FACULTY PERFORMANCE APPRAISAL
2009-2010

Faculty Member: [Redacted] Date: 7/31/2010

[ X ] Annual Appraisal       [   ] Probationary Appraisal        [   ] Multi-year Contract Appraisal        [    ] Other

Period Covered: September 1, 2009 – August 31, 2010

Dean: William J. Blitt Division: Business, Information & Engineering Technologies

INSTRUCTIONS

The primary purpose of the assessment process at CCCC is to maintain high quality educational programs. The process focuses on the professional growth and development of each faculty member as an individual in relation to the position description, standards of excellence, divisional and institutional goals and priorities. The performance appraisal process is also used as a component in determining contractual status, including renewal, non-renewal, the awarding of multi-year contracts and termination.

The performance appraisal process is conducted in an atmosphere of open and honest communication between the employee and the supervisor. Each employee is responsible for providing the supervisor with evidence of professional accomplishments during the year that support the mission and goals of the division and the institution. Likewise, the supervisor is responsible for reviewing the employee’s professional accomplishments to determine the degree to which the employee met the established objectives for the year. Conducted in an atmosphere of mutual trust and respect, the performance appraisal process provides a growth experience for all college faculty and staff. See Section 9 of the Faculty and Staff Handbook.

Criteria for excellence in the performance of faculty “Duties and Responsibilities” are listed by category on the following pages. Using the definitions and examples for these ratings, circle the appropriate rating that matches the individual’s performance in each category.

M Meets standards for excellence
I Improvement needed
N Not applicable

Definitions and Examples:

MEETS: One or more of the words usually, frequently, successfully, or effectively applies. This rating is appropriate for job performance that meets and may exceed required criteria for excellence in the category.

IMPROVEMENT NEEDED: One or more of the terms occasionally, marginally, inadequately, sometimes, or progressing applies. This rating describes performance in which many of the job duties and standards are met, but where improvement in one or more areas is required to meet the criteria for excellence. An action plan must be in place, or be established to accompany this appraisal to clearly identify specific skills or areas in need of continued growth, development and/or improvement.

NOT APPLICABLE: The activity is not part of the faculty member's job or position at the college.

PLEASE NOTE:

In the comment area provided following each section, you must justify ratings that indicate a need for improvement.
I. TEACHING

1. MIN Facilitates learning.
2. MIN Provides students with the fundamental body of knowledge of his/her discipline.
3. MIN Teaches students to apply that knowledge.
4. MIN Responds to the differing educational requirements of students.
5. MIN Employs current materials in classroom presentations and learning experiences.
6. MIN Uses innovative teaching and learning methods.
7. MIN Employs effective evaluation techniques.
8. MIN Meets classes as scheduled.

COMMENTS:

Tony continues to work to update his courses and incorporate new innovations for attainment of student outcomes and facilitate student learning. His students have commented on the fact that he is straight forward with his expectations and they know from the first day what content, expectations, and skills are required for each course. He regularly monitors his students and communicates with them about possible issues. Tony does an excellent job of incorporating technology in all his courses. In his face-to-face sections, he uses the computer to demonstrate content covered in textbook and expectations of lab completion, show explanation of how to organize and maintain a methodical group project, and show sites that provide standards and best practices. In his online sections, he provides reference lists to help facilitate understanding of course objectives, provides examples to explain areas that the majority of the students are finding difficult to comprehend, and provides links to standards and best practices. His student evaluations have raised a concern about his patience with online students that are experiencing difficulty quickly absorbing new concepts or need assistance gleaning the concepts from the textbook.

II. ASSISTING STUDENTS

1. MIN Understands current career and curriculum options, degree requirements and course transfer information within the discipline and provides timely and tailored advice to students.
2. MIN Helps students with education-based problems and/or directs students to appropriate college resources.
3. MIN Assists students in accessing appropriate college and community resources for non-educational problems.
4. MIN Is available to and approachable by students.

COMMENTS:

Tony advises students in the classroom, through email, online, and in his office on academic career or curriculum options, work place skill sets needed, and support courses for a career. He assists his colleagues to ensure the curriculum is current and relevant to ensure students are prepared to meet the demands of industry. Tony has helped update the content for BCIS-1305, ITSE-1311, and all the GIS courses. He has also updated GRPH-1359 to prepare students for Adobe certification in Adobe Illustrator CS4 and ITSE-2313, to incorporate Web Services (email), AJAX content, authentication of website for administrative updates and changes to site through a database. Tony provides personal tutoring for his students, by appointment, outside of office hours. He has also assisted various student organizations with their web sites. His student evaluations have raised a concern about his approachability, students’ perception of his willingness to help, and his concern for them. Tony needs to make this an item of emphasis for him this coming year.
III. COLLEGE SERVICE

1. M I N Participates in divisional and departmental meetings.

2. M I N Works individually and/or collaboratively with college employees to accomplish discipline, divisional and college missions, goals and objectives, by serving on college-wide task forces, search committees, faculty senate committees, advisory groups, student groups as a faculty adviser, professionally related community activities on behalf of the college, etc.

COMMENTS:
Tony participates in all divisional and departmental meetings. He assists his department chair through his participation in CIS/EBM Advisory committee meetings. Tony needs to get more involved in college-wide task forces and district committee activities in preparation for his next multi-year contract.

