EVALUATION FORM FOR CLASSROOM VISIT

<table>
<thead>
<tr>
<th>Faculty Name:</th>
<th>Class/section: Date of Visit:</th>
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<tbody>
<tr>
<td></td>
<td>Biol 1415 2-1-10</td>
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Evaluator: Evaluate the instructor based on the four criteria listed below by describing your observations of their classroom presentation/activities conducted during your visit.

**Criterion 1. Preparation:** the instructor provided examples to reinforce concepts, provided clear answers to students' questions, expanded upon the textbook;

**Criterion 2. Content:** the instructor used appropriate materials, previewed upcoming course material, presented in a logical sequence;

**Criterion 3. Methodology:** the instructor respected the students, presented enthusiastically, used variety of presentation methods, and moved from podium;

**Criterion 4. Student Involvement:** the instructor solicited questions, comments and examples, provided opportunities for group or individual discussion on the material, and students participated in experiential activities.

1. The instructor was prepared for class.

She had slides and sample problems that related to lab calculations and she had prepared practice problems for students. She was prepared to discuss why the students would need the information in their professional life and what mistakes are common.

2. The content of the class session was appropriate for achieving instructional goals.

The session was about mathematical calculations needed for lab work. The lessons were to be used extensively in the lab session when students actually prepared solutions to specifications.

3. The instructor effectively presented the material.

She had an easy, conversational style and kept students involved. She used expressions like "I want you to know," "I will ask," and "You should know" to highlight points.

4. The students were appropriately involved in the learning process.

They periodically worked sample problems and compared solutions. They asked questions easily and were attentive.

**Evaluator’s comments/recommendations:** (Please use reverse side if additional space is needed.)

It was the first session ever for Biol 1415, and students seemed to appreciate the change. Have you thought about doing more unit analysis like \( \frac{g}{m} \times m = g \) ?

**Instructor’s comments/response:** (Please use reverse side if additional space is needed.)

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**SIGNATURES**

<table>
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<tr>
<th>CWID:</th>
<th>Date</th>
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<td>2-1-10</td>
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**Revised 7-6-006/10**
FACULTY PERFORMANCE APPRAISAL
2009-2010

Faculty Member:

Date: 8-26-2010

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

Period Covered: 2009-2010

Dean: Neal
Division: SCC MNS

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:
She is very good at keeping her lessons up-to-date, and at adding new elements like Honors sections.

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:
She is very helpful toward students and very involved in CASMNS.
III. COLLEGE SERVICE

1. MIN Participates in divisional and departmental meetings.

2. MIN 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:

She again chaired the Biotechnology Conference and has been a leader in helping to develop new articulation agreements.

IV. PROFESSIONAL DEVELOPMENT

1. MIN Remains current and competent in the appropriate academic discipline.

2. MIN Participates in an on-going program of professional self-development.

3. MIN 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:

She is current, and looks for significant opportunities to stay current.

V. PROFESSIONAL INTERACTION

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

2. MIN Recognizes, respects and encourages ideas of others.

COMMENTS:

VI. POLICIES, PROCEDURES AND TIME LINES

1. MIN Performs duties and responsibilities in accordance with established policies and procedures.

2. MIN Meets time lines for assigned work.

3. MIN Provides timely notice for substitutes and class/schedule changes.

COMMENTS:
VII. OPTIONAL ACTIVITIES PERFORMED
Committee Co-Chair Biotech Educator's Conference Planning Committee-Collin College hosted event

Worked with TSSB on course matrices and plan for testing on key activities

Introduction to Biotechnology II taught the first time, Intro to Biotech I into the core

Developed and taught Honor's 1407 lab

Working on partnerships/relationships with TAMU-Commerce; UTD and TSU for biotech transfers—part of committee to develop course curriculum with TAMU-Commerce for biotech program through CHEC

Presented poster at Texas Academy of Sciences-on making genetic antibodies in animals

Presented poster on E₂ model in yeast and how it is used in genetics and Mol Bio courses at annual meeting of Society for the Study of Reproduction July, 2009

