FACULTY PERFORMANCE APPRAISAL
2009-2010

Faculty Member: [Redacted]

Date: August 16, 2010


Period Covered: 2009-2010

Dean: Division: Health Sciences and Emergency Services

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

COMMENTS:
- Implements group activities along with corresponding lectures
- Utilizes experience to augment lectures
- Engages students in classroom discussions
- Encourages critical thinking by incorporating real life situations
- Secures guest lectures
- Implements "students teaching students" in the clinical settings – this included both Respiratory students, EMT students, Residents, and Paramedic Students

II. ASSISTING STUDENTS

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

COMMENTS:
- Open door policy regarding educational / study issues
- Tutoring offered
- Encourages students to take advantage of library resources and writing center as well as simulation lab and software
- Office hours posted and students encouraged to seek assistance when necessary
III. COLLEGE SERVICE

1. M IN Participates in divisional and departmental meetings.

2. M IN 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:
- Chair for Volunteer Sub Committee for the Collin College Health Fair
- Served on Health Fair Committee
- Implemented first lab curriculum for HPRS 1204
- Checked off other disciplines in ACLS for credit renewal
- Participated in Faculty Council
- Performed Pulmonary Function Testing at Collin College Health Fair
- Helped facilitate new clinical site along with Clinical Coordinator at Lewisville Medical Center
- Respiratory Care lab inventory and organization
- Simulation Lab Search Committee
- Attended all Respiratory Care Advisory Committee meetings
- Sub Committee member of Advisory Board regarding students improving on interviewing skills
- Participated in First Annual Respiratory Care Pinning Ceremony
- Assisted Director with student admission decisions
- Attended BOT meeting
- Participated in Respiratory Care Club food drive
- Volunteered at Legacy High School Partners in Art Program

IV. PROFESSIONAL DEVELOPMENT

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

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

3. M IN 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:
- Obtained required CEU’s to maintain license
- Took classes towards baccalaureate degree
- AARC membership maintained
- Texas Society for Respiratory Care membership maintained
- Online CEU’s through AARC
- NRP instructor certification class completed
- ACLS instructor certification class completed
- Attended TSRC lecture series at SCC
- CEU lecture classes – Methodist Hospital (August 2010)
- Participated in Skills Lab Methodist Hospital

V. PROFESSIONAL INTERACTION

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

2. M IN Recognizes, respects and encourages ideas of others.
COMMENTS:
- Team Player – attended all faculty meetings and clinical instructor meetings and was available to help
- Professional – Always willing and ready to work across the disciplines
- Trained associate faculty in lab as well as new clinical sites
- Open and honest communication

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:
- Adheres to all policies and procedures
- Very punctual

VII. OPTIONAL ACTIVITIES PERFORMED
- See III Above

VIII. ACADEMIC CHAIR ACTIVITIES

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

1. **MIN** Performs 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

Student evaluations:

Fall 2009 – RSPT 1201 XL7 – 100% of the 24 evaluations are rated above the “agree” rating out of which 82.6% were in the “strongly agree” category.
RSPT 2360 C5L – 79.3% students rated above the “agree” level. The professor had approximately 21% unfavorable ratings. However, students did not comment much on why. These represent 3 students out of a group of 13.

Spring 2010 – RSPT 2361 C5L – 80% evaluations were rated above the “agree” level.
RSPT 2247 CO1 88% of evaluations were rated above the “agree” level.

Student comments:

“She is very informative and easy to ask questions of. Like her straight forwardness”

“Always asks if student understands, walk around to see if students need help”

“Be more enthusiastic”

“is very knowledgeable and helpful in learning. She is very much hands on in clinical application”

“A delight”

“Very knowledgeable”

“Be less critical and may be work on her personality”

“She gave me independence”

“Loved my experience at Methodist”

“Great clinical teacher! Knows her job well!”

“instructor pushed us to get the most out of our clinical experience”

OVERALL EVALUATION: Indicate below the overall appraisal rating which best describes a summary of the above ratings and comments.

[X] MEETS STANDARDS OF EXCELLENCE

[ ] IMPROVEMENT NEEDED

Comments:

“I am an excellent teacher. She is still active in the industry and brings the latest and best to prepare the students to be competent respiratory therapists. Since respiratory therapist primarily work in the critical care units of the hospital, our graduates must possess a very high degree of competence. I am committed to meeting those expectations by having high standards and clear expectations. She has been very active within the college community as well as the community at large.

