

Phillips Community College of the University of Arkansas
Submitted by Deborah King, Ed.D.;
Vice Chancellor for Instruction

Institutional Report on the Annual Review of Faculty Performance for 2012
Academic Year: 2011-2012

Arkansas statute (ACA 6-63-104) and AHECB policy require that each college and university conduct an annual review of each faculty member's performance. ADHE is required to monitor the evaluation process and report findings to the Coordinating Board and Legislative Council. This form will collect the information required for ADHE to satisfy its obligations.

Directions: Summarize the Annual Faculty Performance Review process at your institution. **When a description is requested, please provide only a summary on the report form—brief, concise, and to the point.** Should you need to elaborate further on any of these points, attach additional information as an appendix to this form. An electronic copy of this report is due to ADHE by June 1, 2011.

Elements of the Faculty Performance Review Process

1. Summarize the overall faculty performance review process.

PCCUA's Faculty Performance Review includes assessment of instructional delivery and instructional design.

No substantive changes will be made to the faculty evaluation at PCCUA. The Faculty Association has reviewed the evaluation tool and will make a few wording changes. There is a need to clarify major points accumulated in relation to the number of activities required to meet the minimum score on the portfolio for community service, college service, and professional development (See Attachment 1 and 2 for Reference).

Instructional delivery assessment is measured by student evaluation of the faculty. Each faculty member selects two classes at the beginning of each semester. Students enrolled in the two classes will be the source of the faculty members evaluation. In addition, the two classes selected are to have a minimum enrollment of 20 students.

Instructional design assessment is measured based on peer and division dean perceptions of faculty performance.. The portfolio is used to display primary artifacts which document work these include syllabi, student learning objectives, and demonstrations of instruction and assessment. College service, community service, and professional development activities are the focus of this portion of the review. One peer reviewer, division dean, and a faculty member who is a member of the Faculty Association are selected to review the portfolio (3 reviewers). Criteria used for the review include grades, reports, student documentation, other reporting functions. In addition, classroom management resources are used to evaluate course management.

Faculty who dispute assessment outcomes provided by any or all of the reviewers may appeal the outcome of the evaluation. The appeal process allows the Faculty Evaluation Appeal Committee to hear appeals and makes recommendations about appeal outcomes with the Vice Chancellor for Instruction. The final decision about whether to accept or reject the appeal rests with the Vice Chancellor for Instruction.

2. How are faculty peers involved in faculty performance?

The portfolio is evaluated by two peers and the faculty member's direct supervisor, the division dean. Peer evaluation is a critical element of the evaluation process and the College believes that faculty should evaluate other faculty. In addition to faculty engagement in the evaluation, they are consulted about any change(s) or adjustment(s) to the faculty evaluation tool and evaluation changes must be approved by Faculty Senate.

3. How are students involved in faculty performance?

Instructional delivery is assessed by the students. Faculty select two classes and students enrolled in the two classes respond to various kinds of questions: forced choice, scaled performance and open ended. The open ended questions at the end of the evaluation provide an opportunity for students to provide unscripted feedback. Evaluations are administered eight weeks into the semester. The student assessment is anonymous to ensure students' freedom to comment without fear of retribution.

4. How are administrators involved in faculty performance?

Deans and program directors evaluate all full and part time faculty. Once these are completed, deans meet with faculty to review program outcomes and if both agree on the evaluation than the form is signed by both parties. The evaluation is forwarded to the Vice Chancellor for Instruction and outcomes are recorded by the Director of Assessment and Institutional Effectiveness.

5. How do faculty members self-evaluate their performance?

Each faculty member completes the portfolio. What is included in the portfolio is determined by each faculty member and should reflect instructional competency. The portfolio design allows the faculty member to highlight areas of growth or improvement. When the faculty member has submitted the portfolio and it has been evaluated by two peers and a dean, that faculty member meets with the division dean to discuss the evaluation outcome. That meeting provides an opportunity for the faculty member to make verbal or written comments about the outcome of the evaluation.

6. Describe any other activities used to evaluate faculty performance.

The faculty evaluation includes a review of an instructors' community service, college service, and professional development. Faculty earning five service points are considered "exceptional" based on the evaluation tool. The degree of engagement varies from instructor to instructor. Generally, it is believed that a high degree of engagement in one or two areas is greater than a low degree of engagement in many activities. Sometimes a dean or supervisor desires to praise a faculty member for outstanding contributions, work, or achievements. This kind of recognition is written on the faculty evaluation outcome form.

