

Faculty Evaluation Process

11-28-06

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Statement of Purpose

The **Faculty Evaluation Process** of DeKalb Technical College has two fundamental purposes: a **formative** purpose and a **summative** purpose. The **formative** purpose is to support strategy setting and achievement, instructional effectiveness, professional development, student support, and college and community service. The goal of this primary purpose is to improve instruction by all members of the faculty and thus to enhance the learning environment and the success of all students. The **summative** purpose is to assist the appropriate administrative officers of the college to make decisions regarding instructional support and contract renewal. The goal of this secondary purpose is to sustain the highest possible level of faculty performance and thus to advance the effectiveness of the college as a leader in higher education.

Relationship of Purpose to Faculty Status

Faculty Status	Formative Purpose	Summative Purpose
New full-time faculty (first year at DTC)	Orientation to the evaluation process, including strategy setting, student evaluations, classroom observations, instructional materials, supervisor review, professional development, student support, and college and community service. Provide a benchmark for growth and qualitative improvement.	Establish a quantifiable measure of faculty performance. Provide support for teaching assignments and contract renewal.
Existing full-time faculty	Develop and document improvements and initiatives in instruction, strategy setting, student evaluations, classroom observations, instructional materials, supervisor review, professional development, student support, and college and community service. Build a support network of supervisors, peers, and students. Make a significant contribution to the success of the college and community.	Gauge levels of performance and quantify areas of improvement. Identify specific performance areas that need improvement. Provide support for teaching assignments and contract renewal.

Criteria for Strategy Setting and Achievement

Periodically, the college administration, in consultation with faculty, staff, students, and business and government leaders, establishes long-term goals for the college. Instructional Planning and other planning units must set objectives, which will help the college accomplish its goals. In turn, faculty must identify strategies that support the accomplishment of college and planning unit objectives.

Faculty are encouraged to identify strategies that can be achieved within the planning cycle and are measurable. Faculty members must choose a minimum of three of the four DeKalb Tech goals and develop strategies based on these goals. Refer to the College's "Goal Statements, Objectives, Benchmarks and Data Sources" for details. The faculty member and his / her supervisor must agree upon all goals and strategies. The DeKalb Tech goals are as follows:

College Goal 1: Promote student success by providing access to programs, services and support systems

College Goal 2: Provide quality program offerings that support: a) the development of knowledge, skills and attitudes necessary for fulfillment of goals, abilities and interests and b) employment and career success

College Goal 3: Demonstrate accountability and effectiveness through: a) the procurement and efficient use of resources and b) appropriate leadership and management practices

College Goal 4: Enhance economic development of the region through workforce development, job training and partnerships that add value to the communities served

To evaluate each strategy the following materials are used:

- the faculty member's annual strategy sheet
- the supporting documentation that demonstrates the faculty member's achievement of each strategy proposed. The documentation should consist of actual materials produced, reports of activities sent to the relevant administrator, or documentation of program changes with the supervisor's comments regarding these changes.

The description of each strategy includes:

- A. college goal that is chosen
- B. a statement of the strategy
- C. a summary of the process for achieving the strategy
- D. expected outcomes and benchmarks
- E. resources needed for successful completion of the strategy
- F. actual outcomes / results
- G. use of the outcomes / results for improvement

Items A through E for each strategy should be completed in consultation with the faculty member's supervisor and turned in to the department chairperson's office by the first Monday of September. Each strategy must be approved by the department chair / dean. There is no limit on the total number of strategies that may be set during a particular year, but the faculty member and supervisor should weigh the quality of strategies over the quantity of strategies.

Strategies may be revised at any time during the calendar year with the approval of the supervisor. If strategies cannot be met, an explanation should be provided. Strategies not completed by the end of the evaluation period for a given year may be carried forward into the following year. Credit will be given for completion of a particular strategy only in the year completed. A long-term (multi-year) strategy may be separated into phases, with a phase completed in one year.

The supervisor must look first at the quality and difficulty of the strategies. The following guidelines are used in assessing quality activities:

- | | |
|--|----------------|
| • completion of three or more quality strategies | Satisfactory |
| • failure to complete three requisite strategies | Unsatisfactory |

Evaluation of Instruction

Because teaching and learning represent the most significant contribution a faculty member makes to the college, it is important that this area be assessed carefully and thoroughly. Methods used to evaluate instruction include:

- Student evaluations
- Classroom observations
- Assessment of instructional materials (both those used by an instructor and those developed by the instructor).

