

Evaluation Guidebook
for
Part-Time Online Asynchronous
Classroom Faculty

Updated 2-6-2023

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This packet contains all of the policy and procedure language from Appendix X to the UF/4CD Contract related to the evaluation of Part-Time Asynchronous Online Classroom Faculty. Part-time classroom faculty not teaching online asynchronous, counselors, librarians, learning disability specialists, probationary and full-time faculty should consult different guidebooks (available online, from the UF or from any Division Dean's office). The forms included in this book are samples only. Please use the forms available from the UF website or through your Division Office. If you have questions about the evaluation process or about the forms, please contact United Faculty or your Division Dean. The forms and procedures for part-time faculty also apply to Emeritus faculty.

**X2.1.1 CONTRA COSTA COMMUNITY COLLEGE DISTRICT
IMPLEMENTATION OF FACULTY EVALUATION GUIDELINES**

These revised faculty Evaluation Guidelines replace the faculty Evaluation Guidelines approved by the Governing Board for Fall 2010 and shall be implemented beginning spring 2023.

All faculty evaluations conducted after implementation of this agreement shall use the new forms and procedures, but no evaluation timelines will be altered nor any faculty member reevaluated as a result of this agreement.

**X2.1.2 CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY
EVALUATION GUIDELINES**

Guidelines for faculty evaluation were developed by United Faculty, academic senate, and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria. The college president is responsible for the implementation of the evaluation process.

X2.1.3 EVALUATION PROCESS

Part-time faculty will be evaluated in the first, fourth and seventh semesters. After the seventh semester, all subsequent evaluations will take place every six semesters (not including summers). Part-time faculty will have two evaluators during the seventh semester, as per Article 25.2.

For part-time faculty, the evaluation process will be conducted by one regular faculty member appointed by the department/subarea (except for the seventh semester evaluation when there will be two regular faculty members appointed).

Management shall have the right to assign an educational manager to evaluate the part-time faculty member. The department/subarea appointee will serve as chair of the committee. The evaluatee has the option of adding another regular faculty member of choice. If the option is exercised, the department/subarea may also add another regular faculty member. For a part-time faculty member who serves in more than one discipline, including responsibilities such as coaching, journalism, forensics and the performing arts, each department/subarea/program within those disciplines has the right to conduct an evaluation. If a department lacks a subject-area specialist in the primary field of the evaluatee, the department may elect to appoint a second evaluator from outside the department with appropriate expertise.

- X2.1.3.1 The chair/evaluator will conduct a pre-evaluation conference with the part-time faculty member/faculty emeritus employee to obtain materials and information from the evaluatee, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for classroom observation and administration of a student evaluation shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the chair of the evaluation committee.
- X2.1.3.2 The evaluation of the part-time faculty member or faculty emeritus employee shall be based on the criteria delineated in this document.
- X2.1.3.3 The evaluator(s) shall have attended an orientation to evaluation during the previous three years.
- X2.1.3.4 The classroom observation plan form for on-line classes shall be completed. Classroom/workplace observations shall occur.
- X2.1.3.5 Student evaluations will be administered (in two sections if possible).
- X2.1.3.6 The evaluator(s) will complete the summary report. When there are multiple evaluators, the evaluators will collaborate to produce a single summary report.
- X2.1.3.7 The chair/evaluator will review the results of the evaluation with the part-time faculty member or faculty emeritus employee. The summary report shall be signed and the materials will be forwarded to the division chair/area dean/assistant dean of instruction to be placed in the file of the part-time faculty member or faculty emeritus employee.
- X2.1.3.8 The evaluatee may submit a written response to the Evaluation Summary Report within ten days of having received it and have the response placed in his/her personnel file.