IV. PROFESSIONAL DEVELOPMENT

1. M I N Remains current and competent in the appropriate academic discipline.


3. M I N Contributes to and participates in college staff development programs, such as annual associate faculty meetings, all-staff activities and workshops, teleconferences, staff development classes, etc.

COMMENTS:
Continues his professional development through self-directed self-study and research. He works through exercises to keep his skills honed for XML technologies, Web Development, GIS, Business applications. Attended the Annual Course Technology forum for Windows 7 and the annual e-learning conference. Participated in webinars dealing with topics on Business applications, GIS, Adobe software, and Web technologies. He also participated in several TLC training programs dealing with Cougar Web, Blackboard and WIMBA and became familiar with the Cougar Web site and how it functions, learned how to set up video conferencing using WIMBA. is a member of the Association for Information and Image Management (AIIM) and attends forums and luncheons whenever possible; he also uses the research information and best practices in his classes.

V. PROFESSIONAL INTERACTION

1. M I N Interacts professionally and courteously with students, teaching faculty and staff, including advising and assisting associate faculty when required or appropriate.

2. M I N Recognizes, respects and encourages ideas of others.

COMMENTS:
While the majority of Tony’s students were positive about him as an instructor, there were a significant number of students that did not feel he treats students with respect. The complaints were primarily from online students, and it may be a perception based on electronic communications, but this is an issue that needs to address this next academic year.
VI. POLICIES, PROCEDURES AND TIME LINES

1. **M I N** Performs duties and responsibilities in accordance with established policies and procedures.

2. **M I N** Meets time lines for assigned work.

3. **M I N** Provides timely notice for substitutes and class/schedule changes.

COMMENTS:

VII. OPTIONAL ACTIVITIES PERFORMED

VIII. ACADEMIC CHAIR ACTIVITIES

*To be completed only for faculty members with Academic Chair responsibilities.*

1. **M I N** Performs Academic Chair duties and responsibilities in accordance with established policies and procedures.

2. **M I N** Meets time lines for assigned Academic Chair work.

3. **M I N** Ensures associate faculty meet criteria required for accreditation.

4. **M I N** Follows hiring procedures and completes related documentation on a timely basis.

5. **M I N** Conducts classroom visits and evaluates each associate faculty member at least one time per year.

6. **M I N** Ensures teaching excellence among associate faculty.

COMMENTS:

N/A
IX. DEAN'S ASSESSMENT OF STUDENT EVALUATIONS IN THIS EVALUATION PERIOD

Tony's student evaluations were mixed this year. The majority of the negative comments appeared to be from his online classes. Spring evaluations were somewhat improved, although they continued to be significantly less positive than is seen in other student evaluations in the division.

Many students commented:
- Exercises and text were well organized
- Provided feedback on assignments that was detailed and prompt; his feedback really pushed me to improve
- Has reasonable expectations that are clearly stated; appreciated the responses to my questions and found his expectations for us to be reasonable, yet challenging; I like the fact that he is very straightforward with what he expects from you; always had a set schedule that made it easy to know what was coming
- The workload is a challenging amount without being ridiculous
- He knows the content; very intelligent on the subject matter; very knowledgeable about the subject and industry trends; experience
- Answers e-mails; he's very direct in his critiques – some might think he is being terse, but I don't think he is; if I emailed the professor about something, he is very prompt in getting back with a good response
- Ability to listen; available for questions; will help you with problems you don't understand; very helpful; cares that we learn the material; very friendly and takes interest in his students; was willing to meet with me outside of standard office hours
- Made me feel free to ask questions

Other students felt:
- The online class was self-taught, made a negative impact on my learning experience; the course basically ended up being a teach yourself course; I'm not sure the instructor made anything but a negative contribution to my learning; provide more of a lesson for the chapters instead of asking us to just read and go through the tutorials on our own
- The only duties performed during the instruction were to grade assignments and tests, respond to questions, and occasionally make a comment on the blackboard message board; the instructor could be more involved in the class
- If I had trouble with a concept, it was hard to get clarification over e-mail
- Communication with students was demeaning; hypercritical of his students and downright nasty in his communications sometimes; this is an online class, therefore he should understand how important communication with students by email or blackboard is
- He does not have any interest in his students; is rude, condescending, shows a lack of respect for his students and is extremely unapproachable; truly disrespectful to his students
- His attitude toward the class discouraged participation; be more patient with students; listen to students more, be more approachable
OVERALL EVALUATION: Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

[ ] MEETS STANDARDS OF EXCELLENCE
[X] IMPROVEMENT NEEDED

Comments:
Tony will begin a new 3-year contract in the fall. His focus for the coming academic year must be on improving his students’ perception of his interest in and respect for them.

RECOMMENDATION TO THE COUNCIL ON EXCELLENCE

To be completed by the Division Dean when the faculty member has become eligible for award of a multi-year contract).

I _____ do_____ do not recommend this faculty member for a multi-year contract.

JUSTIFICATIONS/COMMENTS:

Division Dean’s Statement:
I have reviewed and discussed this performance appraisal with the faculty member.

Division Dean’s Signature

Date:
My Division Dean has reviewed and discussed this performance appraisal with me. Please use the back of this form or an attachment if more room for comments is needed.

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