculty member's discretion.

C. Student Evaluation of Instructor Performance — Traditional Classroom with Computers:

~~This evaluation process follows the same process as established above in Section B Student Evaluation of Instructor Performance — Traditional Classroom and the Language Institute. However, it will be administered on a computer instead of on the traditional paper format.~~

C. Student Evaluation of Instructor Performance -- Non-Credit Evaluation Surveys:

Non-credit classes are evaluated online per request. The CE Directors/Managers or designee provide Institutional Research (IR) with the lists of the courses and instructors that need to be evaluated and if the course requires a Spanish option evaluation. They will also provide the timeline of when to open and close

the evaluations for the specified courses. An Institutional Research staff member will open the survey as requested. The IR office will send a notice to the instructor notifying them of the evaluation period. The faculty is responsible for providing general formation to their students about the evaluation process. The Office of Institutional Research will email the evaluation links to the students' EPCC email account for each course. Once the evaluation has closed, the results will be processed and archived by Institutional Research. Faculty, Deans, and their authorized staff can access the evaluation results online via Reporting Services under EPCC Analytics.

D. ~~Student Evaluation of Instructor Performance—Online Courses:~~

~~This evaluation process follows the same process as established above in Section B Student Evaluation of Instructor Performance—Traditional Classroom, Online, and the Language Institute and the Math Emporium. However, it will be administered on a computer instead of on the traditional paper format and will use the online evaluation instrument.~~

E. ~~Student Evaluation of Instructor Performance—Non-Credit Evaluation Surveys:~~

~~Non-credit classes will also be evaluated on an on-going basis. Evaluations are to be conducted on the last day of the course. Non-credit survey forms will be provided to the appropriate continuing education director for issuance to the faculty. The Directors will also be responsible for returning the completed packets within three working days to the Office of Institutional Research for processing upon completion of the evaluation. The Office of Institutional Research will provide the Continuing Education Directors/Coordinators with the non-credit evaluation reports no later than three working days after it has received the completed surveys. The Directors/Coordinators will provide the faculty member with the results of these evaluations. (See forms *Non-Credit Student Evaluation of Instructor Performance* and *Customized Training Program Employee Assessment Survey* attached to this procedure).~~

FD. ~~Classroom-Instruction-Performance Evaluation and Online Instruction-Performance Evaluation:~~

1. Purpose: ~~Classroom-Instruction-Performance Evaluation~~ provides a means of assessing a teaching faculty member's delivery of instruction from the professional perspective of supervisor(s) in order to monitor quality of instruction and to make any recommendations for improving or further enhancing instruction. (See forms ~~*Classroom-Instruction-Performance Evaluation*~~ and ~~*Online Instruction-Performance Evaluation*~~, attached to this procedure)

~~Students with a disability who need accommodations to fill out the evaluation survey may contact the Center for Students with Disabilities at any campus or use the following link:~~
~~<https://us.bbcollab.com/guest/6253140e1fcf4c629c736aac84e8ae34>.~~

2. Timelines: Fall observations of faculty shall be completed by the end of November~~15~~ of the evaluation year and spring observations by ~~March 31~~ the end of April of the evaluation year. All tenure-track/probationary faculty observations will be completed according to College Procedure DDA-1 *Tenure Review and Recommendations*.
3. Guidelines:
 - a. Evaluator responsible: Full-time faculty are evaluated by supervisor(s) except under special circumstances (e.g., when a strong reason exists indicating it might be beneficial for an individual with full-time faculty qualifications for teaching in the same discipline to evaluate the subject competence of a given instructor). The supervisor(s), however, must review and sign all *Instruction-Performance Evaluations* and may also perform such evaluations. Supervisor(s) will work with program/clinical coordinators to ensure that clinical instruction is evaluated within the clinical environment in accordance with program accreditation requirements. When required to meet accreditation standards, supervisor(s) may be accompanied by clinical coordinators when evaluating clinical instruction.
 - b. Evaluator orientation: All evaluators must be officially oriented to the process before conducting any ~~Classroom-Instruction-Performance Evaluations~~, or they shall not be allowed to conduct the evaluation. All evaluators of online courses must have completed the online faculty training or must have had an orientation by a trained faculty member who has had at least one year's online teaching experience. Afterward, they shall be updated from time to time as needed. (See form *Online Instruction-Performance Evaluation*, attached to this procedure)

- c. Faculty who teach at more than one campus or in more than one discipline: For faculty teaching at more than one campus or in more than one discipline, the appropriate supervisor(s) on some equitable basis must determine at which campus and/or in what discipline the evaluation shall be administered. ***Multiple Classroom-Instruction-Performance Evaluations of the same faculty member during his or her cycle to accommodate different divisions shall not occur without sufficient reason presented to the faculty member, who may request the explanation in writing.*** Examples of sufficient reasons include the fact that the faculty member is teaching another course other than the one being evaluated at the other campus, particularly if it is a course that he or she has never taught before; as a precaution when there are an unusual number of complaints about a faculty member (whether the complaints are valid or not); special circumstances or priorities pertinent to one campus, but not another.
 - d. It is recommended to alternate the evaluation of teaching delivery modes for faculty teaching a combination of face to face, online, hybrid, dual credit, off-site classes, etc.
 - e. Arrangement of the visitation: Visitation of an instructor's class shall be prearranged between the faculty member and the evaluator, who shall initiate the contact. Evaluators may visit a class without prearrangement under two circumstances: when the instructor permits or when the instructor has remained unresponsive to an evaluator's contact efforts over a two-week period. In the first case, the Pre-Visitation Conference described below may be more general in nature and in the second, may be impossible altogether.
4. Stages of the Process:
- a. Pre-Visitation Conference: During a Pre-Visitation Conference, the faculty member to be observed provides the evaluator with the following information: a copy of the course syllabus and calendar for the evaluator to review in advance (if needed), a description of the learning objectives and expected outcomes for the class meeting, and an explanation of how the session to be evaluated fits in with the instructor's plans for meeting overall official course objectives.
 - b. Classroom-visitation: During a prearranged visitation, the evaluator is to observe the faculty member and student behavior in order to evaluate the teaching/learning process. Evaluators shall check off items related to classroom behavior on individual checklists on the form. To indicate superior performance or performance requiring improvement, written comments under the relevant categories must be provided that specifically document such perceptions. In all cases, the evaluator must provide overall narrative/summary remarks at the end of the evaluation.

The evaluator must stay the length of time as necessary and fair in his/her judgment for determining whether faculty member has exhibited a minimal set of behaviors required for the appropriate delivery of the subject matter or until sufficient evidence indicates those behaviors are unlikely to be performed. Because behavior related to all areas on the instrument may not be manifested during a given session or may occur less frequently in different types of courses or with different teaching methodologies, the neutral N/A marking is not to be perceived as reflecting any weakness in the faculty member's performance.
 - c. Post-Visitation Conference: The evaluator shall return the completed evaluation to the faculty member and conduct a Post-Visitation Conference within **three** weeks to discuss the evaluation. The faculty member acknowledges this discussion by signature and is invited to respond in writing on the report. Faculty members are encouraged to complete a ~~Classroom-Instruction-Performance~~ Evaluation form for the same class they were evaluated in before reading the evaluator's comments and to share it with the evaluator. A discussion of similarities and differences between the two reports can serve as the basis for a profitable dialogue and could conceivably result in the evaluator's revising his/her evaluation.
5. Re-evaluations: As a result of a less than satisfactory evaluation, supervisor(s) or faculty member may request a re-evaluation in either the same or the next semester. The reason for any re-evaluation request shall be provided in writing to either the faculty member (by supervisor(s)) or to

supervisor(s) (by the instructor). The results of the re-evaluation may supplement or replace the results of the original evaluation at the faculty member's discretion.

6. **Appeal:** After the Post-Visitation Conference, the faculty member may appeal a ~~Classroom Instruction-Performance Evaluation~~ to the next higher administrative level, usually the Vice President of Instruction and Workforce Education.

GE. Peer Collaboration Option:

1. **Purpose:** Many faculty indicate a need for some type of involvement over and beyond the traditional administrative ~~Classroom Instruction-Performance Evaluation~~. For such faculty, the Peer Collaboration Program is available for optional use as an alternative or in addition to standard ~~Classroom Instruction-Performance Evaluation~~. This program is designed to be a risk-free opportunity for faculty to enhance their teaching abilities by meaningfully interacting with their peers.
2. **Guidelines/timelines for implementation:**
 - a. **Team formation:** Faculty shall team up for a semester or longer period to collaborate as pairs or triads. While it is suggested that new faculty team up with more experienced faculty and that members of the same or related disciplines team with each other, other arrangements are also possible, as long as all parties believe mutual benefit can be gained.
 - b. **As an alternative to ~~Classroom Instruction-Performance Evaluation~~:** With the approval of the appropriate supervisor(s), tenured faculty may participate in the Peer Collaboration Program *as an alternative* to the ~~Classroom Instruction-Performance Evaluation~~ process. Approval shall be granted if such faculty have a history of good evaluations both from evaluators and students. With the ongoing approval of supervisor(s), faculty members can participate in the Peer Collaboration Program as often as they wish, even in off-cycle periods when they are not required to be evaluated, but this program may not replace standard ~~Classroom Instruction-Performance Evaluation~~ for more than two sequential evaluation cycles.
 - c. **As an addition to ~~Classroom Instruction-Performance Evaluation~~:** With notification of the appropriate supervisor(s), other full-time faculty may opt to participate in the program in addition to the ~~Classroom Instruction-Performance Evaluation~~.
 - d. **Generating volunteer list:** A list of volunteers willing to be considered for participation in the Peer Collaboration Program shall be generated by supervisor(s) or Faculty Coordinator(s) by the end of third week of a long semester at the very latest no later than the first third of the given session, and participants shall set up their teams as early as possible.
 - e. **Scheduling concerns:** Because visitations of one another's classes are part of the process, the teaching schedules of group members shall accommodate such exchanges. If collaborative groupings are established before the semester begins, supervisor(s) or Faculty Coordinator(s) shall attempt to arrange compatible scheduling for group members.
3. **Guidelines/timelines for collaborative activities:**
 - a. **Collaborative Plan of Action:** Within two weeks of beginning the collaborative process, group members shall present a Collaborative Plan of Action to the appropriate supervisor(s) for approval. It shall outline the objectives that they would like to meet, the specific activities that they plan to undertake, and the timelines that they plan to follow. Faculty Coordinators may be involved in reviewing such plans. With supervisor(s) approval, a group may choose to renegotiate its plan during the collaborative process. All plans, however, shall be in accordance with the following minimal guidelines.
 - b. **Team meetings:** Minimally, the collaborative group shall meet three times a semester. At these meetings, the participants shall discuss teaching concerns, philosophies, and techniques; issues specifically related to teaching in particular disciplines; and/or materials developed for use in a particular course or courses.

- c. Classroom visitations: Participants shall also visit two or three classes of each of the other group members and discuss the visits afterward. For such classroom visitations, observers may wish to use the ~~Classroom-Instruction-Performance~~ Evaluation form as a means of formulating their observations; observed faculty members may wish to complete the same form for themselves independently and discuss any variations in perception with the other group member(s). Discussing videotapes recordings of one another's classes in lieu of personal visitations is another option, which may also provide faculty-so-observed a more objective means of viewing their own classroom behavior. Participants are also encouraged to keep and share learning logs of the collaborative process with one another.
4. Guidelines/timelines for completing the collaborative group process:
- a. Follow-up for process completed as scheduled: Within a month after the end of the process, each participating faculty member shall prepare a report explaining how he or she benefitted from the collaborative process. Faculty members may elect to attach copies of evaluations from peers to their reports and may also choose to comment on the positive insights they have gained from the process on the Self-Evaluation and Reflection form. The supervisor(s) shall prepare a memo indicating that all the steps listed on the Collaborative Plan of Action have been completed.
 - b. Follow-up for process not completed as scheduled: If the Collaborative Plan of Action was not completed, then a memo of explanation from the faculty participant(s), together with a memo from supervisor(s) containing a decision to extend or terminate the process, shall be prepared instead.
 - c. Document retention: Documentation for the Peer Collaboration Program shall be kept in the faculty member's divisional file and shall consist of the Collaborative Plan of Action and follow-up reports.
 - d. Exit conference: If faculty participants or supervisor(s) believe it would be beneficial, a special meeting could be set up among all involved parties to discuss the outcome of the completed collaborative process.

F. Tenured Faculty Peer Evaluations:

1. Peer evaluation is conducted as part of the two-year evaluation cycle for tenured faculty.
2. The peer evaluation process is performed by a five-member Peer Evaluation Committee consisting of tenured faculty within the same division as the evaluated faculty who are not completing their own evaluation cycle. The committee is chosen by the division dean for instructional faculty and by the AVP for non-instructional faculty. Committee members serve a one-year term.
3. The evaluated faculty completes the *El Paso Community College Tenured Faculty Peer Evaluation Form* and submits supporting documentation for the following criteria to the Peer Evaluation Committee. If the evaluated faculty does not provide sufficient documentation of reporting requirements, the Peer Evaluation Committee can ask for further documentation and/or a meeting.
 - a. Required Program and Faculty Documentation: Copy of Faculty Development Week Division meeting, District-wide Discipline meeting, and Campus-Discipline meeting attendance records from each semester of the evaluation period. Faculty must be recorded in attendance at all meeting minutes to comply with Section II. K. 5. of the *Credit Full-time Faculty Workload Procedure*. If the meeting minutes are unavailable, evaluated faculty must provide alternative attendance records from the supervisor.
 - b. Documentation of evidence of committee participation in standing, district-wide, division, or discipline committee from the previous and current semesters during the evaluation period.
 - c. Documentation of attendance in a minimum of two (2) faculty development activities from the Faculty Development Office for each semester of the evaluation period. Attendance in faculty development activities must be demonstrated to comply with Section II.K.7. of the *Credit Full-time Faculty Workload Procedure*.)

d. ~~For Instructional Faculty: Documentation of completion of the discipline's SLO and Core Assessment requirements and activities provided by the discipline's SLO point of contact and Core Assessment point of contact. If documentation cannot be provided, faculty must identify the reason for the lack of documentation as no SLO assessed courses taught during the evaluation semester or no Core Assessment assessed courses taught during the evaluation semester.~~

4. Peer Evaluation Committee Member(s) complete the form *El Paso Community College Tenured Faculty Peer Evaluation Rubric* as follows:

a. The Peer Evaluation Committee members assess whether the evaluated faculty has met the reporting requirements/criteria established in the form. Each committee member must score each reporting requirement/criteria using the following key:

KEY

N/A: Not Applicable

MET: All criteria/requirements are met.

NOT MET: Not all the requirements are met.

Using the evaluation material submitted by the faculty being evaluated, each committee member writes "N/A," "MET," or "NOT MET" for each reporting requirement/criterion in the corresponding member column of *El Paso Community College Tenured Faculty Peer Evaluation Rubric*

b. Once all committee members have completed their section of the *El Paso Community College Tenured Faculty Peer Evaluation Rubric*, the SCORE column is then completed using the key established above. The overall score for each reporting requirement/criterion is determined based on the scores provided by the MAJORITY of the Peer Evaluation Committee. For example, if three committee members score "MET" for criterion one and the remaining two members score "NOT MET" for criterion one, then the SCORE for criterion one is "MET."

e. ~~Instructional Faculty must fulfill all five criteria unless the evaluated faculty's discipline does not require Core Assessment participation. If this is the case, then only the first four criteria are required. Noninstructional Faculty must fulfill the first three criteria of the rubric.~~

d. c. Peer Evaluation Committee results are forwarded to the division dean for instructional faculty and to the AVP for non-instructional faculty. If necessary, further evaluation will be conducted by the division dean for instructional faculty and the AVP for non-instructional faculty.

