



**Pueblo
Community
College**

Faculty Evaluation & Compensation Plan

“GREEN BOOK”

MAY 2006

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**Pueblo Community College
Faculty Evaluation & Compensation Plan**

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Pueblo Community College
Faculty Evaluation & Compensation Plan

Refer to Appendix 200-6

POLICIES AND PROCEDURES MANUAL

Changes per Cabinet January 26, 2004

Section I – Professional Responsibilities of Faculty

The following professional responsibilities are expected of all faculty at Pueblo Community College:

1. Follows the approved PCC syllabus for course delivery.
2. Attends all regularly scheduled department, division, and college meetings/training as required by contract, unless these meetings conflict with a scheduled class or unless the faculty member is excused by the chair/supervisor or Dean.
3. Maintains a work schedule as agreed upon by the supervisor and in concert with the state and faculty workload policy (at least a forty-hour work week with a minimum of 30 hours on campus, which can include co-ops or other off-campus assignments).
4. Posts and maintains regularly scheduled office hours (a minimum of five per week) for consultation or advisement with students.
5. Adheres to all laws, policies, procedures, rules, and regulations which govern and affect the college, including fiscal rules of the State of Colorado.
6. Absences are minimal and for appropriate cause. A maximum of two personal days per academic year is allowed.
7. When absent, notifies supervisor for coverage of classes.
8. Responds professionally to suggestions for improvement and responds to constructive feedback in a professional manner.
9. Accomplishes assigned institutional, department, and/or class tasks in a timely manner.
10. Submits all institutional documents in a timely manner.
11. Meets all regularly scheduled classes as listed in the registrar's office
12. Follows PCC's class cancellation and makeup procedure.
13. Models professionalism in dress, action, and communication.

14. Supervises and enforces appropriate safety procedures.
15. Participates in graduation ceremony.
16. Goes through the chain of command in resolving conflicts.
17. Performs duties and responsibilities as listed in job description.
18. Participates in college-wide assessment of student learning activities and/or projects.
19. Assists in program reviews and evaluation processes required by internal/external sources.
20. If applicable, is knowledgeable of and implements program accreditation standards.
21. Participates in cooperative planning with colleagues.
22. Serves on and contributes to a minimum of one college committee or special task force per academic year after the first provisional year.
23. Performs student advisement and registration responsibilities professionally and accurately.
24. Assists with training of instructors and with the preparation of materials for them.
25. Assists in the development and implementation of the approved program curriculum and syllabi.
26. Serves as a substitute within the program for absent colleagues for short-term absences as determined by Department Chair, Coordinator or Dean
27. Assists in marketing, recruitment, and retention activities.

Section II – Evaluations

I. General Procedures

The Faculty Evaluation Process for Pueblo Community College shall promote excellence within and optimize our potential to achieve individual, department, division, college and system goals. The objectives of this process are to communicate performance expectations, provide constructive feedback, improve professional effectiveness, develop/support teaching skills, and reward job performance. There shall be two types of evaluations:

- 1) **Annual** evaluations shall be conducted on all .5 and above faculty each year; The Overall Annual Performance Evaluation Rating shall be used to determine merit pay, providing funds are available.
- 2) **Comprehensive** evaluations shall be conducted annually for provisional faculty and every third year for non-provisional faculty; they include annual evaluations, classroom observation, student evaluation, and an overall comprehensive rating.

The Executive Vice President's Office (EVP) is responsible for coordinating the evaluation process, collecting the forms, and forwarding the original forms to the Human Resources Office (HR) for placement in personnel files.

II. Annual Performance Evaluations for Provisional and Non-Provisional Faculty

(Annual Performance Evaluation Form – Appendix A)

All .5 and above faculty shall receive annual evaluations; evaluations may be conducted more often if deemed necessary by the supervisor and/or faculty member. For new employees, supervisors should discuss the evaluation form within 30 days of date of hire to ensure that goals are set for the year by the specified timeline as established by the EVP. Annual faculty evaluations are part of a comprehensive performance based assessment system designed to evaluate the teaching effectiveness of the faculty member. Individual merit is determined by the overall rating earned by faculty members using the Annual Performance Evaluation Form for Faculty. Completed, original forms are due in the EVP's Office by May 1 of each year. Supervisors and faculty shall retain copies for their files. After all annual evaluation forms are received, the EVP's Office shall forward the original evaluations to the HR Office. The HR Office shall file the evaluations in the personnel file and prepare a report of the ratings; the report shall be sent to the EVP's Office. The EVP's Office shall be responsible for training supervisors on the evaluation process. Supervisors shall be responsible for the following general tasks:

Communicate the criteria, procedures, and schedule to each faculty member at the beginning of the evaluation period; College-wide dates will be posted on PCC's Master Academic Calendar (MAC).

