



**FACULTY
EVALUATION
PLAN**

**Effective
Nov. 2004**

Also available at http://www.southtexascollege.edu/instruction/faculty_evaluation_plan.htm

FACULTY EVALUATION PROCEDURES

Purpose

The main purpose of faculty evaluation is to improve teaching effectiveness. Other uses are to encourage community service, to evaluate professional development, and to recommend renewal of employment. All faculty will receive professional development regarding the faculty evaluation process and related forms.

Evaluator and Timeline

- Each full-time faculty member will be evaluated from January - December. All new adjunct instructors will be evaluated the first semester they teach at STC. In subsequent years returning adjuncts will be evaluated only once per year. Beginning January 2004, full-time, regular faculty who have received two (2) consecutive satisfactory full evaluations will be evaluated using an abbreviated evaluation for two years and then repeat the entire *Faculty Evaluation Plan* only every third year. A satisfactory evaluation is defined as a score of 3 or higher on the *Overall Rating* on the *Rating Summary*.

For faculty receiving abbreviated evaluations, the *Instructor Observation Evaluation Form* and the complete *Supervisor's Summary* will be eliminated. The faculty member and supervisor will then review the faculty member's progress toward his or her goals and modify the *Instructor's Goals and Plan of Action* as needed. Faculty who receive satisfactory evaluations during their full evaluation in year E will then repeat the evaluation cycle of years C, D, and E. If a faculty member receives an unsatisfactory evaluation in year E, he or she must then receive two (2) consecutive satisfactory full evaluations before abbreviated evaluations can be resumed.

The following table identifies the components of the *Faculty Evaluation Plan* that will be included each year:

	Year A (2006)	Year B (2007)	Year C (2008)	Year D (2009)	Year E (2010)
Instructor Self-Evaluation	X	X	X	X	X
Student Evaluation of Instructor Performance	All Sections Fall/Spr	One Section/Random Fall/Spring	One Section/Random Fall/Spring	One Section/Random Fall/Spring	One Section/Random Fall/Spring
Instructor Observation Evaluation Form	X	X			X
Complete Supervisor Summary	X	X			X
Abbreviated Evaluation			X	X	

- All program/department chairs will be responsible for doing in-class observations of all full-time faculty in their department. If the department has a lead instructor, the chair may delegate the observation to the lead instructor. All deans will be responsible for doing in-class observations of their program/department chairs. Class selections for in-class observations should be rotated to eventually cover all courses taught by the instructor within his or her department. Classroom observations for full-time instructors who teach as adjuncts for other departments may be arranged by mutual consent.

3. Classroom observations will be scheduled at a time mutually agreeable for both the observer and the instructor from the 3rd to 12th week of the semester. The observer will share the results of the *Observation Summary* with the faculty member within 10 days after the observation and prior to the *Final Conference*. Additional observations may be conducted by mutual agreement of the observer and the faculty member. If the original observer performs multiple observations, the most recent observation shall be used for evaluation purposes.
4. All faculty members may elect to have a second observation. Each year at the division meeting prior to classes starting in the fall, the division's representatives on the Faculty Evaluation Team will ask for volunteers and/or nominations for a pool of designated observers. The faculty in the division will then elect by ballot five (5) faculty and/or chairs to serve as the pool of designated observers for the year.

A faculty member requesting a second observation shall choose one of the designated observers within their division to conduct the second classroom observation. The second observer will not be given the results of the first observation. When a second observation is completed, the dean from the faculty member's division will calculate an average of the two observations and use that average in calculating the score to be used in the *Rating Summary*. The faculty member's dean will consult with the chair and will then conduct the *Final Conference* and develop the *Instructor's Goals and Plan of Action* with the faculty member.

5. Each full-time member will be responsible for evaluating adjunct faculty at the chair's request. Faculty members will receive equivalent office hour credit for travel and observation time.
6. Observers will receive mileage according to College procedures.