V. Additional Components of the Faculty Evaluation Program for Full-Time Library Faculty:

A. Student Survey of Librarian Instruction:

1. Purpose: The *Student Survey of Librarian Instruction* process enables public services librarians to benefit from student perceptions of their instruction and enables supervisor(s) to identify strengths and potential weaknesses in the delivery of instruction and to respond appropriately.
2. Timelines: The *Student Survey of Librarian Instruction* is conducted throughout the semester. ~~*Student Survey of Librarian Instruction* packets are generated from supervisor(s) office and are kept on hand for distribution~~ links will be provided by Institutional Research.
3. Guidelines:
 - a. Implementation: Every semester each public services librarian, regardless of his or her evaluation cycle, shall be evaluated in his or her instruction classes a minimum of *three classes throughout the long semesters and once during a summer session*, if applicable. The classes selected for evaluation shall represent different disciplines if possible. The librarian shall give the student survey link or QR code to the students during the presentation/interaction or via email or QR code to complete after the library class presentation or one-on-one session. All submitted evaluations will be collected by IR until the survey closing date. The *Student Survey of Librarian Instruction* evaluation shall be conducted during each semester (Fall, Spring, and Summer) upon receipt of the updated list of Librarians from the administrative office. Then the data will be processed by IR and results given to the Associate Vice President of Instruction and Student Success.

- b. ~~Classroom considerations: The librarian shall give the student survey packet to the teaching faculty member in charge of the class, who shall give the survey forms to the students to complete after the library class presentation. The teaching faculty member shall then collect and return the forms to the Head Librarian. If the teaching faculty member is not in attendance, his/her designee shall forward the student evaluation packet to the Head Librarian. The Head Librarian will then submit the completed forms to the designee in the supervisor(s) Office. The designee will retain them and submit the completed forms to IR as a packet for each librarian in April for Spring, July for Summer, and November for Fall. IR will then compile the results and return the results to the supervisor(s). If the Head Librarian is being evaluated, the packet will be submitted by another librarian. Limited English proficiency students shall be provided the option of completing a Spanish version of the survey form.~~
- eb. Data Interpretation: Because raw data from student evaluation forms do not provide a statistically valid basis for deriving evaluative conclusions, import related to personnel decisions based on such data alone is not appropriate. To have such import, these data must be statistically analyzed and compared to norms relevant for a comparable group. Otherwise, these data shall only be used for one's own information. The supervisor(s) shall review and analyze the collective data for each librarian. A summary of the results shall be shared and discussed with each public services librarian.
- ec. Re-evaluations: As a result of statistically invalid results, unusually low results response rates, or other extenuating circumstances, supervisor(s) or librarian may request additional evaluation(s) during the same or next semester. The reason for any additional evaluation requests shall be provided in writing to either the librarian by the supervisor(s) or to the supervisor(s) by the librarian. If the above criteria are sufficiently established, all such additional evaluation requests shall be honored. The results of the additional evaluation may supplement or replace the results of the original evaluation at the librarian's discretion.

B. ~~Classroom Instruction~~-Performance Evaluation for Librarians:

1. Purpose: The ~~Classroom Instruction~~-Performance Evaluation for Librarians provides a means of assessing a library faculty member's delivery of instruction and of making any recommendations for improving or further enhancing instruction.
2. Timelines and Guidelines: Library faculty shall be evaluated by supervisor(s) once every evaluation cycle in one of their instruction classes using the same procedure (see Section IV.G.F.) and using the same form as those used by teaching faculty (but with both adapted to the special circumstances related to library faculty). (See form ~~Classroom Instruction-Performance Evaluation~~, attached to this procedure)

VI. Additional Components of the Faculty Evaluation Program for Full-time Counseling Faculty:

A. Student Evaluation of Counselor Performance:

1. Purpose: The *Student Evaluation of Counselor Performance* process enables counseling faculty to benefit from student perceptions of their delivery of individual counseling services. Based on this form, the supervisor(s) shall identify strengths and potential weaknesses in the delivery of these services and respond appropriately. ~~The English versions of the evaluation instrument are attached to this procedure.~~
2. Timelines: For each counselor, the *Student Evaluation of Counselor Performance* shall be conducted once during each semester (Fall and Spring are required; summer is optional) ~~(Fall, Spring, and Summer)~~ upon receipt of the updated list of Counselors from the administrative office.
3. Guidelines:
 - a. Implementation: The *Student Evaluation of Counselor Performance* link shall be distributed from the Office of Institutional Research for implementation. ~~Evaluations shall be distributed and collected by the counseling front office personnel and forwarded to the Office of Institutional Research.~~ Evaluation links will be provided by the counselor to the students electronically so they can complete the evaluation. The completed evaluation will

be automatically returned to Institutional Research when the student submits. The counseling faculty member must not be present while the student completes the instrument evaluation.

- b. Data compilation: The Office of Institutional Research shall tabulate and summarize the student surveys, which are to be considered confidential. The supervisor(s) shall review and analyze the collective data for each counseling faculty member. A summary of the results shall be shared and discussed with each counseling faculty member by the end of the evaluation cycle. It is suggested that each counselor have a minimum of 25 student evaluations each evaluation cycle to be relevant.
- c. Data interpretation: Because raw data from student evaluation forms do not provide a statistically valid basis for deriving evaluative conclusions, import related to personnel decisions based on such data alone is not appropriate. To have such import, this data must be statistically analyzed and compared to norms relevant for a comparable group. Otherwise, this data shall only be used for one's own information.
- d. Re-evaluations: As a result of statistically invalid results, unusually low response rates, results, or other extenuating circumstances, the supervisor(s) or counselor may request additional evaluation(s) during the same or next semester. The reason for any additional evaluation requests shall be provided in writing to either the counselor by the supervisor(s) or to the supervisor(s) by the counselor. If the above criteria are sufficiently established, all such additional evaluation requests shall be honored. The results of the additional evaluation may supplement or replace the results of the original evaluation at the counselor's discretion.

B. ~~Classroom Instruction~~-Performance Evaluation for Counselors:

1. Purpose: The ~~Classroom Instruction-Performance Evaluation for Counselors~~ enables counseling faculty to benefit from supervisor(s) perceptions of their sessions and of delivery of information.
2. Timelines and Guidelines: Counselors shall be evaluated by their administrative supervisor(s) once every evaluation cycle in one of their New Student Orientation (NSO) sessions, class presentations, or other student group presentation using the same procedure (see Section IV.G- E) and the same form as those used by teaching faculty, with both adapted to the special circumstances related to counseling faculty. (See form ~~Classroom Instruction-Performance Evaluation for Counselors~~, attached to this procedure),

VII. Record-keeping for all faculty:

Signed and completed original evaluation documents shall be kept in the faculty member's file in the supervisor(s)'s office for at least five years. Within two weeks of the counselors' supervisor(s)'s receipt of each, copies of all signed and completed evaluation documents shall be provided to the faculty member by the supervisor(s) for retention in the faculty member's personal files.

VIII. Confidentiality:

All discussion and completion of forms pertaining to the evaluation of faculty members are to be treated in a confidential manner. Release of such information or discussion with other individuals not involved in the evaluation process is prohibited (Open Records Act, Section 3 (2), Art. 6252-17a). Unless special accrediting standards so require, Faculty Coordinators shall not have direct access to divisional personnel files.



For College Procedure DLA-3:
Full-Time Faculty Evaluation

~~FACULTY SELF-EVALUATION AND REFLECTION~~ ~~(For all teaching and nonteaching faculty)~~

NAME _____ ID# _____

PT ____ FT ____ CAMPUS _____

DIVISION _____ DISCIPLINE _____

~~Faculty members will ordinarily perform this evaluation and reflection at the end of their evaluation cycle. Responses to items should begin where the last self-evaluation left off and continue up to the present.~~

~~Covering period from _____ to _____~~

~~A. INSTRUCTIONAL DEVELOPMENT~~

~~Note: All comments related to your efforts to improve your instructional services are considered to show strength and dedication, rather than weakness for not being perfect. Likewise, any comments about areas of the College needing improvement are considered to be constructive, not complaining.~~

~~1. Assess any new or ongoing efforts on your part to provide instruction or other services more effectively. Troubleshoot any problem areas. *EXAMPLES: methodologies/technologies used; techniques, materials, or approaches implemented; new courses taught; old courses revitalized.*~~

~~2. Discuss how you addressed any significant challenges or frustrations you encountered as a faculty member. If possible, provide practical ways to cope with such situations in the future. *EXAMPLES: situations involving textbooks, facilities, class size, library holdings, scheduling, placement of students, types of students, resources and opportunities, national trends, community characteristics.*~~

Note: ~~N/A is considered an acceptable neutral response to anything below not directly related to your specific job description.~~

~~B. PROFESSIONAL INVOLVEMENT~~

- ~~1. Explain your contributions to noninstructional activities at the College. Include any special awards, recognitions or achievements. *EXAMPLES: committees, task forces or other groups, special assignments, compensated time projects, liaison responsibilities.*~~

- ~~2. Comment on your community service activities, community presence, professional involvements or publications, research, or creative undertakings. Include any special awards, achievements, or recognitions. *EXAMPLES: boards of directors, presentations, articles or books, software development, professional organizations and agencies, in-services conducted, consulting work, projects with other educational institutions.*~~

~~C. PROFESSIONAL DEVELOPMENT~~

- ~~1. Discuss the significance of your professional development efforts. Include your efforts to stay current in your field. *EXAMPLES: course work, degrees completed or under way, workshops, in-service training, professional conferences, private study, work in your field (internships, externships), special projects to remain technically current, leaves of absence, travel.*~~

- ~~2. Discuss the significance, from your perspective, of any evaluative data you have received. *EXAMPLES: student surveys, syllabus evaluations, classroom performance or composite evaluations, peer collaboration, any other written feedback or comments (indicate whether solicited or unsolicited).*~~

~~3. Provide objectives for areas you want to explore, skills you want to develop, or any other projects you wish to undertake as ways of enhancing your teaching or your other involvements at the College. Include any specific plans for achieving such objectives and note any financial or other resources the College might need to provide (presuming availability). Attach additional sheets as necessary. EXAMPLES: graduate study, service on College committees, compensated time projects, serving as instructional coordinator, participation in community organizations, course development work, media development projects, implementation of innovative teaching techniques, research or publications, service with accrediting or professional organizations.~~

~~4. Assess your efforts to complete any objectives you may have set for yourself on your last self-evaluation that you have not already discussed elsewhere on this form.~~

~~5. List any faculty development activities you think would help you become a more effective College employee. Are there any such activities you feel qualified to present or assist in presenting? EXAMPLES: special workshops, retreats, guest speakers, hands-on activities, teleconferences.~~

~~D. CLOSURE (signatures of those other than faculty member do not imply agreement with content of this evaluation)~~

FACULTY MEMBER SIGNATURE _____ DATE

FACULTY MEMBER: Initial here to indicate you have discussed this evaluation with the evaluator.

~~RESPONSE OF EVALUATOR (optional except for indicating any plans you have to forward or act upon any ideas/suggestions from the evaluation or follow up discussion):~~

EVALUATOR SIGNATURE _____ DATE _____

TITLE _____

~~OPTIONAL COMMENTS OF DEAN/DIRECTOR/SUPERVISOR(S) (if not the same as evaluator):~~

SUPERVISOR(S) SIGNATURE _____ DATE _____
(required)

Note: N/A is considered an acceptable neutral response to anything below not directly related to your specific job description.

B. PROFESSIONAL INVOLVEMENT

1. Explain your contributions to noninstructional activities at the College. Include any special awards, recognitions or achievements. *EXAMPLES: committees, task forces or other groups, special assignments, compensated time projects, liaison responsibilities.*

2. Comment on your community service activities, community presence, professional involvements or publications, research, or creative undertakings. Include any special awards, achievements, or recognitions. *EXAMPLES: boards of directors, presentations, articles or books, software development, professional organizations and agencies, in-services conducted, consulting work, projects with other educational institutions.*

C. PROFESSIONAL DEVELOPMENT

1. Discuss the significance of your professional development efforts. Include your efforts to stay current in your field. *EXAMPLES: course work, degrees completed or under way, workshops, in-service training, professional conferences, private study, work in your field (internships, externships), special projects to remain technically current, leaves of absence, travel.*

2. Discuss the significance, from your perspective, of any evaluative data you have received. *EXAMPLES: student surveys, syllabus evaluations, classroom-performance or composite evaluations, peer collaboration, any other written feedback or comments (indicate whether solicited or unsolicited).*

3. Provide objectives for areas you want to explore, skills you want to develop, or any other projects you wish to undertake as ways of enhancing your teaching or your other involvements at the College. Include any specific plans for achieving such objectives and note any financial or other resources the College might need to provide (presuming availability). Attach additional sheets as necessary.
EXAMPLES: graduate study, service on College committees, compensated time projects, serving as instructional coordinator, participation in community organizations, course development work, media development projects, implementation of innovative teaching techniques, research or publications, service with accrediting or professional organizations.

4. Assess your efforts to complete any objectives you may have set for yourself on your last self-evaluation that you have not already discussed elsewhere on this form.

5. List any faculty development activities you think would help you become a more effective College employee. Are there any such activities you feel qualified to present or assist in presenting?
EXAMPLES: special workshops, retreats, guest speakers, hands-on activities, teleconferences.

D. CLOSURE (signatures of those other than faculty member do not imply agreement with content of this evaluation)

FACULTY MEMBER SIGNATURE

DATE

_____ FACULTY MEMBER: Initial here to indicate you have discussed this evaluation with the evaluator.

RESPONSE OF EVALUATOR (optional except for indicating any plans you have to forward or act upon any ideas/suggestions from the evaluation or follow-up discussion):

EVALUATOR SIGNATURE

DATE

TITLE _____

OPTIONAL COMMENTS OF DEAN/DIRECTOR/SUPERVISOR(S) (if not the same as evaluator):

SUPERVISOR(S) SIGNATURE
(required)

DATE



~~CLASSROOM INSTRUCTION PERFORMANCE EVALUATION~~

A. ~~COURSE/INSTRUCTOR INFORMATION~~

~~INSTRUCTOR: _____ ID#: _____~~

~~DISCIPLINE: _____~~

~~DIVISION: _____ PT _____ FT _____~~

~~EVALUATOR: _____ ID#: _____ TITLE: _____~~

~~SEMESTER/ACADEMIC YEAR: _____ CAMPUS: _____~~

~~1. Course name and number for class being observed: _____~~

~~2. Date, time, location of class observed: _____~~

~~3. Total number of students present out of total currently enrolled: _____ out of _____~~

~~4. Topic(s)/Activity(ies) of class: _____~~

~~5. Methodology(ies) used (such as discussion, lecture, group work, demonstration)~~

B. ~~PRELIMINARY CONSIDERATIONS~~

~~1. Before evaluating an instructor's classroom performance, all evaluators are required to:~~

~~a. be officially oriented toward the classroom evaluation process;~~

~~b. be familiar with the instructor's syllabus or syllabus supplement;~~

~~c. discuss with the instructor the evaluative process (as needed), plans for the class to be observed, and relevance to overall course objectives.~~

~~2. Did you fulfill the requirements in #1? Y _____ N _____~~

~~3. Is the instructor making effective use of the required textbook(s) in the course?
Y _____ S _____ N _____ N/A _____ (S=Somewhat)~~

~~OPTIONAL SECTIONS A and B COMMENTS:~~

C. THE EVALUATION

Explanation: *The major emphases of the evaluation are found in the overall questions that begin each of the eight areas. The follow-up "Yes, Somewhat, No, N/A" questions represent specific concerns in each area, but are neither exhaustive in intent nor necessarily applicable to all teaching fields. Some overlapping among areas and questions is also unavoidable. Evaluator comments/suggestions should address the overall question in each area evaluatively and constructively.*

1. COURSE ORGANIZATION: What was the degree of overall course organization as suggested by this class session?

Y__S__N__N/A__

A. Did the timing of material presented in this class suggest proper planning needed to complete all official course objectives?