Consult with faculty members as needed during the academic year on their progress.

A. Annual Performance Evaluation Ratings

Annual performance evaluation ratings are: Outstanding, Exceeds Expectations, Meets Expectations, and Fails to Meet Expectations. A brief definition of each of the ratings is explained on page 7 of the Annual Performance Evaluation form and a more comprehensive definition is listed in **Appendix B**. The definitions serve as a guide to help evaluators determine a rating and may include some or all of the items and are not limited to the items listed.

B. Annual Performance Evaluation Supervisor Comments

Supervisor comments on each section of the Annual Performance Evaluation Form are mandatory. Supervisor comments must be listed on pages 2 – 7 of the form and must explain the reason for the rating.

III. Comprehensive Evaluations for Provisional Faculty

(Comprehensive Evaluation Form – Appendix C)

Provisional faculty shall receive a Comprehensive Evaluation (Annual Evaluation, Classroom Observation, Student Evaluation) every year beginning 2002 - 03. Results shall be submitted on the Comprehensive Evaluation Summary Form. Completed, original evaluation forms are due to the EVP's Office by May 1 of each year. Supervisors and faculty shall retain copies for their files. After all evaluation forms are received, the EVP's Office shall forward the original evaluations to the HR Office. The HR Office shall file the evaluations in the personnel file and prepare a report of the ratings; the report shall be sent to the EVP's Office. See IV-A and IV-B for instructions on classroom observations and student evaluations.

IV. Comprehensive Evaluations for Non-Provisional Faculty

(Comprehensive Evaluation Form – Appendix C)

Non-provisional faculty shall receive a Comprehensive Evaluation (Annual Evaluation, Classroom Observation, Student Evaluation) every third year. Results shall be submitted on the Comprehensive Evaluation Summary Form. Completed, original evaluation forms are due to the EVP's Office by May 1 in the year they are due. Supervisors and faculty shall retain copies for their files. After all evaluation forms are received, the EVP's Office shall forward the original evaluations to the HR Office. The HR Office shall file the evaluations in the personnel file and prepare a report of the ratings; the report shall be sent to the EVP's Office. To divide the workload evenly, comprehensive evaluations shall be conducted according to the following (and every third year thereafter):

| <u>Year</u> | <u>Faculty Last Name</u> |
|-------------|--------------------------|
| 03 - 04 | A – I |
| 04 - 05 | J – R |
| 05 – 06 | S – Z |

If a faculty member has a hyphenated last name, such as Mary Gordon-Smith, the “first” last name shall be used to determine the evaluation schedule. In this example, the faculty member shall receive a comprehensive evaluation in 03 – 04, using the “G” in Gordon.

A. Classroom Observation

(Classroom Observation Form – Appendix D)

The classroom observation is part of the comprehensive evaluation to be conducted every third year for non-provisional faculty and every year for provisional faculty. The supervisor and faculty member shall select the class to be evaluated. More than one class may be observed if approved by the supervisor and dean. The classroom observation consists of three phases:

- 1) **Pre-Observation** – The supervisor and faculty member determine which class(es) will be observed. They may meet to determine which observable practices shall be observed for each factor. The factors are: Focus and Organization of Presentation, Methods of Engaging Students with the Material, and Classroom Rapport and Climate. If a line item in a factor will NOT be demonstrated that day, circle NA (not applicable). All other line items should be demonstrated during the classroom observation. If the faculty member would like to make comments concerning a particular factor, this can be done in the space provided under each factor.
- 2) **Observation** – this phase consists of the actual classroom visit to evaluate performance. Classroom observations shall be conducted during Fall or Spring semesters but no later than the Friday before Spring Break.
- 3) **Post-Observation**– after the classroom observation is completed, the supervisor shall meet with the faculty member to review the ratings and comments. Absent extenuating circumstances, the meeting shall be held no later than two weeks after the classroom observation takes place. Any identified weaknesses must be addressed on page 7 of the Annual Performance Evaluation Form, Section VI – Overall Annual Performance Evaluation Rating, Supervisor Comments. The supervisor shall complete the Classroom Observation Form and original, signed copies shall be attached to the Annual Performance Evaluation Form and submitted to the EVP Office by May 1. The EVP Office shall collect the classroom observation forms and submit the original forms to the HR Office for placement in personnel files.