Student Evaluations

The results of the student evaluations are presented in a numeric fashion and allow the faculty member to see his / her ranking in comparison to other faculty members in his / her department. The supervisor should be extremely cautious about giving this number undue emphasis. It is more instructive to look at the result from a series of quarters and for a variety of classes rather than place too much emphasis on a single value. Care should also be taken to consider such factors as the size of the sample, and thus its statistical reliability, as well as the type of class being evaluated.

The following guidelines are used in assessing the numeric portion of the student evaluations:

- ≥ 3.0 satisfactory
- < 3.0 unsatisfactory

Written student comments are very instructive and frequently suggest something different than the numeric results. The faculty member may request that these comments be used to counter-balance a low numeric score on the student evaluations. In consultation with the faculty member the supervisor may use positive student comments to justify a satisfactory rating even if the numeric score is less than 3.0.

Classroom Observations

The best assessment of teaching effectiveness is direct observation of instruction of the faculty member by those most familiar with teaching and learning, the instructor's supervisor and / or an instructional dean. The intent of these classroom observations is to improve teaching and learning. Therefore, the observers should help the instructor identify his / her teaching strengths, and if applicable, suggest ways to improve teaching effectiveness and / or identify new or different teaching techniques that the instructor might utilize to help foster effective student learning.

All full-time faculty members shall have two classroom observations conducted by their supervisor and an instructional dean. At least one observation must occur before December 31. New full-time faculty shall have two classroom observations by the supervisor and dean each quarter for the first three quarters. The supervisor and / or dean will attend and evaluate the same class meeting.

For purposes of improving and / or enhancing teaching techniques or effectiveness, faculty may elect to set a teaching / learning strategy which utilizes classroom observations by their supervisor and / or dean.

Procedure for Observation

The supervisor and instructional dean shall select the classes to be observed in consultation with the faculty member. Classroom visits shall be scheduled with the faculty member at least one week in advance of the observation. Observers should sit in the back of the classroom in order to minimize class disruption. The faculty member should indicate to the class the presence of the observers and the purpose of the observation.

Both the supervisor and instructional dean shall independently complete the Observation Evaluation Form (see Faculty Evaluation Forms). The supervisor and instructional dean should meet as soon as possible following the observation and

develop a consensus evaluation. Within ten days of the observation, the faculty member and both observers shall have a meeting to discuss the observation. The focus of the meeting shall be the recognition of teaching strengths and constructive suggestions in areas where the observation indicates the faculty member needs improvement. At the end of this meeting, all three parties shall sign the Observation Evaluation Form. The faculty member shall have an opportunity to add comments to the Form before signing it.

The provisions of this section shall in no way limit visits by a Department Chairperson, Instructional Dean, or other Administrators in investigating student complaints or in conducting the business of the Instructional Department or College.

Instructional Materials

The supervisor should review a comprehensive packet of instructional materials (usually taken from a single course) used by the faculty member and complete the Instructional Materials Summary Sheet for these materials. In cases where the faculty member is teaching a course for which the syllabus and other course materials are prepared by the department, the supervisor or instructional dean and faculty member jointly determine what instructional materials will be evaluated.

Criteria for Professional Development

Professional Development is defined as:

- 1) activities that enhance the expertise of the faculty member either within his / her field or enhance effective teaching;
- 2) activities that involve research and / or study within the faculty member's instructional field or within the field of curriculum and instruction that result in a publication, presentation, or some other form of recognition; or
- 3) service in a leadership position on professional boards or committees.

The faculty member should provide a brief descriptive summary:

- 1) relating each activity to his / her field of expertise and / or to teaching improvement;
- 2) providing the number of contact hours participated in during each activity;
- 3) acknowledging benefits derived from each activity;
- 4) indicating the actual outcomes; and
- 5) use of the results for improvement.

Non-exhaustive List of Examples:

- Participating in "in-house" staff development activities
- Taking College or University courses or continuing education courses

- Participating in seminars, training sessions, trade shows, or short courses
- Attendance and participation in regional, state, or national conferences or conventions relating to the faculty member's field or to teaching improvement
- Publication in a professional journal or periodical
- Book publications
- Presentation to professional or lay organization on a topic relating to the faculty member's field
- Service as officers of professional organizations
- Faculty activities that involve research and / or study within the field of curriculum and instruction that results in a publication, presentation, or some other form of recognition.

Criteria for Student Support

Student support is defined as activities that enhance the college's recruitment, retention and student placement initiatives as well as those activities that improve or enhance student-advising efforts.

The faculty member should provide:

- 1) a brief descriptive summary of each student support activity;
- 2) the number of contact hours participated in during each activity;
- 3) benefits derived from each activity;
- 4) actual outcomes; and
- 5) use of the results for improvement.