Y__S__N__N/A__

B. Were activities of this class session related to the instructor's calendar?

COMMENTS/SUGGESTIONS:

2. COMMUNICATION SKILLS: How did the instructor communicate with students to promote comprehension?

Y__S__N__N/A__

A. Did the purpose of the class presentation or activities seem clear to the students?

Y__S__N__N/A__

B. Did the communication strategies used by the instructor promote the comprehension of the students?

Y__S__N__N/A__

C. Did the instructor sufficiently emphasize main points or concepts?

Y__S__N__N/A__

D. Did the instructor manage the class environment efficiently in light of his or her approach?

Y__S__N__N/A__

E. Did the instructor listen to students carefully and accurately?

Y__S__N__N/A__

F. Did the instructor give clear and specific instructions for assignments and activities?

COMMENTS/SUGGESTIONS:

3. OPENNESS AND FAIRNESS: How did the instructor treat/deal with students?

Y__S__N__N/A__

A. Did the instructor treat students equally and fairly?

Y__S__N__N/A__

B. Was the instructor sensitive (or at least not insensitive) in any references related to human diversity?

Y__S__N__N/A__

C. Was the instructor open to listening to different opinions?

~~Y__S__N__N/A__~~

~~D. Did the instructor deal with wrong answers or approaches in a positive manner?~~

~~Y__S__N__N/A__~~

~~E. Did the instructor respond appropriately to questions calling for further explanation or any suggestions from students to aid their learning?~~

~~Y__S__N__N/A__~~

~~F. Did the instructor demonstrate respect for his/her students?~~

~~COMMENTS/SUGGESTIONS:~~

~~4. ENCOURAGEMENT OF STUDENTS AS LEARNERS: How did the instructor encourage students in the learning process?~~

~~Y__S__N__N/A__~~

~~A. Did the instructor encourage students to seek extra help out of class if needed?~~

~~Y__S__N__N/A__~~

~~B. Did the instructor show interest and enthusiasm in teaching the subject to his/her students?~~

~~Y__S__N__N/A__~~

~~C. Did the instructor encourage student participation?~~

~~Y__S__N__N/A__~~

~~D. Did the instructor encourage students to learn and succeed?~~

~~COMMENTS/SUGGESTIONS:~~

~~5. LEARNING ACTIVITIES/METHODOLOGIES: How did the instructor's methodology(ies) contribute to student learning?~~

~~Y__S__N__N/A__~~

~~A. Were class activities appropriate for the students in this class?~~

~~Y__S__N__N/A__~~

~~B. Did the class activities demonstrate sufficient presentational variety?~~

~~Y__S__N__N/A__~~

~~C. Was/were the teaching methodology(ies) used by the instructor effective in helping students meet the course objectives?~~

~~COMMENTS/SUGGESTIONS:~~

6. ~~CRITICAL THINKING: How did the instructor foster critical thinking?~~

~~Y__S__N__N/A__~~

~~A. Were students required to analyze?~~

~~Y__S__N__N/A__~~

~~B. Were students required to synthesize?~~

~~Y__S__N__N/A__~~

~~C. Were students required to apply concepts?~~

~~Y__S__N__N/A__~~

~~D. Were students required to evaluate?~~

~~Y__S__N__N/A__~~

~~E. Were students required to make decisions?~~

~~COMMENTS/SUGGESTIONS:~~

7. ~~TIME MANAGEMENT: How did the instructor manage class time?~~

~~Y__S__N__N/A__~~

~~A. Were the class presentation and/or other activities well organized?~~

~~Y__S__N__N/A__~~

~~B. Did the instructor properly pace the presentation/activities?~~

~~Y__S__N__N/A__~~

~~C. Did the instructor bring proper closure to the presentation/activities?~~

~~COMMENTS/SUGGESTIONS:~~

8. ~~SUBJECT COMPETENCE: How accurately and appropriately did the instructor present/treat the subject matter itself?~~

~~**Note to Evaluator: If your answer to the following question is "No," your observations in this area, although valued and not to be ignored, will be considered impressionistic.**~~

~~Y__N__~~

~~Do you meet minimal academic requirements for a full-time faculty member to teach in the same area as the faculty member being evaluated?~~

~~Y__S__N__N/A__~~

~~A. Was the instructor's presentation accurate in terms of subject competence?~~

~~Y__S__N__N/A__~~

~~B. Were the presentation and/or methodologies used appropriate in terms of current thinking in the field?~~

~~Y__S__N__N/A__~~

~~C. Were examples used or references made appropriate in terms of content?~~

~~COMMENTS/SUGGESTIONS:~~

~~D. CLOSURE~~

~~1. FINAL EVALUATOR RESPONSE (mandatory):~~

EVALUATOR SIGNATURE

DATE

~~2. INSTRUCTOR RESPONSE:~~

~~I received this evaluation and discussed it with the evaluator within three weeks.~~

~~Y__ N__~~

~~OPTIONAL COMMENTS:~~

~~A. What have you learned from this evaluation?~~

~~B. What response do you have to the evaluator's comments or the evaluation process?~~

~~(Your signature does not imply agreement with the content of this evaluation.)~~

INSTRUCTOR SIGNATURE

DATE

~~3. OPTIONAL COMMENTS OF THE DEAN/DIRECTOR/SUPERVISOR(S) (if not the same as evaluator):~~

SUPERVISOR(S) SIGNATURE

DATE

~~(mandatory)~~



For College Procedure DLA-3 and DLA-4:
 Full-Time Faculty Evaluation and
 Adjunct (Part-Time) Faculty Evaluation

INSTRUCTION-PERFORMANCE EVALUATION

A. COURSE/INSTRUCTOR INFORMATION

INSTRUCTOR: _____ ID#: _____

DISCIPLINE: _____

DIVISION: _____ PT _____ FT _____

EVALUATOR: _____ ID#: _____ TITLE: _____

SEMESTER/ACADEMIC YEAR: _____ CAMPUS: _____

1. Course name and number for class being observed: _____
2. Date, time, location of class observed: _____
3. Total number of students present out of total currently enrolled: ____ out of _____
4. Topic(s)/Activity(ies) of class: _____
5. Methodology(ies) used (such as discussion, lecture, group work, demonstration)

B. PRELIMINARY CONSIDERATIONS

1. Before evaluating an instructor's classroom performance, all evaluators are required to:
 - a. be officially oriented toward the classroom evaluation process;
 - b. be familiar with the instructor's syllabus or syllabus supplement;
 - c. discuss with the instructor the evaluative process (as needed), plans for the class to be observed, and relevance to overall course objectives.
2. Did you fulfill the requirements in #1? Y___ N___
3. Is the instructor making effective use of the required textbook(s) in the course?
 Y___ S___ N___ N/A___ (S=Somewhat)

OPTIONAL SECTIONS A and B COMMENTS:

C. THE EVALUATION

Explanation: *The major emphases of the evaluation are found in the overall questions that begin each of the eight areas. The follow-up “Yes, Somewhat, No, N/A” questions represent specific concerns in each area, but are neither exhaustive in intent nor necessarily applicable to all teaching fields. Some overlapping among areas and questions is also unavoidable. Evaluator comments/suggestions should address the overall question in each area evaluatively and constructively.*

1. COURSE ORGANIZATION: What was the degree of overall course organization as suggested by this class session?

Y__S__N__N/A__

A. Did the timing of material presented in this class suggest proper planning needed to complete all official course objectives?

Y__S__N__N/A__

B. Were activities of this class session related to the instructor's calendar?

COMMENTS/SUGGESTIONS:

2. COMMUNICATION SKILLS: How did the instructor communicate with students to promote comprehension?

Y__S__N__N/A__

A. Did the purpose of the class presentation or activities seem clear to the students?

Y__S__N__N/A__

B. Did the communication strategies used by the instructor promote the comprehension of the students?

Y__S__N__N/A__

C. Did the instructor sufficiently emphasize main points or concepts?

Y__S__N__N/A__

D. Did the instructor manage the class environment efficiently in light of his or her approach?

Y__S__N__N/A__

E. Did the instructor listen to students carefully and accurately?

Y__S__N__N/A__

F. Did the instructor give clear and specific instructions for assignments and activities?

COMMENTS/SUGGESTIONS:

3. OPENNESS AND FAIRNESS: How did the instructor treat/deal with students?

Y__S__N__N/A__

A. Did the instructor treat students equally and fairly?

Y__S__N__N/A__

B. Was the instructor sensitive (or at least not insensitive) in any references related to human diversity?

Y__S__N__N/A__

C. Was the instructor open to listening to different opinions?

Y__S__N__N/A__

D. Did the instructor deal with wrong answers or approaches in a positive manner?

Y__S__N__N/A__

E. Did the instructor respond appropriately to questions calling for further explanation or any suggestions from students to aid their learning?

Y__S__N__N/A__

F. Did the instructor demonstrate respect for his/her students?

COMMENTS/SUGGESTIONS:

4. ENCOURAGEMENT OF STUDENTS AS LEARNERS: How did the instructor encourage students in the learning process?

Y__S__N__N/A__

A. Did the instructor encourage students to seek extra help out of class if needed?

Y__S__N__N/A__

B. Did the instructor show interest and enthusiasm in teaching the subject to his/her students?

Y__S__N__N/A__

C. Did the instructor encourage student participation?

Y__S__N__N/A__

D. Did the instructor encourage students to learn and succeed?

COMMENTS/SUGGESTIONS:

5. LEARNING ACTIVITIES/METHODOLOGIES: How did the instructor's methodology(ies) contribute to student learning?

Y__S__N__N/A__

A. Were class activities appropriate for the students in this class?

Y__S__N__N/A__

B. Did the class activities demonstrate sufficient presentational variety?

Y__S__N__N/A__

C. Was/were the teaching methodology(ies) used by the instructor effective in helping students meet the course objectives?

COMMENTS/SUGGESTIONS:

6. CRITICAL THINKING: How did the instructor foster critical thinking?

Y__S__N__N/A__

A. Were students required to analyze?

Y__S__N__N/A__

B. Were students required to synthesize?

Y__S__N__N/A__

C. Were students required to apply concepts?

Y__S__N__N/A__

D. Were students required to evaluate?

Y__S__N__N/A__

E. Were students required to make decisions?

COMMENTS/SUGGESTIONS:

7. TIME MANAGEMENT: How did the instructor manage class time?

Y__S__N__N/A__

A. Were the class presentation and/or other activities well organized?

Y__S__N__N/A__

B. Did the instructor properly pace the presentation/activities?

Y__S__N__N/A__

C. Did the instructor bring proper closure to the presentation/activities?

COMMENTS/SUGGESTIONS:

8. SUBJECT COMPETENCE: How accurately and appropriately did the instructor present/treat the subject matter itself?

Note to Evaluator: If your answer to the following question is “No,” your observations in this area, although valued and not to be ignored, will be considered impressionistic.

Y__N__

Do you meet minimal academic requirements for a full-time faculty member to teach in the same area as the faculty member being evaluated?

Y__S__N__N/A__

A. Was the instructor's presentation accurate in terms of subject competence?

Y__S__N__N/A__

B. Were the presentation and/or methodologies used appropriate in terms of current thinking in the field?

Y__S__N__N/A__

C. Were examples used or references made appropriate in terms of content?

COMMENTS/SUGGESTIONS:

D. CLOSURE

1. FINAL EVALUATOR RESPONSE (mandatory):

EVALUATOR SIGNATURE

DATE

2. INSTRUCTOR RESPONSE:

I received this evaluation and discussed it with the evaluator within three weeks.

Y ___ N ___

OPTIONAL COMMENTS:

A. What have you learned from this evaluation?

B. What response do you have to the evaluator's comments or the evaluation process?

(Your signature does not imply agreement with the content of this evaluation.)

INSTRUCTOR SIGNATURE

DATE

3. OPTIONAL COMMENTS OF THE SUPERVISOR(S) (if not the same as evaluator):

SUPERVISOR(S) SIGNATURE
(mandatory)

DATE

COMMENTS/SUGGESTIONS:



CLASSROOM PERFORMANCE EVALUATION FOR COUNSELORS

A. Counseling Faculty Evaluation

Counselor's Name

Evaluator's Name

Title

Date

Counselor

- Tenure Track
- Lecturer
- PT
- FT

Campus...

- VV
- RG
- MdP
- TM
- NW
- FT
- Other

A. Counseling Faculty Evaluation

1. Type of session being observed individual, group, personal, academic, other, etc,
2. Date
3. Time
4. Location of session observed:

5. Instruments used in sessions:

6. Strategies used (such as discussion, guidance, referral)

B. Preliminary Considerations

1. Before evaluating a counselor's performance, all evaluators are required to:

- be officially oriented toward the evaluation process
- be familiar with the counseling faculty's duties and responsibilities
- discuss with the counseling faculty the evaluative process (as needed)

2. Did you fulfill the requirements in number 1?

- Yes
- No

3. Is the counselor making an effective use of the required catalog and class schedule in the session?

- Yes
- No

Optional Sections A and B Comments:

left

C. Evaluation

Explanation: The major emphasis of the evaluation are found in the overall questions that begin in each of the seven areas. The follow-up "yes, somewhat, no, n/a" questions represent specific concerns in each area, but are neither exhaustive in intent nor necessarily applicable to all sessions. Some overlapping among areas is unavoidable. Evaluator comments/suggestions should address the overall questions in each area evaluatively and constructively.

1. Session Organization: What was the degree of overall session organization as suggested by this session?

- | | Yes | Some
What | No | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Did the timing of this session suggest proper completion? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Were activities of this session related to the session? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

2. Communication Skills: How did the counselor communicate with the students to promote comprehension?

- | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Did the purpose of this session appear clear to the students? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Did the communication strategies used by the counselor promote the comprehension of the students? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Did the counselor sufficiently emphasize main points or concepts? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Did the counselor manage the session effectively in light of his/her approach? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Did the counselor listen to students with interest? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Did the counselor give clear and specific instructions, reference registration, and schedule development? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3. Openness and Fairness: How did the counselor treat/deal with students?

- | | Yes | Some
What | No | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Did the counselor treat students equally and fairly? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Was the counselor sensitive (or least not sensitive) in any references related to human diversity? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Was the counselor open to listening to different opinions? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Did the counselor deal with wrong answers or approaches in a positive manner? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Did the counselor respond appropriately to questions calling for further explanation? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Did the counselor demonstrate respect for his/her students? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. Encouragement of Students as Learners: How did the counselor encourage students in the learning?

- | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Did the counselor encourage students to seek support services, such as tutoring counseling or career planning? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
|---|-----------------------|-----------------------|-----------------------|-----------------------|

- b. Did the counselor show enthusiasm in the session?
- c. Did the counselor encourage student participation?

5. Learning Activities/Methodologies: How did the counselor's methodologies contribute to student learning?

- | | Some
Yes | What | No | N/A |
|---|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Was the session appropriate? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Were the strategies used by the counselor effective in helping the students meet the session objectives? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

6. Time Management: How did the counselor manage class session time?

- a. Was the session well organized?
- b. Did the counselor properly pace the session?
- c. Did the counselor bring proper closure to the session?

7. Subject Competence: How accurately and appropriately did the counselor present/treat the subject matter itself?

- a. Was the counselor's session accurate in terms of subject competence?
- b. Were examples used or references made appropriated in terms of content?

D. CLOSURE

1. Final evaluator response (mandatory)

Evaluator's Esignature:

Date:

2. COUNSELOR RESPONSE

I received this evaluation and discussed it with the evaluator within three weeks.

Yes No

OPTIONAL COMMENTS

a. What have you learned from this evaluation?

b. What response do you have to the evaluator's comments or the evaluators process?

Counselor's Esignature:

Date:

c. Optional comments of the AVP/Coordinator (if not the same as the evaluator?)

AVP/Coordinator Signature
(Mandatory)'s Esignature:

(your signature does imply an agreement with the content of this evaluator)

Date:

Thank you for your feedback



For College Procedure DLA-3:
Full-Time Faculty Evaluation

COMPOSITE EVALUATION FOR FULL-TIME TEACHING FACULTY

FACULTY MEMBER _____ ID#: _____

SEMESTER _____

STATUS: Full Time Part Time Tenured Probationary Lecturer _____ CYCLE: 1 yr. 2 yr. _____

DISCIPLINE _____ DIVISION _____

EVALUATOR: _____ ID#: _____ TITLE: _____

INSTRUCTIONS: Evaluator may complete any part of this form in conjunction with the Classroom Performance Evaluation and during the following semester attach any additional commentary based on faculty member's most recent student survey returns, or evaluator may choose to complete the entire form during the following semester. Faculty member's written responses (if any) to evaluator's comments are also considered part of this form, but not a Plan for Improvement. Faculty member and Human Resources Dept. are provided copies of completed form and any addenda.

A. EVALUATIVE MATERIAL COMPLETION: "Y," "N," or "N/A" indicates which of the following evaluative materials have been generated for this faculty member during this cycle (perhaps more than once):
 Syllabus Review Classroom Performance Evaluation
 Self-Evaluation and Reflection Student Survey (or date anticipated)

B. OTHER JOB DUTIES: Based on evaluator's discussion with faculty member or on other knowledge, "Y," "N," or "N/A" indicates whether faculty member has complied with College and divisional/disciplinary procedures related to:
 HB 2504 Posting/Keeping Office Hours
 Submitting Syllabi or Syllabi Addenda Submitting Final Grades
 Meeting Class Regularly and for Allotted Time Other (Identified in Advance):
 Attending Mandatory Meetings/Faculty Development Activities
 Committee or Other College Participation (list here or separate):

C. SPECIAL FOR DISCUSSION ONLY ITEMS OTHER ITEMS FOR DISCUSSION: "Y," "N," or "N/A" indicates whether the following items were discussed with faculty member. Unless so indicated in "D" below, "Y" does not indicate a problem.
 Attrition/Completion Data Comments:
 Grade Distribution _____
 Diversity of Courses Taught _____
 Other (identified in advance): _____

D. EVALUATOR COMMENTS: These should include items marked "N" in "A" and "B," any relevant "Y" item in "C," and/or any other aspect of the faculty member's job performance. Comment particularly and specifically on patterns of superior performance and those requiring improvement, keeping tenure criteria in mind (if applicable).
 No Comments Needed Comments Attached
 Plan for Improvement Attached (Basis must be explained in written comments.)

EVALUATOR SIGNATURE _____ DATE _____ FACULTY MEMBER SIGNATURE _____ DATE _____

SUPERVISOR(S) SIGNATURE _____ DATE _____ (optional per faculty's, evaluator's, or supervisor's(s') request)

To be completed by Full-Time Teaching Faculty and Full-Time Librarians



For College Procedure DLA-3 and DLA-4:
 Full-Time Faculty Evaluation and
 Adjunct (Part-Time) Faculty Evaluation

COMPOSITE EVALUATION FOR TEACHING FACULTY

FACULTY MEMBER _____ ID#: _____
 SEMESTER _____
 STATUS: Full-Time _____ Part-Time _____ Tenured _____ Lecturer _____ CYCLE _____ 1yr. _____ 2 yr. _____
 Discipline _____ Division _____
 Evaluator _____ ID#: _____ Title: _____

INSTRUCTIONS: Evaluator may complete any part of this form in conjunction with the Instruction Performance Evaluation and during the following semester attach any additional commentary based on faculty member's most recent student survey returns, or evaluator may choose to complete the entire form during the following semester. Faculty member's written responses (if any) to evaluator's comments are also considered part of this form, but not a Plan for Improvement. Faculty Member and Human Resources Dept. are provided copies of completed form and any addenda.

A. EVALUATIVE MATERIAL COMPLETION: "Y," "N," OR "N/A" indicates which of the following evaluative materials have been generated for this faculty member during this cycle (perhaps more than once):

_____ Syllabus Review _____ Instruction-Performance Evaluation
 _____ Self-Evaluation and Reflection _____ Student Survey (or date anticipated)

B. _____ HB 2504 _____ Posting/Keeping Office Hours
 _____ Submitting Syllabi or Syllabi Addenda _____ Submitting Final Grades
 _____ Meeting Class Regularly and for Allotted Time _____ Other (Identified in Advance):
 _____ Attending Mandatory Meetings/Faculty Development Activities
 _____ Committee or other College Participation (List here or separate):

C. SPECIAL FOR-DISCUSSION-ONLY ITEMS: "Y," "N," or "N/A" indicates whether the following items were discussed with faculty member. Unless so indicated in "D" below, "Y" does not indicate a problem.

_____ Attrition/Completion Data _____ Other (Identified in Advance):
 _____ Grade Distribution _____
 _____ Diversity of Courses Taught _____

D. EVALUATOR COMMENTS: These should include items marked "N," in "A," and "B," any relevant "Y," item in "C," and/or any other aspect of the faculty member's job performance. Comment particularly and specifically on patterns of superior performance and those requiring improvement, keeping tenure criteria in mind (if applicable).

_____ No Comments Needed _____ Comments Attached
 _____ Plan for Improvement Attached (Basis must be explained in written comments)

 EVALUATOR SIGNATURE DATE

 FACULTY MEMBER SIGNATURE DATE

 SUPERVISOR SIGNATURE DATE

 Comments Attached
 (Optional per Faculty, Evaluator, or Supervisor request)

To be completed by Full-Time Teaching Faculty and Full-Time Librarians



For College Procedure DLA-3:
Full-Time Faculty Evaluation

COMPOSITE EVALUATION FOR FULL-TIME COUNSELING FACULTY

FACULTY MEMBER _____ ID#: _____

SEMESTER _____

STATUS: Full Time Part-Time Tenured Probationary Lecturer _____ CYCLE: 1 yr. 2 yr. _____

DISCIPLINE _____ DIVISION _____

EVALUATOR: _____ ID#: _____ TITLE: _____

INSTRUCTIONS: Evaluator may complete any part of this form in conjunction with the Classroom Performance Evaluation and during the following semester attach any additional commentary based on faculty member's most recent student survey returns, or evaluator may choose to complete the entire form during the following semester. Faculty member's written responses (if any) to evaluator's comments are also considered part of this form and may be used as Faculty Evaluation of Counselor Performance and as a Plan for Improvement. Faculty member and Human Resources Dept. are provided copies of completed form and any addenda.

A. EVALUATIVE MATERIAL COMPLETION: "Y," "N," or "N/A" indicates which of the following evaluative materials have been generated for this faculty member during this cycle (perhaps more than once):
 NSO Classroom Performance Evaluation
 Self-Evaluation and Reflection Student Survey (or date anticipated)

B. OTHER JOB DUTIES: Based on evaluator's discussion with faculty member or on other knowledge, "Y," "N," or "N/A" indicates whether faculty member has complied with College and divisional/disciplinary procedures related to:
 Posting/Keeping Office Hours
 Other (Identified in Advance):
 Attending Mandatory Meetings/Faculty Development Activities
 Special Assignments Committee or Other College Participation (list here or separate):

C. EVALUATOR COMMENTS: These should include items marked "N" in "A" and "B," any relevant "Y" item in "C," and/or any other aspect of the faculty member's job performance. Comment particularly and specifically on patterns of superior performance and those requiring improvement, keeping tenure criteria in mind (if applicable).
 No Comments Needed Comments Attached
 Plan for Improvement Attached (Basis must be explained in written comments.)

EVALUATOR SIGNATURE _____ DATE _____ FACULTY MEMBER SIGNATURE _____ DATE _____

SUPERVISOR(S) SIGNATURE _____ DATE _____ (optional per faculty's, evaluator's, or supervisor's(s') request)

Full-Time Librarians complete the composite form completed by Full-Time Teaching Faculty.



For College Procedure DLA-3 and DLA-4:
 Full-Time Faculty Evaluation and
 Adjunct (Part-Time) Faculty Evaluation

COMPOSITE EVALUATION FOR COUNSELING FACULTY

FACULTY MEMBER _____ ID#: _____
 SEMESTER _____
 STATUS: Full Time _____ Part Time: _____ Tenured _____ Probationary _____ Lecturer _____ CYCLE: 1 yr. _____ 2yr. _____
 DISCIPLINE _____ DIVISION _____
 EVALUATOR: _____ ID#: _____ TITLE: _____

INSTRUCTIONS: Evaluator may complete any part of this form in conjunction with the Instruction-Performance Evaluation and during the following semester attach any additional commentary based on faculty member's most recent student survey returns, or evaluator may choose to complete the entire form during the following semester. Faculty member's written responses (if any) to evaluator's comments are also considered part of this form, and may be used as Faculty Evaluation of Counselor Performance and as a Plan for Improvement. Faculty member and Human Resources Dept. are provided copies of completed form and any addenda.

A. EVALUATIVE MATERIAL COMPLETION: "Y," "N," or "N/A" indicates which of the following evaluative materials have been generated for this faculty member during this cycle (perhaps more than once):

_____ NSO _____ Instruction-Performance Evaluation
 _____ Self-Evaluation and Reflection _____ Student Survey (or date anticipated)

B. OTHER JOB DUTIES: Based on evaluator's discussion with faculty member or on other knowledge, "Y," "N," or "N/A" indicates whether faculty member has complied with College and divisional/disciplinary procedures related to:

_____ Posting/Keeping Office Hours
 _____ Other (Identified in Advance):
 _____ Attending Mandatory Meetings/Faculty Development Activities
 _____ Special Assignments Committee or Other College Participation (list here or separate):

C. EVALUATOR COMMENTS: These should include items marked "N" in "A" and "B," any relevant "Y" item in "C," and/or any other aspect of the faculty member's job performance. Comment particularly and specifically on patterns of superior performance and those requiring improvement, keeping tenure criteria in mind (if applicable).

_____ No Comments Need _____ Comments Attached
 _____ Plan for Improvement Attached (Basis must be explained in written comments.)

 EVALUATOR SIGNATURE

 DATE

 FACULTY MEMBER SIGNATURE

 DATE

 SUPERVISOR(S) SIGNATURE

 DATE

(Comments Attached)
 (optional per faculty's, evaluator's, or supervisor's(s') request)



FACULTY MEMBER'S COURSE REQUIREMENTS SYLLABUS (PART I) REVIEW

For College Procedure DLA-3:
Full-Time Faculty Evaluation

FACULTY MEMBER: _____ DISCIPLINE: _____ FT _____ FT _____
 COURSE PREFIX: _____ CRN #: _____ SEMESTER _____
 REVIEWER: _____ SIGNATURE: _____ DATE: _____
 PRINT NAME

I. CHECKLIST:	MEETS EXPECTATIONS	NEEDS REVISION/ADDITIONS
(1) FORMAT (Follows the official course syllabus guidelines)	_____	_____
(2) CURRENT SEMESTER AND YEAR Current semester (Fall, Spring, Summer) and the current year.	_____	_____
(3) COURSE NUMBER AND FACULTY MEMBER'S INFORMATION [Course Rubric, Number and Title, followed by faculty member's name, office number or location in which the faculty member can be contacted, phone number (either office phone or other phone at which messages can be left). Add office hours.]	_____	_____
(4) TEXT(S) AND MATERIALS Text(s) and materials required. Appropriate format found in any current research paper guide or English handbook. Location of other resources.	_____	_____
(5) COURSE REQUIREMENTS Faculty member's requirements, grading policies, grade scale and/or other evaluation methods. (How you arrived at the final grade)	_____	_____
(6) FACULTY MEMBER'S POLICIES Faculty member's own attendance policies explicitly stated. [Attendance policy: The College <i>Catalog</i> contains statements on attendance.] FACULTY MEMBER'S RULES (such as class conduct, cell phones, children in class) Reference can be made to the Student <i>Code of Conduct</i> published in the College <i>Catalog</i> and <i>Student Handbook</i> .	_____	_____
(7) CALENDAR Faculty member's calendar of class activities and assignments.	_____	_____
(8) SYLLABUS OFFICIAL COURSE DESCRIPTION Part II Attached (EPCC Procedure EFA-2)	_____	_____

II. REVISION NEEDED: _____ Yes _____ No

III. COMMENTS: _____

IV. FACULTY MEMBER HAS REVIEWED THE ABOVE: _____
FACULTY MEMBER SIGNATURE DATE



ONLINE INSTRUCTION PERFORMANCE EVALUATION

For College Procedure 3.22.01.14:
Full-Time Faculty Evaluation

A. COURSE/INSTRUCTOR INFORMATION

INSTRUCTOR:

ID#:

DISCIPLINE:

DIVISION:

PT FT

EVALUATOR:

ID#:

TITLE:

SEMESTER/ACADEMIC YEAR:

Campus

ASC MDP NW RG TM VV FT Other

1. Course name and number for class being observed:

2. Date, time, location of class observed:

3. Total number of students currently enrolled

out of those initially enrolled

4. Topic(s)/Activity(ies) of class:

5. Methodology(ies) used (such as discussion, lecture, group work, demonstration)

B. PRELIMINARY CONSIDERATIONS

1. Before evaluating an instructor's online instructional performance, all evaluators must be officially oriented toward the online instructional evaluation process by one of the following methods. Check the one that applies to you.

- EPCC Online Faculty Training:
 Orientation by trained faculty who has at least one year online teaching experience:

Training provided by:

2. Before evaluating an instructor's online instructional performance, all evaluators must be familiar with the instructor's syllabus or syllabus supplement.

- Yes No

discuss the evaluation process with the instructor (as needed).