B. Student Evaluation

(Student Evaluation Form- Appendix E)

Student evaluations of faculty will be conducted in all respective course sections during the academic year. Exceptions may be presented by the supervisor via the Dean for approval by the Executive Vice President.

V. Department Chair/Coordinator Evaluation by Faculty and Instructors

(Department Chair/Coordinator Evaluation by Faculty and Instructors – Appendix F)

Department Chair/Coordinator Evaluations by Faculty and Instructors should be conducted no later than the first Friday after Spring Break. Faculty and Instructors will complete annual Department Chair/Coordinator evaluations within the same time period that the Annual Faculty Evaluation Forms are being completed. The Executive Vice President's Office will initiate the Department Chair/Coordinator by Faculty and Instructors evaluation process.

Completed Department Chair/Coordinator Evaluation by Faculty and Instructors forms shall be submitted to the appropriate Dean who is responsible for keeping the forms on file. The Dean shall summarize the results for each faculty member, attach each faculty member's summary report to their Annual Performance Evaluation Form, and submit it to the EVP Office by May 1. The Dean shall provide each Department Chair/Coordinator with a copy of the individual summary report and meet with the Department Chair/Coordinator to discuss the results.

VI. Department Chair/Coordinator Evaluation by Supervisor

(Department Chair/Coordinator Evaluation by Supervisor – Appendix G)

Department Chair/Coordinator Evaluations by supervisor should be conducted no later than the first Friday after Spring Break. Supervisor will conduct annual Department Chair/Coordinator evaluations within the same time period that the Annual Faculty Evaluation Forms are being completed. The Executive Vice President's Office will initiate the Department Chair/Coordinator by supervisor evaluation process.

Completed Department Chair/Coordinator Evaluation by supervisor forms shall be attached to the Department Chair's/Coordinator's Annual Evaluation Form and submitted to the EVP Office by May 1. The supervisor shall provide each Department Chair/Coordinator with a copy of the evaluation form and shall meet with the Department Chair/Coordinator to discuss the results.

Section III – Compensation

FACULTY COMPENSATION PLAN

I. Framework

The purpose of this plan is to align salary compensation for regular faculty members of Pueblo Community College with State Board Policy 3-55 Faculty Salary Plan. The Faculty Salary Pool will be determined through the external and internal annual budget setting process. Salary increases are merit based. Faculty performance will be evaluated by the criteria set forth in State Board Policy 3-31 Evaluation of Faculty Job Performance. Under this plan, faculty members whose over-all performance rating is "Meets Expectations" or above are eligible for salary increases. There are two categories of salary increases, base-building and non-base building. Whenever possible, salary increases will be base-building. Non-base building salary increases or special recognition awards may be provided should the College have discretionary funds available for these purposes.

II. Salary For New Hires

(Faculty Initial Hire Calculation Form – Appendix H)

New .5 and above faculty hires shall be paid according to the Faculty Initial Hire Calculation Form. Four factors shall be considered:

A. Education/Training – addresses the formal education the new faculty member has completed; degrees/credit hours must be from a regionally accredited college or

university, earned by the hire date, and earned in a field related to the job description. For documented continuing education, 30 clock hours = 1 semester credit hour.

B. Job-Related Work Experience – addresses up to 15 years of paid, job-related work experience the faculty member has attained. If the resume and PCC job application do not match, the initial salary calculation shall be based on the PCC application. No more than 40 hours per week of work experience may be counted. When calculating work experience and teaching experience, no more than 1 year can be accumulated per calendar year. Work experience shall be calculated in months, then converted to years using 2 decimal places. For part-time experience, 2080 hours = 1 year.

C. Teaching Experience – addresses up to 15 years of formal teaching experience. Teaching includes writing curriculum, assigning grades, advising students, test development, etc. “Training” is not considered teaching but may be counted in job-related work experience. When calculating work experience and teaching experience, no more than 1 year can be accumulated per calendar year. If teaching as a part-time instructor, 36 credit hours equals 1 year of teaching experience.