Non-exhaustive List of Examples:

- Participation in student recruitment drives
- Participation in high school visits
- Participation in student advising workshops
- Participation in retention initiatives at the department, campus, or college level
- Participation in a student coop program
- Participation in student orientation
- Conducting student success workshops
- Participation in student mentoring programs

Criteria for College and Community Service

College service is defined as service occurring within the institutional context that provides a benefit for the institution. Community service is defined as active participation in community organizations. Community service must not interfere with the faculty member's contractual duties at the college.

The faculty member should provide:

- 1) a brief descriptive summary of each college and / or community service activity;
- 2) the number of contact hours participated in during each activity;
- 3) benefits derived from each activity;
- 4) actual outcomes; and
- 5) use of the results for improvement.

Hours for which the faculty member receives compensation, either monetary or release time, may not be counted; however, the activities may be listed on the summary sheet.

Non-exhaustive List of Examples:

- Participation on college committees / task forces
- Participation in instructional program or department committees (providing an instructional or administrative benefit)
- Grant writing and other activities that procure money or other resources for the college
- Consulting or other activities that provide a benefit for the college (without compensation)
- Student organization sponsorship
- Teaching overloads without compensation
- Serving as lead teacher
- Production of departmental materials other than those used for instruction within the faculty member's instructional field
- Other college / departmental activities assigned to the faculty member, such as search committees, etc
- Participation in activities that market the college (Academic Contests, Career Days, student performances, etc.)
- Mentoring adjunct teachers or new faculty
- Service on professional organization boards or committees
- Service to nonprofit organizations

Assessment of Professional Development, Student Support, and College and Community Service

Faculty members must accumulate a total of 30 hours of activities each year in the three areas: 1) professional development; 2) student support; and 3) college and community service. Faculty members must devote a minimum of 5 hours to each category. Hours for each of these categories may be included in the completion of goals. In evaluating these activities the supervisor and instructional dean must look first at the quality of the activities. The following guidelines are used in assessing quality activities:

- ≥ 30 hours (at least 5 hours in each area) satisfactory
- < 30 hours (at least 5 hours in each area) unsatisfactory

Other Guidelines:

1. The minimum number of required staff development hours per fiscal year is 30.
2. College / University coursework cannot be the only engaged staff development activity. If college / university coursework is included as an activity, then a minimum of 15 hours of other staff development activities is required.
3. Staff development activities should be entered on the Staff Development Activities record within 2 weeks of completion of the activity.
4. Documentation of the activity must be attached to the activity form.

Faculty Evaluation Forms

FACULTY EVALUATION TIMELINE

FY _____

<u>Timeline</u>	<u>Activity</u>	<u>FY Date</u>
Summer Quarter		
June	(1) Develop next FY strategies (2) Identify activities for Professional Dev, Student Support and College/Community Service (3) Student evaluation of instruction*	
1 st Week September	(1) Meet with Dept. Chair re: strategy setting Forms and plan (2) Submit Professional Development, Student Support and Service activities for approval	
2 nd Week September	(1) Arrange classroom observation schedule and course(s) w/supervisor(s)	
Fall Quarter		
	(1) Document ongoing activities for Prof. Dev, Student Support and College/Community Service	
1 st Week December	(1) Student evaluation of instruction*	
Winter Quarter		
	(1) Document ongoing activities for Prof. Dev, Student Support and College/Community Service	
January	(1) Meet w/supervisor for interim progress evaluation	
1 st Week March	(1) Student evaluation of instruction* (2) New faculty classroom observation	
Spring Quarter		
	(1) Document ongoing activities for Prof. Dev, Student Support and College/Community Service	
1 st Week April	(1) Arrange classroom observation w/supervisor(s) (2) Complete self-evaluation (2) Complete documentation of all activities (3) Participate with supervisor in annual evaluation conference	
1 st Week June	(1) Student evaluation of instruction*	

*Faculty will conduct student evaluation of instruction 2 times per fiscal year; new faculty will conduct student evaluation of instruction 3 consecutive quarters for the first year of employment and 2 times per year thereafter.

DeKalb Technical College Faculty Evaluation Summary Sheet

Faculty Name: _____

Fiscal Year: _____

Employee ID#: _____

Department: _____

Program: _____

Department Chair: _____

Component Rating Scale

S = Satisfactory NI = Needs Improvement U = Unsatisfactory N/A = Not Applicable

Evaluation Component	Department Chair	Comments
Strategy Setting and Achievement		
Overall Supervisor Evaluation		
Evaluation of Instruction:		
A. Student Evaluations		
B. Classroom Observations		
C. Instructional Materials		
Activities (Professional Development, Student Support, and College and Community Service)		
Overall Assessment (All areas must be judged satisfactory for an overall satisfactory rating.)		