- Yes No

3. Temporary (no more than three days) Login: Evaluator must obtain a temporary student login from DLSS.

4. Is the instructor making use of the required textbook(s) in the course?

- Yes Somewhat No Not
Applicable

OPTIONAL SECTIONS A and B COMMENTS:

C. THE EVALUATION

Explanation: The major emphases of the evaluation are found in the overall questions that begin each of the eight areas. The follow-up "Yes, Somewhat, No, N/A" questions represent specific concerns in each area, but are neither exhaustive in intent nor necessarily applicable to all teaching fields. Some overlapping among areas and questions is also unavoidable. Evaluator comments/suggestions should address the overall question in each area evaluatively and constructively.

COURSE ORGANIZATION: To what degree is the course organization user-friendly as suggested by the structure of the online course?

1. Do the instructional materials support the stated learning objectives, and do they have sufficient breadth and depth for the student to learn the subject?

Yes Somewhat No Not Applicable

2. Are activities of the online course at the time of this observation related to the instructor's calendar?

Yes Somewhat No Not Applicable

3. Are instructional materials presented in a format appropriate to the online environment, and are they easily accessible to and usable by the student?

Yes Somewhat No Not Applicable

4. Are all resources and materials used in the online course appropriately cited?

Yes Somewhat No Not Applicable

COMMENTS/SUGGESTIONS:

COMMUNICATION SKILLS: How does the instructor communicate with students to promote comprehension?

1. Are the purposes of the course elements (content, instructional methods, technologies and course materials) evident?

Yes Somewhat No Not Applicable

2. Do the communication strategies used by the instructor promote student participation and comprehension?

Yes Somewhat No Not Applicable

3. Does the instructor sufficiently emphasize main points or concepts?

Yes Somewhat No Not Applicable

4. Is the instructor's management of the online environment clear and user friendly?

Yes Somewhat No Not Applicable

5. Does the instructor set clear standards and time frames for responding to student inquiries, posting grades, and availability for assistance?

- Yes Somewhat No Not Applicable

6. Does the instructor give clear and specific instructions for assignments and activities?

- Yes Somewhat No Not Applicable

7. Are the requirements for course interaction clearly articulated in the syllabus?

- Yes Somewhat No Not Applicable

8. Is the instructor actively engaged with students?

- Yes Somewhat No Not Applicable

COMMENTS/SUGGESTIONS:

OPENNESS AND FAIRNESS: How does the instructor interact with students?

1. Does the instructor treat students equally and fairly?

- Yes Somewhat No Not Applicable

2. Is the instructor open to accepting different opinions?

- Yes Somewhat No Not Applicable

3. Does the instructor deal with wrong answers or approaches in a positive manner?

- Yes Somewhat No Not Applicable

4. Does the instructor respond appropriately to questions calling for further explanation or any suggestions from students to aid their learning?

- Yes Somewhat No Not Applicable

5. Does the instructor demonstrate respect for his/her students?

Yes Somewhat No Not Applicable

6. Are course materials accessible to all students (Blackboard Ally, ADA Accessible)?

Yes Somewhat No Not Applicable

COMMENTS/SUGGESTIONS:

ENCOURAGEMENT OF STUDENTS AS LEARNERS: How does the instructor encourage students in the learning process?

1. Does the instructor encourage students to seek extra help outside of the online format if needed?

Yes Somewhat No Not Applicable

2. Does the instructor provide information to EPCC's academic support systems (library, DLSS, computer labs, tutorials, etc) and other resources?

Yes Somewhat No Not Applicable

3. Do learning activities foster instructor-student, and if appropriate to this course, student-to-student interaction?

Yes Somewhat No Not Applicable

4. Does the instructor encourage students to learn and to succeed?

Yes Somewhat No Not Applicable

COMMENTS/SUGGESTIONS:

LEARNING ACTIVITIES/METHODOLOGIES: How does the instructor's methodology(ies) contribute to student learning?

1. Are course activities appropriate for the students in an online course?

Yes Somewhat No Not Applicable

2. Do the course activities demonstrate sufficient presentational variety?

Yes Somewhat No Not Applicable

3. Are the teaching methodology(ies) used by the instructor effective in helping students meet the course objectives?

Yes Somewhat No Not Applicable

4. Does the online course meet equivalent learning expectations and offer equivalent learning opportunities as a traditional onsite course?

Yes Somewhat No Not Applicable

COMMENTS/SUGGESTIONS:

CRITICAL THINKING: How does the instructor foster critical thinking?

1. Are students required to analyze?

Yes Somewhat No Not Applicable

2. Are students required to synthesize?

Yes Somewhat No Not Applicable

3. Are students required to apply concepts?

Yes Somewhat No Not Applicable

4. Are students required to evaluate?

Yes Somewhat No Not Applicable

5. Are students required to make decisions?

Yes Somewhat No Not Applicable

COMMENTS/SUGGESTIONS:

COURSE MANAGEMENT: How does the instructor manage the course?

1. Are the course lectures, presentations and/or other activities well organized?

- Yes Somewhat No Not Applicable

2. Does the instructor provide adequate time for presentation/activities?

- Yes Somewhat No Not Applicable

3. Does the instructor bring proper closure to the presentation/activities?

- Yes Somewhat No Not Applicable

COMMENTS/SUGGESTIONS:

COURSE TECHNOLOGY: How does the instructor explain technical requirements and computer skills necessary for taking an online course?

1. Does the course contain navigational instructions that make the organization of the course easy to understand?

- Yes Somewhat No Not Applicable

2. Are netiquette expectations clearly stated, or is a link to this information (such as a link to the Student Code of Conduct) provided?

- Yes Somewhat No Not Applicable

3. Does the course provide an explanation or a link to the technical requirements for the course?

- Yes Somewhat No Not Applicable

4. Does the instructor provide instructional materials in easily accessible format such as PDF, html, RTF's?

- Yes Somewhat No Not Applicable

5. Does the instructor provide syllabus and grades on the approved Learning Module System

- Yes Somewhat No Not Applicable

COMMENTS/SUGGESTIONS:

SUBJECT COMPETENCE: How accurately and appropriately does the instructor present the subject matter?

Note to Evaluator: If your answer to the following question is "No," your observations in this area, although valued and not to be ignored, will be considered impressionistic.

Do you meet minimal academic requirements for a full-time faculty member to teach in the same area as the faculty member being evaluated?

- Yes No

1. Is the instructor's course format accurate in terms of subject competence?

- Yes Somewhat No Not Applicable

2. Are the presentation and/or methodologies used in the course appropriate in terms of current thinking in the field?

- Yes Somewhat No Not Applicable

3. Are examples used or references made appropriate to content?

- Yes Somewhat No Not Applicable

COMMENTS/SUGGESTIONS:

D. CLOSURE

1. FINAL EVALUATOR RESPONSE (mandatory):

EVALUATOR'S
SIGNATURE

DATE

2. INSTRUCTOR RESPONSE:

I received this evaluation and discussed it with the evaluator within three weeks.

Yes

No

OPTIONAL COMMENTS

A. What have you learned from this evaluation?

B. What response do you have to the evaluator's comments or the evaluation process?

(Your signature does not imply agreement with the content of this evaluation.)

Signature

Date

3. OPTIONAL COMMENTS OF THE SUPERVISOR(S) (if not the same as evaluator):

SUPERVISOR(S)
SIGNATURE
(mandatory)

DATE

EL PASO COMMUNITY COLLEGE

TENURED FACULTY* PEER EVALUATION FORM

The peer evaluation process will be performed by a five-member Peer Evaluation Committee consisting of tenured faculty within the same division as the evaluated faculty and who are not completing their own evaluation cycle. The committee will be chosen by the division dean for instructional faculty and by the AVP for non-instructional faculty; committee members will serve a one-year term.

The term “peer” is defined as any tenured faculty operating under the same division at El Paso Community College.

Faculty Name: _____ Division / Discipline: _____

Submittal date: _____ Semester/Year: _____

REPORTING REQUIREMENTS: Evaluated faculty member will submit supporting documentation for the following criteria to the Peer Evaluation Committee. If the evaluated faculty does not provide sufficient documentation of reporting requirements, the Peer Evaluation Committee can ask for further documentation and/or a meeting.

I. REQUIRED PROGRAM AND FACULTY DOCUMENTATION

- Copy of Faculty Development Week **Division** meeting, **District-wide Discipline** meeting, and **Campus-Discipline** meeting attendance records from each semester of the evaluation period. *(Faculty must be recorded in attendance at all meeting minutes to comply with section II. K. 5. of the Credit Full-time Faculty Workload Procedure. If the meeting minutes are unavailable, evaluated faculty must provide alternative attendance records from the division dean, the district-wide discipline coordinator, the campus discipline coordinator if applicable, and/or the AVP if applicable.)*
- Documentation of evidence of committee participation in standing, district-wide, division, or discipline committees from the previous and current semesters during the evaluation period.
- Documentation of attendance at a minimum of two (2) faculty development activities from the Faculty Development Office for each semester of the evaluation period. *(Attendance in faculty development activities must be demonstrated to comply with Section II.K.7. of the Credit Full-time Faculty Workload Procedure.)*
- Attendance at commencement. According to DJ-1 *Credit Full-time Faculty Workload Procedure*, full-time faculty are required to attend at least one commencement ceremony per academic year.

***Faculty refers to both instructional and noninstructional faculty.**

INSTRUCTIONAL FACULTY: An instructional faculty member who is an employee of the District, so designated, whose primary job is instruction (EPCC Procedure DDA 3 *Employee Categories and Statuses*).

NON-INSTRUCTIONAL FACULTY: An employee with at least a master's degree who is designated as a counselor or librarian (EPCC Procedure DDA 3 *Employee Categories and Statuses*).

**EL PASO COMMUNITY COLLEGE
TENURED FACULTY* PEER EVALUATION
SCORING INSTRUCTIONS**

- a. The Peer Evaluation Committee members must use the “Faculty Evaluation Rubric” form to assess whether the evaluated faculty has met the reporting requirements/criteria established in the “Faculty Evaluation Form.” Each committee member must score each reporting requirement/criteria using the following key:

KEY

N/A: Not Applicable

MET: All criteria/requirements are met.

NOT MET: Not all the requirements are met.

Using the evaluation material submitted by the faculty being evaluated, each committee member writes “N/A,” “MET,” or “NOT MET” for each reporting requirement/criterion in the corresponding member column of “Faculty Evaluation Rubric” table.

- b. Once all committee members have completed their section of the “Faculty Evaluation Rubric” table, the SCORE column will then be completed. The SCORE column should be completed using the key established above. The overall score for each reporting requirement/criterion will be determined based on the scores provided by the MAJORITY of the Peer Evaluation Committee. For example, if three committee members score “MET” for criterion one and the remaining two members score “NOT MET” for criterion one, then the SCORE for criterion one is “MET.”
- c. Peer Evaluation Committee results will be forwarded to the division dean for instructional faculty and to the AVP for non-instructional faculty. If necessary, further evaluation will be conducted by the division dean for instructional faculty and the AVP for non-instructional faculty.

EL PASO COMMUNITY COLLEGE
TENURED FACULTY* PEER EVALUATION RUBRIC

Faculty Name: _____

Division / Discipline: _____

Evaluation date: _____

Semester/Year: _____

Faculty Peer Evaluation Rubric Table

REPORTING REQUIREMENT/ CRITERIA	PEER EVALUATION COMMITTEE MEMBERS					
	MEMBER 1	MEMBER 2	MEMBER 3	MEMBER 4	MEMBER 5	SCORE
Attendance at Faculty Development Week Division meeting, District-Wide Discipline meeting, and Campus-Discipline Meeting each semester during the evaluation period.						
Evidence of committee participation during the evaluation period.						
Attendance at a minimum of two (2) faculty development activities each semester during the evaluation period.						
Attendance at commencement during the evaluation period.						

For “Faculty Peer Evaluation Rubric Table” completion instructions, refer to the “Faculty Peer Evaluation Scoring Instructions” document.

Committee Member Name, Discipline, and Division	Committee Member Signatures	Date
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

OPTIONAL COMMENT SECTION

EL PASO COMMUNITY COLLEGE

TENURED FACULTY* PEER EVALUATION FORM

The peer evaluation process will be performed by a five-member Peer Evaluation Committee consisting of tenured faculty within the same division as the evaluated faculty and who are not completing their own evaluation cycle. The committee will be chosen by the division dean for instructional faculty and by the AVP for non-instructional faculty; committee members will serve a one-year term.

The term “peer” is defined as any tenured faculty operating under the same division at El Paso Community College.

Faculty Name: _____

Division / Discipline: _____

Submittal date: _____

Semester/Year: _____

REPORTING REQUIREMENTS: Evaluated faculty member will submit supporting documentation for the following criteria to the Peer Evaluation Committee. If the evaluated faculty does not provide sufficient documentation to reporting requirements, the Peer Evaluation Committee can ask for further documentation and/or a meeting.

I. REQUIRED PROGRAM AND FACULTY DOCUMENTATION

- Copy of Faculty Development Week **Division** meeting, **District-wide Discipline** meeting, and **Campus-Discipline** meeting attendance records from each semester of the evaluation period. *(Faculty must be recorded in attendance at all meeting minutes to comply with section II. K. 5. of the Credit Full-time Faculty Workload Procedure. If the meeting minutes are unavailable, evaluated faculty must provide alternative attendance records from the division dean, the district-wide discipline coordinator, the campus discipline coordinator, if applicable, and/or the AVP if applicable.)*
- Documentation of evidence of committee participation in standing, district-wide, division, or discipline committees from the previous and current semesters during the evaluation period.
- Documentation of attendance at a minimum of two (2) faculty development activities from the Faculty Development Office for each semester of the evaluation period. *(Attendance in faculty development activities must be demonstrated to comply with section II.K.7. of the Credit Full-time Faculty Workload Procedure.)*
- For Instructional Faculty: Documentation of completion of the discipline's SLO and Core Assessment requirements and activities provided by the discipline's SLO point of contact and Core Assessment point of contact. If documentation cannot be provided, identify the reason from the following list (check all that apply):
 - I did not teach any SLO-assessed courses during the evaluation semester.
 - I did not teach any Core Assessment assessed courses during the evaluation semester.
- Attendance at commencement. According to DJ-1 *Credit Full-time Faculty Workload Procedure*, full-time faculty are required to attend at least one commencement ceremony per academic year.

***Faculty refers to both instructional and noninstructional faculty.**

INSTRUCTIONAL FACULTY: An instructional faculty member who is an employee of the District, so designated, whose primary job is instruction (EPCC Procedure DDA-3 *Employee Categories and Statuses*).

NON-INSTRUCTIONAL FACULTY: An employee with at least a master's degree who is designated as a counselor or librarian (EPCC Procedure DDA-3 *Employee Categories and Statuses*).

**EL PASO COMMUNITY COLLEGE
TENURED FACULTY* PEER EVALUATION
SCORING INSTRUCTIONS**

- a. The Peer Evaluation Committee members must use the “Faculty Evaluation Rubric” form to assess whether the evaluated faculty has met the reporting requirements/criteria established in the “Faculty Evaluation Form.” Each committee member must score each reporting requirement/criteria using the following key:

KEY

N/A: Not Applicable

MET: All criteria/requirements are met.

NOT MET: Not all the requirements are met.

Using the evaluation material submitted by the faculty being evaluated, each committee member writes “N/A,” “MET,” or “NOT MET” for each reporting requirement/criterion in the corresponding member column of “Faculty Evaluation Rubric” table.

