

**SOUTHERN WEST VIRGINIA COMMUNITY AND TECHNICAL  
COLLEGE  
BOARD OF GOVERNORS  
SCP-2218.A**

**Evaluation and Goal Planning Document**  
(Due by ~~October 1~~ Faculty Convocation each Fall)

Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Title: \_\_\_\_\_ Division: \_\_\_\_\_

In addition to evaluation on “classroom teaching performance,” ~~and “advising and student relations,” and “institutional responsibilities,”~~ full-time faculty members, **Directors**, and ~~School Academic~~ Deans will use this form to plan the “additional criteria” **in each** of the following categories on which faculty members will be evaluated at the end of the academic year.

Describe the activities in each criterion planned during the academic year. Attach additional pages if needed.

**GOAL #1**

**What evaluation criterion does this goal support? Select all that apply.**

Teaching                       Scholarship                       Service

**What support do you need from the College to achieve this goal?**

**GOAL #2**

**What evaluation criterion does this goal support? Select all that apply.**

Teaching                       Scholarship                       Service

**What support do you need from the College to achieve this goal?**

**GOAL #3**

**What evaluation criterion does this goal support? Select all that apply.**

Teaching                       Scholarship                       Service

**What support do you need from the College to achieve this goal?**

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Faculty Member Signature

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Date

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~~Program Coordinator~~Director Signature

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Date

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~~School~~Academic Dean Signature

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Date

**Full-time Faculty Self-Evaluation Form**  
(Due by March 15)

Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Title: \_\_\_\_\_ Division: \_\_\_\_\_

The purpose of this form is to provide ~~School Academic~~ Deans and/or ~~Program Coordinators-Directors~~ with information that will assist them in preparing yearly evaluations of **full-time** faculty members. **Full-time** Faculty members should list significant accomplishments in categories 1 and 2. Also, list accomplishments in the “additional criteria” designated in the Faculty **Goal** Planning Document prepared at the beginning of the academic year. Attach additional pages if needed.

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**Classroom teaching performance**

List significant activities or accomplishments that demonstrate teaching effectiveness during the past academic year.

**Institutional Responsibility (including advising and student relations)**

Briefly describe your advising responsibilities and list any significant activities or accomplishments related to this criterion during the past academic year.

**Teaching**

Reflect on your teaching effectiveness during the past academic year. Details may include activities, assignments, curriculum development, innovative use of technology, etc.

**Scholarship**

List any scholarship or professional development activities completed during the past academic year.

**Service**

Provide information related to service to the department, college, profession, or the community as it relates to your role as faculty.

**Additional Comments (optional)**

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Faculty Member Signature

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Date

**Full-Time Faculty Evaluation Form**  
(Due by May 15)

Name: \_\_\_\_\_

Academic Year: \_\_\_\_\_

Title/Rank: \_\_\_\_\_

Evaluator: \_\_\_\_\_

**Evaluation Criteria and Scale**

A. Classroom Observation	30%
B. Averaged Student Evaluations	5%
C. Institutional Responsibility	15%
D. Additional Criteria	
1. Teaching	20%
2. Scholarship	15%
3. Service	15%
<b>Total</b>	<b>100%</b>

**Rating Scale:**

4	3	2	1
Exceeds Expectations	Meets Expectations	Could Improve	Unsatisfactory

**4 – Exceeds Expectations:** Performance is occasionally above the expected levels of competence for the review criterion. Expectations are met in all areas and, in some areas, are exceeded.

**3 – Meets Expectations:** Performance consistently meets the expected level of competence for the review criterion. Work of a satisfactory nature is performed on a consistent basis with normal supervision, meeting all job expectations of the review criterion.

**2 – Needs Improvement:** Performance does not consistently meet all requirements of the review criterion. Overall performance is less than satisfactory for the review criterion. Where performance in some areas is satisfactory, improvement is needed in others.

**1 – Unsatisfactory:** Performance is consistently poor or inadequate in meeting most or all requirements of the review criterion. Requires frequent, close supervision and/or the redoing of work. Few or no goals and objectives are met. Signifies the need for immediate improvement.

**Evaluation Criteria:**

**A. Classroom Teaching Performance**

**Score:** \_\_\_\_\_

Evaluator will attach the appropriate Classroom Observation Checklist, as well as a narrative and/or written comments regarding the classroom observation.

**B. Averaged Student Evaluation Results**

**Score:** \_\_\_\_\_

Evaluator will attach written comments related to the faculty member’s average student evaluation score for the previous two (2) semesters.

**C. Institutional Responsibility**

**Score:** \_\_\_\_\_

Evaluator will attach a narrative and/or written comments on the faculty member’s performance of assigned or presumed duties, based on their role. (Examples of institutional responsibilities may include, but are not limited to, the timely submission of syllabi, attendance verification, and grades; departmental meeting attendance; and the completion of other duties as assigned.)

**D. Additional Criteria**

Evaluator will attach a narrative and/or written comments regarding the faculty member’s performance in the following categories agreed upon in the Evaluation Goal Planning Document:

- 1. Teaching                      **Score:** \_\_\_\_\_
- 2. Scholarship                 **Score:** \_\_\_\_\_
- 3. Service                        **Score:** \_\_\_\_\_

**Institutional Responsibility** is defined as performing assigned or presumed duties according to one’s role at the college. These activities support and advance the mission of Southern to enhance the effective functioning of the college-including the business processes (i.e., advising students, adherence to Southern policies and procedures, collegiality, administrative duties, departmental supervision or assigned college community leadership duties, additional duties as assigned). If an activity does not otherwise fit into Teaching, Scholarship, or Service, and the activity is job-related, then it should be counted in the Institutional Responsibility criterion.

**Teaching** is defined as responsibilities directly related to the instruction of students, including classroom instruction, supervision, and facilitation of capstone experiences. Evidence of the level of quality of instruction includes personal reflections about teaching, student evaluations (including statistical analysis of performance), peer evaluations, and curriculum/program/course/materials development.

**Scholarship** includes activities specifically associated with the faculty member’s formally recognized area of expertise. It should be noted that scholarly involvement contributes to one’s profession on a state, regional, national, or international level and advances the mission and goals of the college. Scholarship may be viewed broadly and goes well beyond the traditional forms of publication and presentation. Collaborative research and publication are valued and encouraged by colleagues and/or students. State and local presentations and publications are also of value.

**Service** is defined as contributions to the profession, institution, department, and community.

**Overall Evaluation Score and Scale**

Transfer the corresponding criterion score into the table below. Calculate the weight allocated to determine the weighted score for that criterion. Total the weighted scores for all criteria to determine the overall evaluation score.

	<b>Score</b>		<b>Weighted Score</b>
E. Classroom Observation		× 0.30	
F. Averaged Student Evaluations		× 0.05	
G. Institutional Responsibility		× 0.15	
H. Additional Criteria			
4. Teaching		× 0.20	
5. Scholarship		× 0.15	
6. Service		× 0.15	
<b>Total</b>			

**Overall Rating Scale**

3.50 – 4.00	Exceeds Expectations
2.50 – 3.49	Meets Expectations
1.50 – 2.49	Needs Improvement*
0.00 – 1.49	Unsatisfactory*

\* Requires Performance Improvement Plan



## Employee Response to Evaluation Summary

The purpose of this form is to provide the employee being evaluated an opportunity to respond to statements made in the evaluation.

Employee Response:

I do not ~~care~~wish to respond to the evaluation.

\_\_\_\_\_  
Faculty Member Signature

\_\_\_\_\_  
Date

~~Program Coordinator~~Director Signature

\_\_\_\_\_  
Date

~~School Academic~~ Dean Signature

\_\_\_\_\_  
Date

## Classroom Observation Form

Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Title/Rank: \_\_\_\_\_ Evaluator: \_\_\_\_\_

Course Prefix/Number: \_\_\_\_\_ Date of Visit: \_\_\_\_\_

Location of Visit (Campus/Room, Off-Site, Zoom, Online): \_\_\_\_\_

### Rating Scale:

4 Exceeds Expectations	3 Meets Expectations	2 Could Improve	1 Unsatisfactory
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**4 – Exceeds Expectations:** Performance is occasionally above the expected levels of competence for the review criterion. Expectations are met in all areas and, in some areas, are exceeded.

**3 – Meets Expectations:** Performance consistently meets the expected level of competence for the review criterion. Work of a satisfactory nature is performed on a consistent basis with normal supervision, meeting all job expectations of the review criterion.

**2 – Needs Improvement:** Performance does not consistently meet all requirements of the review criterion. Overall performance is less than satisfactory for the review criterion. Where performance in some areas is satisfactory, improvement is needed in others.

**1 – Unsatisfactory:** Performance is consistently poor or inadequate in meeting most or all requirements of the review criterion. Requires frequent, close supervision and/or the redoing of work. Few or no goals and objectives are met. Signifies the need for immediate improvement.

**LECTURE OBSERVATION CHECKLIST (F2F, HyFlex, or Synchronous Online)**

4 Exceeds Expectations	3 Meets Expectations	2 Could Improve	1 Unsatisfactory
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	4	3	2	1
Class structure and format appear well organized				
Provides an overview of objectives for course topics being covered				
Demonstrates a thorough knowledge of the subject matter				
Utilizes multiple teaching techniques				
Involves students in the learning process through input, encouragement, and feedback				
Encourages classroom discussion and questions from students				
Employs other tools/instructional aids (i.e. technology, computer, video, PowerPoint, etc.)				

**Total Score:** \_\_\_\_\_ / 7 = \_\_\_\_\_ (Average Score)

**Evaluator Comments:**

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\_\_\_\_\_  
Faculty Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

**LABORATORY OBSERVATION CHECKLIST**

4 Exceeds Expectations	3 Meets Expectations	2 Could Improve	1 Unsatisfactory
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	4	3	2	1
Maintains an effective laboratory				
Develops and maintains adequate resource material				
Relates laboratory experience to lecture and/or clinicals				
Provides appropriate feedback to students				
Communicates appropriate safety protocols				
Demonstrates a thorough knowledge of the subject matter				
Explains concepts clearly				
Models proper laboratory techniques				
Directs student cleanup of laboratory equipment and workspace				

**Total Score:** \_\_\_\_ / 9 = \_\_\_\_ (Average Score)

**Evaluator Comments:**

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\_\_\_\_\_  
Faculty Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

**ONLINE COURSE OBSERVATION CHECKLIST (Asynchronous Online)**

4 Exceeds Expectations	3 Meets Expectations	2 Could Improve	1 Unsatisfactory
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	4	3	2	1
Course structure, including learning resources, assignments, and instructions are well organized and clearly stated				
Syllabus and learning objectives are available and clearly stated				
Demonstrates a thorough knowledge of the subject matter				
Sets clear expectations and due dates				
Responds to students in a timely and professional manner				
Actively participates in the course, encourages questions, and provides appropriate feedback				
Utilizes a variety of teaching tools and techniques appropriate for distance learning				
Provides resources and instructional materials that are accessible and usable				
Course is free of errors and dead links				

**Total Score:** \_\_\_\_ / 9 = \_\_\_\_ (Average Score)

**Evaluator Comments:**

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\_\_\_\_\_  
Faculty Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

**Adjunct and Dual Credit Faculty Evaluation Form**  
(Due by the end of each semester)

Name: \_\_\_\_\_

Academic Year: \_\_\_\_\_

Title: \_\_\_\_\_

Evaluator: \_\_\_\_\_

**Evaluation Criteria and Scale**

A. Classroom Observation	75%
B. Averaged Student Evaluations	5%
C. Institutional Responsibility	20%
<b>Total</b>	<b>100%</b>

**Rating Scale:**

4 Exceeds Expectations	3 Meets Expectations	2 Could Improve	1 Unsatisfactory
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**4 – Exceeds Expectations:** Performance is occasionally above the expected levels of competence for the review criterion. Expectations are met in all areas and, in some areas, are exceeded.

**3 – Meets Expectations:** Performance consistently meets the expected level of competence for the review criterion. Work of a satisfactory nature is performed on a consistent basis with normal supervision, meeting all job expectations of the review criterion.

**2 – Needs Improvement:** Performance does not consistently meet all requirements of the review criterion. Overall performance is less than satisfactory for the review criterion. Where performance in some areas is satisfactory, improvement is needed in others.

**1 – Unsatisfactory:** Performance is consistently poor or inadequate in meeting most or all requirements of the review criterion. Requires frequent, close supervision and/or the redoing of work. Few or no goals and objectives are met. Signifies the need for immediate improvement.

**Evaluation Criteria:**

**A. Classroom Teaching Performance**

**Score:** \_\_\_\_\_

Evaluator will attach the appropriate Classroom Observation Checklist, as well as a narrative and/or written comments regarding the classroom observation.

**B. Averaged Student Evaluation Results**

**Score:** \_\_\_\_\_

Evaluator will attach written comments related to the faculty member’s average student evaluation score for the previous two (2) semesters.

**C. Institutional Responsibility**

**Score:** \_\_\_\_\_

Evaluator will attach a narrative and/or written comments on the faculty member’s performance of assigned or presumed duties based on their role, including but not limited to adherence to policies and procedures, administrative duties, and other similar duties as assigned.

**Institutional Responsibility** is defined as performing assigned or presumed duties according to one’s role at the college. These activities support and advance the mission of Southern to enhance the effective functioning of the college-including the business processes (i.e., advising students, adherence to Southern policies and procedures, collegiality, administrative duties, departmental supervision or assigned college community leadership duties, additional duties as assigned). If an activity does not otherwise fit into Teaching, Scholarship, or Service, and the activity is job-related, then it should be counted in the Institutional Responsibility criterion.

**Overall Evaluation Score and Scale**

Transfer the corresponding criterion score into the table below. Calculate the weight allocated to determine the weighted score for that criterion. Total the weighted scores for all criteria to determine the overall evaluation score.

	<b>Score</b>		<b>Weighted Score</b>
D. Classroom Observation		× 0.75	
E. Averaged Student Evaluations		× 0.05	
F. Institutional Responsibility		× 0.20	
<b>Total</b>			

**Overall Rating Scale**

- 3.50 – 4.00 Exceeds Expectations
- 2.50 – 3.49 Meets Expectations
- 1.50 – 2.49 Needs Improvement\*
- 0.00 – 1.49 Unsatisfactory\*

\* Requires Performance Improvement Plan

**Employee Response to Evaluation Summary**

The purpose of this form is to provide the employee being evaluated an opportunity to respond to statements made in the evaluation.

Employee Response:

I do not wish to respond to the evaluation.

\_\_\_\_\_  
Faculty Member Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Director Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Academic Dean Signature

\_\_\_\_\_  
Date