Signatures

This rating reflects my evaluation of the employee's performance. I have discussed this evaluation with the employee. Comments: Department Chair's Signature _____ Date: _____	I have reviewed the evaluation and determined that it complies with unit and DTC policies. Comments: Assistant Dean's Signature _____ Date: _____
I have reviewed the evaluation. Comments: Dean's Signature _____ Date: _____	I have reviewed the evaluation. Comments: Vice President's Signature _____ Date: _____

I have reviewed the contents of this form with my supervisor and have been advised of my ratings and employment status or increase eligibility status. I have made any comments I wish in this section or provided as an attachment. My signature does not necessarily indicate agreement.

Faculty Member's Signature: _____ Date: _____

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## Strategy Setting and Achievement

(See Criteria for Strategy Setting and Achievement on p. 4)

**Faculty member** \_\_\_\_\_ **Fiscal Year:** \_\_\_\_\_

The description of each strategy includes:

- A. college goal that is chosen
- B. a statement of the strategy
- C. a summary of the process for achieving the strategy
- D. expected outcomes
- E. resources needed for successful completion of the strategy
- F. actual outcomes and use of the results for improvement

**Strategy 1:**

**Strategy 2:**

**Strategy 3:**

## Annual Supervisor Evaluation of Full-Time Faculty

Faculty Member \_\_\_\_\_ Fiscal Year \_\_\_\_\_

Choose either "Satisfactory" or "Unsatisfactory." If "Satisfactory" is chosen, the supervisor has the option of checking "Needs Improvement" which indicates that the employee needs improvement but is not serious enough to warrant an "Unsatisfactory" rating. If "Needs Improvement" is checked, the supervisor must include a statement explaining why the option was chosen. The supervisor may request appropriate documentation for evidence of participation. The supervisor is expected to inform the faculty member of any unsatisfactory behavior at the time of occurrence. This allows a faculty member the opportunity to correct his / her behavior before the annual evaluation takes place. The evaluation process is an open dialogue between the supervisor and the faculty member and it may require more than one meeting.

### A. Teaching and Learning

1. Teaches assigned courses in areas of competency to accomplish the mission of the College.

Satisfactory (  Needs Improvement)  
 Unsatisfactory

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2. Facilitates the classroom instructional process, supporting the instructional / learning goals and objectives for each course.

Satisfactory (  Needs Improvement)  
 Unsatisfactory

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3. Effectively evaluates students to determine requisite skill; monitors progress toward course goals and objectives; assigns final grades; and, assesses knowledge, skills and attitudes for the purpose of granting credit.

Satisfactory (  Needs Improvement)  
 Unsatisfactory

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4. Provides out-of-class academic assistance to students who need and / or request it.

Satisfactory (  Needs Improvement)  
 Unsatisfactory

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5. Maintains accurate records of student attendance and grades and communicates them as needed on a timely basis to the appropriate College office.

Satisfactory (  Needs Improvement)  
 Unsatisfactory

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6. In a professional manner, counsels and advises students in regard to their academic preparation and career goals.

Satisfactory (  Needs Improvement)  
 Unsatisfactory

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7. Actively works to retain students through quality classroom experiences, counseling and advising.

Satisfactory (  Needs Improvement)  
 Unsatisfactory

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8. Mentors and orients faculty and staff, as appropriate, demonstrating a commitment to equal opportunity and affirmative action concepts.

Satisfactory (  Needs Improvement)  
 Unsatisfactory

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9. Keeps classroom and office hours as defined in the employee manual.

Satisfactory (  Needs Improvement)  
 Unsatisfactory

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## B. Course and Curriculum Development

1. Selects texts, supplemental documents, equipment, supplies and other learning resources.

Satisfactory (  Needs Improvement)  
 Unsatisfactory

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2. Develops supplemental instructional materials.

\_\_\_ Satisfactory ( \_\_\_ Needs Improvement)  
\_\_\_ Unsatisfactory

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3. Demonstrates appropriate use of current technology in the preparation, creation and delivery of instruction.

\_\_\_ Satisfactory ( \_\_\_ Needs Improvement)  
\_\_\_ Unsatisfactory

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4. Creates and revises courses and / or curricula, as needed, that enhance the learning process and addresses emerging needs and opportunities.

\_\_\_ Satisfactory ( \_\_\_ Needs Improvement)  
\_\_\_ Unsatisfactory

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5. Maintains updated course syllabi and lesson plans, as needed, according to employee manual.