Self Evaluation

1. All faculty members shall complete an *Instructor Self Evaluation* form immediately prior to the Instructor Observation. The *Instructor Self Evaluation* may be updated prior to the *Final Conference*.

Student Evaluation

1. Student evaluations will be conducted for every section during the fall and spring semesters for all adjuncts and full-time faculty. Prior to the end of the spring and fall semesters, student evaluations will be distributed to each class. At the beginning of the class meeting, the instructor shall designate a student to distribute, collect, and deliver the evaluations. The instructor must leave the room while the evaluations are completed.
2. When finished, the designated student will return the evaluations to an assigned drop-off point designated by the Office of the Vice President for Instructional Services.

Final Conference

1. A *Final Conference* between the faculty member and the supervisor will be held to summarize all evaluation materials. Prior to the *Final Conference*, the supervisor will assemble the *Instructor Observation Form*, the *Student Evaluations of Instructor Performance*, the *Instructor Self-Evaluation*, and complete the *Supervisor Summary*.

For full-time, regular faculty who previously received two (2) consecutive satisfactory full evaluations, the *Final Conference* will be abbreviated to include *Student Evaluations of Instructor Performance*, the *Self-Evaluation*, and *Instructor's Goals and Plan of Action*. Subsequently, the entire *Faculty Evaluation Plan* will then be completed in the third year of the sequence.

2. If there is a second observation requested under paragraph 4 (Evaluator and Timeline), the *Final Conference* will be conducted by the faculty member's dean.
3. After the *Final Conference*, the chair will provide a copy of the assembled documents to the faculty member within 10 working days. Upon completion of all signatures, the Vice President for Instructional Services will return a copy of the completed signature page to the Division Dean, who will then distribute copies to the Chair and faculty member.

Notation

1. If a faculty member is concerned with any aspect of the evaluation process, she/he has the opportunity to follow the established Employee Complaint Procedure (policy 4910).
2. A faculty member's continued employment at STC is not determined exclusively by the results of this evaluation process.

Definitions

Competency-based: established expected outcome to be achieved by the learner before successful completion of a course of study.

Criteria: established standards for effective instructional practices.

Critical thinking: the teaching methods used to facilitate how the students think using reflection, analysis, and exploration to understand what is being learned.

Expectations: those activities that depict the criteria (established standards for effective instructional practices).

Outcome: the measurable end product expected after instruction.

Learner-centered: all instructional activities are focused toward the student's integration and application of subject matter.

Teaching modalities: various teaching techniques or strategies used in the classroom/laboratory to facilitate student learning.

Rating Key

0 - Not Applicable - Does not apply

1 - Not Acceptable - Performance is at a level below established criteria resulting in overall substandard instructional effectiveness. Prescriptive professional development required.

2 - Needs Improvement - Meets some of the established criteria but definite areas exist where instructional effectiveness is substandard. Some prescriptive professional development required.

3 - Meets Expectations - Meets established instructional effectiveness criteria in a satisfactory and adequate manner. Performance requires normal degree of professional development.

4 - Exceeds Expectations - Performance is above expected level of established criteria resulting in overall instructional effectiveness. Performance requires normal degree of professional development.



INSTRUCTOR OBSERVATION EVALUATION FORM

Instructor: _____

Observer: _____

Date of Observation: _____

Class Observed: _____

Primary Activity: ___ Lecture ___ Lab

Type of Evaluation: ___ Faculty/Peer ___ Supervisor

When responding to the items below, please use the following scale. Circle one number to indicate performance level of the instructor on the issue described. Circle the 0 for any questions that are not applicable. **A rating other than 3 MUST have a comment.**

Rating Key:

0-----1-----2-----3-----4 0 - Not Applicable 2 - Needs Improvement
 1 - Not Acceptable 3 - Meets Expectations 4 - Exceeds Expectations

1. Announced and met class session outcomes.

0-----1-----2-----3-----4

Comments:

2. Appeared adequately prepared for class.

0-----1-----2-----3-----4

Comments:

3. Demonstrated content-area knowledge.

0-----1-----2-----3-----4

Comments:

4. Presented material in a clear, understandable, and organized manner.

0-----1-----2-----3-----4

Comments:

5. Motivated students to ask questions and participate in classroom activities. 0-----1-----2-----3-----4

Comments:

6. Made class session stimulating and interesting. 0-----1-----2-----3-----4

Comments:

7. Adapted teaching methods to meet individual student needs. 0-----1-----2-----3-----4

Comments:

8. Maintained classroom climate conducive to learning. 0-----1-----2-----3-----4

Comments:

9. Used effective communication skills. 0-----1-----2-----3-----4

Comments:

10. Showed interest, concern, and respect for students. 0-----1-----2-----3-----4

Comments:

Rating Key:

0 - Not Applicable
1 - Not Acceptable

2 - Needs Improvement
3 - Meets Expectations

4 - Exceeds Expectations

Describe the best part of the instructional activity you observed.

What one or two things would you propose this instructor do to enhance teaching effectiveness?

TOTAL POINTS: _____

OVERALL RATING 0-----1-----2-----3-----4

Signature of Observer

Title

Date

I have reviewed a copy of this evaluation form:

Signature of Instructor

Date

Rating Key:

0 - Not Applicable
1 - Not Acceptable

2 - Needs Improvement
3 - Meets Expectations

4 - Exceeds Expectations



INSTRUCTOR SELF-EVALUATION

Instructor: _____ Program Area/Division: _____

Review Period: _____ Date: _____

Number of different course preparations this year: _____

When responding to the items below, please use the following scale. Circle one number to indicate performance level of the instructor on the issue described. Circle the 0 for any questions that are not applicable. **A rating other than 3 MUST have a comment.**

Rating Key: 0 - Not Applicable 2 - Needs Improvement
 0-----1-----2-----3-----4 1 - Not Acceptable 3 - Meets Expectations 4 - Exceeds Expectations

I. DELIVERY OF INSTRUCTION

1. I prepare my lessons according to my students' needs. 0-----1-----2-----3-----4

2. I state the lesson outcomes prior to instruction. 0-----1-----2-----3-----4

3. I tie the lesson outcomes to prior learning. 0-----1-----2-----3-----4

4. I address a range of teaching modalities (auditory, visual, tactile-kinesthetic) to serve the different learning styles of my students. 0-----1-----2-----3-----4

5. My students have the opportunity to engage in critical thinking/ problem-solving activities in my classes. 0-----1-----2-----3-----4

6. I encourage relevant student questions and involvement in class discussion and/or activities. 0-----1-----2-----3-----4

7. I vary my questioning strategies as appropriate. 0-----1-----2-----3-----4

8. I elicit student feedback on the effectiveness of instruction. 0----1----2----3----4

9. I use appropriate assessment strategies. 0----1----2----3----4

10. I return students' graded work within a reasonable amount of time. 0----1----2----3----4

11. I preview upcoming material with my classes. 0----1----2----3----4

12. I summarize main point(s) of the lessons. 0----1----2----3----4

13. My instruction is learner-centered and competency-based. 0----1----2----3----4

14. I exhibit proper use of the English language or appropriate foreign language, including vocabulary and grammar. 0----1----2----3----4

Comments on Delivery of Instruction:

Rating Key:

0 - Not Applicable
1 - Not Acceptable

2 - Needs Improvement
3 - Meets Expectations

4 - Exceeds Expectations

II. INTERACTION WITH STUDENTS

1. I exhibit enthusiasm and confidence. 0-----1-----2-----3-----4

2. I interact with students in a positive and courteous manner. 0-----1-----2-----3-----4

3. I respect students whose viewpoints differ from my own. 0-----1-----2-----3-----4

4. I work with students with serious attendance problems or in danger of failing. 0-----1-----2-----3-----4

Comments on Interaction with Students:

III. SUPPORT MATERIALS AND RESOURCES

1. I use support materials and instructional technology appropriately and effectively. 0-----1-----2-----3-----4

Comments on Support Materials and Resources:

Rating Key:

0 - Not Applicable
1 - Not Acceptable

2 - Needs Improvement
3 - Meets Expectations

4 - Exceeds Expectations

V. TEACHING EFFECTIVENESS

1. I have implemented changes in an attempt to improve my instruction. 0-----1-----2-----3-----4

Comments on Teaching Effectiveness

VI. PARTICIPATION IN COMMITTEES, TEAMS, TASK FORCES, AND STUDENT ORGANIZATIONS

1. I have participated in committees, teams, task forces, and student organizations during this review period. 0-----1-----2-----3-----4

Committee	My Role (Chair, Secretary, Sub-committee Chair, member, etc.)	Time Period (Semester: Fall, Spring, Summer I, Summer II)	Meeting Frequency (Weekly, Bi-Monthly, Monthly)

Rating Key: 0 - Not Applicable 2 - Needs Improvement
 1 - Not Acceptable 3 - Meets Expectations 4 - Exceeds Expectations

VII. PROFESSIONAL DEVELOPMENT

1. I have participated in professional development and training on or off campus (workshops, seminars, conferences, credit courses, certifications, publications, presentations, etc.) during this review period. 0-----1-----2-----3-----4

Activity	Place	Date	Clock/Credit Hours

2. The list of professional development and training I need or desire during the next evaluation period is as follows:

VIII. ADDITIONAL PARTICIPATION

BONUS POINTS	0-----1-----2-----3-----4
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COMMUNITY INVOLVEMENT

1. I have actively participated in college, professional, community, or civic organizations, and/or received the following commendations or awards during this review period:

TOTAL POINTS: _____	OVERALL RATING 0-----1-----2-----3-----4
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Rating Key: 0 - Not Applicable 2 - Needs Improvement
 1 - Not Acceptable 3 - Meets Expectations 4 - Exceeds Expectations



SUPERVISOR'S SUMMARY

Instructor: _____ Program Area/Division: _____ Review Period: _____
New Course: _____ Number of preparations: _____

Supervisor's feedback on Instructor Observation Evaluation Form:

Supervisor's feedback on Instructor Self-Evaluation Form:

When responding to the numbered items below, please use the following scale. Circle one number to indicate performance level of the instructor on the issue described. Circle the 0 for any questions that are not applicable. **A rating other than 3 MUST have a comment.**

Rating Key: 0 - Not Applicable 2 - Needs Improvement
0-----1-----2-----3-----4 1 - Not Acceptable 3 - Meets Expectations 4 - Exceeds Expectations

I. INTERACTION WITH STUDENTS

1. Exhibits enthusiasm and confidence.	0-----1-----2-----3-----4
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2. Works with students experiencing serious attendance problems and at risk of failing.	0-----1-----2-----3-----4
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Comments on Interaction with Students:

Summary and comments on Student Evaluations:

II. SUPPORT MATERIALS AND RESOURCES

1. Uses support materials and instructional technology appropriately and effectively.

0-----1-----2-----3-----4

Comments on Support Materials and Resources:

III. PROFESSIONAL DECORUM

1. Maintains scholarship/proficiency in professional field(s).

0-----1-----2-----3-----4

2. Maintains required office hours.

0-----1-----2-----3-----4

3. Submits accurate reports and records on time.

0-----1-----2-----3-----4

4. Maintains confidentiality.

0-----1-----2-----3-----4

5. Fosters good working relationships with supervisor, department, division, and institution.

0-----1-----2-----3-----4

Comments on Professional Decorum:

Rating Key:

0 - Not Applicable
1 - Not Acceptable

2 - Needs Improvement
3 - Meets Expectations

4 - Exceeds Expectations

IV.TEACHING EFFECTIVENESS

1. Has attempted to improve instruction since the last evaluation.

0-----1-----2-----3-----4

Comments on Teaching Effectiveness:

V. PARTICIPATION IS EVIDENT IN THE FOLLOWING

1. Department-, division-, college-wide committees, teams, task forces, and student organizations.

0-----1-----2-----3-----4

2. Professional development (workshops, seminars, conferences, credit courses, certifications, publications, presentations, etc.)