Institutional Monitoring of the Faculty Performance Review Process

1. Does the institution monitor the annual faculty review process? Yes No

2. If yes, describe the procedures and persons responsible for the monitoring.

The evaluation response form is forwarded to the Office of Instruction and placed in the faculty members personnel file. The faculty portfolio is returned to the faculty member. The person responsible for the Faculty Performance review is Dr. Deborah King, Vice Chancellor for Instruction. All documents are filed with Debbie Hardy, Director of

Assessment and Institutional Effectiveness.

3. If no, describe measures that are being taken to begin annual monitoring.

Use of Review Findings

1. **How are performance results used in decisions related to promotions, salary increases or job tenure?** N/A PCCUA has no tenure and evaluations are used for development not promotion.

English Fluency of Teaching Faculty

- 1 **How do students and administrators review the English fluency of all teaching faculty—full-time, part-time, and graduate teaching assistants?**

PCCUA has no non-English speaking instructors.

2. **What measures are in place to assist deficient faculty in becoming English proficient?** N/A

3. **Summarize English deficiency findings and note action taken by the institution.** N/A

College of Education Support for Accredited Public Schools

1. **If applicable, how does the institution’s College of Education and related discipline faculty members work collaboratively with accredited public schools in Arkansas?**

There is no College of Education at PCCUA. PCCUA has a two plus two transfer program with the University of Arkansas at Monticello (UAM). Students enrolled in this program are usually graduates of PCCUA but enrolled in UAM courses on-line and via compressed video. PCCUA is actively involved with the regional Delta Bridge Project Educational Goal Team and a college employee serves as the co-chair of this planning group.

Notable Findings and Future Plans

1. List any notable findings from the annual faculty review process conducted during the year that may have implications for future annual faculty reviews.

The instructional delivery performance outcomes are slightly lower than the instructional design scores. The evaluation indicates that full and adjunct faculty have similar evaluation outcomes. These outcomes do reflect that the Division of Allied Health has the highest ratings and that Division of Career and Technical Education has the lowest ratings.

Student Evaluation of Full time faculty (72 faculty evaluated)

Overall Average

Instructional delivery: 2.77

Instructional Design: 2.84

| Division | Instructional delivery | Instructional Design |
|-------------------------|-------------------------------|-----------------------------|
| Allied Health | 2.81 | 2.88 |
| Arts & Science | 2.78 | 2.85 |
| Business & Inform. Sys. | 2.72 | 2.80 |
| Dev. & Adult Ed. | 2.80 | 2.82 |
| Applied Tech. | 2.82 | 2.91 |
| Career & Tech | 2.71 | 2.78 |

Student Evaluation of part-Time faculty (32)

Instructional Delivery: 2.75

Instructional Design : 2.83

Faculty Portfolio Evaluation Averages (62 faculty submitted portfolios)

| | |
|---------------------------------------|-------------|
| Overall Portfolio Average 2011 | 2.83 |
| Division Averages | |
| Allied Health | 2.96 |
| Arts & Science | 2.91 |
| Business & Inform. Sys. | 2.93 |
| Dev. & Adult Ed. | 2.97 |
| Applied Tech. | 2.87 |
| Career & Tech | 2.45 |

Four faculty were excused from providing a portfolio for a variety of reasons:

Martha Brothers-illness

Arnell Willis-part-time

Denise Porter-part-time/retiring

Annie Guest-resigned at the end of the fall semester

Faculty indicated satisfaction with the evaluation tool and the process used to evaluate. No problems were reported with the instrument.

- 2. Describe any plans or revisions to the annual faculty review process that have been developed as a result of the findings noted above. (Any significant revision to an institution’s annual faculty review plan must be submitted to ADHE separate from this report and received by June 1, 2011 in order to be considered for approval by the AHECB at the July 2011 board meeting.)**

Level of Faculty Satisfaction with Current Process

- 1. On the scale below, indicate the faculty’s overall sense of satisfaction with the annual review process. If the rating is low (1 or 2), briefly describe corrective measures that will be implemented.**

1---2---3---4---5---6---7---8---9---10
 low high

Faculty did indicate a high level of satisfaction with the evaluation process. However, a few faculty have indicated that they would like to see changes in the portfolio process. Based on conversations with leaders in Faculty Senate, faculty rank the evaluation process at an 8. The satisfaction scale was not provided o all faculty, only a faculty focus group.

**ATTACHMENT 1: PEER EVALUATION OF FACULTY MEMBER 2011 DOCUMENT:
CHANGES HIGHLIGHTED IN YELLOW FONT**

Peer Evaluation of Faculty Member _____

Please use the scale below for rating faculty.

Teaching Rating Scale (Use for Section I B1-a and b: Teaching)

Rating Scale

3 – Exceptional (15 or higher per syllabus)

2 – Effective (13-14 per syllabus)

1 - Needs Improvement (12 or below per syllabus)

Teaching Rating Scale for Questions B2-2, B3-3, and B4-4 – follow rating scale listed for each question.