\_\_\_ Satisfactory ( \_\_\_ Needs Improvement)  
\_\_\_ Unsatisfactory

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6. Maintains laboratory and other equipment applicable to area of instruction.

\_\_\_ Satisfactory ( \_\_\_ Needs Improvement)  
\_\_\_ Unsatisfactory

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**C. Professional Development**

1a. Remains current within the field(s) of assigned instruction, related occupational areas and technologies.

\_\_\_ Satisfactory ( \_\_\_ Needs Improvement)  
\_\_\_ Unsatisfactory

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1b. List additional certifications / credentials earned during the current evaluation period:

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(Documentation provided to Human Resources:  Yes  No)

2. Acquires, maintains and applies knowledge of current instructional methodologies and materials.

Satisfactory (  Needs Improvement)  
 Unsatisfactory

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3. Attends scheduled department, campus, and College professional development and in-service activities.

Satisfactory (  Needs Improvement)  
 Unsatisfactory

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4. Supports related professional organizations by attending meetings and serving as officers when appropriate.

Satisfactory (  Needs Improvement)  
 Unsatisfactory

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5. Participates in the annual faculty evaluation process in compliance with College procedures.

Satisfactory (  Needs Improvement)  
 Unsatisfactory

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6. Acquires a complete working knowledge of the Catalog, Student Handbook, and Employee Manual.

Satisfactory (  Needs Improvement)  
 Unsatisfactory

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#### D. Student Support

1. Behaves courteously and professionally towards students, respecting their rights and access to educational opportunities.

Satisfactory (  Needs Improvement)  
 Unsatisfactory

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2. Participates in the registration process by advising / assisting students in preparing schedules.

\_\_\_ Satisfactory ( \_\_\_ Needs Improvement)  
\_\_\_ Unsatisfactory

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3. Assists in the recruitment, selection, orientation and evaluation of potential students, demonstrating a commitment to equal opportunity and affirmative action concepts.

\_\_\_ Satisfactory ( \_\_\_ Needs Improvement)  
\_\_\_ Unsatisfactory

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4. Assists in formal and informal placement activities that facilitate student employment.

\_\_\_ Satisfactory ( \_\_\_ Needs Improvement)  
\_\_\_ Unsatisfactory

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5. Supports student activities through attendance and participation.

\_\_\_ Satisfactory ( \_\_\_ Needs Improvement)  
\_\_\_ Unsatisfactory

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**E. College and Community Service**

1. Assists in the recruitment and selection of College personnel, as assigned, demonstrating a commitment to equal opportunity and affirmative action concepts.

\_\_\_ Satisfactory ( \_\_\_ Needs Improvement)  
\_\_\_ Unsatisfactory

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2. Participates in accreditation, assessment and performance funding processes within the College.

\_\_\_ Satisfactory ( \_\_\_ Needs Improvement)  
\_\_\_ Unsatisfactory

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3. Supports and participates in College / Department committees, organizations and / or task forces to make recommendations for the decision-making processes of the College.

Satisfactory (  Needs Improvement)  
 Unsatisfactory

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4. Provides input and / or assistance in the preparation of quarterly schedules, faculty assignments, and budgets.

Satisfactory (  Needs Improvement)  
 Unsatisfactory

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5. Attends commencement exercises and participates in College programs.

Satisfactory (  Needs Improvement)  
 Unsatisfactory

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6. Develops and maintains positive and cooperative relationships with colleagues within the assigned academic department and other units of the College.

Satisfactory (  Needs Improvement)  
 Unsatisfactory

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7. Strengthens relationships between the college and community through program advisory committee support and / or appropriate community outreach activities.

Satisfactory (  Needs Improvement)  
 Unsatisfactory

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8. Complies with any reasonable oral or written directives of the Department Chairperson, Dean of Instruction, and / or other appropriate administrator.

Satisfactory (  Needs Improvement)  
 Unsatisfactory

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9. Displays a high level of effort and commitment to performing work; operates effectively within the organizational structure; demonstrates trustworthiness and responsible behavior.

\_\_\_ Satisfactory ( \_\_\_ Needs Improvement)  
\_\_\_ Unsatisfactory

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

**F. Other Duties**

If other duties were performed as a college assignment, attach a description of the duties with documentation on how completely, efficiently, and adequately the duties were performed.

\_\_\_ Satisfactory ( \_\_\_ Needs Improvement)  
\_\_\_ Unsatisfactory

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Department Chair's Comments:

Department Chair's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Assistant Dean's Comments:

Assistant Dean's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Dean's Comments:

Dean's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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Faculty Member's Comments:

Faculty Member's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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## Annual Faculty Self Evaluation

Faculty Member \_\_\_\_\_ Fiscal Year \_\_\_\_\_

For each question listed below, provide statements and / or documentation that indicate your accomplishments during this rating period. Your supervisor may request additional documentation for evidence of participation / performance.