D. Marketability shall be recommended by the Department Chair and Dean with final approval by the Executive Vice President and President. Up to 12% may be added to a new faculty member’s base pay for marketability. A marketability table, based on prevailing objective labor data, shall be prepared annually by department chairs and deans impacted by marketability factors, in collaboration with the Director of Human Resources.

Initial salary calculations shall be computed by the Director of Human Resources, in collaboration with the appropriate dean and department chair, utilizing the official Faculty Initial Hire Calculation Form. The Salary and Load Committee Chair or designee will review the Faculty Initial Hire Calculation Form.

Cabinet shall approve the Salary Calculation Formula’s starting base salary each year.

Any deviations to the salary calculations shall be approved by the College President.

III. Distribution of Merit Pay for Current Faculty **(Faculty Salary Compensation Formula – Appendix I)**

Distribution of compensation will be determined according to the Faculty Salary Compensation Formula (FSCF). The FSCF will be reviewed annually and approved by the College President and Cabinet in collaboration with the Salary and Load Committee and distributed to all faculty. The FSCF will adhere to the following guidelines:

- Fails to Meet Expectations: No compensation award.
- Meets Expectations: The Meets Expectations salary pool dollars will be divided equally among all faculty who achieve this rating.

- Exceeds Expectations: In addition the award for Meets Expectations, faculty receiving this rating will receive an award equivalent to an equal share of the Exceeds Expectations salary pool dollars divided among all faculty who achieve this rating.
- Outstanding: In addition to the award for Meets Expectations and Exceeds Expectations, faculty receiving this rating will receive an award equivalent to an equal share of the Outstanding salary pool dollars divided equally among all faculty who achieve this rating.

Item IV—Advanced/Additional Degrees

(Effective for degrees earned after 1996)

Pueblo Community College promotes and encourages faculty to obtain advanced/additional degrees. If an advanced/additional degree is/was completed from regionally accredited institutions of higher education and if the faculty member has not been compensated, the faculty member shall submit a memo through the department chair, dean, executive vice president and president which requests the additional pay and documents the advanced/additional degree received, date earned, and benefit to the college. The official transcripts shall also be attached. After approval by the president, the memo and official transcripts shall be forwarded to the HR office for verification.

For each advanced or additional degree, the faculty member shall receive a \$1000 pay increase, which will be added to their base salary. Salary increases shall be subject to availability of funds and shall not be given until official transcript/documentation is submitted. If funds are not available, faculty will be considered eligible for compensation when funds are available.

Beginning 08/04, faculty seeking eligibility for compensation for a job related advanced/additional degree, must have written pre-approval from department chair, dean and executive vice president.

Item V—Additional Education

(Effective for continuing education earned after 1996)

Pueblo Community College promotes and encourages faculty to pursue continuing education. If continuing education is/was completed and if the faculty member has not been compensated, the faculty member shall submit a memo through the department chair, dean, executive vice president and president which requests the additional pay and documents the continuing education received, date earned, and benefit to the college. A copy of the official transcripts or verification of continuing education shall also be attached. After approval by the president, the memo and documentation shall be forwarded to Human Resources for verification.

For each 30 semester credits earned from a regionally accredited institution of higher education or equivalency received (30 clock hours of continuing education equals 1 semester credit), the faculty member shall receive a \$1000 pay increase, which will be added to their base salary. Salary increases shall be subject to availability of funds and shall not be given until official

transcripts/documentation is submitted. If funds are not available, faculty will be considered eligible for compensation when funds are available.

Beginning 08/04, faculty seeking eligibility for compensation for an additional degree/continuing education, must have written pre-approval from department chair, dean and executive vice president.