College Service, Professional Development and Community Service Rating Scale

3 – Exceptional.

This is a job performance that is outstanding in almost every aspect. An exceptional rating implies that virtually any knowledgeable observer would recognize the overall high quality results in all major areas of job emphasis. **To earn a rating of *exceptional* in College Service, Professional Development and Community Service the faculty member should have 6 or above total points.**

2 – Effective.

This is a job performance at the level intended for the job. Overall performance does not noticeably deviate from an acceptable level. **To earn a rating of *effective* in College Service, Professional Development and Community Service, the faculty member should have 4-5 total points.**

1 – Needs Improvement.

This is job performance that is short of effective. Further development and/or experience on the job is needed and there should be improvement within the next year. **To earn a rating of *needs improvement* in College Service, Professional Development and Community Service, the faculty member should have 3 or less total points.**

Instructor Being Evaluated: _____

I. Teaching

- A. Instructional Delivery Skills (average of questions 1-13 on student evaluations, will be recorded by the dean)
- B. Instructional Design Skills (average of questions 14-15 on student evaluations, will be recorded by the dean)
 - 1. Has current and relevant syllabi (Two current syllabi are provided)

After reviewing the content of syllabi in the portfolio, indicate (check Yes) if the items listed below are included in the syllabi.

B1-a. Administrative procedure #363.02 **requires** the following sections be included in a course syllabus:

| Course Name and Number _____ | _____ | _____ |
|--|--------------------------|--------------------------|
| | <u>Syllabus 1</u> | <u>Syllabus 2</u> |
| | <u>Yes</u> | <u>Yes</u> |
| 1. Title of Course & Date | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Instructor Name and Contact Information | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Credit Hours | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. College Catalog Description of the Course | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Student Learning Outcomes | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Course Outline of assignments and class activities (ex. deadlines, fixed number of examinations, field trips, appearances by guests, etc. outline can be included as separate document) | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Conduct of the Course (ex. types of examinations, absence policies, grading, participation, outside reading, etc.) | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Academic Honesty Policy (Allied Health or other programs may provide program handbook) | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Campus Support Services (Allied Health or other programs may provide program handbook) | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. ADA Policy | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. FERPA Policy | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Insurance | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. ACTS | <input type="checkbox"/> | <input type="checkbox"/> |
| Points (Tally the checks) Sub-total (B1-a) Syllabus 1 _____ | | Syllabus 2 _____ |

***Must have ALL of the “required” items above to receive a rating of *Effective*.**

B1-b. In addition to the previous items, the course syllabi **could** also include the following:

| Course Name and Number _____ | | |
|--|--|--|
| | Syllabus 1 | Syllabus 2 |
| 1. College Core Competencies | <u>Yes</u> <input type="checkbox"/> | <u>Yes</u> <input type="checkbox"/> |
| 2. Group Projects/Portfolio | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Community Service/Activities | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Computer Activities | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Field Trips | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Textbook/Reading Assignments | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Other _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| Sub-Total (B1-b) | Syllabus 1 _____ | Syllabus 2 _____ |
| <u>Total points (B1-a and B1-b)</u> | _____ | _____ |

**** Must have ALL of required items on previous page (B1-a) and at least 2 of the additional items listed above in each syllabus to receive a rating of *Exceptional*.**

Rating Scale

- 3 – Exceptional (15 or higher per syllabus)**
- 2 – Effective (13-14 per syllabus)**
- 1 - Needs Improvement (12 or below per syllabus)**

Place the proper number rating in the blank below for each syllabus.

| | Course Number | Rating (R) |
|----|---------------|-------------------------|
| 1. | _____ | _____ (R1) (Syllabus 1) |
| 2. | _____ | _____ (R2) (Syllabus 2) |

Comments:

B1-1: TWO SYLLABI SUBMITTED:

AVERAGE RATING B1: $(R1 + R2)/2 =$ _____

B2 - 2. Reviews, modifies and/or updates course materials.

Course Name and # _____ Yes Syllabus 1 No Syllabus 1

Course Name and # _____ Yes Syllabus 2 No Syllabus 2

(Areas of revision of course submitted are indicated in Portfolio Section A or three examples of course materials that reflect significant revision (typed list of revisions or highlight the revisions in the new syllabus**) since the last evaluation is included. **Should reflect revision within a 3 year period.**)

** **Not applicable**

This is a new instructor at PCCUA and it is their first portfolio prepared for the evaluation.

If a new instructor, place "NA" in rating for B2-2 and do not include in final average peer rating for instructional design skill.