- b. Once all committee members have completed their section of the “Faculty Evaluation Rubric” table, the SCORE column will then be completed. The SCORE column should be completed using the key established above. The overall score for each reporting requirement/criterion will be determined based on the scores provided by the MAJORITY of the Peer Evaluation Committee. For example, if three committee members score “MET” for criterion one and the remaining two members score “NOT MET” for criterion one, then the SCORE for criterion one is “MET.”
- ~~c. Instructional Faculty must fulfill all five criteria unless the evaluated faculty’s discipline does not require Core Assessment participation. If this is the case, then only the first four criteria are required. Noninstructional Faculty must fulfill the first three criteria of the “Faculty Evaluation Rubric” table.~~
- ~~d. Peer Evaluation Committee results will be forwarded to the division dean for instructional faculty and to the AVP for non-instructional faculty. If necessary, further evaluation will be conducted by the division dean for instructional faculty and the AVP for non-instructional faculty.~~

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EL PASO COMMUNITY COLLEGE
TENURED FACULTY* PEER EVALUATION RUBRIC

Faculty Name: _____

Division / Discipline: _____

Evaluation date: _____

Semester/Year: _____

Faculty Peer Evaluation Rubric Table

REPORTING REQUIREMENT/ CRITERIA	PEER EVALUATION COMMITTEE MEMBER					SCORE
	MEMBER 1	MEMBER 2	MEMBER 3	MEMBER 4	MEMBER 5	
Attendance at of Faculty Development Week Division meeting, District-Wide Discipline meeting, and Campus-Discipline Meeting each semester during the evaluation period.						
Evidence of committee participation during the evaluation period.						
Attendance at in a minimum of two (2) faculty development activities each semester during the evaluation period.						
Completion of SLO activities and requirements during the evaluation period. (Instructional Faculty only)						
Completion of Core Assessment activities and requirements during the evaluation period. (Instructional Faculty only)						
Attendance at commencement during the evaluation period.						

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For “Faculty Peer Evaluation Rubric Table” completion instructions, refer to the “Faculty Peer Evaluation Scoring Instructions” document.

Committee Member Name, Discipline, and Division	Committee Member Signatures	Date
1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____

OPTIONAL COMMENT SECTION

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The Best Place to Start *and Finish!*

Student Evaluation of Instructor Performance Survey

We are evaluating your instructor's teaching performance, and we need your assistance. Your responses to this survey will help us evaluate the teaching methods. All responses are confidential.

[Click here to complete the survey for this class.](#) {subject} {status}

Students with a disability who need accommodations to fill out the evaluation survey may contact the Center for Students with Disabilities at any campus or use the link below:
[Center for Students with Disabilities](#)

This evaluation is in regards to {Instructor Name}
Please indicate your perceptions concerning the following statements. (Select ONE response for each)

How was this class administered?

Face to Face

Online

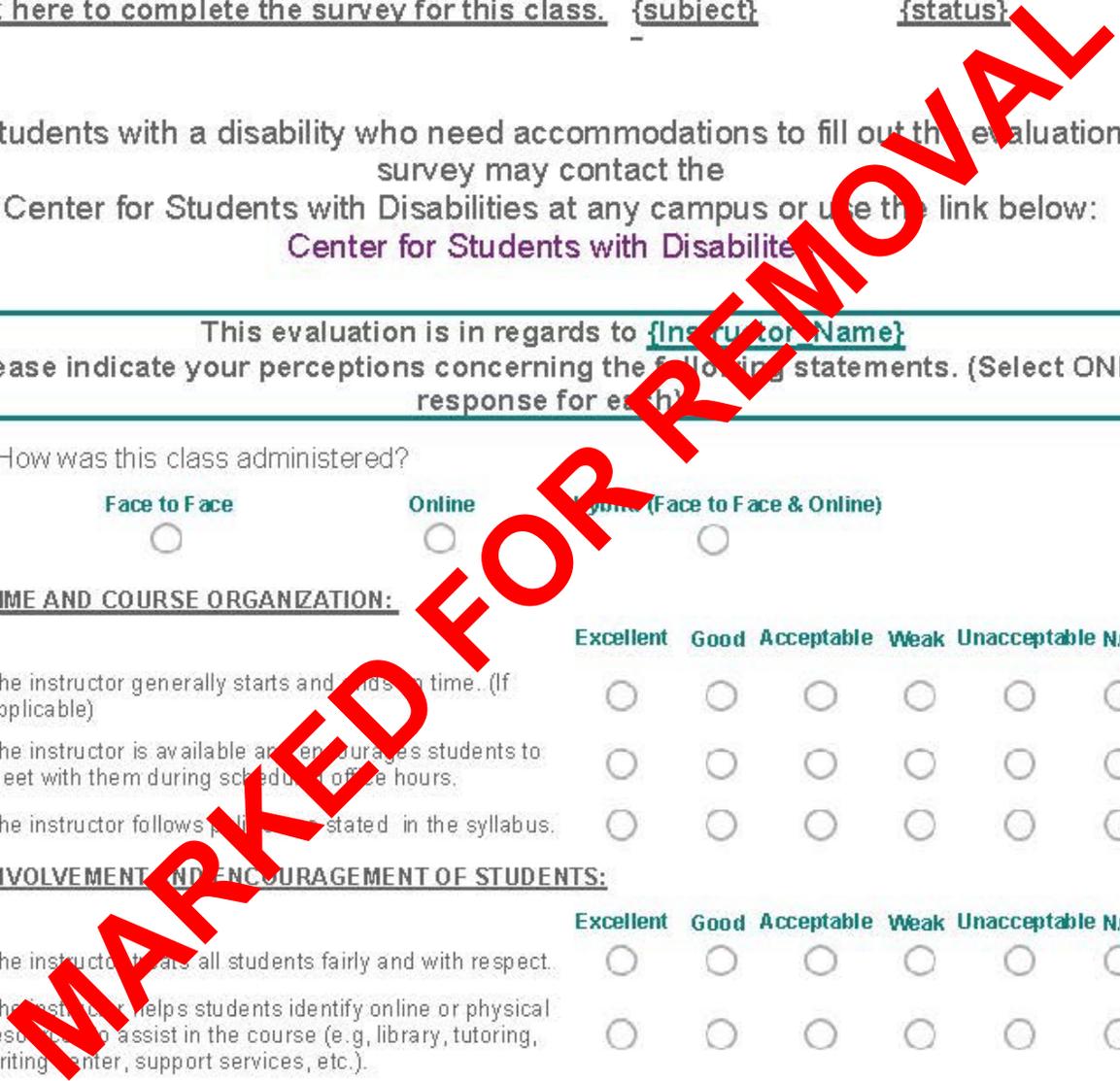
Hybrid (Face to Face & Online)

TIME AND COURSE ORGANIZATION:

	Excellent	Good	Acceptable	Weak	Unacceptable	N/A
The instructor generally starts and ends on time. (if applicable)	<input type="radio"/>					
The instructor is available and encourages students to meet with them during scheduled office hours.	<input type="radio"/>					
The instructor follows policies stated in the syllabus.	<input type="radio"/>					

INVOLVEMENT AND ENCOURAGEMENT OF STUDENTS:

	Excellent	Good	Acceptable	Weak	Unacceptable	N/A
The instructor treats all students fairly and with respect.	<input type="radio"/>					
The instructor helps students identify online or physical resources to assist in the course (e.g. library, tutoring, writing center, support services, etc.).	<input type="radio"/>					
The instructor promotes enthusiasm, inspires, and creates a positive learning environment.	<input type="radio"/>					
The instructor engages students by using a variety of teaching techniques (e.g. media, lecture, discussion, groups, guest speakers, videos, or podcasts).	<input type="radio"/>					



This evaluation is in regards to instructor {Instructor Name}.

LEARNING ASSESSMENT OF STUDENTS:

	Excellent	Good	Acceptable	Weak	Unacceptable	N/A
The instructor demonstrates subject level competency and delivers it effectively.	<input type="radio"/>					
Assignment instructions and course grading system are easy to understand.	<input type="radio"/>					
Course assignments align with lecture content.	<input type="radio"/>					
The instructor is approachable and welcomes student inquiries about grades, providing information about progress throughout the course.	<input type="radio"/>					
The instructor replies to my concerns in a timely manner.	<input type="radio"/>					
The instructor is helpful when I have difficulties and communicates frequently and in a timely manner.	<input type="radio"/>					

OVERALL SUMMARY:

I would recommend this instructor to other students. Yes No

This evaluation is in regards to instructor {Instructor Name}.

EVALUATION OF COURSE

Please help us improve our resources by rating the following:

This particular course has:

	Excellent	Good	Acceptable	Weak	Unacceptable	N/A
Labs	<input type="radio"/>					
Tutorial Center Support	<input type="radio"/>					
Technology (computers & equipment)	<input type="radio"/>					
Technical Support	<input type="radio"/>					
Textbook	<input type="radio"/>					

I would recommend this course Yes No

This evaluation is in regards to instructor {Instructor_Name}.

Delivery Technology(ies)

	Excellent	Good	Acceptable	Weak	Unacceptable	N/A
The instructor was proficient in the use of the technology.	<input type="radio"/>					
The instructor directs students to resources for using the online platform(s).	<input type="radio"/>					
Navigation through the course was easy.	<input type="radio"/>					
Students were able to communicate with each other.	<input type="radio"/>					
Students received adequate feedback on assignments and projects.	<input type="radio"/>					
Online materials were well taught and contributed to my understanding of class objectives..	<input type="radio"/>					
The course syllabus was clear and easy to follow.	<input type="radio"/>					
There was adequate opportunities for interaction with the instructor.	<input type="radio"/>					

Please rate the following:

	Excellent	Good	Acceptable	Weak	Unacceptable	N/A
Review/discussion sessions for this course.	<input type="radio"/>					
Your level of satisfaction with this course.	<input type="radio"/>					

Comments on instructor and course:

Characters left: left of 4000

Thank you for your cooperation in evaluating {Instructor_Name}!



Cuestionario de evaluación al desempeño del profesorado

Estamos evaluando el desempeño de su profesor y necesitamos su colaboración. Sus respuestas a este cuestionario nos ayudarán a evaluar los métodos de enseñanza. Todas las respuestas son confidenciales.

Haga clic aquí para completar este cuestionario. {subject} {status}

Students with a disability who need accommodations to fill out the evaluation survey may contact the Center for Students with Disabilities at any campus or use the link below.

Los estudiantes con una discapacidad que necesitan adaptaciones para completar la encuesta de evaluación pueden comunicarse con el Centro para Estudiantes con Discapacidades en cualquier campus o usar el siguiente enlace.

Centro para Estudiantes con Discapacidades

1. Select one to conduct this interview 2. Seleccione una para llevar a cabo esta encuesta

- English
- Español

<p>Este cuestionario es para evaluar a {Instructor_Name}</p> <p>Por favor califique las siguientes frases. (Seleccione UNA respuesta por frase)</p>

¿Como se impartió esta clase?

en persona

en línea

híbrida (en persona y en línea)

ORGANIZACIÓN DEL CURSO Y USO DEL TIEMPO:

El/la profesor/a normalmente comienza y termina la clase a tiempo. (si aplica)

Excelente

Bien

Aceptable

Débil

Inaceptable

N/A

El/la profesor/a está disponible y anima a los estudiantes a reunirse con él/ella durante las horas de oficina.

El/la profesor/a sigue las reglas establecidas en el programa del curso.

INTERACCIÓN Y FOMENTO DE LA PARTICIPACIÓN:

	Excelente	Bien	Aceptable	Débil	Inaceptable	N/A
El/la profesor/a trata a todos los estudiantes de manera justa y respetuosa.	<input type="radio"/>					
El/la profesor/a ayuda a los estudiantes a encontrar recursos físicos o en línea útiles para el curso (por ejemplo, biblioteca, tutoría, centro de escritura, servicios de apoyo, etc.)	<input type="radio"/>					
El/la profesor/a promueve el entusiasmo, inspira y crea un ambiente de aprendizaje positivo.	<input type="radio"/>					
El/la profesor/a involucra a los estudiantes mediante el uso de una variedad de técnicas de enseñanza (por ejemplo, medios de comunicación, clases, discusiones, grupos, oradores invitados, videos o podcast).	<input type="radio"/>					

Este cuestionario es para evaluar a {Instructor_Name}.

EVALUACIÓN DE APRENDIZAJE DE LOS ESTUDIANTES:

	Excelente	Bien	Aceptable	Débil	Inaceptable	N/A
El/la profesor/a demuestra competencia en la materia y la enseña eficazmente.	<input type="radio"/>					
Las instrucciones para las actividades y el sistema de evaluación del curso son fáciles de entender.	<input type="radio"/>					
Las actividades del curso se alinean con el contenido de la clase.	<input type="radio"/>					
El/la profesor/a es accesible y responde amablemente a preguntas sobre las calificaciones, proporcionando información sobre el progreso académico del estudiante a lo largo del curso.	<input type="radio"/>					
El/la profesor/a responde a mis inquietudes de manera oportuna.	<input type="radio"/>					
El/la profesor/a me ayuda cuando tengo preguntas o dudas y se comunica con frecuencia y de manera oportuna.	<input type="radio"/>					

RESUMEN GENERAL:

Yo recomendaría este/a profesor/a a otros estudiantes	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------

Este cuestionario es para evaluar a {Instructor_Name}.

EVALUACIÓN DEL CURSO

Por favor ayúdenos a mejorar nuestros recursos seleccionando lo siguiente:



Comentarios sobre la instrucción y el curso:

Palabras restantes: left de 1000

Gracias por su cooperación en la evaluación de {Instructor Name}!

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NON-CREDIT STUDENT EVALUATION OF INSTRUCTOR PERFORMANCE SURVEY

We are evaluating your instructor's teaching performance, and we need your assistance. Your responses to this survey will help us evaluate the teaching methods. All responses are confidential.