Recommendations:
1. Continue to pursue baccalaureate degree and beyond
2. Build on the commitment to improve accessibility and availability to counsel and advise students
3. Continue to serve the college and community well by volunteering in committees and other events
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    X    do,    do not recommend this faculty member for a multi-year contract.

JUSTIFICATIONS/COMMENTS:

    has exhibited competent and effective teaching as evident from her classroom evaluation and student evaluations. Prof. Wade sets higher standards for students as required by the respiratory care program outcome expectations. In my consultation with her, she is unhappy to see even one lower rating by the students. She has since made an effort to communicate to the students her expectations as well as has set liberal office hours for student advisement. I have observed her in class and has received the clinical coordinator's evaluation of her clinical teaching. Based on these, I recommend her for a multi-year contract.

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.

Comments:
Will continue to strive to implement new learning techniques in the classroom.
Will also continue to teach critical thinking skills both in lecture, lab, and clinic. Will strive to be more approachable by students by continuing to make them aware that I am not for them and willing to answer all questions. Will also encourage students to meet with me with any concerns regarding learning issues or other.

Faculty Member's Signature: __________________________
Date: 8.19.10

Learning experiences in the clinical setting with Respiratory Therapists, Residents, Physicians, different ICU and especially participating in rounds.
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.

<table>
<thead>
<tr>
<th>Goals for Year 2009-2010</th>
<th>Goal Completion</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secure guest speakers for RSPT 2247</td>
<td>X Accomplished</td>
<td>Ben Johnson and Jason Swanson regarding Pulmonary Rehab</td>
</tr>
<tr>
<td>Obtain NRP Instructor Certification</td>
<td>X Accomplished</td>
<td>Two year credential obtained</td>
</tr>
<tr>
<td>Obtain ACLS Instructor Certification</td>
<td>X Accomplished</td>
<td>Two year credential obtained</td>
</tr>
<tr>
<td>Assist and Implement curriculum For new HPRS 1204 Lab</td>
<td>X Accomplished</td>
<td>Served in the group developing HPRS 1204; Taught first HPRS 1204 Lab at Collin College</td>
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Goals for Year 2010-2011

1. Contact and discuss with the veteran friendly initiative to discover possibility of Respiratory Care program to welcome the veterans and to explore opportunity to be involved.

2. Design and implement improved recruiting strategies for Collin County High School students interested in entering the health sciences field.

3. Improve interaction between students and the Leadership team at the clinical sites.

4. Assist the director of the Respiratory Care program in the implementation of Service learning program.

5. Continue pursuing completion of the baccalaureate program.
Performance Goals 2010 – 2011

- Goal 1 – Contact and discuss with Veteran's class Director, a way for the Respiratory Care Program to welcome our veterans to our College as well as informing them about the Respiratory Care Program and all other Health Science Programs available to them.

- Goal 2 - Design and implement recruiting program for Collin County High School Students interested in entering the health sciences field.

- Goal 3 - Improve interaction between students and Leadership Teams in the clinical setting.

- Goal 4 – Assist Director in incorporating Service Learning in program.
EVALUATION FORM FOR CLASSROOM VISIT  Class/section: RSPT 2247  Date of Visit: 4.15.10
Faculty Name: 
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.
The topic for the class was ethics. She was in the classroom 15 minutes prior to the start of class. She had a powerpoint presentation on her topic. The powerpoint slides contained a topical outline and pictures to illustrate the content. She began class on time even though several students were late.

2. The content of the class session was appropriate for achieving instructional goals.
Ethical principles were presented and cases containing ethical dilemmas were discussed.

3. The instructor effectively presented the material.
She talked using the slides for emphasis. She asked questions and invited students to respond. Sometimes she called on specific students for answers. She used multiple examples of ethical concepts. She appears very comfortable during the lecture. She used her past clinical experiences and current clinical experiences with students to illustrate the content.

4. The students were appropriately involved in the learning process.
Students were engaged and took notes on their copy of the presentation slides. They were permitted to ask questions. The instructor was able to answer questions and involve the class in analysis of the options for correct resolution of questions.

Evaluator’s comments/recommendations: (Please use reverse side if additional space is needed.)
An excellent class. The students explored affective domain behaviors expected of the RT with terminal patients. The instructor explored the difference in accepting and condoning behavior of clients and their family members.

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

SIGNATURES

Instructor's Signature: 
CVID: 819
Date: 4.15.10
Evaluator: 
Date: 4.15.10
Academic Dean: 
Date: 4.15.10

Revised 7-6-09/jk/hr