Rating Scale (Place the proper number rating in the blank below)

3 – Exceptional (both syllabi answered "Yes" above)

2 – Effective (answered "Yes" for one syllabus above)

1 - Needs Improvement (answered "No" above)

Comments:

RatingB2-2:

B3 - 3. Uses evaluation methods that are related to and appropriate for course content. (Evidence of **two methods** such as **tests, assignments, projects, or rubrics** used in the evaluation of students are included in Portfolio Section A.)

Course Name and # _____ Yes Syllabus 1 No Syllabus 1

Course Name and # _____ Yes Syllabus 1 No Syllabus 1

Rating Scale (Place the proper number rating in the blank below)

3- Exceptional (lists two (2) or more methods on both syllabi)

2 – Effective (lists one (1) method above)

1 - Needs Improvement (lists zero (0))

Comments:

B3: _____

Rating

B4 – 4. Informs students of the objectives of the course. (Course objectives are communicated to students and included in the syllabus.)

Course Name and # _____ Yes Syllabus 1 No Syllabus 1

Course Name and # _____ Yes Syllabus 1 No Syllabus 1

Rating Scale (Place the proper number rating in the blank below)

3 - Exceptional (both syllabi includes clear objectives)

2 - Effective (answered “Yes” above for one syllabus)

1 - Needs Improvement (answered “No” above)

Comments:

Rating B4: _____

Peer Rating for Instructional Design Skills

(B1+B2+B3+B4)/4 _____

Record on Peer Evaluation Faculty Member Summary (last page)

II. College Service or Activity Attendance

Faculty will receive one check in each box where they are a “member/participant” of a committee and one additional check if they are the “Any Office, Chair, Sponsor” of that committee. (“One point” for “member/participant” and “one additional point” for Any Office, Chair, Sponsor.)

*Must attend two-thirds of all meetings before actually being a “member” of that committee and checking the box/s below or name a proxy (can be anyone in the department) if the faculty member has a class (ex: Secondary Center, labs, clinical, etc.). If there is to be a vote on an issue at the meeting, the faculty member can type a statement expressing their vote with their signature and send with their proxy:

College Committees or Activities:

| | Member/ Participant | Any Office, Chair, Sponsor |
|---|---|----------------------------|
| 1. Academic Standards Committee | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Achieving the Dream | <input type="checkbox"/> | |
| 3. Assessment Committee | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Attend Career Days or Career Fairs | <input type="checkbox"/> | |
| 5. Career Pathways | <input type="checkbox"/> | |
| 6. Carl Perkins (proposals, workshops, etc.) | <input type="checkbox"/> | |
| 7. College Council Team | <input type="checkbox"/> | |
| 8. Curriculum Committee | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Distance Learning Committee | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Early Alert Committee | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Elections Committee | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Faculty Development | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Faculty Equity Committee | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Faculty Senate | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Financial Aid Exceptions | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Graduation Committee | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Guest Lecturer in Area Schools | <input type="checkbox"/> | |
| 18. IDEA Grant (write or direct) | <input type="checkbox"/> | |
| 19. Information Technology Team | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Institutional Planning & Effectiveness Team | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Instruction and Curriculum Team | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Plan, Set Up and Participate in Career Fair (2 pts) | <input type="checkbox"/> <input type="checkbox"/> | |
| 23. Presentation for College Tours from Area Schools | <input type="checkbox"/> | |
| 24. Resource Development Committee | <input type="checkbox"/> | <input type="checkbox"/> |
| 25. Special Events Committee | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. Student Activities Committee | <input type="checkbox"/> | <input type="checkbox"/> |
| 27. Student Club/Organization | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Student Retention & Recruitment | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Student Success Team | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. Student Support Services | <input type="checkbox"/> | |
| 31. Title III | <input type="checkbox"/> | |

III. Professional Development

Please check the appropriate boxes. *Give one point for attending each day of a conference – maximum of 2 points.