0-----1-----2-----3-----4

Comments on Participation:

Rating Key:

0 - Not Applicable
1 - Not Acceptable

2 - Needs Improvement
3 - Meets Expectations

4 - Exceeds Expectations

VI. ADDITIONAL PARTICIPATION

1. Community involvement (includes effective participation in the community, commendations, or awards received). The opportunity to participate should be taken into consideration.

Comments on Additional Participation:

Supervisory Summary Parts I, II, III, IV, V

TOTAL POINTS _____

Rating Key:

0 - Not Applicable
1 - Not Acceptable

2 - Needs Improvement
3 - Meets Expectations

4 - Exceeds Expectations

Name: _____

Date: _____

RATING SUMMARY

****NOTE** Throughout all calculations round all decimals to the nearest one hundredth (.01). [Example: 3.4375 = 3.44 or 3.4325 = 3.43]**

Instructor Observation Evaluation Form (Part I)

Take score from page 5

Total Points		# of Items minus		Overall		Weighting		Subtotal
on 10 Items	÷	# of N/A	=	Average	x	Percentage	=	(carry out two decimal points)
_____	÷	10 - N/A	=	_____	x	0.30	=	_____

Instructor Self-Evaluation

Take score from page 8

Total Points		# of Items minus		Overall		Weighting		Subtotal
on 28 Items	÷	# of N/A	=	Average	x	Percentage	=	(carry out two decimal points)
_____	÷	27 - N/A	=	_____	x	0.30	=	_____

Student Evaluation of Instructor Performance

Take score from Student Evaluation Summaries

Total of Averages		# of Sections		Overall		Weighting		Subtotal
from all sections	÷	# of Sections	=	Average	x	Percentage	=	(carry out two decimal points)
_____	÷	_____	=	_____	x	0.20	=	_____

Supervisor Summary Parts II, III, IV, V, VI

Take score from page 18

Total Points		# of Items minus		Overall		Weighting		Subtotal
on 11 Items	÷	# of N/A	=	Average	x	Percentage	=	(carry out two decimal points)
_____	÷	11 - N/A	=	_____	x	0.20	=	_____

Total of 4 Subtotals Above = OVERALL RATING _____

VIII. INSTRUCTOR'S GOALS AND PLAN OF ACTION:

NAME: _____

DIVISION: _____

DATE: _____

Areas to Develop/Enhance/Explore	Goals:	Method/Activity/Resources To Achieve Goal	Target Date	Date Completed	Outcomes/Revisions

FACULTY MEMBER'S NAME: _____ SSN: _____

RECOMMENDATIONS:

- _____ 1. Re-evaluate progress on action plan next semester.
- _____ 2. Evaluate at next regularly schedule interval.
- _____ 3. Schedule conference with Division Dean.

Signature of Program Chair

Date

I have examined the *Student Evaluation of Instructor Performance, Instructor Observation Evaluation Form(s)*, and the *Supervisor's Summary* and participated in completing the Instructor's Goals and Plan of Action.

Your signature indicated that you have discussed this evaluation with your supervisor. It does not necessarily indicate agreement with the content.

Instructor

Date

Instructor's Comments (Attach additional page if needed):

RECOMMENDATIONS:

- _____ 1. Evaluate at next regularly schedule interval.
- _____ 2. Re-evaluate at next regularly schedule interval.
- _____ 3. Schedule conference with Division Dean.

Division Dean

Date

Division Dean's Comments:

RECOMMENDATIONS:

- _____ 1. Evaluate at next regularly schedule interval.
- _____ 2. Re-evaluate progress on action plan next semester.
- _____ 3. Schedule conference with Division Dean.

Vice President of Instructional Services

Date

Vice President of Instructional Services' Comments: