



# Planning & Evaluation Manual

2007-2009



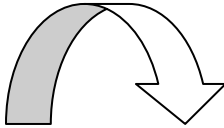
# Lawson State COMMUNITY COLLEGE

## PLANNING MODEL

### VISION

- Environmental Scanning
- Critical Issues
- Database of Performance Indicators

- Enhancing teaching excellence
- Strengthening student learning and educational outcomes
- Serving a broad spectrum of students and constituents
- Equipping students for leadership and service
- Deploying visionary strategies



Strategic Goals, Objectives  
Institutional Effectiveness  
Assessment Plan

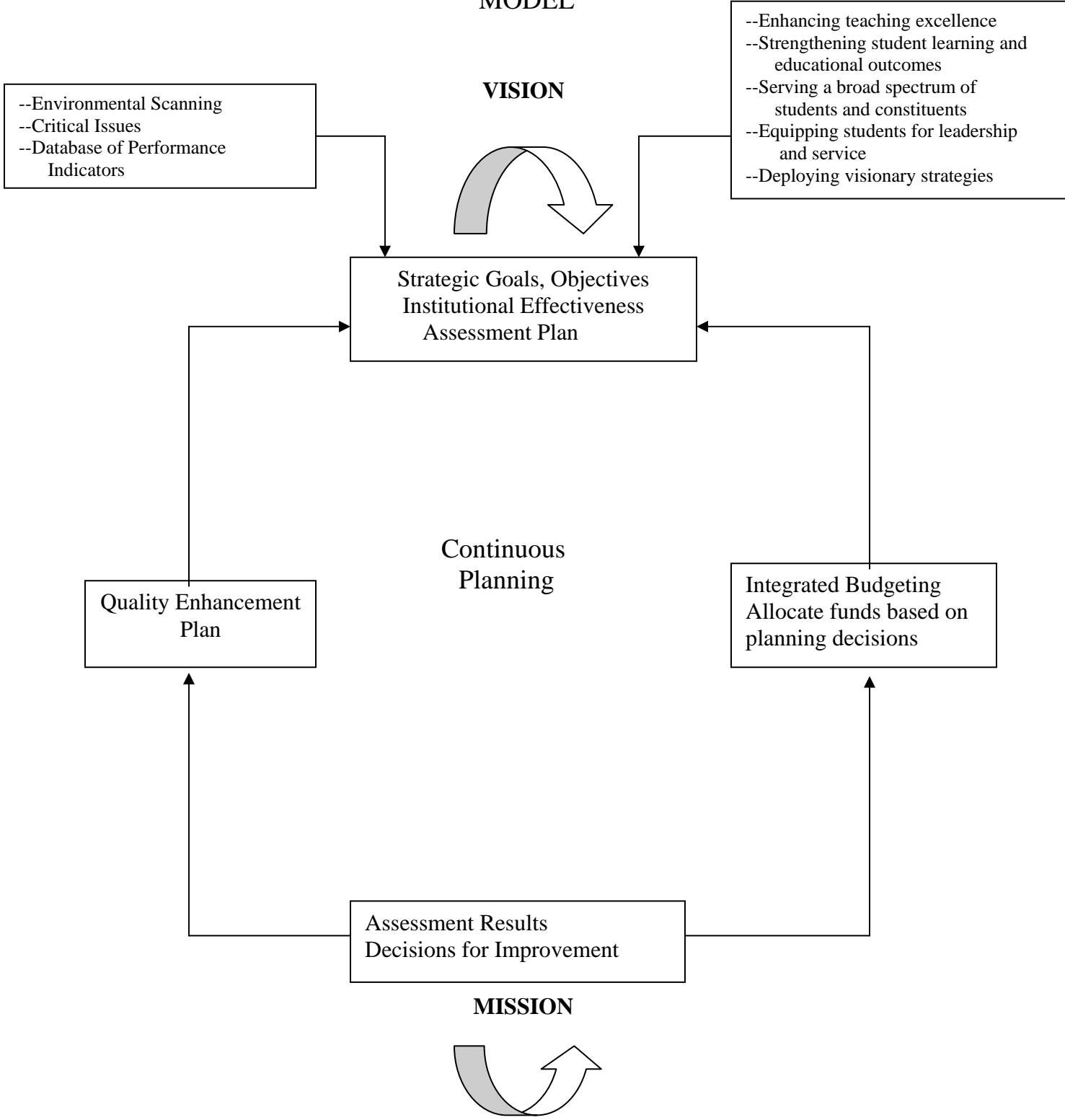
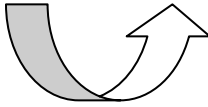
### Continuous Planning

Quality Enhancement  
Plan

Integrated Budgeting  
Allocate funds based on  
planning decisions

Assessment Results  
Decisions for Improvement

### MISSION



**Lawson State Community College Strategic Plan 2005-2010 (excerpted)**

**Strategic Planning Process**

Lawson State Community College maintains a strategic plan and unit level operational plans. All plans are updated continuously and formally reviewed at least once a year. During the spring of 2005, the President generated a vision statement based on the direction he deemed critical for the institution. This statement was discussed with members of the President's Cabinet. The focus was on their analysis of the College, the community it serves, and its mission.

The purpose of the planning process is to create a comprehensive approach to institutional actions for a five year period using the mission and the vision as the foundation of the process. The planning process identifies specific actions the College will take to reach its mission and vision; acts as a compass for the College's strategic direction in pursuing its vision for the future; provides a framework from which constituents can work to achieve the institution's mission, and sets priorities in decision making.

The institution's mission statement is reviewed every five years based on the results of external scanning and institutional effectiveness data. The data will be reviewed and summarized by the Planning and Institutional Effectiveness Committee. The committee will submit proposed changes to the President and his Cabinet with subsequent recommendations for change submitted to all faculty and staff as well as key constituents for their review and comments. The committee will incorporate comments and suggestions before recommending specific changes to the College Mission. All proposed changes to the mission require the approval of the President and the Alabama State Board of Education.

Each year, the College will set institutional goals that are realistic and measurable as the means to attaining the mission. The Planning and Institutional Effectiveness Committee will coordinate the development of specific goal indicators. These indicators will serve as measurable statements and be used to focus assessment and evaluation. Each academic and educational support unit within the College is responsible for submitting an action plan which outlines area specific goals designed to help meet the institutional goals. These unit level action plans focus on the department/unit's strengths, weaknesses, needs and processes.

Annually, end-of-the-year reports are developed by each unit. These reports reflect a unit's evaluation and critical assessment of goals, outcomes and related activities. The reports also define the use of results and any modifications that will be made for the following year. The planning and evaluation schedule integrates the planning process and the budgeting process.

The Lawson State Community College Planning and Evaluation Process includes:

- Review of the institution's mission. A college-wide review will occur every five years but more frequently if internal and/or external circumstances dictate a need for the review.
- Delineation of the President's vision as it relates to the institution's mission.
- Establishment of goals and related thematic areas based on the mission and the President's vision.
- Delineation of goal indicators which serve as measurable statements used to focus assessment and evaluation.
- Development of unit outcomes and student learning outcomes. Academic and educational support service units will review mission statements, define program level goals and student learning outcomes, participate in program review as scheduled, engage in ongoing assessment and develop budget implications as it relates to the unit's plan. The Quality Enhancement Plan will be developed and implemented as a part of a comprehensive and thorough analysis of each unit's effectiveness and contribution to the attainment of the institution's mission and the student learning environment.
- Development of the end-of-the-year report. Each unit will engage in evaluation and critical assessment of its goals, outcomes and related activities.
- Definition of the use of results and modification of plans for the next year.

The Lawson State Community College Planning, Evaluation and Improvement Schedule includes:

- July – review mission, establish vision, goals and goal indicators.
- August through September – complete unit outcomes; define student learning outcomes; determine assessments.
- October through May – implementation period; conduct the mid-year review in January, develop budget implications.
- June – develop end-of-the-year reports and determine the use of results.

Annually, assessment data is obtained from surveys, the evaluation of student outcomes, the evaluation of educational outcomes that are consistent with the institution's mission, faculty and staff evaluations, course completion data and other institutional statistics, as well as analysis of the attainment of institutional as well as operational/divisional goals and objectives.

Planning, evaluation, and research are continuous processes for improvement. Specific purposes are an increased commitment by all staff and faculty regarding the overall direction of Lawson State Community College; the appropriate allocation of resources; better information for decision-making, reporting, and demonstrating accountability; and increased efficiency in operations.

End-of-Year Reports are submitted by the operational units. The purpose of these reports is to determine the overall effectiveness of operating units in accomplishing their planned objectives and strategies. Information in the operating units' End-of-Year Reports is summarized by appropriate administrators during their End-of-Year presentations during the Planning Retreat.

An important measure of the effectiveness of the planning process is the monitoring of the college's Goal Indicators. These indicators are the criteria identified as

measures of how well the college is meeting the institutional goals. Through monitoring the Goal Indicators, the governance structure has an avenue to review and improve the planning process systematically and regularly.



### **Mission Statement**

Lawson State Community College is a comprehensive, public, two-year, multi-campus college, which seeks to provide accessible quality educational opportunities, promote economic growth and enhance the quality of life for people in its service area. The College is dedicated to providing affordable and accessible lifelong learning opportunities in order to prepare students for employment or career advancement, enable students to transfer to senior colleges and universities, and provide customized training needs for business and industry.

### **Vision Statement**

The vision of Lawson State Community College is to: promote quality opportunities for lifelong academic, professional and personal learning for students; provide an accessible, integrated collegiate learning experience focused on instructional excellence and skill preparation for employment; provide a dynamic student life experience enhanced by social, service and athletic activities or organizations; embrace diversity within and beyond the college to effectively respond to community needs; value integrity, fairness and honesty; and promote continuous improvement through advanced technologies and administrative services.



*Planning Themes, Institutional Goals and Strategic indicators*

Key areas of emphasis are established as major directions for a five-year period and to assist in aligning resource allocation with institutional priorities. The planning themes, institutional goals and strategic indicators are outlined below:

**Theme:** *Excellence in Instruction*

**Goal 1:** **To develop an exemplary and world class instructional program.**

**Strategic Indicators:**

- A. Curriculum enhancements
- B. Resources to support faculty development
- C. Enhanced student learning outcomes
- D. Effective and efficient distance learning opportunities
- E. Technological advancements

**Goal 2:** **To develop a nationally recognized Alabama Technology Network Center**

**Strategic Indicators:**

- A. Hands on business and technical assistance provided
- B. Customized training developed and implemented
- C. Technology used to enhance teaching and learning

**Goal 3:** **To thoroughly integrate technology college-wide in instruction.**

**Strategic Indicators:**

- A. Faculty trained to use a variety of technologies
- B. Immediate and continuous access to computing services
- C. Full integration of technologies throughout the curriculum
- D. State-of-the-art technologies for students, faculty and staff

**Theme:** *Focus on Students*

**Goal 4:** **To maintain a comprehensive exemplary student services division.**

**Strategic Indicators:**

- A. Informative, friendly and supportive services
- B. Effective and efficient academic advising
- C. Increased diversity

- D. Quality student activities implemented
- E. Customer service strengthened
- F. Retention rates improved

**Theme:** *Fiscal Stability*

**Goal 5:** **To be recognized as an institution that is fiscally responsible.**

**Strategic Indicators:**

- A. Enhanced stewardship of resources
- B. Perfect audits
- C. Sound management procedures implemented continuously
- D. Open and ongoing dialogue with government agencies, public and private entities to enhance College initiatives

**Goal 6:** **To maintain facilities on both campuses that are appropriate for educational programs and administrative services.**

**Strategic Indicators:**

- A. Operational residence halls
- B. Expanded athletic/recreational complex
- C. Technological connectivity of campuses
- D. Enhanced and well-maintained facilities and grounds
- E. Clean, safe and accessible environment

**Theme:** *Quality Administrative Services*

**Goal 7:** **To enhance the staff development program.**

**Strategic Indicators:**

- A. Increased degree attainment
- B. Increased diversity
- C. Utilization of consultants
- D. Strengthened customer service
- E. Effective use of technology to impact management
- F. Effective on-going, integrated planning and evaluation process

**Theme:** *Enhanced Community Relations*

**Goal 8:** To maintain a model program for economic development and workforce training.

**Goal 9:** To make the community a part of the college.

**Strategic Indicators:**

- A. Increased economic development opportunities
- B. Lifelong learning and enrichment opportunities
- C. Technology acquisition for training
- D. Increased community ownership

### **Assessment and Evaluation**

The process of evaluation is dictated by the goals of improving student learning and administrative processes and services. The steps in the process are to articulate the goals of each academic and administrative support unit, evaluate progress toward those goals, and use the results to continue to modify or reinforce aspects of each unit. The governance structure dictates that the committee structure devise appropriate recommendations and procedures to strengthen ongoing assessment activities to measure and enhance the quality of the Lawson State Community College experience. In the instructional realm the goal is to assess learning outcomes. A determination is made as to what is currently done to assess student learning and development including an examination of entry level assessment of basic academic skills, specific program assessment of students' learning and development and exit and post graduation assessment of students' skills and goal accomplishment.

Overall, assessment at Lawson State Community College is an ongoing process designed to understand and improve student learning and administrative processes. It involves establishing explicit expectations; setting appropriate criteria and high standards for learning and management; systematically gathering, analyzing, and interpreting data to determine how well performance matches expectations and standards; and using the results to document, explain, and improve performance.

### **Program Review**

Annually, the Vice President for Instructional Services coordinates the review of twenty percent of the College's instructional programs to assess centrality of the program to the institution's role and mission, program vitality and demand, use of resources, and uniqueness. Recommendations, suggestions, and commendations are made, if needed,

for each program reviewed. The report addresses issues of quality and quantity through the analysis of both quantitative and qualitative data, and discusses performance in relation to the past five years and looking ahead to the next five years and beyond. Indicators of quality will vary among programs and may include: enrollment management, collegiate transfer, career and technical programs, health professions programs, developmental studies, learning resources technology, student development services, financial and physical resources and workforce training and adult education.



## Required Unit Plan Instructional Components Guide

**Instructions:** In order to better respond to CAPP and SACS requirements, Instructional Units (annually) will address specific shared components within their Unit Plans. **These components should be treated as separate Unit Outcomes within your unit's Unit Plan.** These shared components are listed below.

- A. Percent of Completers Passing Licensure or Certification Exams: If applicable, design a unit outcome to measure and assess this in your area annually. Reporting period (summer, fall and spring)
- B. Percent of Program Completers: Design a unit outcome to measure and assess the program completers within your division annually. Treat this as one outcome only (by listing all programs), even if you have several programs within your division. You may want to attach a chart to your Unit Plan for ease.
- C. Job Placement Rate: Design a unit outcome to measure and assess this in your area annually.
- D. Learning Resources & Technology (if applicable): Design a unit outcome that addresses the use of learning resources and technology. Divisions like Library Services and instructional programs should strongly consider addressing this area as part of their Unit Plan.

**NOTE:** Once you have addressed the required outcomes within your Unit Plan, division chairs still can add additional outcomes of their choosing.



**Institutional Effectiveness Unit Plan (Phase I) for 2005-2006**

**Directions:** Use 8 or 9 point font when completing this form. First, complete columns A-D. Make sure your Unit Outcomes are targeted, essential and measurable. Columns E & F (which serve to assess whether your goals were reached and how you intend to use the results) will **not** be completed until the end of the cycle in the spring.

**Unit :** \_\_\_\_\_ **Unit Administrator:** \_\_\_\_\_

**Unit's Mission:** \_\_\_\_\_

Number each Outcome in each column	A. Unit Outcomes (3-5) Should be measurable. Use percentages where possible. <u>Be brief.</u>	B. Outcomes Link to Institutional Goals & Strategic Indicators  List the goal numbers and the corresponding Strategic Indicator letters (i.e., Goal 1; Indicators B & C; Goal 2; Indicators A-C, etc.)	C. Methods of Assessing the Outcome  List what methods you plan on using to measure each outcome (i.e., exit exam results, portfolios, surveys, board exams, etc.)	D. Budget Implications  If your outcome has budget implications (costs that will exceed \$499), list them here.
1.				
2.		1.	1.	1.
3.		2.	2.	2.
4.		3.	3.	3.
		4.	4.	4.

**Unit Plan--Part II: Directions** : As noted on page one of this plan, complete columns E & F at the end of the planning cycle in the spring. As you report under each column, be sure to carry over the numbers which represent each outcome you are addressing.

**E. Actual Results Obtained**—When you assessed and measured your stated outcomes, what results did you find? Be clear and concise in your reporting.

1.

2.

3.

4.

**F. Use of Results**—Now that you have your results, how do you intend to use these results or, if implemented early, how have you used these results to improve your overall unit for the upcoming academic year? **NOTE:** After you list how you intend to use these results, be sure to include such improvements in your new Unit Plan for the upcoming academic year.

1.

2.

3.

4.



**Institutional Effectiveness Unit Plan (Phase I) for 2005-2006**

**Directions:** Use 9 point font when completing this form. First, complete columns A-D. Make sure your Unit Outcomes are targeted, essential and measurable. Columns E & F (which serve to assess whether your goals were reached and how you intend to use the results) will **not** be completed until the end of the cycle in the spring.

**Unit :** Developmental Education

**Unit Administrator:** Sherri Davis

**Unit's Mission:** The Department of Developmental Education is an intensive and technologically advanced developmental program designed to equip students with the academic skills in English, reading and mathematics necessary to perform on a college level. In addition, the department supports the personal growth of its students through advising, counseling and tracking of academic progress.

Number each Outcome in each column	<p><b>A. Unit Outcomes (3-5)</b></p> <p>Should be measurable. Use percentages where possible. <u>Be brief.</u></p>	<p><b>B. Outcomes Link to Institutional Goals &amp; Strategic Indicators</b></p> <p>List the goal numbers and the corresponding Strategic Indicator letters (i.e., Goal 1; Indicators B &amp; C; Goal 2; Indicators A-C, etc.)</p>	<p><b>C. Methods of Assessing the Outcome</b></p> <p>List what methods you plan on using to measure each outcome (i.e., exit exam results, portfolios, surveys, board exams, etc.)</p>	<p><b>D. Budget Implications</b></p> <p>If your outcome has budget implications (costs that will exceed \$499), list them here.</p>
	<ol style="list-style-type: none"> <li>100% of developmental instructors will receive specialized in-service training in Plato, Criterion Online Writing and "I Can Learn" systems on a routine, continuous basis.</li> <li>80% of exiting developmental English students will pass ENG101 with a grade of "C" or higher.</li> <li>80% of exiting developmental reading students will pass RDG114 with a grade of "C" or higher.</li> <li>80% of exiting developmental mathematics students will pass MTH100 with a grade of "C" or higher.</li> </ol>	<ol style="list-style-type: none"> <li>Goal 1; Indicator A-D Goal 3; Indicator A &amp; C Goal 4; Indicator F</li> <li>Goal 1; Indicator C Goal 3; Indicator D Goal 4; Indicator F</li> <li>Goal 1; Indicator C Goal 3; Indicator D Goal 4; Indicator F</li> <li>Goal 1; Indicator C Goal 3; Indicator D Goal 4; Indicator F</li> </ol>	<ol style="list-style-type: none"> <li>Surveys, oral reports, classroom observations, number of training sessions per semester.</li> <li>Raw data from AS400. Data will be pulled from a 3<sup>rd</sup> party.</li> <li>Raw data from AS400 Data will be pulled from a 3<sup>rd</sup> party.</li> <li>Raw data from AS400 Data will be pulled from a 3<sup>rd</sup> party.</li> </ol>	<ol style="list-style-type: none"> <li>Cost of additional laptops and video projectors.</li> <li>Cost of English tutors.</li> <li>None noted.</li> <li>Cost of student tutors.</li> </ol>

**Unit Plan--Part II: Directions** : As noted on page one of this plan, complete columns E & F at the end of the planning cycle in the spring. As you report under each column, be sure to carry over the numbers which represent each outcome you are addressing.

**E. Actual Results Obtained**—When you assessed and measured your stated outcomes, what results did you find? Be clear and concise in your reporting.

1.

2.

3.

4.

**F. Use of Results**—Now that you have your results, how do you intend to use these results or, if implemented early, how have you used these results to improve your overall unit for the upcoming academic year? **NOTE:** After you list how you intend to use these results, be sure to include such improvements in your new Unit Plan for the upcoming academic year.

1.

2.

3.

4.



**Institutional Effectiveness Unit Plan (Phase I) for 2005-2006**

**Directions:** Use 9 point font when completing this form. First, complete columns A-D. Make sure your Unit Outcomes are targeted, essential and measurable. Columns E & F (which serve to assess whether your goals were reached and how you intend to use the results) will **not** be completed until the end of the cycle in the spring.

**Unit :** Developmental Education

**Unit Administrator:** Sherri Davis

**Unit's Mission:** The Department of Developmental Education is an intensive and technologically advanced developmental program designed to equip students with the academic skills in English, reading and mathematics necessary to perform on a college level. In addition, the department supports the personal growth of its students through advising, counseling and tracking of academic progress.

Number each Outcome in each column	<p><b>A. Unit Outcomes (3-5)</b></p> <p>Should be measurable. Use percentages where possible. <u>Be brief.</u></p>	<p><b>B. Outcomes Link to Institutional Goals &amp; Strategic Indicators</b></p> <p>List the goal numbers and the corresponding Strategic Indicator letters (i.e., Goal 1; Indicators B &amp; C; Goal 2; Indicators A-C, etc.)</p>	<p><b>C. Methods of Assessing the Outcome</b></p> <p>List what methods you plan on using to measure each outcome (i.e., exit exam results, portfolios, surveys, board exams, etc.)</p>	<p><b>D. Budget Implications</b></p> <p>If your outcome has budget implications (costs that will exceed \$499), list them here.</p>
	<p>1. 100% of developmental instructors will receive specialized in-service training in Plato, Criterion Online Writing and "I Can Learn" systems on a routine, continuous basis.</p> <p>2. 80% of exiting developmental English students will pass ENG101 with a grade of "C" or higher.</p> <p>3. 80% of exiting developmental reading students will pass RDG114 with a grade of "C" or higher.</p> <p>4. 80% of exiting developmental mathematics students will pass MTH100 with a grade of "C" or higher.</p>	<p>1. Goal 1; Indicator A-D Goal 3; Indicator A &amp; C Goal 4; Indicator F</p> <p>2. Goal 1; Indicator C Goal 3; Indicator D Goal 4; Indicator F</p> <p>3. Goal 1; Indicator C Goal 3; Indicator D Goal 4; Indicator F</p> <p>4. Goal 1; Indicator C Goal 3; Indicator D Goal 4; Indicator F</p>	<p>1. Surveys, oral reports, classroom observations, number of training sessions per semester.</p> <p>2. Raw data from AS400. Data will be pulled from a 3<sup>rd</sup> party.</p> <p>3. Raw data from AS400 Data will be pulled from a 3<sup>rd</sup> party.</p> <p>4. Raw data from AS400 Data will be pulled from a 3<sup>rd</sup> party.</p>	<p>1. Cost of additional laptops and video projectors.</p> <p>2. Cost of English tutors.</p> <p>3. None noted.</p> <p>4. Cost of student tutors.</p>

**Unit Plan--Part II: Directions** : As noted on page one of this plan, complete columns E & F at the end of the planning cycle in the spring. As you report under each column, be sure to carry over the numbers which represent each outcome you are addressing.

**E. Actual Results Obtained—When you assessed and measured your stated outcomes, what results did you find? Be clear and concise in your reporting.**

1. 100% of all full-time and part-time faculty members were trained on Plato, Criterion and the “I Can Learn” systems. In reviewing the survey responses collected, 91% of faculty “strongly agreed” and 9% “agreed” that the training was beneficial and added to their overall effectiveness in teaching developmental students. 100% of faculty members “strongly agreed” that the training was continuous and routine, and, as such, improved their overall level of comfort in their computerized classrooms.
2. 70% of developmental English students passed ENG101 with a “C’ or higher.
3. 84% of developmental reading students passed RDG114 with a “C” or higher.
4. 68% of developmental math students passed MTH101 with a “C” or higher.

**F. Use of Results—Now that you have your results, how do you intend to use these results or, if implemented early, how have you used these results to improve your overall unit for the upcoming academic year? **NOTE:** After you list how you intend to use these results, be sure to include such improvements in your new Unit Plan for the upcoming academic year.**

1. Since survey results indicated that teachers felt that the training better prepared them in their developmental classes, such training will continue. The department will continue to emphasize training and work to include more one-on-one opportunities for instructors in the upcoming school year. In addition, more training sessions will be added.
2. The department missed this goal by 10% . Thus, the following changes will be implemented beginning in the fall semester: require that all students use Criterion Online Writing and complete at least 2 drafts per paper; increase the number of in-service sessions for English instructors specifically targeted at increasing student writing effectiveness; provide for more one-on-one student tutors within the department; review the exit exam to make sure it aligns with specific objectives needed to be successful in ENG101; increase the writing lab hours by 25%.
3. The department met this goal. Therefore, the department will increase the passing rate to 90% next year in this area and continue with current teaching approach and curriculum strategies.
4. The department missed this goal by 12%. Therefore, the following changes will be implemented next fall: increase the number of student math tutors by 50%; provide for more one-on-one instructional opportunities for students in their math classes; increase the number of Open Labs by 20%; provide for more in-service for math instructors; review the current exit exam to make sure it aligns with specific objectives needed to be successful in ENG101.



## Unit Plan (Phase II) Narrative Guide Sheet

**Directions:** After you have completed your Unit Plan and are ending your planning cycle, write a narrative on your unit which addresses the following items as described below. This narrative should be submitted annually as part of your year-end Unit Plan report. **See sample template attached.**

**1. Unit Description:**

- a. Connection of the unit to the institution's role and mission.
- b. Unit Achievements (success)
- c. Units: Specialized accreditations; marketing and student demand for program

**2. Unit Effectiveness:**

- a. Description of staff within unit
- b. Instruction & Units: Unit progress; student progress; student GPA's; student placement rates; job placement results; college transfer results; student retention rates; recognition by professional associations; special characteristics including student diversity; number of scholarships utilized, etc.
- c. Support Services & Resources: special support services provided by the unit; current condition of equipment/facilities; laboratory space; effective use of resources.
- d. Customer Service/Satisfaction: Advisory committee perceptions of program, if applicable; coordination with business and industry; perception of graduates (survey results, if applicable).

**3. Value Added to College:**

- a. Support of the unit to other program and units on campus
- b. Strengths
- c. Areas Needing Improvement
- d. Learning Resources & Technology (how utilized)

**4. Projection of Needs:**

- a. Staffing Needs
- b. Resource Needs
- c. Professional Development Needs
- d. Departmental or Unit Needs
- e. Other (if applicable)

**5. Recommendations:**

- a. New/Revised Policies
- b. New/Revised Procedures
- c. Other (if applicable)



## Unit Plan Annual Narrative

**Directions:** Use the "Unit Plan Narrative Guide Sheet" to complete this planning form. Be sure that under each section, you write a narrative which discusses all elements listed under each heading. If a particular element does not apply to your area, note that within your narrative. Again, this form should be completed as a narrative, not bulleted.

**Department/Unit:**

**Unit Administrator:**

**Date:**

### A. Unit Description

- a. Connection of the unit to the institution's role and mission:
- b. Unit Achievements:
- c. Instructional Units within your division:

### B. Unit Effectiveness

- a. Staff Description:
- b. Instructional Effectiveness / Student Success:
- c. Support Services Connection & Resource Availability:
- d. Customer Service Ranking:

**C. Value Added**

- a. Support of the unit to other program and units:
- b. Strengths:
- c. Areas Needing Improvement:
- d. Departmental or Unit Needs:
- d. Recommendations:

**D. Projections**

- a. Staff needs:
- b. Resources needs:
- c. Professional development needs:
- d. Other (if applicable):



## Degree Program Student Learning Outcomes

(Complete this form for every degree or certificate granting program within your division.)

**Directions:** Complete columns A-C initially. Then, complete columns D&E at the end of the assessment cycle in the spring. Be brief in your descriptions and explanations. Focus on your top 4 to 5 outcomes only. Use 9pt. font.

**Department:**

**Department Chair:**

**Principal Completer of Form:**

**Degree Program:**

**Degree Type:**

**Academic Year:** 2005-2006

**Mission of Degree Program:**

A. Student Learning Outcomes (4-5)	B. Assessment Methods	C. Expected Results (Targeted Objective)	D. Actual Results Obtained (Complete at the end of assessment cycle in the spring.)	E. Use of Results (Complete at the end of assessment cycle in the spring.)
Students completing the program must demonstrate:  <u>Be brief with your descriptions.</u>	List what methods you plan on using to measure the outcome.	List what intended result you expect to see. Make it measurable.	<i>When you assessed and measured your outcome, what results did you find?</i>	<i>Now that you have your results, how do you intend to use these results to improve this degree program?</i>
1.	1.	1.	1.	1.
2.	2.	2.	2.	2.
3.	3.	3.	3.	3.
4.	4.	4.	4.	4.
5.	5.	5.	5.	5.



## Degree Program Student Learning Outcomes

(Complete this form for every degree or certificate granting program within your division.)

**Directions:** Complete columns A-C initially. Then, complete columns D&E at the end of the assessment cycle in the spring. Be brief in your descriptions and explanations. Focus on your top 4 to 5 outcomes only. Use 9pt. font.

<b>Department:</b> Career Technical	<b>Department Chair:</b> John Doe <b>Principal Completer of Form:</b> John Doe
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<b>Degree Program:</b> CAT	<b>Degree Type:</b> Certificate	<b>Academic Year:</b> 2005-2006
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**Mission of Degree Program:** The mission of the Commercial Art program is to prepare students for employment or advancement as practitioners in the field of Commercial Art. The program prepares students to become respected, responsible members of society by stressing good work habits, excellent craftsmanship, and ethical conduct.

<b>A. Student Learning Outcomes (4-5)</b>	<b>B. Assessment Methods</b>	<b>C. Expected Results</b> <small>(Targeted Objective)</small>	<b>D. Actual Results Obtained</b> <small>(Complete at the end of assessment cycle in the spring.)</small>	<b>E. Use of Results</b> <small>(Complete at the end of assessment cycle in the spring.)</small>
<b>Students completing the program must demonstrate:</b>  <i>Be brief with your descriptions.</i>	<b>List what methods you plan on using to measure the outcome.</b>	<b>List what intended result you expect to see. Make it measurable.</b>	<i>When you assessed and measured your outcome, what results did you find?</i>	<i>Now that you have your results, how do you intend to use these results to improve this degree program?</i>
1. The ability to think critically and exercise problem solving skills in Commercial Art using an integrated interdisciplinary approach.	1. Overall performance in CAT132. Information will be secured via AS400 system.	1. 85% of CAT students will attain at least a "B" average in CAT132.	1. .	1.
2. The ability to apply knowledge of Commercial Art concepts and principles to solve basic design problems.	2. Evidence of design problem solving via student portfolios in CAT132. Pass/fail rates of CAT132 students.	2. 90% of CAT completers will demonstrate the ability to solve basic design problems via student projects.	2.	2.
3. Demonstrate a fundamental understanding of Commercial Art, including major concepts/principles, and be able to create finished design pieces using both manual and computer-based Commercial Art tools and techniques.	3. Pass/fail rates in CAT142. Review of student portfolios	3. 85% of students will attain at least a "B" average in CAT142 and meet acceptable standards for their portfolios.	3.	3.
4. The ability to use industry standard graphics and Commercial Art software applications proficiently.	4. Pass/fail rates in CAT111, 114, 123 and 128. Review of student portfolios.	4. 80% of students will attain at least a "B" average in the classes listed under the Assessment Methods category.	4. .	4.
5.	5.	5.	5.	5.



## Degree Program Student Learning Outcomes

(Complete this form for every degree or certificate granting program within your *division*.)

**Directions:** Complete columns A-C initially. Then, complete columns D&E at the end of the assessment cycle in the spring. Be brief in your descriptions and explanations. Focus on your top 4 to 5 outcomes only. Use 9 pt. font.

<b>Department:</b> Career Technical	<b>Department Chair:</b> John Doe <b>Principal Completer of Form:</b> John Doe
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<b>Degree Program:</b> CAT	<b>Degree Type:</b> Certificate	<b>Academic Year:</b> 2005-2006
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**Mission of Degree Program:** The mission of the Commercial Art program is to prepare students for employment or advancement as practitioners in the field of Commercial Art. The program prepares students to become respected, responsible members of society by stressing good work habits, excellent craftsmanship, and ethical conduct.

A. Student Learning Outcomes (4-5)	B. Assessment Methods	C. Expected Results (Targeted Objective)	D. Actual Results Obtained (Complete at the end of assessment cycle in the spring.)	E. Use of Results (Complete at the end of assessment cycle in the spring.)
<p><b>Students completing the program must demonstrate:</b></p> <p><i>Be brief with your descriptions.</i></p>	<p><b>List what methods you plan on using to measure the outcome.</b></p>	<p><b>List what intended result you expect to see. Make it measurable.</b></p>	<p><i>When you assessed and measured your outcome, what results did you find?</i></p>	<p><i>Now that you have your results, how do you intend to use these results to improve this degree program?</i></p>
1. The ability to think critically and exercise problem solving skills in Commercial Art using an integrated interdisciplinary approach.	1. Overall performance in CAT132. Information will be secured via AS400 system.	1. 85% of CAT students will attain at least a "B" average in CAT132.	1. Of the students monitored this year, 90% met the expected level of performance.	1. Since we exceeded our goal this year, we will continue our curriculum approach and teaching strategies in CAT132.
2. The ability to apply knowledge of Commercial Art concepts and principles to solve basic design problems.	2. Evidence of design problem solving via student portfolios in CAT132. Pass/fail rates of CAT132 students.	2. 90% of CAT completers will demonstrate the ability to solve basic design problems via student projects.	2. Of the students monitored this year, 80% met the expected level of performance.	2. Since we fell short by 10% of this goal, the unit will review the current curriculum approach and make changes within CAT132 that will provide students with more opportunities at solving basic design problems. Projects will be increased by 20% in this area.
3. Demonstrate a fundamental understanding of Commercial Art, including major concepts/principles, and be able to create finished design pieces using both manual and computer-based Commercial Art tools and techniques.	3. Pass/fail rates in CAT142. Review of student portfolios	3. 85% of students will attain at least a "B" average in CAT142 and meet acceptable standards for their portfolios.	3. Of the students monitored this year, 75% met the expected level of performance.	3. Since we fell short by 10% of this goal, the unit will review the current curriculum approach and make changes within CAT142 that will provide students with more opportunities to create finished design pieces using manual and computer-based tools.
4. The ability to use industry standard graphics and Commercial Art software applications proficiently.	4. Pass/fail rates in CAT111, 114, 123 and 128. Review of student portfolios.	4. 80% of students will attain at least a "B" average in the classes listed under the Assessment Methods category.	4. Of the students monitored this year, 85% met the expected level of performance.	4. Since we exceeded our goal this year, we will continue our curriculum approach and teaching strategies in targeted courses.
5.	5.	5.	5.	5. <b>NOTE:</b> This is NOT real data. Information shared is for training purposes only.



## Evaluation

As a community college, we face many challenges that are critical to the quality of life for all our students. Lawson State is committed to addressing these challenges as we continue to provide a quality education to every student who passes through our doors. In doing so, we must continue to strive for excellence each and everyday.

Our new evaluation process not only supports the unique challenges we face as a college community, but it also “paves the way” for evaluation to take on a whole new level of importance as we continue to strive to be our best in everything that we do on a continuous basis. The importance of evaluation should never be undervalued; rather, we should embrace any effort to improve our College and the faculty and staff that work here.

The new evaluation program, which has been a work in progress for over two years, targets self-assessment, self-reflection and promotes a sustained focus on improving self—all characteristics of an ideal evaluation process. The program also affords employees a “voice” in their own evaluation which is optimal in any successful evaluation program as well. These, among other evaluation changes, are much needed and supported and will ensure that Lawson State’s faculty, staff, and administrators are being supported through only the best possible means.

### **Evaluation Philosophy**

The philosophy that guides the evaluation approach at Lawson State Community College is based largely on one premise. Evaluation should be fair, extensive and focused on self-reflection and improvement. Indeed, the overall program consists of various approaches to assess job performance and is designed to promote personal growth in one’s current position—whether faculty, staff or administration. The program considers self-assessment / self reflection, goal setting, and mid-term review as key components in the overall process. The program holds that there are a multitude of areas in which employees (faculty, staff and administrators) need to examine as they continually seek to improve in various work areas.

### **Purpose and Intent of the Evaluation Program**

The purpose and intent of evaluation is to improve upon job performance and to supply the employee with objective insight into his/her respective strengths and weaknesses. The intent of the evaluation program is to also provide employees with more input and control over the evaluation process so they begin to better assess and self-reflect in order to continuously improve. Equally important, the intent of the evaluation program is to uncover areas needing improving in order to support instruction, departments, divisions, and overall program effectiveness. Overall, the intent is to improve instruction and departmental, division, and college effectiveness.



# LAWSON STATE COMMUNITY COLLEGE INSTRUCTOR EVALUATION

**CONFIDENTIAL**

The *Instructor Evaluation* form is used to evaluate the employee's overall job performance, skill ability, and those personal qualities associated with job related responsibilities.

Procedure

1. Using the 4-point scale below, rate the employee under in each category listed.
2. Review the results of the evaluation with the employee and provide a copy to the employee.
3. **Supervisors:** Provide the Human Resources Office with this original form. Then, forward copies to your Area Dean and Vice President. You should also maintain a copy of this evaluation for your records.

Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Unit: \_\_\_\_\_

**NOTE:** The ratings below indicate the evaluator's ranking of the employee's use of the skills listed and personal qualities associated with job performance. The following five-point Likert scale applies:

- NA Not applicable or not observed
- LEVEL 1 Unsatisfactory (employee is **not** meeting his/her job expectations)—**requires comment**
- LEVEL 2 Needs Improvement (employee is **not meeting** his/her job expectations consistently)
- LEVEL 3 Satisfactory (employee **meets** job expectations on a consistent basis)
- LEVEL 4 Above Average (employee meets job expectations **above** the minimum standards)

### Category I: Instructional Duties/Responsibilities

- |   |    |   |   |   |   |
|---|----|---|---|---|---|
| 1. Supports the mission of the college .....  | NA | 1 | 2 | 3 | 4 |
| 2. Establishes and works to achieve instructional goals and objectives that align with mission..... | NA | 1 | 2 | 3 | 4 |
| 3. Plans and delivers instruction that relates to subject matter .....                              | NA | 1 | 2 | 3 | 4 |
| 4. Provides a current syllabus and adheres to its contents.....                                     | NA | 1 | 2 | 3 | 4 |
| 5. Reviews and/or updates materials, supplements and/or books annually .....                        | NA | 1 | 2 | 3 | 4 |
| 6. Maintains accurate student records (i.e., roll book, grade book, attendance records, etc.) ..... | NA | 1 | 2 | 3 | 4 |
| 7. Submits accurate mid-term and final grade reports .....  | NA | 1 | 2 | 3 | 4 |
| 8. Meets deadlines for submitting grades, attendance verification reports, etc. ....                | NA | 1 | 2 | 3 | 4 |
| 9. Conducts class as scheduled and in accordance with established class times. ....                 | NA | 1 | 2 | 3 | 4 |
| 10. Advises students accurately and effectively based on degree plans & STARS. ....                 | NA | 1 | 2 | 3 | 4 |
| 11. Adheres to FERPA guidelines when handling student information.....                              | NA | 1 | 2 | 3 | 4 |
| 12. Actively participates in the pre-registration and registration process.....                     | NA | 1 | 2 | 3 | 4 |
| 13. Provides evidence that advising files are current and accurate.....                             | NA | 1 | 2 | 3 | 4 |
| 14. Is competent in the use of AS400 and Websuite .....   | NA | 1 | 2 | 3 | 4 |
| 15. Sets and maintains office hours as posted on Locator cards and Work Load Verifications .....    | NA | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

### Category II: Instructional Effectiveness

- |   |    |   |   |   |   |
|---|----|---|---|---|---|
| 1. Uses a variety of instructional strategies to promote student-centered learning .....  | NA | 1 | 2 | 3 | 4 |
| 2. Demonstrates effective teaching approaches in a laboratory setting .....   | NA | 1 | 2 | 3 | 4 |
| 3. Provides evidence that student learning outcomes have been achieved (i.e., samples of student work, Exit exam results, portfolios, projects, student presentations, etc.)..... | NA | 1 | 2 | 3 | 4 |
| 4. Uses technology on a regular basis to enhance instruction.....   | NA | 1 | 2 | 3 | 4 |
| 5. Remains current with changing technology as it relates to his/her teaching responsibilities.....   | NA | 1 | 2 | 3 | 4 |
| 6. Demonstrates effective questioning techniques that encourage students to respond critically .  | NA | 1 | 2 | 3 | 4 |
| 7. Creates an environment that promotes higher ordered thinking.....  | NA | 1 | 2 | 3 | 4 |
| 8. Demonstrates an established rapport with students .....  | NA | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

	NA	Not applicable or not observed
LEVEL	1	Unsatisfactory (employee is <b>not</b> meeting his/her job expectations)— <b>requires comment</b>
LEVEL	2	Needs Improvement (employee is <b>not meeting</b> his/her job expectations consistently)
LEVEL	3	Satisfactory (employee <b>meets</b> job expectations on a consistent basis)
LEVEL	4	Above Average (employee meets job expectations <b>above</b> the minimum standards)

**Category III: Student Evaluation Results**

*\*(Ratings for this section MUST be taken from the final results of the Student Course Evaluations).*

For quick reference, question #'s from the course evaluation have been listed to the right (i.e., #10, #18, etc.)

1. Includes assignments that relate to course syllabus (#10) .....	NA	1	2	3	4
2. Meets classes regularly and punctually (#18) .....	NA	1	2	3	4
3. Instructor uses classroom time wisely (is organized) (#25) .....	NA	1	2	3	4
4. Instructor provides examples and illustrations that augment student learning (#26) .....	NA	1	2	3	4
5. Instructor challenges students to think critically (#14) .....	NA	1	2	3	4
6. Instructor is prompt in grading assignments and examinations (#22) .....	NA	1	2	3	4
7. Instructor established clear grading procedures (#8) .....	NA	1	2	3	4
8. Respects students and treats them courteously (#23) .....	NA	1	2	3	4
9. Is available during posted office hours and for appointments. (#24) .....	NA	1	2	3	4
10. Overall rating of instructor (#27) .....	NA	1	2	3	4

**Category IV: Professional Communication Skills & Teamwork**

1. Communicates with students, colleagues and others in a professional manner .....	NA	1	2	3	4
2. Writes and speaks in a clear and grammatically correct manner .....	NA	1	2	3	4
3. Displays a positive attitude in the workplace .....	NA	1	2	3	4
4. Shows respect and consideration for faculty, staff, students, administrators and visitors. ....	NA	1	2	3	4
5. Is receptive to constructive criticism .....	NA	1	2	3	4
6. Works cooperatively in groups .....	NA	1	2	3	4
7. Is a positive, contributing team member .....	NA	1	2	3	4
8. Seeks to resolve conflicts in a positive manner .....	NA	1	2	3	4

Comments: \_\_\_\_\_

**Category V: Personal Qualities Related to Job Performance & Essential Functions**

1. Is self-motivated and displays initiative in carrying out job responsibilities .....	NA	1	2	3	4
2. Performs essential functions effectively .....	NA	1	2	3	4
3. Completes "other assigned" job-related tasks as required .....	NA	1	2	3	4
4. Submits departmental/administrative documents in a timely, professional manner .....	NA	1	2	3	4
5. Reports to work regularly and on time .....	NA	1	2	3	4
6. Follows proper procedures for reporting off and traveling .....	NA	1	2	3	4
7. Attends required college functions (i.e., graduation, award ceremonies, in-service, etc.) .....	NA	1	2	3	4
8. Adheres to school policies/procedures (i.e., Final Exam schedule, advising policies, etc.) .....	NA	1	2	3	4
9. Actively participates on assigned committees .....	NA	1	2	3	4
10. Participates in professional development activities .....	NA	1	2	3	4
11. Reaches professional goals .....	NA	1	2	3	4
12. Maintains current, appropriate certifications .....	NA	1	2	3	4
13. Checks and responds to email, voicemail and interoffice mail in a timely manner .....	NA	1	2	3	4

Comments: \_\_\_\_\_

**Category VI: Safety**

1. Knows the location of safety devices and manuals .....	NA	1	2	3	4
2. Knows the basic procedures to follow in the event of emergencies (fires, chemical spills and medical emergencies) .....	NA	1	2	3	4
3. Has a general awareness of the types of chemicals in use and the need for special precautions .....	NA	1	2	3	4
4. Has attended all mandatory safety training classes in the past year .....	NA	1	2	3	4
5. Keeps personal areas of responsibility (must include personal work area) clean and neat, and maintains good housekeeping of these areas .....	NA	1	2	3	4

Comments: \_\_\_\_\_

**TABULATIONS** Count the total of (1's, 2's, 3's, & 4's ) under each column and record each total in the space provided. N/A's should NOT be tabulated.

\_\_\_\_  
1's 2's 3's 4's

- Does the employee have TEN or more "1's"?  Yes  No  
 Does the employee have TEN or more "2's"?  Yes  No  
 When you combine the "1's" & "2's" together, is that number at TEN or more?  Yes  No

If you answered "YES" to any of the above questions, the employee MUST be scored at LEVEL "1" or LEVEL "2" and should be placed on a *Supervised Strategic Improvement Plan*. Final placement should be determined based on where the majority of 1's or 2's fell—the highest column determines the ranking. Complete the Overall Rating below.

If you answered "NO" to all the questions, rate the employee based on where the majority of his or her scores fell under LEVEL 3 or LEVEL 4.

**Overall Rating**

Rate the employee using your tabulation chart and applying the basic formula outlined above; then, CIRCLE the overall performance level below. **BE SURE TO DOUBLE-CHECK YOUR RESULTS.**

1	<b>Unsatisfactory</b>		<b>Satisfactory</b>	3
2	<b>Needs Improvement</b>		<b>Above Average</b>	4

**Professional Development & Strategic Improvement Goals**

- Did the employee meet his/her professional development obligation of 100 points?  Yes  No  
 Did the employee meet his/her professional goals?  Yes  No  
 Did the employee score at LEVEL 3 or higher on this year's evaluation?  Yes  No

***If you answered "NO" to any question, select the supervisory action you would like to take.***

- \_\_\_\_\_ Since this is the first time this employee has scored below LEVEL 3, I wish to place the employee on a *Supervised Improvement Plan* for the upcoming school year.
- \_\_\_\_\_ Since this is the second time this employee has scored below LEVEL 3, I wish to seek an administrative remedy. (Notify Area Dean and Associate Dean.)
- \_\_\_\_\_ Since this is the first time this employee has not met his/her professional goals or did not meet his/her 100-point professional development obligation, I wish to place this employee on a *Supervised Improvement Plan* for the upcoming school year.
- \_\_\_\_\_ Since this is the second time this employee has not met his/her professional goals or did not meet his/her 100-point professional development obligation, I wish to seek an administrative remedy. (Notify Area Dean and Associate Dean.)

List employee's upcoming professional goals—no more than 6, no less than 4:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Supervisor's Comments (Required, if you rated an employee at LEVEL "1" or "2." Optional under all other conditions.):

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Employee's Comments and/or Response to Evaluation (Optional):

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*This evaluation has been presented and discussed with the undersigned employee. The employee's signature does not necessarily reflect agreement with the evaluation. Rather, it validates that the formal evaluation of this employee was conducted. If in disagreement with this evaluation, the employee should sign the form and then submit a written rebuttal to the Human Resources Director within 10 business days from the date below. The written rebuttal will be maintained in the employee's personnel file along with the formal evaluation results shared within this document.*

I agree with this evaluation.

I do not agree with this evaluation.

\_\_\_\_\_  
**Employee's Signature**

\_\_\_\_\_  
**Today's Date**

\_\_\_\_\_  
**Supervisor's Signature**

\_\_\_\_\_  
**Today's Date**

Review



**LAWSON STATE COMMUNITY COLLEGE  
INSTRUCTOR MID-YEAR EVALUATION**

**CONFIDENTIAL**

**This form is optional at mid-year unless you are evaluating a Level 1 or Level 2 employee.**

The *Instructor Evaluation* form is used to evaluate the employee's overall job performance, skill ability, and those personal qualities associated with job related responsibilities.

Procedure

1. Using the 4-point scale below, rate the employee under in each category listed.
2. Review the results of the evaluation with the employee and provide a copy to the employee.
3. **Supervisors:** Provide the Human Resources Office with this original form. Then, forward copies to your Area Dean and Vice President. You should also maintain a copy of this evaluation for your records.

Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Unit: \_\_\_\_\_

**NOTE:** The ratings below indicate the evaluator's ranking of the employee's use of the skills listed and personal qualities associated with job performance. The following five-point Likert scale applies:

	NA	Not applicable or not observed
LEVEL	1	Unsatisfactory (employee is <b>not</b> meeting his/her job expectations)— <b>requires comment</b>
LEVEL	2	Needs Improvement (employee is <b>not meeting</b> his/her job expectations consistently)
LEVEL	3	Satisfactory (employee <b>meets</b> job expectations on a consistent basis)
LEVEL	4	Above Average (employee meets job expectations <b>above</b> the minimum standards)

**Category I: Instructional Duties/Responsibilities**

1. Supports the mission of the college .....	NA	1	2	3	4
2. Establishes and works to achieve instructional goals and objectives that align with mission.....	NA	1	2	3	4
3. Plans and delivers instruction that relates to subject matter .....	NA	1	2	3	4
4. Provides a current syllabus and adheres to its contents.....	NA	1	2	3	4
5. Reviews and/or updates materials, supplements and/or books annually .....	NA	1	2	3	4
6. Maintains accurate student records (i.e., roll book, grade book, attendance records, etc.) .....	NA	1	2	3	4
7. Submits accurate mid-term and final grade reports .....	NA	1	2	3	4
8. Meets deadlines for submitting grades, attendance verification reports, etc. ....	NA	1	2	3	4
9. Conducts class as scheduled and in accordance with established class times. ....	NA	1	2	3	4
10. Advises students accurately and effectively based on degree plans & STARS. ....	NA	1	2	3	4
11. Adheres to FERPA guidelines when handling student information.....	NA	1	2	3	4
12. Actively participates in the pre-registration and registration process.....	NA	1	2	3	4
13. Provides evidence that advising files are current and accurate.....	NA	1	2	3	4
14. Is competent in the use of AS400 and Websuite .....	NA	1	2	3	4
15. Sets and maintains office hours as posted on Locator cards and Work Load Verifications .....	NA	1	2	3	4

Comments: \_\_\_\_\_

**Category II: Instructional Effectiveness**

1. Uses a variety of instructional strategies to promote student-centered learning .....	NA	1	2	3	4
2. Demonstrates effective teaching approaches in a laboratory setting .....	NA	1	2	3	4
3. Provides evidence that student learning outcomes have been achieved (i.e., samples of student work, Exit exam results, portfolios, projects, student presentations, etc.).....	NA	1	2	3	4
4. Uses technology on a regular basis to enhance instruction.....	NA	1	2	3	4
5. Remains current with changing technology as it relates to his/her teaching responsibilities.....	NA	1	2	3	4
6. Demonstrates effective questioning techniques that encourage students to respond critically .	NA	1	2	3	4
7. Creates an environment that promotes higher ordered thinking.....	NA	1	2	3	4
8. Demonstrates an established rapport with students .....	NA	1	2	3	4

Comments: \_\_\_\_\_

	NA	Not applicable or not observed
LEVEL	1	Unsatisfactory (employee is <b>not</b> meeting his/her job expectations)— <b>requires comment</b>
LEVEL	2	Needs Improvement (employee is <b>not meeting</b> his/her job expectations consistently)
LEVEL	3	Satisfactory (employee <b>meets</b> job expectations on a consistent basis)
LEVEL	4	Above Average (employee meets job expectations <b>above</b> the minimum standards)

**Category III: Student Evaluation Results**

*\*(Ratings for this section MUST be taken from the final results of the Student Course Evaluations).*

For quick reference, question #'s from the course evaluation have been listed to the right (i.e., #10, #18, etc.)

1. Includes assignments that relate to course syllabus (#10) .....	NA	1	2	3	4
2. Meets classes regularly and punctually (#18) .....	NA	1	2	3	4
3. Instructor uses classroom time wisely (is organized) (#25) .....	NA	1	2	3	4
4. Instructor provides examples and illustrations that augment student learning (#26) .....	NA	1	2	3	4
5. Instructor challenges students to think critically (#14) .....	NA	1	2	3	4
6. Instructor is prompt in grading assignments and examinations (#22) .....	NA	1	2	3	4
7. Instructor established clear grading procedures (#8) .....	NA	1	2	3	4
8. Respects students and treats them courteously (#23) .....	NA	1	2	3	4
9. Is available during posted office hours and for appointments. (#24) .....	NA	1	2	3	4
10. Overall rating of instructor (#27) .....	NA	1	2	3	4

**Category IV: Professional Communication Skills & Teamwork**

1. Communicates with students, colleagues and others in a professional manner .....	NA	1	2	3	4
2. Writes and speaks in a clear and grammatically correct manner .....	NA	1	2	3	4
3. Displays a positive attitude in the workplace .....	NA	1	2	3	4
4. Shows respect and consideration for faculty, staff, students, administrators and visitors. ....	NA	1	2	3	4
5. Is receptive to constructive criticism .....	NA	1	2	3	4
6. Works cooperatively in groups .....	NA	1	2	3	4
7. Is a positive, contributing team member .....	NA	1	2	3	4
8. Seeks to resolve conflicts in a positive manner .....	NA	1	2	3	4

Comments: \_\_\_\_\_

**Category V: Personal Qualities Related to Job Performance & Essential Functions**

1. Is self-motivated and displays initiative in carrying out job responsibilities .....	NA	1	2	3	4
2. Performs essential functions effectively .....	NA	1	2	3	4
3. Completes "other assigned" job-related tasks as required .....	NA	1	2	3	4
4. Submits departmental/administrative documents in a timely, professional manner .....	NA	1	2	3	4
5. Reports to work regularly and on time .....	NA	1	2	3	4
6. Follows proper procedures for reporting off and traveling .....	NA	1	2	3	4
7. Attends required college functions (i.e., graduation, award ceremonies, in-service, etc.) .....	NA	1	2	3	4
8. Adheres to school policies/procedures (i.e., Final Exam schedule, advising policies, etc.) .....	NA	1	2	3	4
9. Actively participates on assigned committees .....	NA	1	2	3	4
10. Participates in professional development activities .....	NA	1	2	3	4
11. Reaches professional goals .....	NA	1	2	3	4
12. Maintains current, appropriate certifications .....	NA	1	2	3	4
13. Checks and responds to email, voicemail and interoffice mail in a timely manner .....	NA	1	2	3	4

Comments: \_\_\_\_\_

**Category VI: Safety**

1. Knows the location of safety devices and manuals .....	NA	1	2	3	4
2. Knows the basic procedures to follow in the event of emergencies (fires, chemical spills and medical emergencies) .....	NA	1	2	3	4
3. Has a general awareness of the types of chemicals in use and the need for special precautions .....	NA	1	2	3	4
4. Has attended all mandatory safety training classes in the past year .....	NA	1	2	3	4
5. Keeps personal areas of responsibility (must include personal work area) clean and neat, and maintains good housekeeping of these areas .....	NA	1	2	3	4

Comments: \_\_\_\_\_

**TABULATIONS** Count the total of (1's, 2's, 3's, & 4's ) under each column and record each total in the space provided. N/A's should NOT be tabulated.

\_\_\_\_  
1's 2's 3's 4's

- Does the employee have TEN or more "1's"?  Yes  No  
 Does the employee have TEN or more "2's"?  Yes  No  
 When you combine the "1's" & "2's" together, is that number at TEN or more?  Yes  No

If you answered "**YES**" to any of the above questions, the employee **MUST** be scored at LEVEL "1" or LEVEL "2" and should be placed on a *Supervised Strategic Improvement Plan*. Final placement should be determined based on where the majority of 1's or 2's fell—the highest column determines the ranking. Complete the Overall Rating below.

If you answered "**NO**" to all the questions, rate the employee based on where the majority of his or her scores fell under LEVEL 3 or LEVEL 4.

**Overall Rating**

Rate the employee using your tabulation chart and applying the basic formula outlined above; then, **CIRCLE** the overall performance level below. **BE SURE TO DOUBLE-CHECK YOUR RESULTS.**

1	<b>Unsatisfactory</b>		<b>Satisfactory</b>	3
2	<b>Needs Improvement</b>		<b>Above Average</b>	4

**Supervisor's Comments (Required, if you rated an employee at LEVEL "1" or "2." Optional under all other conditions.):**

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**Employee's Comments and/or response to mid-year evaluation (Optional):**

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*This evaluation has been presented and discussed with the undersigned employee. The employee's signature does not necessarily reflect agreement with the evaluation. Rather, it validates that the mid-year evaluation of this employee was conducted*

I agree with this mid-year evaluation.     I do not agree with this mid-year evaluation.

***Employee's Signature***

***Today's Date***

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***Supervisor's Signature***

***Today's Date***

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The *Support Staff Evaluation* form is used to evaluate the employee's overall job performance, skill ability, and those personal qualities associated with job related responsibilities.

Procedure

1. Using the 4-point scale below, rate the employee under in each category listed.
2. Review the results of the evaluation with the employee and provide a copy to the employee.
3. **Supervisors:** Provide the Human Resources Office with this original form. Then, forward copies to your Area Dean and Vice President. You should also maintain a copy of this evaluation for your records.

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Unit: \_\_\_\_\_

**NOTE:** The ratings below indicate the evaluator's ranking of the employee's use of the skills listed and personal qualities associated with job performance. The following five-point Likert scale applies:

	NA	Not applicable or not observed
LEVEL 1	1	Unsatisfactory (employee is <b>not</b> meeting his/her job expectations)— <b>requires comment</b>
LEVEL 2	2	Needs Improvement (employee is <b>not meeting</b> his/her job expectations consistently)
LEVEL 3	3	Satisfactory (employee <b>meets</b> job expectations on a consistent basis)
LEVEL 4	4	Above Average (employee meets job expectations <b>above</b> the minimum standards)

**Category I: Job Knowledge/Skills & Performance**

- |  |    |   |   |   |   |
|--|----|---|---|---|---|
| 1. Demonstrates proficiency in the skills and knowledge needed to perform essential job functions .....                            | NA | 1 | 2 | 3 | 4 |
| 2. Supports the mission of the college .....   | NA | 1 | 2 | 3 | 4 |
| 3. Is self-motivated and takes initiative to carry out essential job related functions .....                                       | NA | 1 | 2 | 3 | 4 |
| 4. Completes the volume of work that meets established standards and essential functions in a timely and professional manner. .... | NA | 1 | 2 | 3 | 4 |
| 5. Identifies work related problems and implements effective solutions .....   | NA | 1 | 2 | 3 | 4 |
| 6. Accepts ownership and responsibility for job related tasks .....  | NA | 1 | 2 | 3 | 4 |
| 7. Demonstrates effective organizational skills .....  | NA | 1 | 2 | 3 | 4 |
| 8. Makes good use of time and meets deadlines for assignments .....  | NA | 1 | 2 | 3 | 4 |
| 9. Adheres to FERPA guidelines when handling student information .....   | NA | 1 | 2 | 3 | 4 |
| 10. Follows policies and procedures when completing job related tasks.....   | NA | 1 | 2 | 3 | 4 |
| 11. Pays attention to detail and accuracy when completing job related tasks.....   | NA | 1 | 2 | 3 | 4 |
| 12. Maintains equipment, materials and overall work area.....  | NA | 1 | 2 | 3 | 4 |
| 13. Demonstrates technical skills needed to carry out essential job functions .....  | NA | 1 | 2 | 3 | 4 |
| 14. Demonstrates proficient use of AS400 and other pertinent software programs .....   | NA | 1 | 2 | 3 | 4 |
| 15. Remains current with changing technology as it relates to his/her job related tasks.....                                       | NA | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

**Category II: Teamwork & Interpersonal Skills**

- |  |    |   |   |   |   |
|--|----|---|---|---|---|
| 1. Collaborates with colleagues and others in a positive, constructive manner..... | NA | 1 | 2 | 3 | 4 |
| 2. Shows respect and consideration for other team members.....                     | NA | 1 | 2 | 3 | 4 |
| 3. Follows the Chain-of-Command.....   | NA | 1 | 2 | 3 | 4 |
| 4. Fosters and maintains a positive working relationship with others .....         | NA | 1 | 2 | 3 | 4 |
| 5. Seeks to resolve conflicts, rather than incite them.....                        | NA | 1 | 2 | 3 | 4 |
| 6. Maintains professional conduct and exhibits courtesy towards others .....       | NA | 1 | 2 | 3 | 4 |
| 7. Works cooperatively in groups .....   | NA | 1 | 2 | 3 | 4 |
| 8. Is flexible and dependable .....  | NA | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

	NA	Not applicable or not observed			
LEVEL	1	Unsatisfactory (employee is <b>not</b> meeting his/her job expectations)— <b>requires comment</b>			
LEVEL	2	Needs Improvement (employee is <b>not meeting</b> his/her job expectations consistently)			
LEVEL	3	Satisfactory (employee <b>meets</b> job expectations on a consistent basis)			
LEVEL	4	Above Average (employee meets job expectations <b>above</b> the minimum standards)			

**Category III: Communication Skills & Attitude**

- 1. Displays a customer-friendly attitude when communicating with students, visitors, colleagues, and administrators..... NA 1 2 3 4
- 2. Writes clearly and grammatically correct ..... NA 1 2 3 4
- 3. Speaks clearly and grammatically correct..... NA 1 2 3 4
- 4. Checks and responds to email, voicemail and written communications in a timely manner ..... NA 1 2 3 4
- 5. Is receptive to constructive criticism to improve job performance..... NA 1 2 3 4
- 6. Can effectively communicate policies and procedures when required to assist others..... NA 1 2 3 4
- 7. Demonstrates a professional attitude in day-to-day communications ..... NA 1 2 3 4
- 8. Uses appropriate “business-like” communication to accomplish job related tasks..... NA 1 2 3 4

Comments: \_\_\_\_\_

**Category IV: Other Job Related Responsibilities & Personal Qualities**

- 1. Effectively completes “other assigned” job-related tasks..... NA 1 2 3 4
- 2. Attends required college functions (i.e., graduation, award ceremonies, in-service, etc.)..... NA 1 2 3 4
- 3. Actively participates on assigned committees..... NA 1 2 3 4
- 4. Participates in professional development activities..... NA 1 2 3 4
- 5. Reaches professional development goals ..... NA 1 2 3 4
- 6. Use professional development activities to improve job performance. .... NA 1 2 3 4
- 7. Maintains current, appropriate certifications. .... NA 1 2 3 4
- 8. Reports to work regularly and on time. .... NA 1 2 3 4
- 9. Follows proper procedures when reporting off..... NA 1 2 3 4
- 10. Follows proper procedures when traveling ..... NA 1 2 3 4

Comments: \_\_\_\_\_

**TABULATIONS** Count the total of (1's, 2's, 3's, & 4's ) under each column and record each total in the space provided. N/A's should NOT be tabulated. \_\_\_\_\_  
1's 2's 3's 4's

- Does the employee have EIGHT or more “1's”?  Yes  No
- Does the employee have EIGHT or more “2's”?  Yes  No
- When you combine the “1's” & “2's” together, is that number at EIGHT or more?  Yes  No

If you answered “YES” to any of the above questions, the employee MUST be scored at LEVEL “1” or LEVEL “2” and should be placed on a *Supervised Strategic Improvement Plan*. Final placement should be determined based on where the majority of 1's or 2's fell—the highest column determines the ranking. Go to PAGE 3 to complete the Overall Rating.

If you answered “NO” to all the questions, rate the employee based on where the majority of his or her scores fell under LEVEL 3 or LEVEL 4.

**Overall Rating**

Rate the employee using your tabulation chart and applying the basic formula outlined on page 3; then, CIRCLE the overall performance level below. **BE SURE TO DOUBLE-CHECK YOUR RESULTS.**

1	Unsatisfactory		Satisfactory	3
2	Needs Improvement		Above Average	4

**Professional Development & Strategic Improvement Goals**

Did the full-time employee meet his/her professional development obligation of 100 points?     Yes     No

Did the full-time employee meet his/her professional goals?     Yes     No

Did the employee score at LEVEL 3 or higher on this year's evaluation?     Yes     No

***If you answered "NO" to any question, select the supervisory action you would like to take.***

\_\_\_\_\_ Since this is the first time this employee has scored below LEVEL 3, I wish to place the employee on a *Supervised Improvement Plan* for the upcoming school year.

\_\_\_\_\_ Since this is the second time this employee has scored below LEVEL 3, I wish to seek an administrative remedy. (Notify Area Dean and Associate Dean.)

\_\_\_\_\_ Since this is the first time this employee has not met his/her professional goals or did not meet his/her 100-point professional development obligation, I wish to place this employee on a *Supervised Improvement Plan* for the upcoming school year.

\_\_\_\_\_ Since this is the second time this employee has not met his/her professional goals or did not meet his/her 100-point professional development obligation, I wish to seek an administrative remedy. (Notify Area Dean and Associate Dean.)

**List employee's upcoming professional goals—no more than 6, no less than 3:**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

**Supervisor's Comments (required, if you rated an employee at LEVEL "1" or "2" (Optional under all other conditions):**

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**Employee's Comments and/or Response to Evaluation (Optional):**

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*This evaluation has been presented and discussed with the undersigned employee. The employee's signature does not necessarily reflect agreement with the evaluation. Rather, it validates that the formal evaluation of this employee was conducted. If in disagreement with this evaluation, the employee should sign the form and then submit a written rebuttal to the Human Resources within 10 business days from the date below. The written rebuttal will be maintained in the employee's personnel file along with the formal evaluation results shared within this document.*

I agree with this evaluation.

I do not agree with this evaluation.

\_\_\_\_\_  
**Employee's Signature**

\_\_\_\_\_  
**Today's Date**

\_\_\_\_\_  
**Supervisor's Signature**

\_\_\_\_\_  
**Today's Date**

Review



**This form is optional at mid-year unless you are evaluating a Level 1 or Level 2 employee.**

The *Support Staff Evaluation* form is used to evaluate the employee's overall job performance, skill ability, and those personal qualities associated with job related responsibilities at mid-year.

Procedure

1. Using the 4-point scale below, rate the employee under in each category listed.
2. Review the results of the evaluation with the employee and provide a copy to the employee.
3. **Supervisors:** Provide the Human Resources Office with this original form. Then, forward copies to your Area Dean and Vice President. You should also maintain a copy of this evaluation for your records.

Employee: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Unit: \_\_\_\_\_

**NOTE:** The ratings below indicate the evaluator's ranking of the employee's use of the skills listed and personal qualities associated with job performance. The following five-point Likert scale applies:

	NA	Not applicable or not observed
LEVEL	1	Unsatisfactory (employee is <b>not</b> meeting his/her job expectations)— <b>requires comment</b>
LEVEL	2	Needs Improvement (employee is <b>not meeting</b> his/her job expectations consistently)
LEVEL	3	Satisfactory (employee <b>meets</b> job expectations on a consistent basis)
LEVEL	4	Above Average (employee meets job expectations <b>above</b> the minimum standards)

**Category I: Job Knowledge/Skills & Performance**

- |  |    |   |   |   |   |
|--|----|---|---|---|---|
| 1. Demonstrates proficiency in the skills and knowledge needed to perform essential job functions .....                            | NA | 1 | 2 | 3 | 4 |
| 2. Supports the mission of the college .....   | NA | 1 | 2 | 3 | 4 |
| 3. Is self-motivated and takes initiative to carry out essential job related functions .....                                       | NA | 1 | 2 | 3 | 4 |
| 4. Completes the volume of work that meets established standards and essential functions in a timely and professional manner. .... | NA | 1 | 2 | 3 | 4 |
| 5. Identifies work related problems and implements effective solutions .....   | NA | 1 | 2 | 3 | 4 |
| 6. Accepts ownership and responsibility for job related tasks.....   | NA | 1 | 2 | 3 | 4 |
| 7. Demonstrates effective organizational skills .....  | NA | 1 | 2 | 3 | 4 |
| 8. Makes good use of time and meets deadlines for assignments .....  | NA | 1 | 2 | 3 | 4 |
| 9. Adheres to FERPA guidelines when handling student information .....   | NA | 1 | 2 | 3 | 4 |
| 10. Follows policies and procedures when completing job related tasks.....   | NA | 1 | 2 | 3 | 4 |
| 11. Pays attention to detail and accuracy when completing job related tasks.....   | NA | 1 | 2 | 3 | 4 |
| 12. Maintains equipment, materials and overall work area.....  | NA | 1 | 2 | 3 | 4 |
| 13. Demonstrates technical skills needed to carry out essential job functions .....  | NA | 1 | 2 | 3 | 4 |
| 14. Demonstrates proficient use of AS400 and other pertinent software programs .....   | NA | 1 | 2 | 3 | 4 |
| 15. Remains current with changing technology as it relates to his/her job related tasks.....                                       | NA | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

**Category II: Teamwork & Interpersonal Skills**

- |  |    |   |   |   |   |
|--|----|---|---|---|---|
| 1. Collaborates with colleagues and others in a positive, constructive manner..... | NA | 1 | 2 | 3 | 4 |
| 2. Shows respect and consideration for other team members.....                     | NA | 1 | 2 | 3 | 4 |
| 3. Follows the Chain-of-Command.....   | NA | 1 | 2 | 3 | 4 |
| 4. Fosters and maintains a positive working relationship with others .....         | NA | 1 | 2 | 3 | 4 |
| 5. Seeks to resolve conflicts, rather than incite them.....                        | NA | 1 | 2 | 3 | 4 |
| 6. Maintains professional conduct and exhibits courtesy towards others .....       | NA | 1 | 2 | 3 | 4 |
| 7. Works cooperatively in groups .....   | NA | 1 | 2 | 3 | 4 |
| 8. Is flexible and dependable .....  | NA | 1 | 2 | 3 | 4 |

Comments: \_\_\_\_\_

	NA	Not applicable or not observed			
LEVEL	1	Unsatisfactory (employee is <b>not</b> meeting his/her job expectations)— <b>requires comment</b>			
LEVEL	2	Needs Improvement (employee is <b>not meeting</b> his/her job expectations consistently)			
LEVEL	3	Satisfactory (employee <b>meets</b> job expectations on a consistent basis)			
LEVEL	4	Above Average (employee meets job expectations <b>above</b> the minimum standards)			

**Category III: Communication Skills & Attitude**

- 1. Displays a customer-friendly attitude when communicating with students, visitors, colleagues, and administrators..... NA 1 2 3 4
- 2. Writes clearly and grammatically correct ..... NA 1 2 3 4
- 3. Speaks clearly and grammatically correct..... NA 1 2 3 4
- 4. Checks and responds to email, voicemail and written communications in a timely manner ..... NA 1 2 3 4
- 5. Is receptive to constructive criticism to improve job performance..... NA 1 2 3 4
- 6. Can effectively communicate policies and procedures when required to assist others..... NA 1 2 3 4
- 7. Demonstrates a professional attitude in day-to-day communications ..... NA 1 2 3 4
- 8. Uses appropriate “business-like” communication to accomplish job related tasks..... NA 1 2 3 4

Comments: \_\_\_\_\_

**Category IV: Other Job Related Responsibilities & Personal Qualities**

- 1. Effectively completes “other assigned” job-related tasks..... NA 1 2 3 4
- 2. Attends required college functions (i.e., graduation, award ceremonies, in-service, etc.)..... NA 1 2 3 4
- 3. Actively participates on assigned committees..... NA 1 2 3 4
- 4. Participates in professional development activities..... NA 1 2 3 4
- 5. Reaches professional development goals ..... NA 1 2 3 4
- 6. Use professional development activities to improve job performance. .... NA 1 2 3 4
- 7. Maintains current, appropriate certifications. .... NA 1 2 3 4
- 8. Reports to work regularly and on time. .... NA 1 2 3 4
- 9. Follows proper procedures when reporting off..... NA 1 2 3 4
- 10. Follows proper procedures when traveling ..... NA 1 2 3 4

Comments: \_\_\_\_\_

**TABULATIONS** Count the total of (1’s, 2’s, 3’s, & 4’s ) under each column and record each total in the space provided. N/A’s should NOT be tabulated. \_ \_ \_ \_  
1’s 2’s 3’s 4’s

- Does the employee have EIGHT or more “1’s”?  Yes  No
- Does the employee have EIGHT or more “2’s”?  Yes  No
- When you combine the “1’s” & “2’s” together, is that number at EIGHT or more?  Yes  No

If you answered “YES” to any of the above questions, the employee MUST be scored at LEVEL “1” or LEVEL “2” and should be placed on a *Supervised Strategic Improvement Plan*. Final placement should be determined based on where the majority of 1’s or 2’s fell—the highest column determines the ranking. Go to PAGE 3 to complete the Overall Rating.

If you answered “NO” to all the questions, rate the employee based on where the majority of his or her scores fell under LEVEL 3 or LEVEL 4.

**Overall Rating**

Rate the employee using your tabulation chart and applying the basic formula outlined on page 3; then, CIRCLE the overall performance level below. **BE SURE TO DOUBLE-CHECK YOUR RESULTS.**

1	Unsatisfactory		Satisfactory	3
2	Needs Improvement		Above Average	4

**Supervisor's Comments (required, if you rated an employee at LEVEL "1" or "2" (Optional under all other conditions):**

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**Employee's comments and/or response to mid-year evaluation (Optional):**

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*This evaluation has been presented and discussed with the undersigned employee. The employee's signature does not necessarily reflect agreement with the evaluation. Rather, it validates that the formal evaluation of this employee was conducted.*

I agree with this mid-year evaluation.       I do not agree with this mid-year evaluation.

Review

**Employee's Signature**

**Today's Date**

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**Supervisor's Signature**

**Today's Date**

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The *Administrator Evaluation* form is used to evaluate the employee's overall job performance.

Procedure	<ol style="list-style-type: none"> <li>Using the 4-point scale below, rate the employee under in each category listed.</li> <li>Review the results of the evaluation with the employee and provide a copy to the employee.</li> <li><b>Supervisors:</b> Provide the Human Resources Office with this original form. Then, forward copies to your Area Dean and Vice President. You should also maintain a copy of this evaluation for your records.</li> </ol>
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Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Unit: \_\_\_\_\_

**NOTE:** The ratings below indicate the evaluator's ranking of the employee's use of the skills listed and personal qualities associated with job performance. The following five-point Likert scale applies:

NA Not applicable or not observed

LEVEL	1	Unsatisfactory (employee is <b>not</b> meeting his/her job expectations)— <b>requires comment</b>
LEVEL	2	Needs Improvement (employee is <b>not meeting</b> his/her job expectations consistently)
LEVEL	3	Satisfactory (employee <b>meets</b> job expectations on a consistent basis)
LEVEL	4	Above Average (employee meets job expectations <b>above</b> the minimum standards)

**Category I: Leadership Responsibilities**

1. Supports the mission of the college .....	NA	1	2	3	4
2. Establishes goals/objectives within his/her division that support the college's mission.....	NA	1	2	3	4
3. Implements and assesses progress of goals/objectives via Unit Plans or other reports.....	NA	1	2	3	4
4. Uses annual evaluation results to improve division and or leadership capabilities .....	NA	1	2	3	4
5. Demonstrates effective problem-solving and decision making techniques .....	NA	1	2	3	4
6. Involves staff and/or faculty members in the decision making process .....	NA	1	2	3	4
7. Demonstrates effective leadership in the administration and/or supervision of his/her department, division, unit .....	NA	1	2	3	4
8. Prepares and/or adheres to establish budgetary procedures and policies in accordance with established federal, state, and post-secondary policies .....	NA	1	2	3	4
9. Includes staff/faculty members in fiscal planning.....	NA	1	2	3	4
10. Is an effective team builder within his/her division or department.....	NA	1	2	3	4
11. Demonstrates effective organizational skills .....	NA	1	2	3	4
12. Overall leadership (skills) rating .....	NA	1	2	3	4

Comments: \_\_\_\_\_

**Category II: Management of Personnel & Customer Service**

1. Participates in the hiring process of personnel .....	NA	1	2	3	4
2. Adheres to the college's procedures and timelines when evaluating staff/faculty .....	NA	1	2	3	4
3. Demonstrates appropriate supervisory skills .....	NA	1	2	3	4
4. Leads through and works within the proper chain-of-command. ....	NA	1	2	3	4
5. Fosters a positive and professional working relationship with those he/she supervises .....	NA	1	2	3	4
6. Promotes, monitors and reinforces the importance of customer friendly behavior from all employees he or she supervises.....	NA	1	2	3	4
7. The office, division, department, etc. that he or she is directly responsible for demonstrates the highest level of customer service .....	NA	1	2	3	4
8. Ensures that new personnel are fully trained in specific areas of performance.....	NA	1	2	3	4
9. Ensures that complaints are handled and resolved in a professional manner.....	NA	1	2	3	4

Comments: \_\_\_\_\_

	NA	Not applicable or not observed			
LEVEL	1	Unsatisfactory (employee is <b>not</b> meeting his/her job expectations)— <b>requires comment</b>			
LEVEL	2	Needs Improvement (employee is <b>not meeting</b> his/her job expectations consistently)			
LEVEL	3	Satisfactory (employee <b>meets</b> job expectations on a consistent basis)			
LEVEL	4	Above Average (employee meets job expectations <b>above</b> the minimum standards)			

**Category III: Professional Development**

1. Participates in professional development that will lead to personal/professional growth .....	NA	1	2	3	4
2. Promotes professional development opportunities as a means to improve his/her division.....	NA	1	2	3	4
3. Reaches professional development goals .....	NA	1	2	3	4
4. Encourages the professional development of those he/she supervises.....	NA	1	2	3	4
5. Values, attends and promotes professional development activities provided by the college .....	NA	1	2	3	4
6. Engages in external professional development activities (i.e., participates in professional organizations, publishes in professional journals, or presents at professional conferences) .....	NA	1	2	3	4

Comments: \_\_\_\_\_

**Category IV: Communication & Teamwork**

1. Is sensitive to the needs of those he or she supervises and others .....	NA	1	2	3	4
2. Uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, colleagues, and others in a customer friendly way .....	NA	1	2	3	4
3. Writes and speaks clearly and grammatically correct .....	NA	1	2	3	4
4. Supports administrative/ institution decisions and works to carry out such decisions in a professional manner.....	NA	1	2	3	4
5. Readily accepts constructive criticism.....	NA	1	2	3	4
6. Demonstrates effective team building skills within unit/division/department.....	NA	1	2	3	4
7. Is a positive and contributing team member .....	NA	1	2	3	4
8. Demonstrates and communicates a positive attitude in the workplace .....	NA	1	2	3	4
9. Shows respect and consideration towards other's ideas, viewpoints, positions.....	NA	1	2	3	4
10. Selects appropriate channels for communicating/resolving concerns and problems .....	NA	1	2	3	4
11. Demonstrates effective means of resolving conflicts through appropriate chains-of-command.....	NA	1	2	3	4
12. Demonstrates effective mediation skills when handling internal conflicts between and among staff/faculty.....	NA	1	2	3	4

Comments: \_\_\_\_\_

**Category V: Professional Responsibilities**

1. Performs essential functions and other job related responsibilities effectively .....	NA	1	2	3	4
2. Readily identifies work related problems and implements effective solutions .....	NA	1	2	3	4
3. Is self-motivated and takes initiative to carry-out job responsibilities.....	NA	1	2	3	4
4. Accepts ownership and responsibility for job related tasks .....	NA	1	2	3	4
5. Demonstrates effective organizational skills .....	NA	1	2	3	4
6. Follows policies and procedures .....	NA	1	2	3	4
7. Pays attention to detail and accuracy when completing job related tasks .....	NA	1	2	3	4
8. Adheres to FERPA guidelines when handling student information .....	NA	1	2	3	4
9. Submits departmental, division or administrative documents/reports on time .....	NA	1	2	3	4
10. Submits high caliber work. ....	NA	1	2	3	4
11. Uses annual institutional survey data on department/unit/division to improve area .....	NA	1	2	3	4
12. Reports to work regularly and on time .....	NA	1	2	3	4
13. Attends required college functions (i.e., graduation, award ceremonies, in-service, etc.).....	NA	1	2	3	4
14. Actively participates on assigned committees.....	NA	1	2	3	4
15. Maintains professionalism at all times.....	NA	1	2	3	4

Comments: \_\_\_\_\_

	NA	Not applicable or not observed			
LEVEL	1	Unsatisfactory (employee is <b>not</b> meeting his/her job expectations)—requires comment			
LEVEL	2	Needs Improvement (employee is <b>not meeting</b> his/her job expectations consistently)			
LEVEL	3	Satisfactory (employee <b>meets</b> job expectations on a consistent basis)			
LEVEL	4	Above Average (employee meets job expectations <b>above</b> the minimum standards)			

**Category VI: Technology Skills**

1. Demonstrates AS400 proficiency.....	NA	1	2	3	4
2. Demonstrates Blackboard proficiency.....	NA	1	2	3	4
3. Demonstrates STARS, AVL, and/or Websuite proficiency .....	NA	1	2	3	4
4. Demonstrates the proficient use of Excel, PowerPoint or pertinent software programs.....	NA	1	2	3	4
5. Demonstrates proficiency in the use of technological equipment (computers, LCD proj.) .....	NA	1	2	3	4
6. Demonstrates effective use of email .....	NA	1	2	3	4
7. Maintains professionalism in correspondence, via electronic, voice or written means.....	NA	1	2	3	4
8. Remains current with changing technology as it relates to his/her job responsibilities .....	NA	1	2	3	4

Comments: \_\_\_\_\_

**Student Evaluation Results—SKIP IF THE ADMINISTRATOR HAS NO TEACHING RESPONSIBILITIES**  
*(Ratings for this section MUST be taken from the final results of the Student Course Evaluations.)*

For quick reference, question #'s from the course evaluation have been listed to the right (i.e., #10, #18, etc.)

1. Includes assignments that related to course syllabus (#10).....	NA	1	2	3	4
2. Meets classes regularly and punctually (#18) .....	NA	1	2	3	4
3. Instructor uses classroom time wisely (is organized) (#25) .....	NA	1	2	3	4
4. Instructor provides examples and illustrations that augment student learning (#26).....	NA	1	2	3	4
5. Challenges students to think critically (#14) .....	NA	1	2	3	4
6. Instructor is prompt in grading assignments and examinations (#22).....	NA	1	2	3	4
7. Instructor established clear grading procedures (#8) .....	NA	1	2	3	4
8. Respects students and treats them courteously (#23) .....	NA	1	2	3	4
9. Is available during posted office hours and for appointments (# 24).....	NA	1	2	3	4
10. Overall Rating of Instructor (# 27) .....	NA	1	2	3	4

**TABULATIONS** Count the total of (1's, 2's, 3's, & 4's ) under each column and record each total in the space provided. N/A's should NOT be tabulated. \_\_\_\_

1's   2's   3's   4's

- Does the employee have SEVEN or more "1's"?  Yes    No
- Does the employee have SEVEN or more "2's"?  Yes    No
- When you combine the "1's" & "2's" together, is that number at SEVEN or more?  Yes    No

If you answered "YES" to any of the above questions, the employee MUST be scored at LEVEL "1" or LEVEL "2" and should be placed on a Supervised Strategic Improvement Plan. Final placement should be determined based on where the majority of 1's or 2's fell—the highest column determines the ranking. Go to PAGE 3 to complete the Overall Rating.

If you answered "NO" to all the questions, rate the employee based on where the majority of his or her scores fell under LEVEL 3 or LEVEL 4.

**Overall Rating**

Rate the employee using your tabulation chart and applying the basic formula outlined above; then, CIRCLE the overall performance level below. **BE SURE TO DOUBLE-CHECK YOUR RESULTS.**

1	<b>Unsatisfactory</b>	<b>Satisfactory</b>	3
2	<b>Needs Improvement</b>	<b>Above Average</b>	4

## Professional Development & Strategic Improvement Goals

Did the full-time employee meet his/her professional development obligation of 100 points?  Yes  No

Did the full-time employee meet his/her professional goals?  Yes  No

Did the employee score at LEVEL 3 or higher on this year's evaluation?  Yes  No

***If you answered "NO" to any question, select the supervisory action you would like to take.***

\_\_\_\_\_ Since this is the first time this employee has scored below LEVEL 3, I wish to place the employee on a *Supervised Improvement Plan* for the upcoming school year.

\_\_\_\_\_ Since this is the second time this employee has scored below LEVEL 3, I wish to seek an administrative remedy. (Notify Area Dean and Associate Dean.)

\_\_\_\_\_ Since this is the first time this employee has not met his/her professional goals or did not meet his/her 100-point professional development obligation, I wish to place this employee on a *Supervised Improvement Plan* for the upcoming school year.

\_\_\_\_\_ Since this is the second time this employee has not met his/her professional goals or did not meet his/her 100-point professional development obligation, I wish to seek an administrative remedy. (Notify Area Dean and Associate Dean.)

**List employee's upcoming professional goals—no more than 6, no less than 4:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Supervisor's Comments (Required, if you rated an employee at LEVEL "1" or "2." Optional under all other conditions.):**

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**Employee's Comments and/or Response to Evaluation (Optional):**

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Review

*This evaluation has been presented and discussed with the undersigned employee. The employee's signature does not necessarily reflect agreement with the evaluation. Rather, it validates that the formal evaluation of this employee was conducted. If in disagreement with this evaluation, the employee should sign the form and then submit a written rebuttal to the Human Resources Director within 10 business days from the date below. The written rebuttal will be maintained in the employee's personnel file along with the formal evaluation results shared within this document.*

I agree with this evaluation.

I do not agree with this evaluation.

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***Employee's Signature***

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***Today's Date***

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***Supervisor's Signature***

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***Today's Date***



LAWSON STATE COMMUNITY COLLEGE  
ADMINISTRATOR MID-YEAR EVALUATION

CONFIDENTIAL

**This form is optional at mid-year unless you are evaluating a Level 1 or Level 2 employee.**

The *Administrator Evaluation* form is used to evaluate the employee's overall job performance.

Procedure	<ol style="list-style-type: none"> <li>Using the 4-point scale below, rate the employee under in each category listed.</li> <li>Review the results of the evaluation with the employee and provide a copy to the employee.</li> <li><b>Supervisors:</b> Provide the Human Resources Office with this original form. Then, forward copies to your Area Dean and Vice President. You should also maintain a copy of this evaluation for your records.</li> </ol>
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Employee: \_\_\_\_\_ Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_ Unit: \_\_\_\_\_

**NOTE:** The ratings below indicate the evaluator's ranking of the employee's use of the skills listed and personal qualities associated with job performance. The following five-point Likert scale applies:

NA Not applicable or not observed

LEVEL	1	Unsatisfactory (employee is <b>not</b> meeting his/her job expectations)— <b>requires comment</b>
LEVEL	2	Needs Improvement (employee is <b>not meeting</b> his/her job expectations consistently)
LEVEL	3	Satisfactory (employee <b>meets</b> job expectations on a consistent basis)
LEVEL	4	Above Average (employee meets job expectations <b>above</b> the minimum standards)

**Category I: Leadership Responsibilities**

1. Supports the mission of the college .....	NA	1	2	3	4
2. Establishes goals/objectives within his/her division that support the college's mission.....	NA	1	2	3	4
3. Implements and assesses progress of goals/objectives via Unit Plans or other reports.....	NA	1	2	3	4
4. Uses annual evaluation results to improve division and or leadership capabilities .....	NA	1	2	3	4
5. Demonstrates effective problem-solving and decision making techniques .....	NA	1	2	3	4
6. Involves staff and/or faculty members in the decision making process .....	NA	1	2	3	4
7. Demonstrates effective leadership in the administration and/or supervision of his/her department, division, unit .....	NA	1	2	3	4
8. Prepares and/or adheres to establish budgetary procedures and policies in accordance with established federal, state, and post-secondary policies .....	NA	1	2	3	4
9. Includes staff/faculty members in fiscal planning .....	NA	1	2	3	4
10. Is an effective team builder within his/her division or department.....	NA	1	2	3	4
11. Demonstrates effective organizational skills .....	NA	1	2	3	4
12. Overall leadership (skills) rating .....	NA	1	2	3	4

Comments: \_\_\_\_\_

**Category II: Management of Personnel & Customer Service**

1. Participates in the hiring process of personnel .....	NA	1	2	3	4
2. Adheres to the college's procedures and timelines when evaluating staff/faculty .....	NA	1	2	3	4
3. Demonstrates appropriate supervisory skills .....	NA	1	2	3	4
4. Leads through and works within the proper chain-of-command. ....	NA	1	2	3	4
5. Fosters a positive and professional working relationship with those he/she supervises .....	NA	1	2	3	4
6. Promotes, monitors and reinforces the importance of customer friendly behavior from all employees he or she supervises.....	NA	1	2	3	4
7. The office, division, department, etc. that he or she is directly responsible for demonstrates the highest level of customer service .....	NA	1	2	3	4
8. Ensures that new personnel are fully trained in specific areas of performance.....	NA	1	2	3	4
9. Ensures that complaints are handled and resolved in a professional manner.....	NA	1	2	3	4

Comments: \_\_\_\_\_

	NA	Not applicable or not observed			
LEVEL	1	Unsatisfactory (employee is <b>not</b> meeting his/her job expectations)— <b>requires comment</b>			
LEVEL	2	Needs Improvement (employee is <b>not meeting</b> his/her job expectations consistently)			
LEVEL	3	Satisfactory (employee <b>meets</b> job expectations on a consistent basis)			
LEVEL	4	Above Average (employee meets job expectations <b>above</b> the minimum standards)			

**Category III: Professional Development**

1. Participates in professional development that will lead to personal/professional growth .....	NA	1	2	3	4
2. Promotes professional development opportunities as a means to improve his/her division.....	NA	1	2	3	4
3. Reaches professional development goals .....	NA	1	2	3	4
4. Encourages the professional development of those he/she supervises.....	NA	1	2	3	4
5. Values, attends and promotes professional development activities provided by the college .....	NA	1	2	3	4
6. Engages in external professional development activities (i.e., participates in professional organizations, publishes in professional journals, or presents at professional conferences) .....	NA	1	2	3	4

Comments: \_\_\_\_\_

**Category IV: Communication & Teamwork**

1. Is sensitive to the needs of those he or she supervises and others .....	NA	1	2	3	4
2. Uses appropriate verbal and non-verbal techniques to communicate effectively with students, parents, colleagues, and others in a customer friendly way .....	NA	1	2	3	4
3. Writes and speaks clearly and grammatically correct .....	NA	1	2	3	4
4. Supports administrative/ institution decisions and works to carry out such decisions in a professional manner.....	NA	1	2	3	4
5. Readily accepts constructive criticism.....	NA	1	2	3	4
6. Demonstrates effective team building skills within unit/division/department.....	NA	1	2	3	4
7. Is a positive and contributing team member .....	NA	1	2	3	4
8. Demonstrates and communicates a positive attitude in the workplace .....	NA	1	2	3	4
9. Shows respect and consideration towards other's ideas, viewpoints, positions.....	NA	1	2	3	4
10. Selects appropriate channels for communicating/resolving concerns and problems .....	NA	1	2	3	4
11. Demonstrates effective means of resolving conflicts through appropriate chains-of-command.....	NA	1	2	3	4
12. Demonstrates effective mediation skills when handling internal conflicts between and among staff/faculty.....	NA	1	2	3	4

Comments: \_\_\_\_\_

**Category V: Professional Responsibilities**

1. Performs essential functions and other job related responsibilities effectively .....	NA	1	2	3	4
2. Readily identifies work related problems and implements effective solutions .....	NA	1	2	3	4
3. Is self-motivated and takes initiative to carry-out job responsibilities.....	NA	1	2	3	4
4. Accepts ownership and responsibility for job related tasks .....	NA	1	2	3	4
5. Demonstrates effective organizational skills .....	NA	1	2	3	4
6. Follows policies and procedures .....	NA	1	2	3	4
7. Pays attention to detail and accuracy when completing job related tasks .....	NA	1	2	3	4
8. Adheres to FERPA guidelines when handling student information .....	NA	1	2	3	4
9. Submits departmental, division or administrative documents/reports on time .....	NA	1	2	3	4
10. Submits high caliber work. ....	NA	1	2	3	4
11. Uses annual institutional survey data on department/unit/division to improve area .....	NA	1	2	3	4
12. Reports to work regularly and on time .....	NA	1	2	3	4
13. Attends required college functions (i.e., graduation, award ceremonies, in-service, etc.).....	NA	1	2	3	4
14. Actively participates on assigned committees.....	NA	1	2	3	4
15. Maintains professionalism at all times.....	NA	1	2	3	4

Comments: \_\_\_\_\_

LEVEL	1	Unsatisfactory (employee is <b>not</b> meeting his/her job expectations)—requires comment
LEVEL	2	Needs Improvement (employee is <b>not meeting</b> his/her job expectations consistently)
LEVEL	3	Satisfactory (employee <b>meets</b> job expectations on a consistent basis)
LEVEL	4	Above Average (employee meets job expectations <b>above</b> the minimum standards)

**Category VI: Technology Skills**

1. Demonstrates AS400 proficiency.....	NA	1	2	3	4
2. Demonstrates Blackboard proficiency.....	NA	1	2	3	4
3. Demonstrates STARS, AVL, and/or Websuite proficiency .....	NA	1	2	3	4
4. Demonstrates the proficient use of Excel, PowerPoint or pertinent software programs.....	NA	1	2	3	4
5. Demonstrates proficiency in the use of technological equipment (computers, LCD proj.) .....	NA	1	2	3	4
6. Demonstrates effective use of email .....	NA	1	2	3	4
7. Maintains professionalism in correspondence, via electronic, voice or written means.....	NA	1	2	3	4
8. Remains current with changing technology as it relates to his/her job responsibilities .....	NA	1	2	3	4

Comments: \_\_\_\_\_

**Student Evaluation Results—SKIP IF THE ADMINISTRATOR HAS NO TEACHING RESPONSIBILITIES**  
*(Ratings for this section MUST be taken from the final results of the Student Course Evaluations.)*

For quick reference, question #'s from the course evaluation have been listed to the right (i.e., #10, #18, etc.)

1. Includes assignments that related to course syllabus (#10).....	NA	1	2	3	4	5
2. Meets classes regularly and punctually (#18) .....	NA	1	2	3	4	5
3. Instructor uses classroom time wisely (is organized) (#25) .....	NA	1	2	3	4	5
4. Instructor provides examples and illustrations that augment student learning (#26).....	NA	1	2	3	4	5
5. Challenges students to think critically (#14) .....	NA	1	2	3	4	5
6. Instructor is prompt in grading assignments and examinations (#22).....	NA	1	2	3	4	5
7. Instructor established clear grading procedures (#8) .....	NA	1	2	3	4	5
8. Respects students and treats them courteously (#23) .....	NA	1	2	3	4	5
9. Is available during posted office hours and for appointments (# 24).....	NA	1	2	3	4	5
10. Overall Rating of Instructor (# 27) .....	NA	1	2	3	4	5

**TABULATIONS** Count the total of (1's, 2's, 3's, & 4's ) under each column and record each total in the space provided. N/A's should NOT be tabulated.

\_\_\_\_\_ 1's \_\_\_\_\_ 2's \_\_\_\_\_ 3's \_\_\_\_\_ 4's

- Does the employee have SEVEN or more "1's"?  Yes  No  
 Does the employee have SEVEN or more "2's"?  Yes  No  
 When you combine the "1's" & "2's" together, is that number at SEVEN or more?  Yes  No

If you answered "YES" to any of the above questions, the employee MUST be scored at LEVEL "1" or LEVEL "2" and should be placed on a Supervised Strategic Improvement Plan. Final placement should be determined based on where the majority of 1's or 2's fell—the highest column determines the ranking. Go to PAGE 3 to complete the Overall Rating.

If you answered "NO" to all the questions, rate the employee based on where the majority of his or her scores fell under LEVEL 3 or LEVEL 4.

**Overall Rating**

Rate the employee using your tabulation chart and applying the basic formula outlined above; then, CIRCLE the overall performance level below. **BE SURE TO DOUBLE-CHECK YOUR RESULTS.**

1	<b>Unsatisfactory</b>		<b>Satisfactory</b>	3
2	<b>Needs Improvement</b>		<b>Above Average</b>	4

Supervisor's Comments (Required, if you rated an employee at LEVEL "1" or "2." Optional under all other conditions.):

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Employee's Comments and/or response to mid-year evaluation (Optional):

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*This evaluation has been presented and discussed with the undersigned employee. The employee's signature does not necessarily reflect agreement with the evaluation. Rather, it validates that the mid-year evaluation of this employee was conducted.*

I agree with this mid-year evaluation.     I do not agree with this mid-year evaluation.

**Employee's Signature**

**Today's Date**

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**Supervisor's Signature**

**Today's Date**

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Review



## MID-YEAR EVALUATION CONFERENCE RECORD

Employee's Name:

Position:

Evaluator's Name:

Date:

### Conduct a "Summary of Progress" for each category below.

- 1. How much progress has this employee made towards his/her professional development goals and 100 point obligation?**
  
  
  
  
  
  
  
  
  
  
- 2. Based on your mid-year assessment of this employee, what specific areas need addressing in order for the employee to reach his/her professional goals?**
  
  
  
  
  
  
  
  
  
  
- 3. How would you describe your level of satisfaction with this employee's overall job performance at mid-year? If not fully satisfied, outline below, what specific things the employee would need to do in order to improve. (Use back side of form if needed).**

The signatures below indicate that an oral mid-year conference was conducted and that all information above was reviewed and discussed.

\_\_\_\_\_  
Employee's Signature

\_\_\_\_\_  
Evaluator's Signature

# Formal Observation Record



## (For Faculty Observations Only)

This formal evaluation is a supervisor's assessment of classroom instruction. Formal observations should be announced at least one week in advance.

Employee's Name \_\_\_\_\_ Position: \_\_\_\_\_

Evaluator's Name \_\_\_\_\_ Position: \_\_\_\_\_

Today's Date: \_\_\_\_\_ Time of Observation: \_\_\_\_\_

	Unsatisfactory	Below Expectations	Meets Expectations	Exceeds Expectations	N / A
A.. Uses a variety of instructional strategies to encourage students' critical and creative thinking, problem solving, and performance skills					
B. Creates an active learning environment through effective teaching strategies that encourage participatory engagement in learning, positive intellectual interactions and student ownership of the learning					
C. Provides evidence of student learning through tangible results (i.e., student work, exit exam results, portfolios, projects, performances, etc.)					
D. Demonstrates effective use of technology to augment instruction					
E. Demonstrates effective questioning techniques that encourage students to think and respond critically					
F. Demonstrates effective teaching approaches in a laboratory setting					
G. Creates a student-centered learning climate that supports the positive development of students					
H. Students were required to demonstrate their understanding of what was being taught.					
I. Rapport with students was established and positive.					
J. Topic of presentation was well organized and delivered in logical sequence.					
K. Teacher demonstrated enthusiasm for the topic and had a strong grasp of the subject being taught					



# Informal Observation Record

## (For Faculty Observations Only)



**This informal evaluation is a supervisor's assessment of faculty as he/she performs his/her duties. Informal Observations do NOT have to be announced.**

**Employee's Name** \_\_\_\_\_ **Position:** \_\_\_\_\_

**Evaluator's Name** \_\_\_\_\_ **Date:** \_\_\_\_\_

	Unsatisfactory	Below Expectations	Meets Expectations	Exceeds Expectations	N / A
A. Uses a variety of instructional strategies to encourage students' critical and creative thinking, problem solving, and performance skills					
B. Creates an active learning environment through effective teaching strategies that encourage participatory engagement in learning, positive intellectual interactions and student ownership of the learning					
C. Provides evidence of student learning through tangible results (i.e., student work, exit exam results, portfolios, projects, performances, etc.)					
D. Demonstrates effective use of technology to augment instruction					
E. Demonstrates effective questioning techniques that encourage students to think and respond critically					
F. Demonstrates effective teaching approaches in a laboratory setting					
G. Creates a student-centered learning climate that supports the positive development of students					
H. Students were required to demonstrate their knowledge or understanding of what was being taught.					
I. Rapport with students was established and positive.					
J. Topic of presentation was well organized and delivered in logical sequence.					
K. Teacher demonstrated enthusiasm for the topic and had a strong grasp of the subject being taught					

SUPERVISOR'S COMMENTS, IF ANY:

EMPLOYEE'S COMMENTS, IF ANY:



# Informal Observation Record



## (For Staff Observations Only)

This informal evaluation is a supervisor's assessment of staff as he/she performs his/her duties. Informal Observations do NOT have to be announced; they are considered on-going.

Employee's Name \_\_\_\_\_ Position: \_\_\_\_\_

Evaluator's Name \_\_\_\_\_ Date: \_\_\_\_\_

	Unsatisfactory	Below Expectations	Meets Expectations	Exceeds Expectations	N / A
A. Possesses sufficient skills and knowledge to perform essential job functions and other job related responsibilities					
B. Understands department's mission, role and operations and supports that mission					
C. Is self-motivated and takes initiative to carry out essential job related functions					
D. Completes volume of work that meets established standards and Essential Functions expectations in a timely and professional manner					
E. Identifies work related problems and finds, recommends and implements effective solutions as appropriate					
F. Accepts ownership and responsibility for the job					
G. Follows policies, policies and sets parameters governing various job related assignments or activities					
H. Pays attention to detail					
I. Structures job related activities to maximize speed, accuracy and results					
J. Cares for equipment, materials and the work area					
K. Is dependable					
L. Is organized					

SUPERVISOR'S COMMENTS OR OBSERVATIONS:



## **DOCUMENTATION OF EMPLOYEE PROFESSIONAL DEVELOPMENT**

The goal of professional development is to develop and maintain a competitive work force. A job-based, sequential activity meets the college's expectations of a worthwhile use of employee time. The purpose of this form is to document professional development activities during the current school year. Full-time employees of Lawson State are required to accrue 100 points for professional development activities throughout the year. Activities range from 25 points to 100 points, depending on the value of the activity.

Full-time employees are expected to keep up with their professional development activities (via this form) and provide documentation (conference brochures, agendas, etc...) of such activities during their year-end evaluation.

\*Job-related is defined as training that focuses on the job (i.e. the tasks and the criteria/standards necessary for proper performance).

<b>In-service Activity</b>	Internal Sponsored Activity	25 points
<b>Training Activity (i.e., AS400, Websuite, Tegrity, etc.)</b>	Internal and/or External Sponsored Activity	25 points
<b>Attending a Professional Conference</b>		25 points
<b>Presenting at a Professional Conference</b>		50 points
<b>Participating on a Professional Panel</b>		25 points
<b>Serving on a SACS, Regional or National Professional Committee</b>		25 points
<b>Chairing a SACS committee</b>		50 points
<b>Holding an office within a Professional Organization</b>	Points will be determined based on your level of involvement.	25 points
<b>Securing a Grant for the College— Must be author of the grant— (Principal Investigator)</b>	25 points if the grant award is less than \$100,000 ; 50 points if the grant award is between \$101,000 and \$499,000 and 75 points if the grant is over \$500,000.	25-75 points
<b>Publishing a Professional Journal Article</b>		25 points
<b>Publishing a Professional Book</b>	NOTE: English instructors will receive credit for publishing in various genres. Publication date must be within the current school year.	50 points
<b>Conducting a Training Session (1 to 2 days in duration)</b>	Can be internal or external	25 points
<b>Conducting a Training Session (3 or more days in duration)</b>	Can be internal or external	50 points
<b>Professional Guest Lecturer</b>		25 points
<b>Winning a National Award or being Awarded by a Particular</b>		25 points

<b>Professional Organization</b>		
<b>Extended Specialized Professional Seminars (Leadership Academy, Master Teacher, etc...)</b>	External Sponsored Activities Only	50 points
<b>Sponsoring a school supported group, club or organization</b>		25 points
<b>Other: Seek Administrative Prior Approval</b>	Internal or External Activity	25 points (varies on complexity)

Below, list your professional development activities for the current school year. Present this record during your year-end evaluation. Remember, all full-time employees are required to accumulate at least 100 points.

**Name:** \_\_\_\_\_ **School Year:** \_\_\_\_\_ **Division:** \_\_\_\_\_

<b>Activity Name and Description</b>	<b>Date or Dates Attended</b>	<b>Point Value</b>
		<b>Total Points out of 100</b> _____

Attached any and all documentation to this form (i.e., agendas, registration materials, conference materials, journal articles, cover of book, etc.)





**ALABAMA COLLEGE SYSTEM**

**COLLEGE ACCOUNTABILITY  
PERFORMANCE PROFILE**

**Spring, 2006**

**Performance Component 1: Enrollment Management**

A. Enrollment trend from fall semesters and current year percent of change from three-year average\*

Fall 2002 Enrollment			Fall 2003 Enrollment			Fall 2004 Enrollment		
Credit	Noncredit	Total	Credit	Noncredit	Total	Credit	Noncredit	Total

Fall Enrollment Three-Year Avg			Fall 2005 Enrollment			Fall 2005 % of Change (+ or -)		
Credit	Noncredit	Total	Credit	Noncredit	Total	Credit	Noncredit	Total

\* includes credit and non-credit student headcount

B. Number of degree, diploma, and certificate programs and percent that meet state viability criteria

Number of Programs	Number Meeting Viability Criteria	% Achieving Viability Criteria

**Performance Component 2: Academic Transfer Programs**

A. Percent of students earning 60 or more semester credit hours at the college, transferring to a state university, and achieving a 2.0 or better GPA after attempting 30 or more semester credit hours at a state university

Name of University (N=10 or more students transferring)	No. Earning 60+ sch & Attempting 30+ sch at a State University	% of Students Earning a 2.0 or better GPA	% of Students Earning a 3.0 or better GPA

B. Percent of students earning 24 to 59 semester credit hours at the college, transferring to a state university, and achieving a GPA of 2.0 or better after attempting 30 or more semester credit hours at a state university

Name of University (N=10 or more students transferring)	No. Earning 24-59 sch & Attempting 30+ sch at a State University	% of Students Earning a 2.0 or better GPA	% of Students Earning a 3.0 or better GPA

**Performance Component 3: Career and Technical Programs (excluding Health Professions Programs)**

A. Pass rate (%) of completers\* passing licensure or certification examinations for the most recent college career/technical performance reporting period

No. of Completers Taking Examinations	No. of Completers Passing Examinations	Pass Rate (%) for Completers

\* *Completers defined according to Perkins criteria*

B. Percent of completers employed and/or continuing their education

No. of Career and Technical Programs	Number of Completers	No. Completers Employed and/or Continuing Ed. Prog.	% of Success in Placement for Completers

C. Percent of employers indicating satisfaction with employment preparation of completers

No. of Completers Employed in Field	No. of Employers Responding	% Indicating Overall Satisfaction

**Performance Component 4: Health Professions Programs**

A. Pass rate of first-time examinees on state or national licensure or certification examinations for the most recent college career/technical performance reporting period

Name of Examination	Time Period (mo./yr to mo./yr)	No. of First-time Examinees	No. of First-Time Examinees Passing Exam	Pass Rate (%) on Examination

B. Retention rates for health professions programs using selective admissions standards from admission\* to graduation for all students admitted in past four academic years

Name of Health Prof. Program	No. Students Admitted Since Fall 2001	Number of Graduates	No. of Students in Progress	Total of Grads + Students in Progress	Retention Rate (%)

*\*Admission is defined according to policies specific to the health professions program*

**Performance Component 5: Developmental Studies**

A. Percent of students completing developmental courses and earning a passing grade in the fall semester 2005

Developmental Course Subject	No. Students Enrolled at End-of-Term	No. of Students Earning Passing Grade	Percent of Students Earning Passing Grade
<b>English</b>			
<b>Mathematics</b>			
<b>Reading</b>			

B. Percent of students who met developmental course requirements in English or mathematics in the previous three semesters and earn a grade of “C” or better in collegiate credit English or in collegiate credit mathematics courses in fall semester 2005

Course	No. of Former Dev. Students Enrolled	No. Earning a “C” or better	Percent of Students Earning “C” or better
<b>English 101</b>			
<b>Math 100 or 116</b>			

**Performance Component 6: Learning Resources and Technology**

A. Percent of students and faculty indicating satisfaction with library collections, services, and electronic information access

	Library Collections	Library Services	Electronic Information Access
Student Satisfaction			
Faculty Satisfaction			

B. Percent of semester credit hours produced for fall 2005 through electronic information technology course delivery to enhance access to educational opportunity for students

Total SCH Produced In Fall 2005	SCH Produced via Internet Course Delivery		SCH Produced via Video/Teleconference Delivery		SCH Produced via Other Technology Delivery	
	No. SCH	% of Total	No. SCH	% of Total	No. SCH	% of Total

**Performance Component 7: Student Services**

A. Percent of students indicating overall satisfaction with quality of service in student support programs, services, and activities from most recent survey results

Program, Service or Activity	Semester and Year of Most Recent Survey	Number of Students Responding	Percent Indicating Satisfaction with Quality
Admissions			
Orientation			
Registration			
Advising			
Academic Support Services			
Financial Aid			
Book Store			
Business Office			
Student Activities			

B. Trend in STARS usage by students and faculty/ staff

Users	2003 Calendar Year	2004 Calendar Year	2005 Calendar Year
Students			
Faculty/Staff			

**Performance Component 8: Financial and Physical Resources**

A. Percent of college operating expenses spent on instruction and student services

FY '05 Operating Expenses Total	Expenses for Instruction	Expenses for Student Services	Total Spent for Instruction & Student Services	% Spent on Instruction & Student Services

B. Percent of students indicating satisfaction with classrooms, laboratories, and equipment for instruction

Number of Students Responding	Percent Indicating Overall Satisfaction		
	Classrooms	Laboratories	Equipment

C. Percent of students indicating satisfaction with college safety, appearance, and maintenance

Number of Students Responding	Percent Indicating Overall Satisfaction with College:		
	Safety	Appearance	Maintenance

**Performance Component 9: Workforce Training and Adult Education**

A. Trends in number of requests, number of clients served, and number of participants in workforce training provided by the college

Data Elements	2003	2004	2005
No. of Workforce Training Requests			
No. of Clients Served			
No. of Participants Trained			

B. Trends in employer satisfaction with workforce training provided by the college

Data Elements	2003	2004	2005
No. of Employers Surveyed			
No. of Employers Responding			
Percent of Employers Indicating Overall Satisfaction			

C. Student enrollment and key performance measures in Adult Education programs

Enrollment and Key Performance Measures	2004	2005
Adult Education Enrollment		
No. Entering Employment		
No. Retaining Employment		
No. Entering Postsecondary Educ./Training		
No. Obtaining HS Diploma or GED		

D. Overall grade earned by college in Adult Education for 2005: \_\_\_\_\_

**Performance Component 10: Significant Mission-Related Accomplishments in 2005-06**

A. Identify and describe, in 300 words or less, the college's three most significant accomplishments in relation to its mission and goals for the 2005-06 academic year (Summer 2005 through Spring 2006).

**President's Comments about any aspect of Institution's Response on CAPP:**



## **DOCUMENTATION OF EMPLOYEE PROFESSIONAL DEVELOPMENT**

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Full-time employees are expected to keep up with their professional development activities (via this form) and provide documentation (conference brochures, agendas, etc...) of such activities during their year-end evaluation.

\*Job-related is defined as training that focuses on the job (i.e. the tasks and the criteria/standards necessary for proper performance).

<b>In-service Activity</b>	Internal Sponsored Activity	25 points
<b>Training Activity (i.e., AS400, Websuite, Tegrity, etc.)</b>	Internal and/or External Sponsored Activity	25 points
<b>Attending a Professional Conference</b>		25 points
<b>Presenting at a Professional Conference</b>		50 points
<b>Participating on a Professional Panel</b>		25 points
<b>Serving on a SACS, Regional or National Professional Committee</b>		25 points
<b>Chairing a SACS committee</b>		50 points
<b>Holding an office within a Professional Organization</b>	Points will be determined based on your level of involvement.	25 points
<b>Securing a Grant for the College— Must be author of the grant— (Principal Investigator)</b>	25 points if the grant award is less than \$100,000 ; 50 points if the grant award is between \$101,000 and \$499,000 and 75 points if the grant is over \$500,000.	25-75 points
<b>Publishing a Professional Journal Article</b>		25 points
<b>Publishing a Professional Book</b>	NOTE: English instructors will receive credit for publishing in various genres. Publication date must be within the current school year.	50 points
<b>Conducting a Training Session (1 to 2 days in duration)</b>	Can be internal or external	25 points
<b>Conducting a Training Session (3 or more days in duration)</b>	Can be internal or external	50 points
<b>Professional Guest Lecturer</b>		25 points
<b>Winning a National Award or being Awarded by a Particular</b>		25 points

<b>Professional Organization</b>		
<b>Extended Specialized Professional Seminars (Leadership Academy, Master Teacher, etc...)</b>	External Sponsored Activities Only	50 points
<b>Sponsoring a school supported group, club or organization</b>		25 points
<b>Other: Seek Administrative Prior Approval</b>	Internal or External Activity	25 points (varies on complexity)

Below, list your professional development activities for the current school year. Present this record during your year-end evaluation. Remember, all full-time employees are required to accumulate at least 100 points.

**Name:** \_\_\_\_\_ **School Year:** \_\_\_\_\_ **Division:** \_\_\_\_\_

<b>Activity Name and Description</b>	<b>Date or Dates Attended</b>	<b>Point Value</b>
		<b>Total Points out of 100</b> _____

Attached any and all documentation to this form (i.e., agendas, registration materials, conference materials, journal articles, cover of book, etc.)