X2.1.4 ONLINE CLASSROOM OBSERVATION PROCEDURES

- X2.1.4.1 Evaluation shall be conducted by the evaluator(s) in accordance with the timetables. It is recommended that to the extent possible the evaluation of on-line faculty be conducted by evaluators with experience teaching online. Where multiple evaluators are available, faculty who have successfully completed the 4CD workshop in Becoming an Effective Online Instructor (BEOI) or the equivalent and who have experience teaching online asynchronous classes should be prioritized when assigning evaluators.
- X2.1.4.2 In the pre-evaluation conference, the evaluator shall obtain appropriate materials and information regarding course syllabi, outlines, sample current examinations or quizzes, and graded assignments, and other evidence of faculty/student interactions (such as discussion board posts, live web-conferencing archives, or other communications). The confidentiality of student work shall be maintained. During this conference (face to face or using web-conferencing) the evaluator will also be given an orientation to and instructions for navigating the online classroom (such as how to access external tools and proprietary materials, and how best to view interactions between faculty and students). The pre-evaluation conference shall be a synchronous meeting.
- X2.1.4.3 Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated. At least 24 hours prior to the observation the evaluatee shall also complete and submit the Classroom Observation Information Plan Form to the evaluator. The evaluatee is responsible for granting “evaluator access” to the online classroom. The evaluator shall focus primarily on material outlined in the classroom observation plan form and on regular and substantive instructor-initiated interactions and student-student interactions during only the 7-day period of the evaluation, but may access additional non-private material referenced during the evaluation period as needed. Gradebook review shall not be included in the evaluation except where feedback from the instructor during the 7-day period of the evaluation may be considered as part of instructor-student interaction.
- X2.1.4.4 The evaluator(s) shall observe for a reasonable amount of time to obtain understanding of job performance (for instructors – at least one cumulative classroom or lab hour within a consecutive five-day period).
- X2.1.4.5 Class sections and various teaching obligations beyond the classroom of faculty to be evaluated shall be selected by mutual consent when possible as follows:

For part-time faculty (except for those in their seventh semester), one class shall be observed. Class to be observed will be selected by the evaluator. Part-time faculty in their seventh semester will be observed by two different evaluators in two different courses or sections when possible, one to be selected by the evaluator and one by the evaluatee. For part-time faculty being evaluated in more than one discipline or mode of delivery, a minimum of one class in each discipline or mode shall be observed. For faculty whose assignments regularly span more than one discipline or methodology, the Department may select the area(s) of evaluation.

X2.1.4.6 The documentation used for classroom observation shall include narrative comments (see Classroom Observation Form).

X2.1.4.7 Within two weeks of the classroom observation, each evaluator shall complete the classroom observation form and meet (synchronously) with the evaluatee to discuss the observation.

X2.1.4.8 The counselor, librarian, and learning disabilities specialist assigned as a classroom instructor shall be evaluated for classroom teaching in the same manner as all other classroom instructors.

X2.1.4.9 To determine the number of students “in attendance” during the observation, the evaluator will check to see how many students have logged in to the course during the 7- day observation period. Under “People” in Canvas, count “active” students during the week being observed. This is the number of students in attendance to be listed on the observation form.

X2.1.5 ONLINE STUDENT EVALUATION PROCEDURE FOR PART-TIME CLASSROOM FACULTY

X2.1.5.1 The evaluator shall confirm with the evaluatee the start date for student evaluations. The standard weeks of student evaluations are weeks 8 and 9 (or the middle of the semester) for full-term fall and spring classes. However, the evaluatee may elect to start student evaluations any time between weeks 6 and 12. For short-term classes, the evaluatee should select a two-week period for student evaluations in the middle or close to the middle of the course.

X2.1.5.2 For part-time faculty, student evaluations shall be conducted in at least one asynchronous online section of the course(s) taught by the part-time faculty member. Student Evaluations will be administered in two sections if possible. The asynchronous online section(s) shall be chosen according to the Classroom Observation Procedure

- X2.1.5.3 The Chair of evaluation committee or designee (or the evaluator, in the case where there is only one) shall notify the local EvaluationKit (or Student Evaluation) Administrator to request that student evaluations be administered during the agreed-upon period of time. Students will be assured of the anonymity of their responses. After the evaluation period has ended, the EvaluationKit (or Student Evaluation) Administrator (or management designee) will send the completed student-survey report to the Chair of the evaluation committee (or evaluator).
- X2.1.5.4 Management shall ensure that student-survey reports are kept confidential. The evaluator(s) shall review the summary data sheet and the student comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and student comments shall be attached to the summary report.
- X2.1.5.5 The original student evaluation forms shall be confidentially maintained. The evaluations will be stored until the next evaluation cycle.

X2.1.6 RIGHTS AND RESPONSIBILITIES OF EVALUATEES

- X2.1.6.1 Rights

Within the first four weeks of the semester, the evaluatee shall be notified that he/she is to be evaluated and shall be given access to the forms and information relevant to the evaluation as found in the document entitled Evaluation Guidebook for Part-Time Online Asynchronous Classroom Faculty.
- X2.1.6.2 The evaluatee shall have the right to have any job performance deemed “needs improvement” specifically communicated to her/him in writing and based on the job-related criteria. If rehired, the faculty member shall be given a plan for improvement.
- X2.1.6.3 The evaluatee has the right to expect evaluator(s) to adhere to the guidelines stipulated in this article and to expect that evaluator(s) will strive to maintain objectivity and ensure that the evaluation process is in agreement with principles of academic freedom.
- X2.1.6.4 The evaluatee has the right to a confidential process. Evaluations may be discussed by full-time faculty for rehiring purposes.
- X2.1.6.5 The evaluatee has the right to expect all intellectual property rights to be protected and maintained per Article 26 of the UF Contract.

