**Cisco College Faculty Evaluation Plan**

The Faculty performance evaluation process includes four parts:

1. Teaching Evaluation
2. Statement of Professional Development, Service, & Performance Goals
3. Performance Evaluation & Review
4. Employment Recommendation

**PART ONE: Teaching Evaluation**

***Student Course Evaluations:*** Student Course Evaluation forms are distributed on Canvas for all classes offered each term by the Director of Distance Education.

***Observation & Review of Instruction:*** Supervisorcoordinates classroom observation or online course review.

* The Division Chair or Department Head observes new full-time faculty during the employee’s first semester and completes the Observation and Review of Instruction Form and/or the Online Course Design Checklist. If a need for improvement is noted, the chair or department head will make recommendations and follow up with further observations as needed.
* The Division Chair or Department Head will observe pre-tenure faculty every three years at a minimum.
* Every three years, all full-time, tenured professors will be observed in the classroom by a peer faculty member or other applicable observer. Observers will provide feedback using the Observation and Review of Instruction Form and/or the Online Course Design Checklist. The chair or department head will communicate with faculty to arrange the teaching observations.

**PART TWO: Statement of Professional Development, Service, & Performance Goals**

Faculty member completes a Statement of Professional Development, Service & Performance Goals, including:

• Professional development completed during the year (attach documentation)

• College service completed during the year

• Review of prior year’s goals

• Performance & Professional Development goals for the upcoming year

The goals should be based on plans to improve overall performance (including teaching and learning) and should correspond to the discipline or industry, instructional pedagogy or technology, continuing education and/or licensure, or higher education topics.

**PART THREE: Performance Evaluation**

Dean, Division Chair or Department Head reviews to the faculty member’s faculty evaluation plan components and completes the Faculty Performance Evaluation. In the evaluation, the evaluator considers the faculty member’s strengths, accomplishments, and contributions, as well as opportunities for growth and improvement. If the faculty member has not completed a required evaluation plan component, the Chair notes that fact in the performance evaluation.

**PART FOUR: Employment Recommendation**

Dean, Division Chair, or Department Head and the faculty member discuss the faculty evaluation components and the completed Performance Evaluation prior to contract recommendations. The completed Faculty Employment Recommendation Form is submitted to the Chief Academic Officer.

**PART ONE: Teaching Evaluations**

**Student Course Evaluations:**

Faculty member or Division Chair/Department Head will provide course evaluations results for discussion. Faculty and/or the evaluator may include summary or explanatory remarks regarding the evaluation results.

**Remarks:**

|  |  |
| --- | --- |
| Strengths: | Opportunities for Improvement: |

**Observation & Review of Instruction:**

A course observation and review of instruction may be completed by any of the following:

|  |  |  |
| --- | --- | --- |
| * President
 | * Chief Academic Officer
 | * Dean of Workforce & Continuing Ed.
 |
| * Director of Distance Ed.
 | * Director of Dual Credit Programs
 | * Division Chair
 |
| * Department Head
 | * Faculty Mentor
 | * Peer faculty
 |

The observer will complete the classroom observation form or online course design checklist to comment on:

* Organization
* Content
* Interaction and engagement
* Delivery

The observation form or checklist should be completed, signed, and returned to the supervisor to be included in the annual faculty evaluation. The online course design checklist is available on the Current Employees webpage and under Instructor Resources in Canvas.

**Classroom Observation Form**

NOTE: The items below each heading are intended to be guidelines for discussion, not mandatory checkpoints.

Observer Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Member Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course (Title, day, time, location): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Content & Organization**

Clearly stated purpose of session

Presented topics in logical sequence

Made connections between various ideas presented Connected material to previous experiences of students Used examples to clarify difficult ideas

Summarized major points of lesson at the end

**Comments:**

|  |
| --- |
|  |

 **Effective Presentation & Delivery**

Was enthusiastic

Spoke clearly and at a reasonable pace

Varied the presentation: tone, energy, and emphasis

Repeated or emphasized important points

Used humor appropriately

**Comments:**

|  |
| --- |
|  |

**Student – Instructor Interaction**

Encouraged student participation

Obtained feedback during class to assess student understanding

Encouraged, listened, and responded to questions

Encouraged critical thinking by having students make connections and seek solutions

Restated questions or answers when necessary

**Comments:**

|  |
| --- |
|  |

 **Instructional Tools & Methods**

Instructional tools used (i.e., textbook, handouts, images, outlines, charts, graphs, websites, videos, music, power point, etc.)

Student activities incorporated (discussion, group work, quiz, etc.)

Canvas incorporated into class

**Comments**

|  |
| --- |
|  |

**Other comments**

|  |
| --- |
|  |

**Signatures:**

Faculty Member Observer Date

**PART TWO: Statement of Professional Development, Service & Performance Goals**

**Professional development completed during the year (attach documentation)**

|  |
| --- |
|  |

**College service completed during the year**

|  |  |  |
| --- | --- | --- |
| **Committee service:** | **Division/Department service:** | **Other service or accomplishments:** |

**Community service and other activities and accomplishments (optional)**

|  |
| --- |
|  |

**Review of prior year’s goals**

|  |  |
| --- | --- |
| **Goals** | **Outcomes & Results** |

**Performance & Professional Development goals for the upcoming year**

|  |  |  |
| --- | --- | --- |
| **Goals:** | **Resources:** | **Evaluation date:** |

**PART THREE: Faculty Performance Evaluation**

Faculty Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teaching Field \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Job Summary

The primary responsibility of faculty is to provide quality instruction to Cisco College students. Responsibilities may include teaching a variety of courses in \_\_\_\_\_\_\_\_\_\_, teaching courses through various mediums, teaching at a variety of locations, and teaching a varied schedule of day and evening courses.