| Professional Development Activities: | 1 st Day/2 nd Day | Additional 2 Points each: Presenter, Moderator, Panelist | | |
|---|--|---|---|---|
| 1. Attend AATYC | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| 2. Attend Workshops | | | | |
| Name _____ | <input type="checkbox"/> | | | |
| Name _____ | <input type="checkbox"/> | | | |
| Name _____ | <input type="checkbox"/> | | | |
| Name _____ | <input type="checkbox"/> | | | |
| Name _____ | <input type="checkbox"/> | | | |
| 3. Book Discussion Group | <input type="checkbox"/> <input type="checkbox"/> | | | |
| Book Group | <input type="checkbox"/> <input type="checkbox"/> | | | |
| Book Group | <input type="checkbox"/> <input type="checkbox"/> | | | |
| Book Group | <input type="checkbox"/> <input type="checkbox"/> | | | |
| 4. Consulting (two or more contact visits 2 pts) | <input type="checkbox"/> <input type="checkbox"/> | | | |
| 5. Design & Implement Personal WebPage (2 pts) | <input type="checkbox"/> <input type="checkbox"/> | | | |
| 6. Graduate Class (2 pts-see statement below) (not awarded if required for employment) | <input type="checkbox"/> <input type="checkbox"/> | | | |
| 7. One-Time Consulting (one visit) | <input type="checkbox"/> | | | |
| 8. Membership in Professional Organizations | | | | |
| Name _____ | <input type="checkbox"/> | | | |
| Name _____ | <input type="checkbox"/> | | | |
| Name _____ | <input type="checkbox"/> | | | |
| 9. National/International Conference/s (2 pts max) | | | | |
| Conference Name _____ | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| Conference Name _____ | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| Conference Name _____ | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| 10. Organized and Planned a State, Regional, or National Workshop or Convention for Educators. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | |
| 11. Plan & Present In-Service (2 pts) | <input type="checkbox"/> <input type="checkbox"/> | | | |
| 12. Plan & Present On Campus Workshops (2pts) | <input type="checkbox"/> <input type="checkbox"/> | | | |
| 13. Publications (2 pts) | <input type="checkbox"/> <input type="checkbox"/> | | | |
| 14. Specific Teaching Institutes or Seminars which require great effort of the participant. (ex. Great Teacher's Workshop, National Endowment of Arts, Discipline Content Conference, Institute or Seminar- 5 pts awarded) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | |
| 15. State Conference/s for Your Discipline (2 pts max) | | | | |
| Conference Name _____ | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| Conference Name _____ | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| Conference Name _____ | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| 16. Textbook Reviewer | <input type="checkbox"/> | | | |

| <u>Additional Professional Development Activities</u> | <u>Points</u> |
|---|---------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Total professional development and additional activities points _____

Rating Scale (Place the proper number rating in the blank below)

- 6 or above points = Rating of 3 – Exceptional**
- 4-5 points = Rating of 2 - Effective**
- 3 or less points = Rating of 1 - Needs Improvement**

Comments:

Peer Rating for Professional Development _____ **▣**

▣ Record on Peer Evaluation of Faculty member Summary (last page)

IV. Community Service or Community Attendance

Faculty will receive one point for each Community Service Activity. List All Community Service Activities below:

Community Service Activities:

| |
|-----------------------------|
| Chair, Organizer, President |
|-----------------------------|

- | | | |
|-----------|--------------------------|--------------------------|
| 1. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. _____ | <input type="checkbox"/> | <input type="checkbox"/> |

total points for community service activities _____

Rating Scale (Place the proper number rating in the blank below)

6 or above points = Rating of 3 – Exceptional

4-5 points = Rating of 2 – Effective

3 or less points = Rating of 1 - Needs Improvement

Comments:

Peer Rating for Community Service _____

Record also on Peer Evaluation of Faculty member Summary (last page)

Peer Evaluation of Faculty Member Summary

To be completed by peer team member

Instructor Being Evaluated: _____ Evaluation

Year: _____

Instructional Design Skills

Peer Rating: _____

College Service

Peer Rating: _____

Professional Development

Peer Rating: _____

Community Service

Peer Rating: _____

Peer Evaluator's Signature

Date

NOTE: Upon completion of evaluation:

Forward entire Peer Evaluation of Faculty Member Form (all pages) to **Debbie Hardy, Director of Assessment. (Do Not Remove last page.)**

ATTACHMENT 2: PEER EVALUATION OF FACULTY MEMBER REVISED FOR USE IN 2012-13: CHANGES HIGHLIGHTED IN YELLOW FONT

Peer Evaluation of Faculty Member _____

Please use the scale below for rating faculty.

Teaching Rating Scale (Use for Section I- B1: Teaching)

Rating Scale

3 = Exceptional (15 or higher per syllabus)

2 = Effective (13-14 per syllabus)

1 = Needs Improvement (12 or below per syllabus)

Teaching Rating Scale for Questions B2-2 and B3-3 follow rating scale listed for each question.

College Service, Professional Development and Community Service Rating Scale

3 – Exceptional.

This is a job performance that is outstanding in almost every aspect. An exceptional rating implies that virtually any knowledgeable observer would recognize the overall high quality results in all major areas of job emphasis. **To earn a rating of *exceptional* in College Service, Professional Development and Community Service the faculty member should have 6 or above total points.**

2 – Effective.

This is a job performance at the level intended for the job. Overall performance does not noticeably deviate from an acceptable level. **To earn a rating of *effective* in College Service, Professional Development and Community Service, the faculty member should have 4-5 total points.**

1 – Needs Improvement.