- X2.1.6.6 The evaluatee has the right to participate in setting time tables for class observations and conferences with the evaluator(s). The schedule should be discussed when the evaluator contacts the evaluatee in September or February.
- X2.1.6.7 The evaluatee has the right to appeal the process but not the substance of an evaluation. Where a procedural violation is alleged, the evaluatee shall, within fifteen (15) days of the time the evaluatee knew or should have known of such violation, file a request for a hearing with the United Faculty. United Faculty shall investigate the alleged violation, and within fifteen (15) work days of receipt, shall determine no violation occurred, or shall file with the appropriate area dean, a request for a new evaluation. The Dean will then convene a Review Committee, to include the Department Chair, the Dean, and the UF Vice President, and the Committee will determine by consensus whether a new evaluation process should begin. The Committee will also decide on a timetable for the new evaluation. In the case where the Committee decides that a new evaluation is needed, the previous evaluation (the one where procedure was violated) will be discarded and no part of it will be placed in the evaluatee's personnel file.
- X2.1.6.8 Responsibilities
The evaluatee is expected to participate in the evaluation process in a professional and timely manner. The evaluatee is required to attend scheduled meetings with his/her evaluator(s).

X2.1.7 **GUIDELINES FOR EVALUATORS**

- X2.1.7.1 Evaluators shall read all materials and follow guidelines and timetables.
- X2.1.7.2 Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.
- X2.1.7.3 Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.
- X2.1.7.4 Evaluators shall evaluate the faculty member's professional characteristics and ability to teach, counsel and perform librarian or learning disability functions based on job-related criteria. Evaluators shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.
- X2.1.7.5 Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.

- X2.1.7.6 Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.
- X2.1.7.7 Evaluators shall respect the confidentiality of the process.
- X2.1.7.8 Evaluators shall understand that non-classroom obligations are to be equitably distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.
- X2.1.7.9 Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.
- X2.1.7.10 Evaluators shall create a portfolio as follows:
- X2.1.7.10.1 This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.
 - X2.1.7.10.2 The portfolio shall be confidential and shall be available only to the faculty member, the Due Process Panel or Appeals Committee, members of the evaluation committee, the appropriate dean, the college president, and the chancellor. The portfolio will be included in the official personnel file.
 - X2.1.7.10.3 The portfolio will contain, at the minimum:
 - a. student evaluation transcriptions, including percentages and typed comments;
 - b. completed workplace observation forms;
 - c. completed self evaluation report;
 - d. improvement plan, if needed;
 - e. summary report form;
 - f. other documentation mutually agreed upon by the evaluation committee and the faculty;
 - g. job announcement for probationary faculty members;
 - h. criteria-related material from the personnel file; and

- i. criteria-related input from the department chair and/or dean (if submitted).

X2.1.8 **SUMMARY REPORT**

X2.1.8.1 The evaluator or member selected by the evaluation committee shall complete the summary report on the results of the evaluation. Categories of evaluation ratings are as follows:

- A) Consistently High Ratings
- B) Satisfactory
- C) Needs Improvement
- D) Unsatisfactory Performance

Summary scores (Consistently High Ratings"; Satisfactory Performance"; "Needs Improvement"; "Unsatisfactory Performance") are determined by the evaluator or evaluation committee and are based on the evaluator or committee's overall assessment of classroom and student evaluation scores and comments. There is no specific score average that must be used in determining summary scores.

Where an evaluation committee has reached consensus (or in the case of a single evaluator, where the evaluator, has decided) on a summary score, that score is considered evaluation content and is therefore not subject to review or appeal (unless there is an allegation of bias or procedural violations).

X2.1.9 **TIMETABLE AND ACTIVITIES**

Part-time faculty will be evaluated in the first, fourth and seventh semesters. After the seventh semester, all subsequent evaluations will take place every six semesters (not including summers). The evaluation process is reviewed in X2.1.3.

The evaluation will be completed, including a post-evaluation meeting and the submission of the Summary Report, by the end of the semester in which the evaluation was conducted.

X2.1.9.1 The following schedule shall serve as a guide in completing the evaluation process:

X2.1.9.1.1 August-September/January-February

Evaluators are selected. Orientation to evaluation is conducted.

