



Evaluation Cover Sheet for TENURED Faculty

"Building Student Success through Faculty Development"

Name of Person Being Evaluated: _____ Last Eval Date: _____

Position: Full-Time Tenured Faculty Discipline: _____ Tenured Date: _____

- Coach Coordinator Counselor Librarian

College: Woodland Community College Yuba College

RECOMMENDATIONS:

- Improvement Plan **Not** Required Improvement Plan Included (New)
 Continue Previous Improvement Plan Recommend Termination

SUGGESTIONS FOR PROFESSIONAL DEVELOPMENT OR IMPROVEMENT PLAN (IF APPROPRIATE):

The above evaluation represents our best professional judgment:

Committee Chair _____ Date _____

Peer _____ Date _____

I have had the opportunity to read this report and discuss it with the evaluators. I recognize that I have the right to write comments regarding this evaluation and to carry out any additional self-evaluation that I wish to include.

Faculty Member Signature _____ Date _____

Reviewed and Approved by (College VP/President) _____ Date _____



Yuba Community College District Faculty Evaluation Form

"Building Student Success through Faculty Development"

Name of Person Being Evaluated: _____

Discipline: _____ Location: Beale CCC LCC SCC WCC YC

Date of Observation: _____

Class Observed: _____ Length of Observation: _____ minutes

Tenure-Track Contract Year: 1 2 3 4 Tenured Temporary

Current Assignment: _____ FTE – Teaching _____ FTE – Other

Briefly describe assignments other than teaching:

Prior to conducting a faculty evaluation, the evaluator should obtain the following:

- **A copy of the faculty member's class syllabus**
 - **A Copy of the faculty self-reflection (or other document) that includes:**
 - **Committees and/or professional activities in which the faculty member is involved**
 - **The faculty member's written description of professional growth and contributions since the previous evaluation**
 - **The faculty member's written reflection on changes in his or her performance since the previous evaluation**
 - **The faculty member's personal and/or professional goals with a timeline**
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"Building Student Success through Faculty Development"

Evaluation

4 = Exceeds Expectations, 3 = Meets Expectations, 2 = Marginal, and 1 = Unacceptable

Professional Responsibilities

In your assessment, you may consider the following:

4 3 2 1

- Effectiveness of Communication
 - Syllabi, assignments, emails, etc.
 - Communicates with students, in the classroom or in counseling appointments.
 - Provides evidence of participation in college- and/or district-wide committees and/or other professional activities that further the growth of the college

In your assessment as a **supervisor**, you may consider the following:

4 3 2 1

- Reads, compiles with, and, when appropriate, responds to College and District communications
- Participates in student learning/service area outcomes development, assessment, and implementation. (*SLO assessment results for individual faculty members shall not be included.*)
- If a full-time faculty member: Maintains current knowledge of department goals, assessment activities, and curriculum development

Explanation of Assessment:

Instructional Performance and Organization

(This section may be skipped if the faculty members' current assignment does not include teaching)

In your assessment, you may consider the following:

4 3 2 1

- Uses teaching methods and materials that are current, challenging to the student, and appropriate to the course matter
- Changes the approach or offers new explanations when needed
- Demonstrates effective classroom management
- Provides clear assignments or instructions to students
- Is willing and available to assist students

"Building Student Success through Faculty Development"

In your assessment as a **supervisor**, you may consider the following: 4 3 2 1

- Provides each student with a current course syllabus consistent with the approved course outline for each course taught (a copy of which is maintained in the area/division office)
- Meets classes as assigned, arriving on time for each class
- Meets reporting obligations on time, e.g., grades, census reports, and textbook orders
- If a full-time faculty member: Maintains contractual obligations to hold regular office hours

Explanation of Assessment:

Professional Growth and Currency

In your assessment, may consider the following: 4 3 2 1

- Maintains current knowledge of field in performance of assignment matter
- Demonstrates innovation in area of assignment
- Demonstrates evidence of participation in professional growth and development activities

Explanation of Assessment:



"Building Student Success through Faculty Development"

Overall Assessment

- Exceeds Expectations Meets Expectations Marginal Unacceptable

Overall evaluation and recommendations:

Evaluator Name (Print)

Evaluator Signature

Date

I have had the opportunity to read this report and discuss it with the evaluator. I recognize that I have the right to write comments regarding this evaluation and to carry out any additional self-evaluation that I wish to include.

Faculty Member Signature

Date

Self-Evaluation

The faculty member being evaluated has attached the following:

- Written response to Student Evaluations
 Written response to recommendations made in this evaluation, and may include revisions or additions to personal and/or professional goals



Yuba Community College District Faculty Self-Reflection

"Building Student Success through Faculty Development"

For all teaching and non-teaching faculty

Name: _____ College: _____

Division: _____ Discipline: _____

Covering period from: _____ To: _____

Explanation: *Your comments and information provided in this self-reflection are to foster a dialogue and promote an overall conversation of professional development. You will ordinarily perform this reflection at the end of your evaluation cycle. Responses to items should begin where the last self-evaluation left off and continue up to the present. N/A is considered an acceptable neutral response if any item does not directly relate to either your specific job description or the tenure process or if no comment is needed.*

*This self-reflection form is **not** part of your evaluation. Examples provided are intended to be representative and not exhaustive in nature. If you would like to attach your responses in a separate document, you are free to do so.*

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

(Left blank intentionally)

A. YOUR INSTRUCTIONAL DEVELOPMENT

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

B. YOUR PROFESSIONAL INVOLVEMENT IN COLLEGE-NON-INSTRUCTIONAL AND IN COMMUNITY-BASED ACTIVITIES

1. Explain your contributions to non-instructional activities at the college. Include any special awards, recognitions, or achievements. *EXAMPLES: committees, task forces or other groups, special assignments, compensated time projects, liaison responsibilities, divisional or presidential commendations.*

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

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

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

D. YOUR RECOMMENDATIONS FOR IMPROVING COLLEGE SERVICES

1. Discuss any significant challenges or frustrations you encountered as a faculty member and how you addressed them. If possible, provide practical ways to cope with such situations in the future, whether personally and/or institutionally.

EXAMPLES: instructional situations involving textbooks, facilities, class size, placement of students, national trends, community characteristics; non-instructional situations involving library holdings, scheduling, resources and opportunities, lack of communication, committee assignments.

2. List any faculty development activities you think would help you become a more effective college employee (perhaps as related to your comments in D.1). Are there any such activities you feel qualified to present or assist in presenting? *EXAMPLES: special workshops, retreats, guest speakers, hands-on activities, teleconferences, wellness projects.*