This is job performance that is short of effective. Further development and/or experience on the job is needed and there should be improvement within the next year. **To earn a rating of *needs improvement* in College Service, Professional Development and Community Service, the faculty member should have 3 or less total points.**

Instructor Being Evaluated: _____

I. Teaching

- a. Instructional Delivery Skills (average of questions 1-13 on student evaluations.
- b. Instructional Design Skills (average of questions 14-15 on student evaluations.

1. Has current and relevant syllabi (Two current syllabi are provided)

B1-1: Administrative procedure #363.02 suggests the following sections be included in a course syllabus and communicated to the students: After reviewing the content of syllabi in the portfolio check “Yes” if the items listed below are included in the syllabi.

| Course Name and Number | _____ | _____ |
|--|--------------------------|--------------------------|
| | <u>Syllabus 1</u> | <u>Syllabus 2</u> |
| | <u>Yes</u> | <u>Yes</u> |
| 1. Title of Course & Date | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Instructor Name and Contact Information | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Credit Hours | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. College Catalog Description of the Course | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Student Learning Outcomes/ Course Objectives | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Course Outline of assignments and class activities (ex. deadlines, fixed number of examinations, field trips, appearances by guests, etc. outline can be included as separate document) | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Course Policies and Procedures (Ex. types of examinations, absence policies, grading, participation, outside reading, etc.) | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Academic Honesty Policy (Allied Health or other programs may provide program handbook) | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Campus Support Services (Allied Health or other programs may provide program handbook) | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. ADA Policy | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. FERPA Policy | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Insurance | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. ACTS | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. College Core Competencies | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. Group Projects/Portfolio | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Community Service/Activities | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Computer Activities | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Field Trips | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Textbook/Reading Assignments | <input type="checkbox"/> | <input type="checkbox"/> |

20. Other _____

Total

Syllabus 1 _____

Syllabus 2 _____

Rating Scale

3 = Exceptional (15 or higher per syllabus)

2 = Effective (13-14 per syllabus)

1 = Needs Improvement (12 or below per syllabus)

Place the proper number rating in the blank below for each syllabus.

1. Course Number Rating (R)
 _____ _____ (R1) (Syllabus 1)

2. _____ _____ (R2) (Syllabus 2)

Comments:

B1: TWO SYLLABI SUBMITTED: AVERAGE RATING B1: $(R1 + R2)/2 =$ _____

B2-2: Reviews, modifies and/or updates course materials (Such as PowerPoint's, assignments, course outlines, etc.).

Course Name and # _____ Yes Syllabus 1 No Syllabus 1

Course Name and # _____ Yes Syllabus 2 No Syllabus 2

(Areas of revision of course submitted are indicated in Portfolio Section A or three examples of course materials that reflect significant revision (typed list of revisions or highlight the revisions in the new syllabus) since the last evaluation is included; **Should reflect revision within a 3 year period

** **Not applicable**

This is a new instructor at PCCUA and it is their first portfolio prepared for the evaluation.

If a new instructor, place "NA" in rating for B2-2 and do not include in final average peer rating for instructional design skill.

Rating Scale (Place the proper number rating in the blank below)

3 = Exceptional (both syllabi answered "Yes" above)

2 = Effective (answered "Yes" for one syllabus above)

1 = Needs Improvement (answered "No" above)

Comments:

RatingB2: _____

B3-3: Uses evaluation methods that are related to and appropriate for course content.

(Evidence of **two methods** such as **tests, assignments, projects, or rubrics** used in the evaluation of students **must be identified within each syllabus for an exceptional rating** and are included in Portfolio Section A.)

Course Name and # _____ Yes Syllabus 1 No Syllabus 1

Course Name and # _____ Yes Syllabus 1 No Syllabus 1

Rating Scale (Place the proper number rating in the blank below)

3= Exceptional (lists two (2) or more methods on both syllabi)

2= Effective (lists one (1) method above)

1 = Needs Improvement (lists zero (0))

Comments:

Rating B3: _____

B4-4: Informs students of the objectives of the course. (Course objectives/outcomes are communicated to students and included in the syllabus.)

Course Name and # _____ Yes Syllabus 1 No Syllabus 1

Course Name and # _____ Yes Syllabus 1 No Syllabus 1

Rating Scale (Place the proper number rating in the blank below)

3 = Exceptional (both syllabi includes clear objectives)

2 = Effective (answered “Yes” above for one syllabus)

1 = Needs Improvement (answered “No” above)

Comments:

Rating B4: _____

Peer Rating for Instructional Design Skills

(B1+B2+B3+B4)/4 _____

Record on Peer Evaluation Faculty Member Summary (last page)

II. College Service or Activity Attendance

Faculty will receive one check in each box where they are a “member/participant” of a committee and one additional check if they are the “Any Office, Chair, Sponsor” of that committee. (“One point” for “member/participant” and “one additional point” for Any Office, Chair, Sponsor.)