X2.1.9.1.2 September/February

Evaluator(s) and Evaluatee should meet for a synchronous pre-evaluation conference to obtain materials and information, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations and meetings. Timetables for classroom observations and administration of student evaluations shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the evaluator(s).

In the fourth semester and succeeding evaluations, the Evaluator(s) may review the previous evaluation(s) to ensure continuity of the process. Improvement plans shall also be reviewed in the pre-evaluation conference.

X2.1.9.1.3 September-November/February-April

Classroom observations occur. Prior to each class observation, the evaluatee shall complete the Online Asynchronous Classroom Observation Plan and meet synchronously with each evaluator. During the conference, the evaluator will also be given an orientation to and instructions for navigating the online classroom. Within two weeks after the observations, the evaluator(s) and evaluatee should meet for a follow-up conference to review the observation(s).

X2.1.9.1.4 September-November/February-April

Student evaluations are conducted.

X2.1.9.1.5 November/April

Evaluatee completes the Self Evaluation Report and submits it to the evaluator. Once this is complete, and once the student evaluation scores have been compiled and student comments transcribed by the Division Office staff, the evaluator(s) complete the Summary Report and then hold a post-evaluation conference with the evaluatee to discuss all aspects of the evaluation including the Summary Report and the development of an Improvement Plan, if necessary. The Summary Report shall be signed and placed in the Evaluation portfolio, which will then be forwarded to the

appropriate dean for sign off to acknowledge receipt and placement in the personnel file of the evaluatee.

X2.1.10 **ORIENTATION TO EVALUATION**

The District and the United Faculty agree to work together to develop an on-line training tutorial for training faculty in evaluation procedures. Once this training is available, we agree to reconsider the timetable and requirements for training. Until such time as we have developed the tutorial, current training will be updated and proceed according to the guidelines established below.

- X2.1.10.1 Each probationary and tenured faculty member being evaluated and faculty who are evaluating probationary, tenured, part-time, and faculty emeritus employees shall participate in a faculty orientation program at the assigned college. This orientation shall take place no later than one month into the semester during which the faculty member is being evaluated.
- X2.1.10.2 The college president, the academic senate president, UF vice president, equal employment opportunity officer or their designees shall be responsible for the planning and implementation of the orientation.
- X2.1.10.3 The orientation program shall include the purpose of evaluation activities, the procedures employed and the timetables required, information about the evaluation portfolio, how to conduct classroom observations and observations of counselors, librarians, and learning disabilities specialists.
- X2.1.9.4 The faculty member shall bring to the orientation the UF/CCCCD Agreement which contains the evaluation policies, procedures, and materials.
- X2.1.10.5 Every tenured faculty member must attend an orientation once every three years.

X2.1.11 **PERFORMANCE CRITERIA FOR PART-TIME CLASSROOM FACULTY**

The District and the United Faculty recognize that the successful performance of professional duties includes effective classroom instruction, and various teaching obligations beyond the classroom such as coaching, journalism, forensics, and the performing arts. In addition, performance of professional duties will include participation in non-instructional responsibilities described herein.

The counselor, librarian, learning disabilities specialist, and physical disabilities specialist assigned as a classroom instructor shall be evaluated for classroom

teaching in the same manner as all other classroom instructors. S/he shall also be evaluated for his/her other professional responsibilities.

The following criteria shall be used in the evaluation of all part-time teaching faculty and faculty emeritus employees when evaluated teaching asynchronous online classes. (All criteria are either observable or measurable through peer, student, or management evaluation.)

- X2.1.11.1. Demonstrate competence in performing classroom procedures and other responsibilities included in teaching load assignment.
 - X2.1.11.1.1 Provide a syllabus to students that includes the student learning outcomes for the course and is consistent with the course outline of record.
 - X2.1.11.1.2 Include in the syllabus a description of course content, contact information (including participation policies and communication policies that describe expected response time to student questions), the times, mode, and places where office hours are held, the means by which student work shall be evaluated, grading standards and other relevant information, such as technology/computer readiness requirements and accessibility support.
 - X2.1.11.1.3 Provide orientation materials and resources for students to help them prepare for and navigate the online course.
 - X2.1.11.1.4 Provide regular and substantive interaction between instructor and students and among students.
 - X2.1.11.1.5 Build an online classroom community using the district-approved learning-management system, with activities designed to foster student-to-student interaction.
 - X2.1.11.1.6 Provide instruction appropriate to the units offered for the course in keeping with the schedule provided to the students.
 - X2.1.11.1.7 At an appropriate point in each instructional module, make a clear statement of the learning objective(s) for the unit/module/session/lesson.
 - X2.1.11.1.8 Provide online access to necessary material, and present material in an organized, clear manner.
 - X2.1.11.1.9 Present material at a level appropriate to the course.