### A. Teaching and Learning

1. I teach assigned courses in areas of competency to accomplish the mission of the College.

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2. I facilitate the classroom instructional process, supporting the instructional / learning goals and objectives for each course.

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3. I effectively evaluate students to determine requisite skill; monitor progress toward course goals and objectives; assign final grades; and, assess knowledge, skills and attitudes for the purpose of granting credit.

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4. I provide out-of-class academic assistance to students who need and / or request it.

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5. I maintain accurate records of student attendance and grades and communicate them as needed on a timely basis to the appropriate College office.

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6. In a professional manner, I counsel and advise students in regard to their academic preparation and career goals.

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7. I actively work to retain students through quality classroom experiences, counseling and advising.

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8. I mentor and orient faculty and staff, as appropriate, demonstrating a commitment to equal opportunity and affirmative action concepts.

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9. I keep classroom and office hours as defined in the employee manual.

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**B. Course and Curriculum Development**

1. I select texts, supplemental documents, equipment, supplies and other learning resources.

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2. I develop supplemental instructional materials.

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3. I demonstrate appropriate use of current technology in the preparation, creation and delivery of instruction.

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4. I create and revise courses and / or curricula, as needed, that enhance the learning process and address emerging needs and opportunities.

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5. I maintain updated course syllabi and lesson plans, as needed, according to Employee Manual.

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6. I maintain laboratory and other equipment applicable to area of instruction.

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**C. Professional Development**

1a. I remain current within the field(s) of assigned instruction, related occupational areas and technologies.

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1b. List additional certifications / credentials earned during the current evaluation period:

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(Documentation provided to Human Resources:  Yes  No)

2. I acquire, maintain and apply knowledge of current instructional methodologies and materials.

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3. I attend scheduled department, campus, and College professional development and in-service activities.

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4. I support related professional organizations by attending meetings and serving as an officer when appropriate.

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5. I participate in the annual faculty evaluation process in compliance with College procedures.

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6. I acquire a complete working knowledge of the Catalog, Student Handbook, and Employee Manual.

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**D. Student Support**

1. I behave courteously and professionally towards students, respecting their rights and access to educational opportunities.

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2. I participate in the registration process by advising / assisting students in preparing schedules.

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3. I assist in the recruitment, selection, orientation and evaluation of potential students, demonstrating a commitment to equal opportunity and affirmative action concepts.

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4. I assist in formal and informal placement activities that facilitate student employment.

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5. I support student activities through attendance and participation.

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**E. College and Community Service**

1. I assist in the recruitment and selection of College personnel, as assigned, demonstrating a commitment to equal opportunity and affirmative action concepts.

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2. I participate in accreditation, assessment and performance funding processes within the College.

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3. I support and participate in College / Department committees, organizations and / or task forces to make recommendations for the decision-making processes of the College.

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4. I provide input and / or assistance in the preparation of quarterly schedules, faculty assignments, and budgets.

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5. I attend commencement exercises and participate in College programs.

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6. I develop and maintain positive and cooperative relationships with colleagues within the assigned academic department and other units of the College.

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7. I strengthen relationships between the college and community through program advisory committee support and / or appropriate community outreach activities.

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8. I comply with any reasonable oral or written directives of the Department Chairperson, Dean of Instruction, and / or other appropriate administrator.

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9. I display a high level of effort and commitment to performing work; operate effectively within the organizational structure; demonstrate trustworthiness and responsible behavior.

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**F. Other Duties**

If other duties were performed as a college assignment, attach a description of the duties with documentation on how completely, efficiently, and adequately the duties were performed.

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|------------------------------------------------------------------------------------------------------|--|--|
| <b>Knowledge and communication of subject matter</b><br><br>Satisfactory ____<br>Unsatisfactory ____ |  |  |
| <b>Student interaction</b><br><br>Satisfactory ____<br>Unsatisfactory ____                           |  |  |
| <b>Interest/enthusiasm of instructor</b><br><br>Satisfactory ____<br>Unsatisfactory ____             |  |  |

**Overall evaluation** (Attach an additional sheet if further comments are desired):

Satisfactory \_\_\_\_      Unsatisfactory \_\_\_\_

\_\_\_\_\_  
Signature of Department Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Assistant Dean

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Dean

\_\_\_\_\_  
Date

I have seen this evaluation. (This does not imply concurrence. Faculty may include an attached comment.)