***Must attend two-thirds of all meetings before actually being a “member” of that committee and checking the box/s below or name a proxy (can be anyone in the department) if the faculty member has a class (ex: Secondary Center, labs, clinical, etc.). If there is to be a vote on an issue at the meeting, the faculty member can type a statement expressing their vote with their signature and send with their proxy:**

College Committees or Activities:

| | Member/ Participant | Any Office, Chair, Sponsor |
|---|---|----------------------------|
| 32. Academic Standards Committee | <input type="checkbox"/> | <input type="checkbox"/> |
| 33. Achieving the Dream | <input type="checkbox"/> | |
| 34. Assessment Committee | <input type="checkbox"/> | <input type="checkbox"/> |
| 35. Attend Career Days or Career Fairs | <input type="checkbox"/> | |
| 36. Career Pathways | <input type="checkbox"/> | |
| 37. Carl Perkins (proposals, workshops, etc.) | <input type="checkbox"/> | |
| 38. College Council Team | <input type="checkbox"/> | |
| 39. Curriculum Committee | <input type="checkbox"/> | <input type="checkbox"/> |
| 40. Distance Learning Committee | <input type="checkbox"/> | <input type="checkbox"/> |
| 41. Early Alert Committee | <input type="checkbox"/> | <input type="checkbox"/> |
| 42. Elections Committee | <input type="checkbox"/> | <input type="checkbox"/> |
| 43. Faculty Association | | |
| 44. Faculty Development | <input type="checkbox"/> | <input type="checkbox"/> |
| 45. Faculty Equity Committee | <input type="checkbox"/> | <input type="checkbox"/> |
| 46. Faculty Senate | <input type="checkbox"/> | <input type="checkbox"/> |
| 47. Financial Aid Exceptions | <input type="checkbox"/> | <input type="checkbox"/> |
| 48. Graduation Committee | <input type="checkbox"/> | <input type="checkbox"/> |
| 49. Guest Lecturer in Area Schools | <input type="checkbox"/> | |
| 50. IDEA Grant (write or direct) | <input type="checkbox"/> | |
| 51. Information Technology Team | <input type="checkbox"/> | <input type="checkbox"/> |
| 52. Institutional Planning & Effectiveness Team | <input type="checkbox"/> | <input type="checkbox"/> |
| 53. Instruction and Curriculum Team | <input type="checkbox"/> | <input type="checkbox"/> |
| 54. Plan, Set Up and Participate in Career Fair (2 pts) | <input type="checkbox"/> <input type="checkbox"/> | |
| 55. Presentation for College Tours from Area Schools | <input type="checkbox"/> | |
| 56. Resource Development Committee | <input type="checkbox"/> | <input type="checkbox"/> |
| 57. Special Events Committee | <input type="checkbox"/> | <input type="checkbox"/> |
| 58. Student Activities Committee | <input type="checkbox"/> | <input type="checkbox"/> |
| 59. Student Club/Organization | <input type="checkbox"/> | <input type="checkbox"/> |
| 60. Student Retention & Recruitment | <input type="checkbox"/> | <input type="checkbox"/> |
| 61. Student Success Team | <input type="checkbox"/> | <input type="checkbox"/> |
| 62. Student Support Services | <input type="checkbox"/> | |

III. Professional Development

Please check the appropriate boxes. *Give one point for attending each day of a conference – maximum of 2 points.