Complete survey about {subject} {status}

Students with a disability who need accommodations to fill out the evaluation survey may contact the Center for Students with Disabilities at any campus or use the link below:

[Center for Students with Disabilities](#)

This evaluation is in regards to {Instr_Last}
Please indicate your perceptions concerning the following statements. (Select ONE response for each)

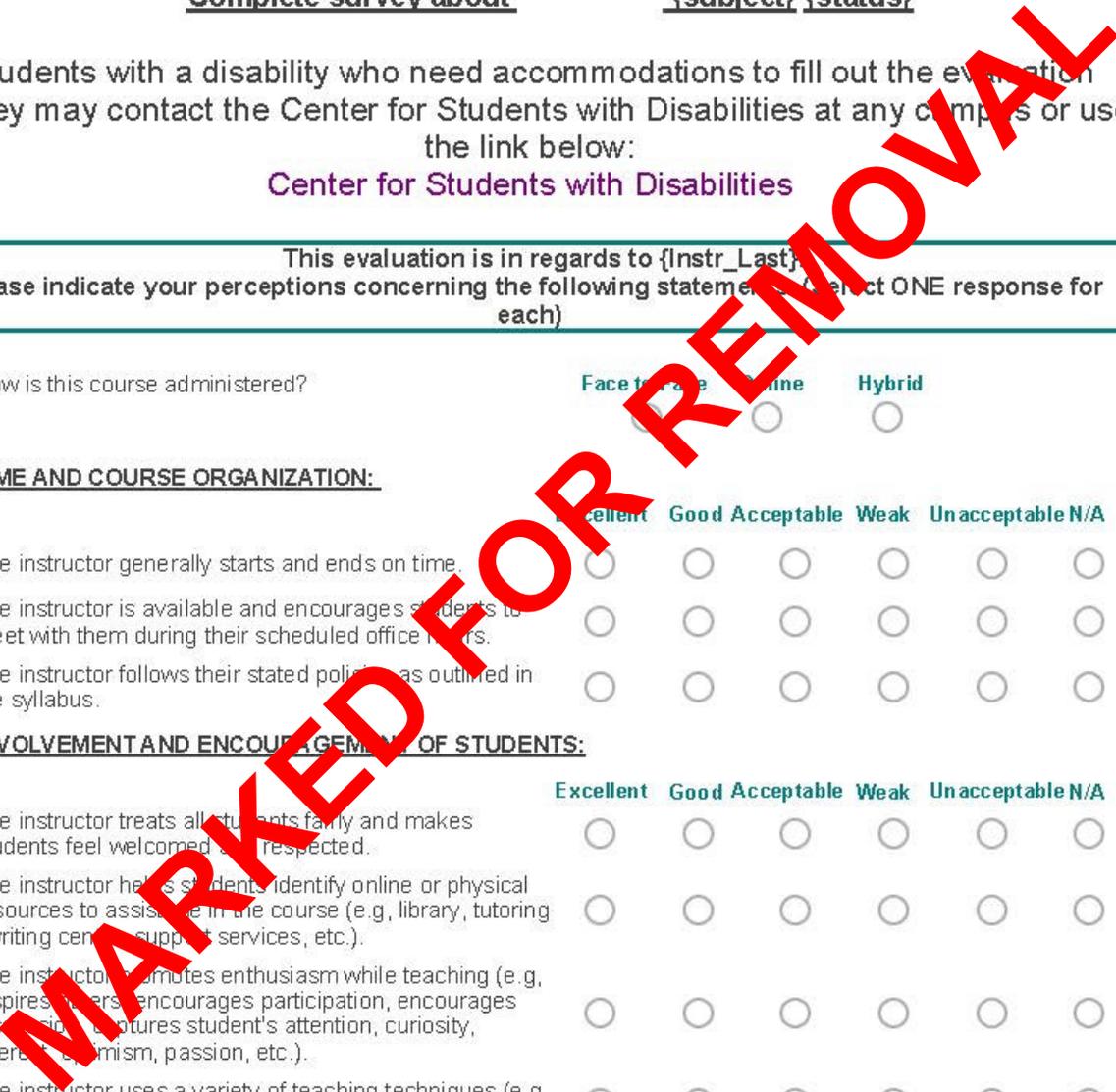
How is this course administered? Face to face Online Hybrid

TIME AND COURSE ORGANIZATION:

	<u>Excellent</u>	<u>Good</u>	<u>Acceptable</u>	<u>Weak</u>	<u>Unacceptable</u>	<u>N/A</u>
The instructor generally starts and ends on time.	<input type="radio"/>					
The instructor is available and encourages students to meet with them during their scheduled office hours.	<input type="radio"/>					
The instructor follows their stated policies as outlined in the syllabus.	<input type="radio"/>					

INVOLVEMENT AND ENCOURAGEMENT OF STUDENTS:

	<u>Excellent</u>	<u>Good</u>	<u>Acceptable</u>	<u>Weak</u>	<u>Unacceptable</u>	<u>N/A</u>
The instructor treats all students fairly and makes students feel welcomed and respected.	<input type="radio"/>					
The instructor helps students identify online or physical resources to assist them in the course (e.g., library, tutoring, writing center, support services, etc.).	<input type="radio"/>					
The instructor promotes enthusiasm while teaching (e.g., inspires others, encourages participation, encourages discussion, captures student's attention, curiosity, interest, optimism, passion, etc.).	<input type="radio"/>					
The instructor uses a variety of teaching techniques (e.g., media, lecture, discussion, groups, or guest speakers).	<input type="radio"/>					



LEARNING ASSESSMENT OF STUDENTS:

	Excellent	Good	Acceptable	Weak	Unacceptable	N/A
The instructor makes an effort to make the assignment instructions and course grading system easy to understand.	<input type="radio"/>					
The instructor's course assignments and lectures usually complement each other.	<input type="radio"/>					
The instructor is approachable and welcomes inquiries about students' progress throughout the course.	<input type="radio"/>					
The instructor is helpful when I have difficulties with course materials or questions.	<input type="radio"/>					

OVERALL SUMMARY:

I would recommend this instructor to other students as an effective teacher.

Yes No

My Reason(s) for taking this class were: (shade in ALL that apply)

- Employer requirement
- Upgrade my job skills
- Obtain new job skills
- Seek entry level skills to obtain a job
- Prepare to move into a higher level job
- Personal enrichment
- Other

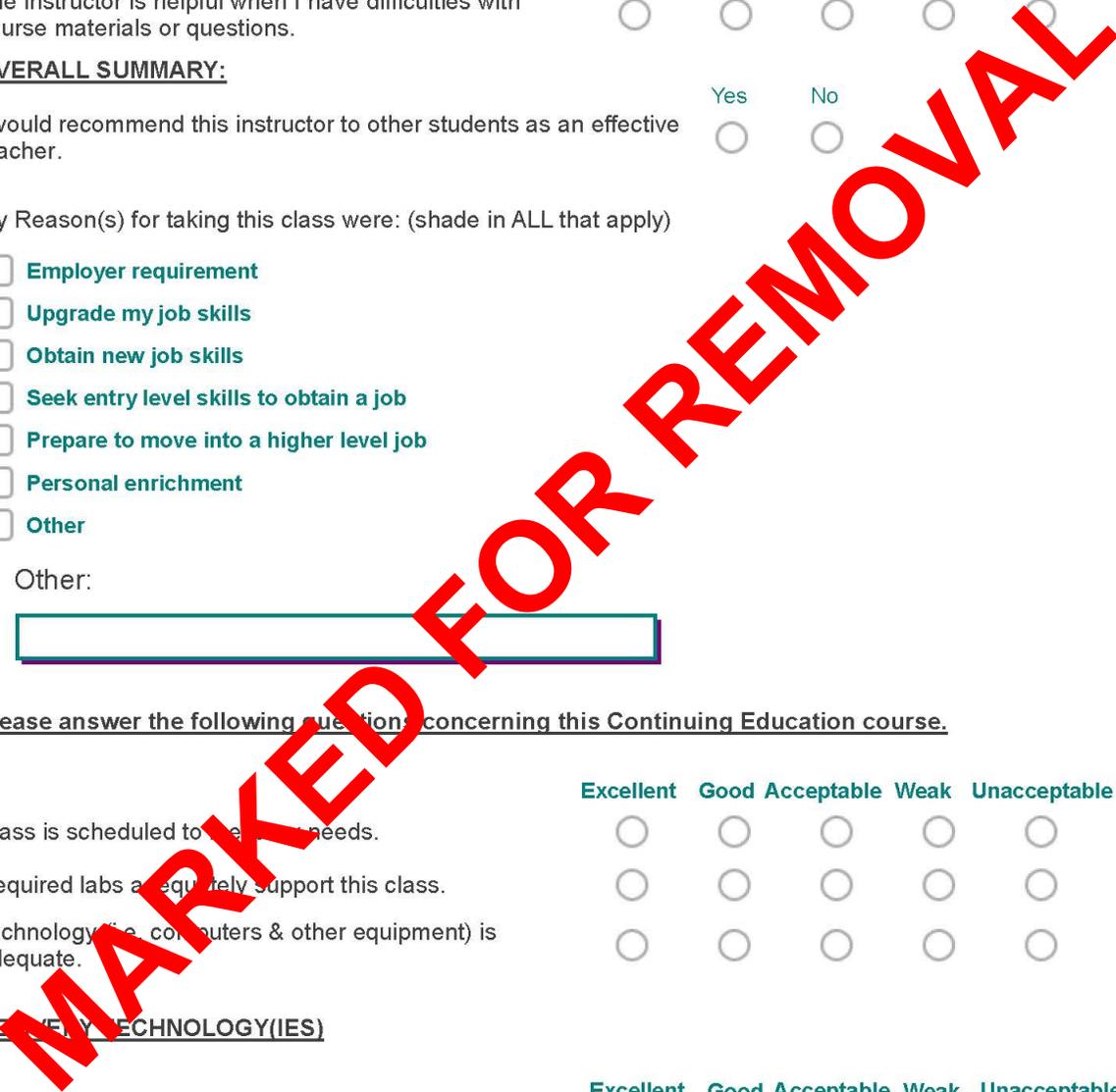
Other:

Please answer the following questions concerning this Continuing Education course.

	Excellent	Good	Acceptable	Weak	Unacceptable	N/A
Class is scheduled to meet my needs.	<input type="radio"/>					
Required labs adequately support this class.	<input type="radio"/>					
Technology (i.e. computers & other equipment) is adequate.	<input type="radio"/>					

DEVELOPING TECHNOLOGY(IES)

	Excellent	Good	Acceptable	Weak	Unacceptable	N/A
The Instructor was proficient in the use of the technology.	<input type="radio"/>					
Students were given adequate training in the software delivery system.	<input type="radio"/>					
Navigation through the course was easy.	<input type="radio"/>					
Students were able to communicate with each other.	<input type="radio"/>					



- Students received adequate feedback on assignments and projects.
- Online materials were well taught and contributed to my understanding of class objectives.
- There was good discussion among teams during project work.
- The course syllabus was clear and directive.
- There was adequate real-time interaction with the instructor.
- The technical support that I received in this course was satisfactory.

Please rate the following:

- | | Excellent | Good | Acceptable | Weak | Unacceptable | N/A |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Review/discussion sessions for this course. | <input type="radio"/> |
| Your level of satisfaction with this course. | <input type="radio"/> |

Comments on instruction and course:

*Characters remaining: left of 4000

Thank you!

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CUSTOMIZED TRAINING PROGRAM TRAINEE ASSESSMENT ONLINE SURVEY

Students with a disability who need accommodations to fill out the evaluation survey may contact the Center for Students with Disabilities at any campus or use the link below:

[Center for Students with Disabilities](#)

INSTRUCTIONS: Please fill out and answer the questions below.

Company Name:

Course Title:

Instructor:

Course Prefix:

CRN Number:

Was training relevant to your needs? Yes No

Explain:

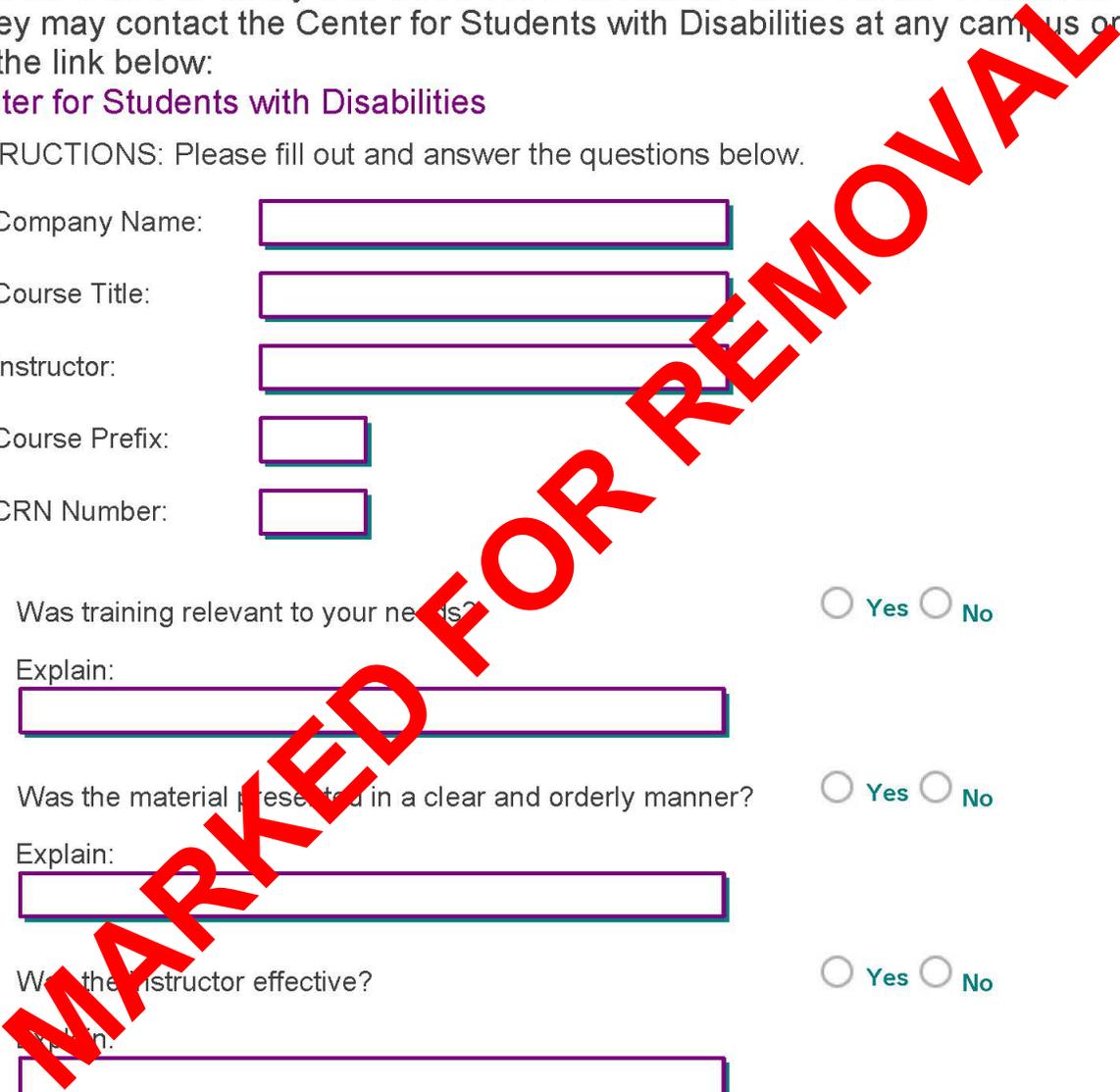
Was the material presented in a clear and orderly manner? Yes No

Explain:

Was the instructor effective? Yes No

Explain:

Would you recommend this Instructor? Yes No



Explain:

Please rate the quality of the training.

Excellent

Good

Average

Needs Improvement

My reason(s) for taking this class was/were: (Mark in ALL that apply)

Employer requirement

Upgrade my job skills

Other:

Obtain new job skills Prepare to
higher level job Other:

move into a

Additional comments:

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The Best Place to Start *and Finish!*

Student Survey of Librarian Instruction

This survey is in regards to the Library assistance you recently received.

[Click on Librarians Name to Conduct Survey.](#) {subject}

Students with a disability who need accommodations to fill out the evaluation survey may contact the Center for Students with Disabilities at any campus or use the link below:

[Center for Students with Disabilities](#)

Please rate {Full_Name}'s performance during the library session.

The librarian assistance you received was: class group one-on-one

Please enter your 5-digit class CRN. (e.g. 43219)

* If you are unsure of your 5- digit class CRN, Please enter 99999.

Please select the campus the librarian assisted you at.

ASC MDP NWC RG TR VV

Please rate {Full_Name}'s performance during the library session.