Section IV – Provisional Faculty 3-Year Provisional Period Requirements

I. General Provisional Faculty Requirements

1. During the 3-year provisional period, faculty are required to meet each requirement of the 3-year provisional period as stated on the Provisional Faculty Requirements' Checklist of this Faculty Evaluation & Compensation Plan. The completed, signed checklists shall be submitted with the Annual Performance Evaluation Form.
2. Each provisional faculty member will meet with his or her immediate supervisor to develop goals/objectives in alignment with the Annual Performance Evaluation process.
3. Provisional faculty will complete a minimum of 30 contact hours of mentoring activities during year one of their 3-year provisional period: a minimum of 30 hours of professional development activities, year two; and a minimum of 15 hours of professional development; year three.
4. Provisional faculty will maintain records documenting professional development activities.
5. Provisional faculty will be evaluated at least once every year during the 3-year provisional period as defined by the PCC Faculty Evaluation & Compensation Plan.
6. During the third provisional year, the Human Resource Office will identify to the EVP which faculty are eligible, based on semester of hire, to move from provisional to non-provisional status. The procedure to move provisional faculty to non-provisional status is found in this section.

II. Procedure for Moving Provisional Faculty to Non-Provisional Status

A. Procedure—The appropriate Dean is responsible for submitting the Provisional to Non-Provisional Packet to the EVP who then forwards the packet to the College President. The packet consists of the following:

1. A letter to the President from the provisional faculty member applying for non-provisional status. The letter explains why the faculty member should be granted non-provisional status;

2. A recommendation letter by both the appropriate Department Chair and Division Dean recommending/not recommending non-provisional status. Justification for the recommendation should be included in the letter;
3. The entire annual Evaluation packet for the last three years to include classroom observations and student evaluations; and
4. An updated copy of the provisional faculty member's resume.

B. Timeline for the Process

1. The Office of Human Resources provides the EVP a list of provisional faculty to include the division assignment and years of provisional status one week before the beginning of Fall semester.
2. The EVP forwards the respective list to the Deans by the beginning of Fall semester.
3. During the Annual Evaluation goal-setting meeting at the beginning of Fall semester, the Deans or Department Chairs inform the provisional faculty member of his/her provisional status—i.e., first, second, third year provisional status, and explains the process/timelines for nominating provisional faculty to non-provisional faculty status.
4. Department Chairs and Deans submit the packet to the EVP by the last working day in April for those in the 3rd year provisional status.
5. The President informs in writing the provisional faculty member, EVP, Dean, Department Chair, and the Office of Human Resources of the recommendation no later than the last day of current contract.
6. If the President does not grant non-provisional status, the President may either recommend a one-year continuation of provisional status, or the President may recommend non-renewal of the contract. The College President's decision is final and may not be appealed by the provisional faculty member.

III. Provisional Faculty Requirements Checklist – Year One

Directions: The mentor shall initial item #1 below and the supervisor shall initial items #2 – #4 below. Upon completion of all of the items, this form shall be signed by the provisional faculty member, mentor, supervisor, and Dean. This form shall be submitted with the Annual Performance Evaluation Form.

- _____ 1. Faculty must complete a minimum of 30 hours with the approved faculty mentor provided by the PCC Mentoring Committee. The mentor will be an experienced faculty member from a different discipline whose purpose is to provide assistance, support and guidance to new faculty during their first year.
- _____ 2. Faculty are required to participate in an orientation during their first semester as determined by their immediate supervisor.
- _____ 3. Faculty must demonstrate progress on meeting the professional responsibilities 1 through 21 as listed in the Professional Responsibilities of Faculty in this document
- _____ 4. Occupational/vocational faculty must meet credentialing requirements as required by state and other accrediting agencies.

Faculty Signature

Date

Mentor Signature

Date

Supervisor Signature

Date

Dean Signature

Date

IV. Provisional Faculty Requirements Checklist—Year Two

Directions: The supervisor shall place his/her initials next to the completed items. Upon completion of all of the items, this form shall be signed by the provisional faculty member, supervisor, and Dean. This form shall be submitted with the Annual Performance Evaluation Form.

- _____ 1. Faculty must complete and document a minimum of 30 clock hours of professional development activities as approved by their immediate supervisor. (See Part V—Suggested Professional Development Topics.) (Should a provisional faculty member accumulate either professional development or mentoring hours in excess of the required 30 hours, the first year, the overage may be applied to the second year's requirements in professional development.)
- _____ 2. Faculty must continue to demonstrate progress on meeting professional responsibilities 1 through 27 as listed in the Professional Responsibilities of Faculty.

Faculty Signature _____ Date _____

Supervisor Signature _____ Date _____

Dean Signature _____ Date _____

V. Provisional Faculty Requirements Checklist—Year Three

Directions: The supervisor shall place his/her initials next to the completed items. Upon completion of all of the items, this form shall be signed by the provisional faculty member and supervisor. This form shall be submitted with the Annual Performance Evaluation Form.