- X2.1.11.1.10 Display expertise in subject matter appropriate to the assigned discipline(s).
 - X2.1.11.1.11 When presenting controversial material, do so in a balanced manneracknowledging contrary views.
 - X2.1.11.1.12 When appropriate, combine methods and modalities of instruction (such as text, audio, video, images and/or graphics, etc.).
 - X2.1.11.1.13 Regularly assess the teaching-learning process, check student understanding, and modify strategies as necessary to improve results.
 - X2.1.11.1.14 Provide instruction in such a way as to stimulate student thinking, encourage and motivate students, and engage them in the learning process.
 - X2.1.11.1.15 Fairly evaluate student work by using clear, explicit criteria, relevant to thesubject matter as stipulated in the course outline of record.
 - X2.1.11.1.16 Maintain accurate records and submit reports such as grade and census rosters according to published deadlines.
 - X2.1.11.1.17 Assess students using multiple methods, as specified in the course syllabus.
 - X2.1.11.1.18 Provide regular feedback to students.
 - X2.1.11.1.19 Consistently grade and/or comment on course work and return to studentswithin two weeks of submission for a full-term course, or the equivalent amount of time for a shorter-term course.
 - X2.1.11.1.20 Provide accessible content to students with disabilities, in compliance with laws and regulations.
- X2.1.11.2 Recognize the rights of students.
- X2.1.11.2.1 Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - X2.1.11.2.2 Recognize the right of students to have points of view different from the instructor's.
 - X2.1.11.2.3 Manage classroom to maintain an effective learning environment while treating students fairly and respectfully.

- X2.1.11.2.4 Be attentive to student questions and comments, and be clear and precise in response.
- X2.1.11.2.5 Provide clear guidelines with regards to student-faculty communications and what students can expect with regards to how quickly faculty will respond to communications.

X2.1.11.3 Participate in non-classroom professional responsibilities

- X2.1.11.3.1 Attend required management-called meetings.
- X2.1.11.3.2 Maintain regular and timely office hours as specified in this contract, and clearly communicate to students the best ways to get extra help outside of class.
- X2.1.11.3.3 Participate in the evaluation process in a professional and timely manner.
- X2.1.11.3.4 The District the UF recognize that compliance and student authentication issues are particularly important to online instruction and agree that faculty and management will work cooperatively to ensure that online courses comply with all regulatory requirements.

Classroom Observation Form for Online Asynchronous Teaching Faculty

Evaluator: _____	Course/Section Observed: _____	# Students Registered: _____
Date/Time: _____		# Students Present: _____

On a scale of 1 to 5, please indicate the extent to which the instructor meets the teaching criteria listed below. Please include comments in the column on the right. Attach additional comments as necessary.

5	4	3	2	1	NA
Excellent	Above Average	Average	Below Average	Poor	Not Applicable

	Rating	Comments
1. Objectives: At an appropriate location in the unit module, the professor made a clear statement of the learning objective(s) for the unit/module/session/lesson connected to the Student Learning Outcomes of the course.	Select Rating...	
2. Preparation: The professor provided students with online access to all necessary materials for the lesson or assignment, appropriate to the contact hours of the period observed, using the district-approved learning management system.	Select Rating...	
3. Organization: The professor presented the material in an organized manner and provided clear and consistent guidance about access to and navigation of course content related to the 7-day evaluation period.	Select Rating...	
4. Clarity: The professor presented instructional material clearly.	Select Rating...	
5. Expertise: The professor displayed expertise in the subject.	Select Rating...	
6. Class Level: The professor presented material at	Select Rating...	

a level appropriate to the course.		
<p>7. Teaching Methods: The professor provided instruction in such a way as to stimulate student thinking; encourage and motivate students, and engage them in the learning process. When appropriate, the professor combined methods and modalities of instruction (such as text, audio, video, images and/or graphics etc.).</p>	Select Rating...	
<p>8. Controversial Material: When presenting controversial material, the professor did so in a balanced manner, acknowledging contrary views.</p>	Select Rating...	
<p>9. Faculty/Student Interaction: The professor provided regular faculty-initiated substantive interaction and instruction (appropriate to the units offered for the course).</p>	Select Rating...	
<p>10. Student/Student Interaction: The professor created regular opportunities for student-to-student interaction and understanding, and modified teaching strategies as necessary.</p>	Select Rating...	
<p>11. Responsiveness: The professor encouraged students to ask questions and articulated clear communication policies (including expected response time). The professor was attentive to student questions and/or comments.</p>	Select Rating...	
<p>12. Online Class Management: The professor made appropriate use of the district-approved learning management system, demonstrating technical skills necessary for managing an online class, and created a structure that encourages student/student and student/faculty interaction.</p>	Select Rating...	
<p>13. Accessibility: The professor made materials accessible, addressing headings; lists; alternative text for images; video captions (edited for comprehension where appropriate); and color contrast.</p>	Select Rating...	