\_\_\_\_\_  
Signature of Faculty Member

\_\_\_\_\_  
Date

## Instructional Materials Summary Sheet

(See Instructional Materials on p. 7)

Faculty Member: \_\_\_\_\_ Fiscal Year: \_\_\_\_\_

### A. Syllabus / Syllabi:

|                                                                                                                                                                                 | YES | NO | N/A |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|-----|
| 1. Is the course syllabus <b>instructor produced ( )</b> or <b>departmental ( )</b> ? If departmental, the faculty member should not be evaluated on the basis of the syllabus. |     |    |     |
| 2. Course syllabus contains all elements required by the college:                                                                                                               |     |    |     |
| a. Instructor Contact Information                                                                                                                                               |     |    |     |
| b. Class Meeting Schedule                                                                                                                                                       |     |    |     |
| c. Course Description                                                                                                                                                           |     |    |     |
| d. Prerequisites / Corequisites                                                                                                                                                 |     |    |     |
| e. Required Text(s)                                                                                                                                                             |     |    |     |
| f. Course Objectives                                                                                                                                                            |     |    |     |
| g. Course Outline                                                                                                                                                               |     |    |     |
| h. Student Competencies                                                                                                                                                         |     |    |     |
| i. Course Requirements                                                                                                                                                          |     |    |     |
| j. Evaluation                                                                                                                                                                   |     |    |     |
| k. Attendance Policy                                                                                                                                                            |     |    |     |
| l. Work Ethics                                                                                                                                                                  |     |    |     |
| m. Classroom Procedures                                                                                                                                                         |     |    |     |
| n. Emergency Procedures                                                                                                                                                         |     |    |     |
| o. Technical Education Warranty                                                                                                                                                 |     |    |     |
| p. Students with Disabilities                                                                                                                                                   |     |    |     |
| 3. Syllabus is readable by students                                                                                                                                             |     |    |     |

## B. Course schedule (may be in combination with syllabus):

|                                                                                                                                                                                | YES | NO | N/A |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|-----|
| 1. Is the course schedule <b>instructor produced</b> ( ) or <b>departmental</b> ( )? If departmental, the faculty member should not be evaluated on the basis of the syllabus. |     |    |     |
| 2. Well-organized                                                                                                                                                              |     |    |     |
| 3. Contains approximate dates when assignments are due and tests given                                                                                                         |     |    |     |
| 4. Contains any other instructor expectations besides those already covered in syllabus                                                                                        |     |    |     |

C. Handouts - Information, Explanation, Lab Exercises, Practice Sheets, Review Sheets, Audiovisual Materials, Computer Programs, etc.  
(Handouts should not be rated on basis of volume.)

|                                                                                     | YES | NO | N/A |
|-------------------------------------------------------------------------------------|-----|----|-----|
| 1. Handouts are <b>teacher-made</b> ( ), <b>published</b> ( ), or <b>both</b> ( )?  |     |    |     |
| 2. Handouts are clear and understandable                                            |     |    |     |
| 3. Handouts relate to subject matter taught or assigned already covered in syllabus |     |    |     |

## D. Exams, Quizzes

|                                                                                                      | YES | NO | N/A |
|------------------------------------------------------------------------------------------------------|-----|----|-----|
| 1. Exams and quizzes are <b>teacher-made</b> ( ), <b>published</b> ( ), or <b>both</b> ( )?          |     |    |     |
| 2. Directions on tests are clear and understandable                                                  |     |    |     |
| 3. Test questions relate to subject matter taught or assignments provided in syllabus prior to test. |     |    |     |
| 4. Test questions are clearly written (understandable)                                               |     |    |     |

E. Other Evaluation Instruments (please fill out the information for each type of instrument or method).

|                                                           | YES | NO | N/A |
|-----------------------------------------------------------|-----|----|-----|
| 1. Does instrument pertain to lessons taught or assigned? |     |    |     |
| 2. Directions for completion are clear                    |     |    |     |
| 3. Evaluation criteria are clearly stated                 |     |    |     |

F. Production or Use of Learning Materials (Computer instruction, overheads, slides, demonstrations, videotapes, posters, alternative instruction) and/or teaching methods.

|                                                                    | YES | NO |
|--------------------------------------------------------------------|-----|----|
| 1. Materials/teaching methods are well organized                   |     |    |
| 2. Materials/teaching methods are understandable                   |     |    |
| 3. Materials/teaching methods relate to specific course objectives |     |    |

G. Management of Classroom Equipment and Supplies

|                                                                                       | YES | NO | N/A |
|---------------------------------------------------------------------------------------|-----|----|-----|
| 1. Is the instructor responsible for large quantities of equipment and/or supplies?   |     |    |     |
| 2. Is this duty time-consuming? If so, approximately how much time has been required? |     |    |     |

H. Provision of Assistance to Students Having Academic Problems or Special Needs:

| YES | NO |
|-----|----|
|     |    |

Provide specific information regarding how faculty member has provided assistance.