Work with high school/home schools for Biotech in a Box; supervise distribution

CASMNS committee member, reader, 1 student project

Learning community of Genetics and Molecular Biology Techniques with Dr. Thomas—will teach again Spring, 2011

VIII. ACADEMIC CHAIR ACTIVITIES

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

1. MIN Fulfills Academic Chair duties and responsibilities in accordance with established policies and procedures.

2. MIN Meets time lines for assigned Academic Chair work.

3. MIN Ensures associate faculty meet criteria required for accreditation.

4. MIN Follows hiring procedures and completes related documentation on a timely basis.

5. MIN Conducts classroom visits and evaluates each associate faculty member at least one time per year.

6. MIN Ensures teaching excellence among associate faculty.

COMMENTS:

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

-4-
She is enthusiastic, friendly, and able to convey high-level knowledge. She is helpful, but has high standards. The evaluations for her Learning Community with Dr. Thomas express amazement at their knowledge and skill in working together.
OVERALL EVALUATION: Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

[ ] MEETS STANDARDS OF EXCELLENCE
[ ] IMPROVEMENT NEEDED

Comments:

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: 8-26-10
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.

Comments:

Faculty Member's Signature: [Signature] Date: 8/26/10
IX. ANNUAL GOALS/OBJECTIVES AND EVALUATION FORM

**Goal Setting** (Conduct annually.)
Together, the faculty member and division dean should agree on a set of goals for the faculty member for the next fiscal year. After completion, the division dean should give the faculty member a copy of this sheet. The division dean should also retain a copy, and use it as a part of the next year's Faculty Performance Appraisal.

**Goal Review** (Conduct annually.)
The faculty member and division dean should review a copy of the goals set during last year's Faculty Performance Appraisal and, together, evaluate the degree to which this faculty member accomplished the goals. Indicate, in the boxes shown, which goals were accomplished, which were partially accomplished, and which were not accomplished. Provide explanations for goals that were partially accomplished or not accomplished.

### Goals for Year 2009-2010

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<tr>
<th>Goals</th>
<th>Goal Completion</th>
<th>Explanation</th>
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<tbody>
<tr>
<td>• Get approval for course: Introduction to Biotechnology II</td>
<td>Accomplished</td>
<td>Course taught in Spring 2010</td>
</tr>
<tr>
<td>• Will develop Honor's 1407 lab; Ag biotech course with TAMU-Commerce</td>
<td>Accomplished</td>
<td>1407 lab taught in Spring 2010 TAMU waiting for Curriculum Committee approval</td>
</tr>
<tr>
<td>• Work on partnership between high schools (Allen and Frisco) Collin College, TAMU-Commerce; UTD or UNT and UTSW for potential grant/STEM project</td>
<td>Accomplished</td>
<td>TAMU, UTD seem to be working, while others are problematic</td>
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### Goals Setting

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<tr>
<td><strong>Division Dean's Signature</strong></td>
<td><strong>Division Dean's Signature</strong></td>
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<tr>
<td>Date</td>
<td>9-6-10</td>
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<tr>
<td><strong>Faculty Member's Signature</strong></td>
<td><strong>Faculty Member's Signature</strong></td>
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<tr>
<td>Committee to develop curriculum with TAMU-Commerce for biotech program through CHEC; assist in starting program and getting appropriate approvals of courses and faculty</td>
<td>❑ Accomplished ❑ Partially Accomplished ❑ Not Accomplished</td>
<td></td>
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<tr>
<td>Develop and refine new labs using various model organisms (sea urchins, Xenopus, C elegans, brine shrimp) for genetics and general biology</td>
<td>❑ Accomplished ❑ Partially Accomplished ❑ Not Accomplished</td>
<td></td>
</tr>
<tr>
<td>Attend professional development conference—potentially present labs developed at Soc Study Reprod meeting in educational poster session</td>
<td>❑ Accomplished ❑ Partially Accomplished ❑ Not Accomplished</td>
<td></td>
</tr>
<tr>
<td>Assist Drs. Tassa and Helms develop biotech at PRC campus</td>
<td>❑ Accomplished ❑ Partially Accomplished ❑ Not Accomplished</td>
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