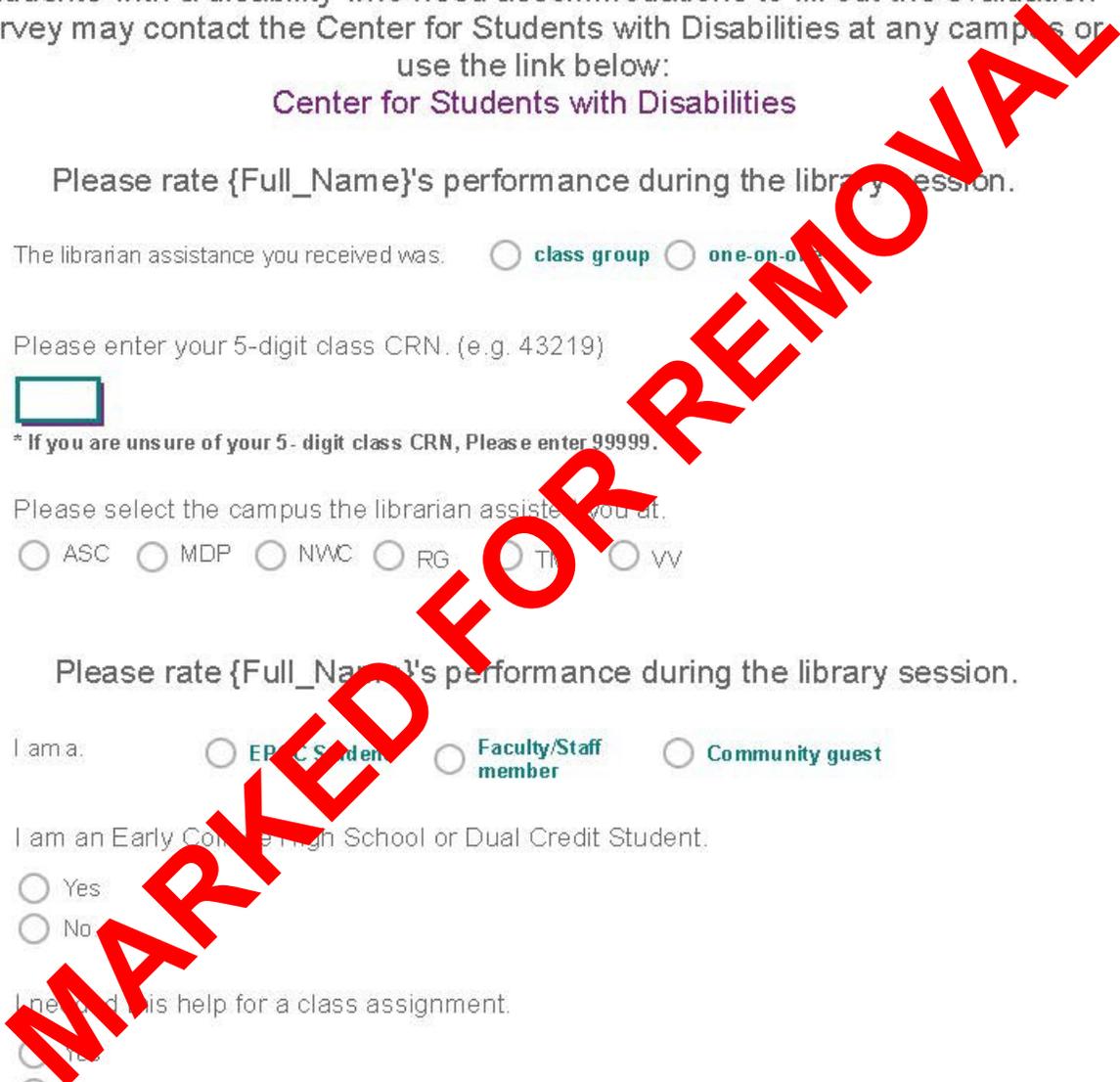
I am a: EPCC Student Faculty/Staff member Community guest

I am an Early College High School or Dual Credit Student.

Yes
 No

I needed this help for a class assignment.

Yes
 No



My question was answered.

- Yes
 No

The librarian explained to me how to find what i needed, step by step.

- Yes
 No

The librarian took the necessary time to help me.

- Yes
 No

Please rate {Full_Name}'s performance during the library session.

ORGANIZATION

	Excellent	Good	Acceptable	Weak
The librarian effectively organized the library class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The librarian clearly identified instructional objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMUNICATION SKILLS

	Excellent	Good	Acceptable	Weak
The librarian presented the material in a clear and orderly manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The librarian used effective communication skills (such as eye contact, voice and gesture).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPARENT SUBJECT COMPETENCE

	Excellent	Good	Acceptable	Weak
The librarian demonstrated knowledge of the subject matter.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The librarian effectively demonstrated the resources needed for my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LEARNING ENVIRONMENT

	Excellent	Good	Acceptable	Weak
The librarian made the students feel comfortable about approaching a librarian to ask for help.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The librarian encouraged student participation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The librarian showed enthusiasm in the library class presentation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please rate {Full_Name}'s performance during the library session.

OVERALL SUMMARY

I would recommend this librarian to other students. Yes No

Has this librarian helped you outside of this class? Yes No

Please answer the following questions.

	Excellent	Good	Acceptable	Weak
The librarian was approachable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The librarian was courteous.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The librarian had a helpful attitude.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How was this session administered?

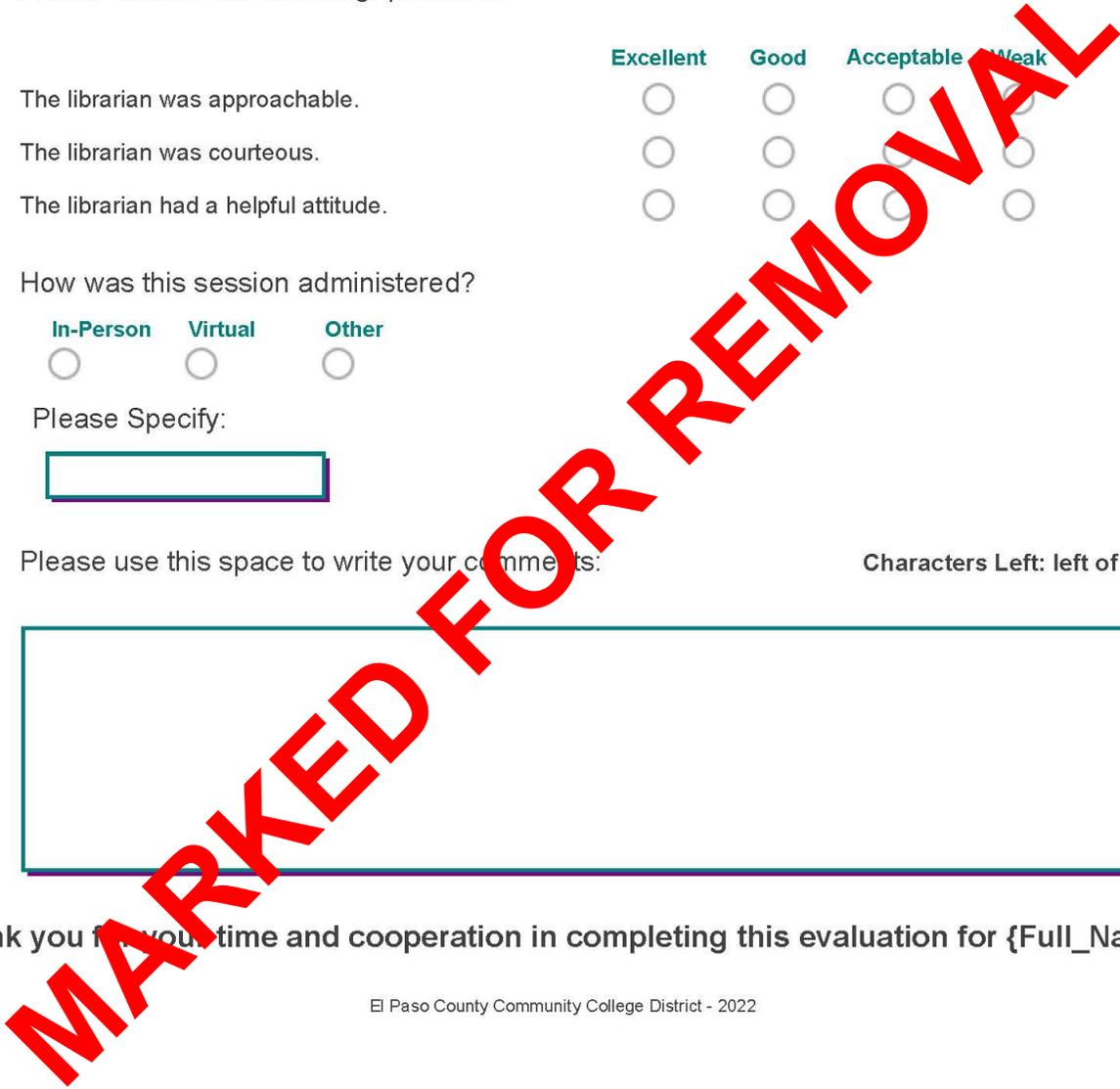
In-Person Virtual Other

Please Specify:

Please use this space to write your comments:

Characters Left: left of 4000

Thank you for your time and cooperation in completing this evaluation for {Full_Name}!





Student Evaluation of Counselor Performance

This survey is in regard to the Counseling assistance you recently received.

Click on Counselor name to conduct the survey. {subject}

Students with disability need accommodations to fill out the evaluation survey, may contact the Center for students with Disabilities at any campus or use the link below:

Center for Students with Disabilities

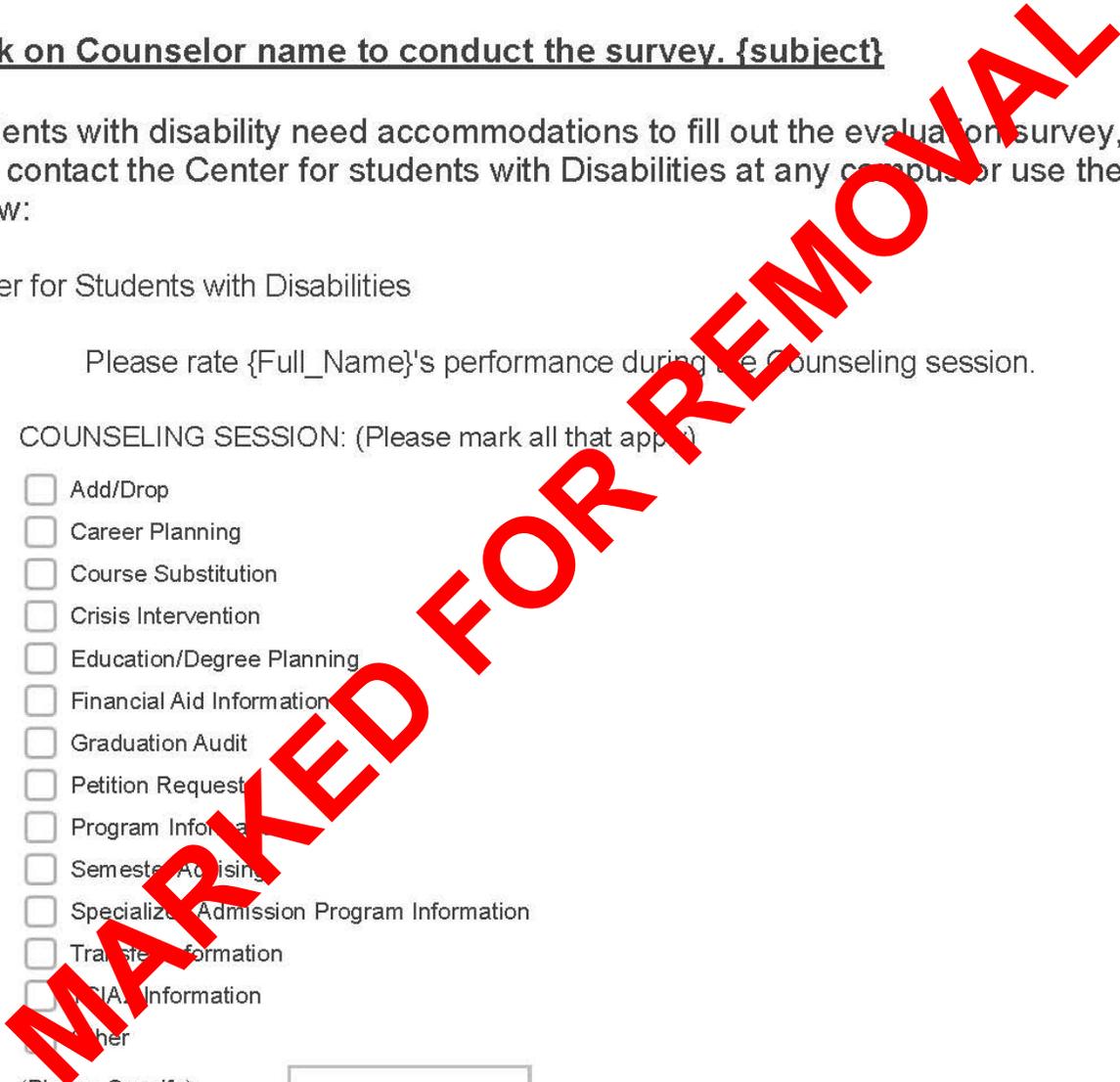
Please rate {Full_Name}'s performance during the Counseling session.

COUNSELING SESSION: (Please mark all that apply)

- Add/Drop
- Career Planning
- Course Substitution
- Crisis Intervention
- Education/Degree Planning
- Financial Aid Information
- Graduation Audit
- Petition Request
- Program Information
- Semester Advising
- Specialized Admission Program Information
- Transfer Information
- TIA Information
- Other

(Please Specify)

Please rate {Full_Name}'s performance during the Counseling session.



ARE YOU: (mark all that apply)

- Attending EPCC and another College
- A Returning Student (after a period of absence)
- A Continuing Student
- First-Time in College Student (this is your first semester)
- A Transfer Student

I waited to see the Counselor:

- 0-15 minutes
- 16-30 minutes
- 31-45 minutes
- 46 minutes- 1 hr.
- 1 hr.- 1 1/2 hrs.
- Over 2 hrs.

The WAITING PERIOD was:

- Excellent
- Good
- Acceptable
- Unacceptable

Please rate {Full_Name}'s performance during the Counseling session.

The COUNSELOR:

	Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
Helped me feel at ease while discussing my concerns.	<input type="radio"/>				
Listened with interest to my problems or questions.	<input type="radio"/>				
Made objectives and requirements for my major clear.	<input type="radio"/>				
Explained policies, procedures, services and deadlines related to my situation.	<input type="radio"/>				
Suggested alternatives and options to assist my educational, personal, career goals.	<input type="radio"/>				
Clarified information about academic/vocational programs and/or transfer requirements.	<input type="radio"/>				

Please rate {Full_Name}'s performance during the Counseling session.

How was this session administered?

- In person
- Virtual
- Other

(Please specify)

The OVERALL COUNSELING SESSION was:

- Excellent
- Good
- Acceptable
- Unacceptable

Please write any comments you wish to share.

Thank You

For your time and cooperation in completing this evaluation for {Full_Name}.

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