Non-Classroom Observations

	Rating	Comments
14. Course Outline: The professor's syllabus conforms to the existing course outline of record.	Select Rating...	
15. Syllabus: The professor's syllabus includes a description of course content, contact information, office hours if applicable, the means by which students will be evaluated, grading standards, and other relevant information.	Select Rating...	
16. Evaluation Process: The professor participated in the evaluation process in a professional and timely manner.	Select Rating...	
17. Professional Obligations: The professor meets professional obligations outside of class (submits rosters and grades on time, etc.).	Select Rating...	

<i>Online Classroom Observation Plan</i>	
(To be completed by the evaluatee prior to the classroom visit)	
Course: []	Section: []
Date of visit (beginning and ending—consecutive seven-day period): []	
Number of students enrolled: []	
Evaluatee: []	
Evaluator: []	

Please attach your course syllabus.

1. State the objective(s) of the class for this seven-day evaluation period (and indicate where this is communicated to students.) []
2. How do you plan to achieve this/these objective(s)? What teaching methods/activities will you use? []
3. Explain how the content of this evaluation period fits into the overall course. []
4. Describe where in your online class your evaluator can observe regular and substantive interaction between the professor and students and among students, including but not limited to: a. feedback to students about their work b. responses to student questions c. students interacting with one another d. students engaging and interacting with course material []

SAMPLE ONLINE STUDENT EVALUATION FORM

ON-LINE STUDENT EVALUATION FORM FOR TEACHING FACULTY

This student evaluation is part of our regular effort to maintain quality instruction. Our faculty use your responses to these questions to become better teachers. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask the person giving this evaluation.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

On a scale of 1 to 5, please evaluate your professor:

5 Always 4 Often 3 Sometimes 2 Rarely 1 Never NA "Not Applicable" (I can't answer.)

My professor	5	4	3	2	1	NA	Comments
1. is available on-line to answer questions.							
2. is organized and teaches clearly.							
3. checks to see if students understand the material.							
4. encourages students to ask questions and participate.							
5. answers questions clearly.							
6. knows the subject matter of this course.							
7. shows interest in the material that we are studying.							
8. encourages me to think and explore new ideas.							
9. tells the class what we are going to do and what we are expected to learn.							
10. treats all students respectfully.							
11. returns my papers, tests, and other work within two weeks of collecting them.							
12. responds to my work so I know how I'm doing and what I need to work on.							
13. responds to me when I need help.							
14. follows the grading guidelines in our course syllabus and explains my grade if I ask.							
15. helps me meet the goals and learning objectives of the course.							

Summary Evaluation Form for Faculty

Evaluatee: _____ Date of hire: _____ Evaluation Sem/year: _____

Check Faculty Status: Tenured Full-time Faculty Probationary (Tenure Track) Faculty Part-time Faculty

Check here if the Part-time Faculty currently has Staffing Preference (prior to this evaluation):

Summary of previous evaluation (available in Division Office), if applicable

Summary of student evaluations – attach summary of scores and typed comment (provided by Division Office)

Summary of classroom/workplace observations – attach observation forms and comments

<p>Summary of self-evaluation – attach self evaluation report</p>
<p>Criteria-related input from dept. chair and/or dean</p>
<p>Evaluatee comments – attach a separate sheet if necessary</p>