| Professional Development Activities: | 1 st Day/2 nd Day | Additional 2 Points each: Presenter, Moderator, Panelist | | |
|---|--|---|---|---|
| 17. Attend AATYC | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| 18. Attend Workshops/Webinars | | | | |
| Name _____ | <input type="checkbox"/> | | | |
| Name _____ | <input type="checkbox"/> | | | |
| Name _____ | <input type="checkbox"/> | | | |
| Name _____ | <input type="checkbox"/> | | | |
| Name _____ | <input type="checkbox"/> | | | |
| 19. Book Discussion Group | <input type="checkbox"/> <input type="checkbox"/> | | | |
| Book Group | <input type="checkbox"/> <input type="checkbox"/> | | | |
| Book Group | <input type="checkbox"/> <input type="checkbox"/> | | | |
| Book Group | <input type="checkbox"/> <input type="checkbox"/> | | | |
| 20. Consulting (two or more contact visits 2 pts) | <input type="checkbox"/> <input type="checkbox"/> | | | |
| 21. Design & Implement Personal WebPage (2 pts) | <input type="checkbox"/> <input type="checkbox"/> | | | |
| 22. Graduate Class (2 pts-see statement below) (not awarded if required for employment) | <input type="checkbox"/> <input type="checkbox"/> | | | |
| 23. One-Time Consulting (one visit) | <input type="checkbox"/> | | | |
| 24. Membership in Professional Organizations | | | | |
| Name _____ | <input type="checkbox"/> | | | |
| Name _____ | <input type="checkbox"/> | | | |
| Name _____ | <input type="checkbox"/> | | | |
| 25. National/International Conference/s (2 pts max) | | | | |
| Conference Name _____ | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| Conference Name _____ | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| Conference Name _____ | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| 26. Organized and Planned a State, Regional, or National Workshop or Convention for Educators. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | |
| 27. Plan & Present In-Service (2 pts) | <input type="checkbox"/> <input type="checkbox"/> | | | |
| 28. Plan & Present On Campus Workshops (2pts) | <input type="checkbox"/> <input type="checkbox"/> | | | |
| 29. Publications (2 pts) | <input type="checkbox"/> <input type="checkbox"/> | | | |
| 30. Specific Teaching Institutes or Seminars which require great effort of the participant. (ex. Great Teacher’s Workshop, National Endowment of Arts, Discipline Content Conference, Institute or Seminar- 5 pts awarded) | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | | | |
| 31. State Conference/s for Your Discipline (2 pts max) | | | | |
| Conference Name _____ | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| Conference Name _____ | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| Conference Name _____ | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> | <input type="checkbox"/> <input type="checkbox"/> |
| 32. Textbook Reviewer | <input type="checkbox"/> | | | |

| <u>Additional Professional Development Activities</u> | <u>Points</u> |
|---|---------------|
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |
| _____ | _____ |

Total professional development and additional activities points _____

Rating Scale (Place the proper number rating in the blank below)

6 or above points = Rating of 3 – Exceptional

4-5 points = Rating of 2 - Effective

3 or less points = Rating of 1 - Needs Improvement

Comments:

Peer Rating for Professional Development _____ **▣**

▣ Record on Peer Evaluation of Faculty member Summary (last page)

IV. Community Service or Community Attendance

**Faculty will receive one point for each Community Service attendance or activity.
List All Community Service attendance and activities below:**

Community Service Activities:

| |
|------------------------------------|
| Chair, Organizer, President |
|------------------------------------|

- | | | |
|-----------|--------------------------|--------------------------|
| 1. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. _____ | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. _____ | <input type="checkbox"/> | <input type="checkbox"/> |

Total points for community service activities _____

Rating Scale (Place the proper number rating in the blank below)

- 6 or above points = Rating of 3 – Exceptional**
- 4-5 points = Rating of 2 – Effective**
- 3 or less points = Rating of 1 - Needs Improvement**

Comments:

Peer Rating for Community Service _____

Record also on Peer Evaluation of Faculty member Summary (last page)

Peer Evaluation of Faculty Member Summary

To be completed by peer team member

Instructor Being Evaluated: _____ Evaluation Year: _____

Instructional Design Skills Peer Rating: _____

College Service Peer Rating: _____

Professional Development Peer Rating: _____

Community Service Peer Rating: _____

Peer Evaluator's Signature

Date

NOTE: Upon completion of evaluation:

**Forward entire Peer Evaluation of Faculty Member Form (all pages)
to **Debbie Hardy**, Director of Assessment (Do Not Remove last page).**

ATTACHMENT 3: STUDENT EVALUATION



Student Evaluation of Instruction Survey

Instructions: Please shade the appropriate circle for each question.

My instructor:

| | | Always | Usually | Needs Improvement |
|-----|--|-----------------------|-----------------------|-----------------------|
| 1. | Starts and ends the class/lab on time. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | Is prepared for class/lab. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | Demonstrates enthusiasm for his or her subject. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | Gives tests/assignments reflecting course objectives/lessons taught. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | Encourages students' interest, attention, and participation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. | Presents material in a way I can understand. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. | Grades and returns test/assignments within two(2) weeks. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. | Provides homework, exercises, or other assignments to help me learn the information taught. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. | Is easy to talk to, is available, approachable. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. | Informs students of their progress in the course. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 11. | Uses class time to effectively teach the subject. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 12. | Uses some of these teaching methods: lecture, group activities, demonstrations, discussions, and others. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 13. | Instructor speaks clear and understandable English. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 14. | Demonstrates knowledge in his or her subject area. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 15. | My grade is determined by a variety of factors (activities, tests, quizzes, assignments, lab work, outside readings, group work, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

- | | Excellent | Satisfactory | Unsatisfactory |
|--|-----------------------|-----------------------|-----------------------|
| 16. Rate the usefulness of this form in evaluating the course and/or instructor. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Comments:

(If you rate it "unsatisfactory", please provide comments on what you would include.)

Note: You may use the comment section for your personal comments on Teacher Effectiveness and General Course Value.