

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

Evaluation and Goal Planning Document
(Due by Faculty Convocation each Fall Semester)

Name: _____ Academic Year: _____

Title: _____ Division: _____

In addition to evaluation of teaching and institutional responsibilities, full-time faculty members, Directors, and 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?

Faculty Member Signature

Date

Director Signature

Date

Academic Dean Signature

Date

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

Name: _____ Academic Year: _____

Title: _____ Division: _____

The purpose of this form is to provide Academic Deans and/or 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 Evaluation and Goal Planning Document prepared at the beginning of the academic year. Attach additional pages if needed.

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)

Faculty Member Signature

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% |
| Total | 100% |

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.

| | Score | | Weighted Score |
|---------------------------------|--------------|--------|-----------------------|
| 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 | |
| Total | | | |

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

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 Needs Improvement | 1 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.

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

| | | | |
|------------------------------|----------------------------|-------------------------------|---------------------|
| 4 Exceeds Expectations | 3 Meets Expectations | 2 Needs Improve ment | 1 Unsatisfactory |
|------------------------------|----------------------------|-------------------------------|---------------------|

| | 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:

Faculty Member Signature

Date

Evaluator Signature

Date

LABORATORY OBSERVATION CHECKLIST

| | | | |
|------------------------------|----------------------------|---------------------------|---------------------|
| 4 Exceeds Expectations | 3 Meets Expectations | 2 Needs Improvement | 1 Unsatisfactory |
|------------------------------|----------------------------|---------------------------|---------------------|

| | 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:

Faculty Member Signature

Date

Evaluator Signature
SCP-2218.A, *Evaluation and Goal Planning Document*

Date

ONLINE COURSE OBSERVATION CHECKLIST (Asynchronous Online)

| | | | |
|------------------------------|----------------------------|-------------------------------|---------------------|
| 4 Exceeds Expectations | 3 Meets Expectations | 2 Needs Improve ment | 1 Unsatisfactory |
|------------------------------|----------------------------|-------------------------------|---------------------|

| | 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:

Faculty Member Signature

Date

Evaluator Signature
SCP-2218.A, *Evaluation and Goal Planning Document*

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% |
| Total | 100% |

Rating Scale:

| | | | |
|------------------------------|----------------------------|-------------------------------|---------------------|
| 4 Exceeds Expectations | 3 Meets Expectations | 2 Needs Improve ment | 1 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, 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.

| | Score | | Weighted Score |
|---------------------------------|--------------|--------|-----------------------|
| D. Classroom Observation | | × 0.75 | |
| E. Averaged Student Evaluations | | × 0.05 | |
| F. Institutional Responsibility | | × 0.20 | |
| Total | | | |

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