Faculty members at Cisco College are expected to accomplish assigned duties in an efficient, effective and competent manner, and to strive for improvement and excellence in all work performed. Additionally, faculty are asked to demonstrate a commitment to the comprehensive role of the community college as stated in the College Mission, and to cooperate and work harmoniously with College personnel and the public. All Cisco College employees are expected to follow College policies, rules, regulations, and guidelines that relate to the specific position.

Evaluation Content & Method

Faculty evaluation includes review and discussion of primary job duties. Duties listed below are evaluated on a 1-5 scale:

5 Exemplary: Clearly superior performance. Consistently surpasses expectations. Models leadership and initiative.

4 Meets and exceeds requirements: Performance frequently above expectations. Significant contributions and innovation are evident.

3 Meets requirements, proficient: Fully acceptable and consistent performance. May be the highest possible rating defined by a supervisor for a complete/incomplete item.

2 Meets minimal requirements/Needs improvement: Inconsistent performance or an area that demonstrates clear need for improvement.

1 Does not meet minimal requirements: Performance deficiencies are evident.

N/A Duty not applicable to the position.

Supervisors may elect to provide remarks for any item, rather than indicate a numerical rating.

Supervisors should clearly explain to faculty which items, if any, may receive only a maximum rating of 3 and consistently apply that scale to the item for all faculty in their line of report.

Primary Duties

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Provide quality learning experiences for students. | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |
| Maintain the integrity of course standards and learning objectives. | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |
| Demonstrate an attitude toward teaching that promotes learning in the classroom and encourages students to seek help when needed. | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |
| Follow the College’s guidelines for course syllabi and states clear learning objectives and assessment criteria.*🞎 Maximum rating of 3* | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |
| State clear learning objectives in class.*🞎 Maximum rating of 3* | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |
| Maintain five regular office hours per week designated as time available to assist students. Notifies students of availability by appointment. Post hours on office door and submits hours to supervisor. | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |
| Consistently fulfills scheduled obligations such as class meetings, office hours, registration, and other assigned duties.  | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |
| Is willing to provide help for students outside of regular office hours and scheduled classes, and clearly demonstrates availability. | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |
| Actively seek to stay current in the instructional discipline or industry and in teaching and learning theory by participating in professional development. Follow through by making adjustments in delivery of courses to provide quality learning opportunities for students. | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |
| Support the mission of the College by serving on College committees and participating in activities necessary for the committee to function effectively. | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Is an effective team member, working collegially with others to make the most of college resources.  | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |
| Attend convocations, commencement(s), faculty meetings and division/department meetings. *🞎 Maximum rating of 3* | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |
| Participate in advising and registration with a positive attitude toward helping students. | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |
| Maintain current understanding of the process, procedures, and program information required to participate effectively in advising and registration.  | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |
| Assist with division or department duties including scheduling, program development, curriculum and catalog management, website maintenance, program material updates, advisory committees, and reporting.  | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |
| Participate effectively in assessment of student learning in order to improve learning including completing required assessments and reporting assessment results. | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |
| Participate effectively in the College’s Institutional Effectiveness process to provide a quality learning experience and environment for students. | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |
| Complete required paperwork effectively. *🞎 Maximum rating of 3* | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |
| Use the College network system including email to communicate appropriately with departments and individuals within the College community.  | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Use Campus Connect/FAS module effectively. *🞎 Maximum rating of 3* | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |
| Cooperate and maintain professionalism with the administration, faculty, and other members of the College community.  | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |
| Represent the College in a professional manner to all constituencies and the general public.  | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |
| Strive for improvement and excellence in all work performed.  | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |
| Perform other related duties as assigned by supervisor and administration.  | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |
| Complete all parts of the faculty evaluation plan.*🞎 Maximum rating of 3* | 5⭘ | 4⭘ | 3⭘ | 2⭘ | 1⭘ | N/A⭘ |

**Supervisor Remarks:**

**Faculty Member Remarks:**

**Evaluation Plan Items Submitted or Completed:**

 Observation and Review of Instruction

 Student Course Evaluations

 Statement of Professional Development, Service & Performance Goals

 Other items requested (syllabi, assignments, student work, assessment methods & results, etc.)

 Performance Evaluation

 Discussion of Performance Evaluation

 Faculty Remarks

**Signatures:**

**This evaluation has been discussed with me.**

**Faculty Member Date**

**Supervisor Date**

**Cisco College**

**Faculty Employment Recommendation Form**

**I recommend the faculty member for rehire: Yes\_\_\_\_\_ No\_\_\_\_\_ N/A\_\_\_\_\_**

**I recommend tenure: Yes\_\_\_\_\_ No\_\_\_\_\_ N/A\_\_\_\_**

**Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 Supervisor

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**I recommend the faculty member for rehire: Yes \_\_\_\_\_ No\_\_\_\_\_ N/A\_\_\_\_\_**

**I recommend tenure: Yes\_\_\_\_\_ No\_\_\_\_\_ N/A\_\_\_\_\_**

**Signature:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

 Chief Academic Officer