Summary Evaluation Form for Faculty

<p>Level of Performance (Check one) – To be completed by Chair of Evaluation Committee</p> <p>_____ Consistently High Ratings – Excellent overall performance.</p> <p>_____ Satisfactory Performance – Acceptable overall performance.</p> <p>_____ Needs Improvement– Low scores in some areas necessitate an improvement plan. Evaluatee will be evaluated again next semester (if still employed by CCCCD).</p> <p>_____ Unsatisfactory Performance – Unacceptable overall performance.</p>	
<p>_____ Signature of Evaluatee – (signature indicates receipt but not necessarily agreement) _____ Date _____</p>	
<p>Signature of Evaluation Committee Members: (size of committee is determined by faculty status)</p>	
<p>_____ Chair /Evaluator (print name) _____ (signature) _____ Date</p>	
<p>_____ Committee Member (print name) _____ (signature) _____ Date</p>	
<p>_____ Committee Member (print name) _____ (signature) _____ Date</p>	
<p>This box only applies to probationary faculty.</p>	
<p>Recommendation (To be completed by Chair of Evaluation Committee)</p>	
<p>_____ Grant Tenure _____ Continue in Probationary Status _____ Termination of Service</p>	
<p>Resolution (To be completed by college president)</p>	
<p>_____ Grant Tenure _____ Continue in Probationary Status _____ Termination of Service</p>	
<p>President _____ Date _____</p>	
<p>Chancellor _____ Date _____</p>	

OPTIONAL CHECKLIST FOR EVALUATORS

Part-Time Faculty Evaluation Checklist for Evaluators

Name of Evaluatee

Pre-Evaluation Meeting (date/time/location): _____

Evaluator	Observation	<u>Student Evaluation</u>
	Course/Section: Date: Time: Location:	

Evaluator (if more than one)	Observation	Student Evaluation
	Course/Section: Date: Time: Location:	

Self-Evaluation Due date:	Date Received:
Post-Evaluation Meeting	Date: Time: Location:

X2.1.17

SELF EVALUATION

For your self-evaluation, you are asked to write a report discussing your classroom teaching and methodology, your handling of professional responsibilities, and your professional development.

- X2.1.17.1 This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.

Self Evaluation Worksheet: The statements and ratings below are to be used as a checklist; they are not meant to represent all of what you do, nor are they meant to represent required duties and responsibilities – part time faculty will mark “Not Applicable” more often than full time faculty. Use this worksheet as a guideline for your self-evaluation report in which you can include additional details and reflection. Each of us is on a continuing quest to improve our practice – this is your opportunity to reflect on that quest and articulate your goals and plans for the future. After completing this worksheet, you can determine which items you want to highlight in your self-evaluation report. The worksheet may also serve as a tool for engaging in dialog with your evaluator.

Self Evaluation for Classroom Faculty

For your self-evaluation, you are asked to write a report discussing your classroom teaching and methodology, your handling of professional responsibilities, and your professional development.

This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.

Self Evaluation Worksheet: The statements and ratings below are to be used as a checklist; they are not meant to represent all of what you do, nor are they meant to represent required duties and responsibilities – part time faculty will mark “Not Applicable” more often than full time faculty. Use this worksheet as a guideline for your self-evaluation report in which you can include additional details and reflection. Each of us is on a continuing quest to improve our practice – this is your opportunity to reflect on that quest and articulate your goals and plans for the future. After completing this worksheet, you can determine which items you want to highlight in your self-evaluation report. The worksheet may also serve as a tool for engaging in dialog with your evaluator.

Classroom Teaching and Methodology

	Often/Always	Sometimes	Rarely/ Not Applicable	Not Sure/ Not Applicable
My courses reflect the official course outline of record (Title 5).				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I teach my courses using materials and activities that engage student learning (i.e. readings, videos, field trips, speakers).				
The pace and rigor of my classes are appropriate to the course level.				
I enhance course content through the use of instructional technology (i.e. Canvas, podcasting, power point, multimedia).				
I am approachable and encourage my students to communicate with me.				
I communicate ideas clearly, concisely, and effectively.				
I demonstrate sensitivity to the learning styles/challenges of each student.				
I encourage students' interest in my subject area and in pursuing educational goals beyond my classroom.				
I design interconnected lessons that serve the course goals.				
My classes are interactive.				
I return student work within two weeks of receiving it.				
I use class time efficiently.				

	Often/Always	Sometimes	Rarely/ Not Applicable	Not Sure/ Not Applicable
I am sensitive to the needs of students with diverse backgrounds and experience.				
My materials are culturally inclusive and diverse.				
I provide course materials that are accessible and comply with current standards and practices				
I present information in more than one format: text, audio, hands-on, etc.				
I use varied assessment and/or test formats: scenario-based questions, oral presentations, group projects, video and voice recordings, role-play, simulations, portfolios.				
I provide learning opportunities to keep students motivated: assignments that feel relevant, skill building through games, etc.				
I use guiding language to help students work with content in meaningful ways (e.g., explaining what to look for in an article, video guides, etc.).				
I use antiracist practices (by seeking to acknowledge my own biases and privilege, by looking at student outcome and transforming my teaching and curriculum to close equity gaps, by amplifying minoritized voices, by creating a community of belonging and inclusivity developing community partnerships, etc.).				
I publish my Canvas shells for every course and post my syllabus and grades for easy student access.				
My materials and assessment are designed to help students achieve my course learning outcomes.				

Professional Responsibilities

	Often/Always	Sometimes	Rarely/Not Applicable	Not Sure/Not Applicable
I submit required reports/documents in a timely manner (i.e. census rosters, positive attendance reports, grades, grade changes and incompletes).				
I respond to communication from colleagues (including faculty, classified staff and management) in a timely and professional manner.				
I attend and participate in division, department, and other required meetings.				
I participate in department committees/tasks (i.e. curriculum development, SLO's, Course Outline/Title 5 Rewrites/Content Review).				

	Often/Always	Sometimes	Rarely/Not Applicable	Not Sure/Not Applicable
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful teaching strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I make myself regularly accessible to students outside of class (i.e. office hours, email, phone calls), and respond to students in a timely manner.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

	Often/Always	Sometimes	Rarely/Not Applicable	Not Sure/Not Applicable
I serve on District and/or statewide committees.				
I participate in activities designed to enhance professional performance and scholarship (i.e. research, advanced coursework, recording, publishing).				
I keep current in my field (i.e. by reading journals, attending exhibits, performances, conferences).				
I maintain professional contacts (i.e. through listservs, blogs, conferences).				
I present at conferences or professional meetings.				
I participate in community organizations.				
I seek out training in my field (i.e. by taking classes, working with a mentor).				
I am a member of a professional organization.				
I keep up with innovations in instructional technology and best practices in online instruction.				
I seek out training and data related to Diversity, Equity, Inclusion and Accessibility.				

X2.1.17.2 **Self Evaluation Report:** Using the categories and your ratings on the self-evaluation worksheet, write about your past job performance and plans for professional growth and development. Your report should have four sections:

1. Classroom Teaching and Methodology
2. Professional Responsibilities
3. Professional Development
4. Needs and Goals

Possible questions to consider include:

A) Classroom teaching and methodology

- What new effective classroom activities or pedagogical approaches have you used recently?
- How have you addressed issues of diversity, equity, inclusion, and accessibility in your work?
- How do you plan to continue developing your activities and approaches in the future?
- How might you be willing to share successful strategies with colleagues?

B) Professional Responsibilities

- In what ways did you participate in campus/district/statewide/community activities? (may not be applicable for part-time and probationary faculty)
- What are your plans for participating in campus/district/statewide/community activities in the coming semesters? (may not be applicable for part-time faculty)

C) Professional Development

- What were your major professional challenges this semester?
- How do you plan on addressing these challenges in the future?
- What professional development activities have you completed since your last evaluation, and what activities do you anticipate pursuing in the near future?

D) Needs and Goals

- What support do you need from the college/department/division in order to accomplish your goals related to teaching and methodology, professional responsibilities and/or professional development?

X2.1.18

IMPROVEMENT PLAN

- X2.1.18.1 If the Evaluator or Evaluation Committee determines that the faculty performance “needs improvement,” and if the part-time faculty member is to be rehired in a subsequent semester, a specific plan for performance improvement shall be developed by the Evaluator(s) in consultation with the Evaluatee using the Improvement Plan Form.
- X2.1.18.2 The improvement plan shall include specific criteria-related recommendations and timetables for action. The timeline shall not exceed three semesters from the date of development of the plan for completion of activities.
- X2.1.18.3 The Evaluator(s) and the Evaluatee shall agree upon available resources such as staff development, workshops such as instructional skills, conferences, or other classroom/job environment observations.
- X2.1.18.4 The Evaluator or designee (Department Chair or Dean) shall monitor and record on the Improvement Plan Form that the Evaluatee completes each element of the plan within the agreed-upon timeline.
- X2.1.18.5 The Department shall conduct another evaluation when the improvement plan has been completed.
- X2.1.18.6 Sample Improvement Plan Form

Improvement Plan

Evaluation Period

Faculty Member _____ Date _____ From: _____ To: _____

Performance Criteria Needing Strengthening	Activities for Improvement	Expected Completion Date	Actual Completion Date

Signatures:

Faculty member being evaluated _____ Evaluation Committee Chair _____

Dean _____

Comments:

A copy will be sent to the Evaluatee after signed by all parties, and the original will be placed in the Evaluatee's personnel folder. Upon completion of the Improvement Plan, the Evaluation Committee Chair or designee will note completion dates on this form and send a final copy to the Evaluatee.