Faculty Member \_\_\_\_\_ Fiscal Year: \_\_\_\_\_

### Professional Development Activities

(See Criteria for Professional Development on p. 7)

| Description of Activity | Number of Contact Hours | Actual Outcomes | Benefits Derived |
|-------------------------|-------------------------|-----------------|------------------|
|                         |                         |                 |                  |
|                         |                         |                 |                  |
|                         |                         |                 |                  |
|                         |                         |                 |                  |
|                         |                         |                 |                  |

### Student Support Activities

(See Criteria for Student Support on p. 8)

| Description of Activity | Number of Contact Hours | Actual Outcomes | Benefits Derived |
|-------------------------|-------------------------|-----------------|------------------|
|                         |                         |                 |                  |
|                         |                         |                 |                  |
|                         |                         |                 |                  |
|                         |                         |                 |                  |
|                         |                         |                 |                  |

### College and Community Service Activities

(See Criteria for College and Community Service on p. 8)

| Description of Activity | Number of Contact Hours | Actual Outcomes | Benefits Derived |
|-------------------------|-------------------------|-----------------|------------------|
|                         |                         |                 |                  |
|                         |                         |                 |                  |
|                         |                         |                 |                  |
|                         |                         |                 |                  |
|                         |                         |                 |                  |

TOTAL HOURS \_\_\_\_\_

## Directions for Administering Your Student Evaluations

DeKalb Technical College is conducting this survey to gather information that will improve our course offerings for students.

The information will assist the College to:

1. Evaluate outcomes associated with individual instructors and courses.
2. Use instructor and course information for ongoing improvement and enhancement of learning outcomes.
3. Effectively serve you, our customer.

**INSTRUCTIONS:** Please complete the survey. Use the Tab Key to move from question to question. When you have completed the survey, press the "Submit" button one time. You should fill out a survey for each class in which you are enrolled.

Your response is extremely important to DeKalb Technical College as you will provide information to help the College become a more vital and positive force. We appreciate greatly your efforts to complete this survey.

Thank you for your assistance. Please contact Sue Chandler, Director of Institutional Planning, Evaluation and Effectiveness should you have questions.

## STUDENT EVALUATION OF INSTRUCTION QUESTIONS

1. The instructor presented and explained the major objectives of this course in writing, including grading and attendance policies, during the first week of class.
2. The instructor's oral presentations and discussion are well organized.
3. The instructor's activities clearly relate to the course content and objectives.
4. The instructor uses a variety of teaching methods (group work, movies, filmstrips, overhead transparencies, lecture, etc.).
5. The instructor relates tests, papers, and other evaluations to the course content and objectives.
6. The instructor assesses student understanding of presentations and discussions.
7. The instructor provides useful feedback on tests, papers, and other evaluations.
8. The instructor provides experiences that apply to what is being taught.
9. The instructor includes clear and specific instructions about coursework, assignments, and expectations of students.
10. The instructor's classroom manner is responsible, courteous, and positive with students.
11. The instructor uses class time effectively.
12. The instructor evaluates student work fairly, thoroughly, and promptly.
13. The instructor is available during posted office hours for student conferences and additional help.
14. The instructor demonstrates interest and enthusiasm for the subject matter.
15. The instructor emphasized how this course relates to the overall program of study and career objective.
16. The instructor handles routine tasks (taking roll, distributing materials, grading and returning tests, etc.) efficiently.
17. The instructor assigns reading and other out-of-class work that strengthens the information covered in class.
18. The instructor encourages students to think critically (to ask question, offer opinions, and express ideas.)
19. The instructor is a worthy role model in demonstrating excellent work ethics.
20. I would recommend this instructor to other students.     YES     NO
21. Information concerning procedures for admission was helpful to me.
22. Information concerning procedures for financial was helpful to me.

23. The cost of courses is reasonable.
24. Information on course charges/fees is easily understandable.
25. Courses are generally offered at convenient times.
26. Registration procedures are efficient.
27. Equipment is well maintained and operational in my program area.
28. Campus security is adequate.
29. Lighting around and between building on campus is sufficient.
30. The lighting in classrooms is adequate.
31. The temperature in classrooms is conducive to learning.
32. The restroom facilities are clean, neat and fully-equipped.
33. Overall, the appearance of classrooms is neat.
34. My total relationship with DeKalb Technical College has been beneficial to me.