- _____ 1. Faculty must complete and document a minimum of 15 clock hours of professional development activities as approved by their immediate supervisor. See Part V—Suggested Professional Development Topics. (Should a provisional faculty member accumulate professional development hours in excess of the 30 required hours, the second year, the overage may apply to the third year's requirement.)
- _____ 2. Faculty must fulfill all professional responsibilities listed in the Professional Responsibilities of Faculty to the satisfaction of their immediate supervisor.
- _____ 3. Faculty must have a rating that meets the minimum requirements for instructional effectiveness as defined in the PCC Faculty Evaluation & Compensation Plan.

Faculty Signature

Date

Supervisor Signature

Date

Dean Signature

Date

VI. Suggested Professional Development Topics

| | |
|--|--------------------------------------|
| Instructional Objectives/Course Content Guides | Critical Thinking |
| Grading/Evaluation | Needs of “At-Risk” Students |
| Test Construction | Effective Media/Technology Use |
| Developing Web-Based Courses | |
| Collaborative Learning | Active Listening Techniques |
| Assessment and Advising | Active/Independent Learners |
| Lesson Plans/Performance Goals | Interactive Lectures |
| Cultural Diversity | Ethics Across the Curriculum |
| Gender Equity | Classroom Research/Assessment |
| Academic Support/Student Needs | Learning Styles/Whole Brain Learning |
| Motivating Students | Building Student Self-Esteem |
| Recruiting Students | Team Building/Conflict Resolution |
| Training in New Technologies for the Classroom | Discipline-Specific Workshops |
| Vocational Education Courses for the Occupational/Vocational Teachers | |
| <ul style="list-style-type: none">• Orientation and Assessment of New Teachers• Introduction to Classroom Management• Basic Classroom Strategies | |

**APPENDIX
A**

ANNUAL PERFORMANCE EVALUATION FORM



Pueblo Community College

Annual Performance Evaluation Form *Faculty*

Date Approved: 12-02-2002

Reference BP 3-55, SP 3-31, SP 3-55

The Faculty Evaluation process for Pueblo Community College shall promote excellence within Pueblo Community College and optimize our potential to achieve individual, department, division, college and system goals. The objectives of this process are to communicate performance expectations, provide constructive feedback, improve professional effectiveness, and reward job performance. Performance evaluations shall be conducted annually or more often if deemed necessary by the supervisor. Non-provisional faculty shall receive comprehensive evaluations (this evaluation, classroom observations, student evaluations, and comprehensive evaluation summary form) every three years. Provisional faculty shall receive comprehensive evaluations every year.

Directions: *Please complete this form in its entirety. Completed, original evaluation forms are due to the Executive Vice President's Office by May 1 of each year. Supervisors/faculty shall retain copies for their files. For new employees, supervisors should discuss the evaluation form within 30 days of date of hire and ensure that goals are set for the year.*

General Information

| | |
|------------------------|--|
| Faculty Name _____ | Faculty Teaching Assignment _____ |
| Faculty Division _____ | Evaluation Period From _____ To _____ |
| Supervisor Name _____ | Supv. Job Title _____ |

Section I – Employee Goals/Objectives for the Academic Year (indicate dates):

This section shall be established by both the faculty member and supervisor. Please indicate status on current year's goals/objectives OR list the faculty member's goals/objectives for the next year. Employee goals/objectives shall be aligned with the department, division, and College priorities/goals as determined annually by the College. Not every priority needs to be addressed and more than one goal/objective may be listed for those priorities that are addressed. The faculty member shall be evaluated on these goals/objectives the next year. Goals/objectives may be modified or changed during the year by supervisor and faculty member as appropriate.

Faculty Signature **Date**

Dept Chair Signature (if applicable) **Date**

Dean Signature **Date**

Executive VP Signature **Date**

Section II – Teaching Effectiveness (65%)

This section shall be completed by the faculty member and shall include some or all but not limited to the following: Indicate how you demonstrate commitment to student success and your efforts in student assessment; contribute to student retention rates in your classes; prepare, organize, and manage the instructional process including syllabi, course outlines, lesson plans, and learning objectives/competencies; keep students' interests, actively involve students in the learning process, and encourage students to think critically and independently; develop effective, positive rapport with students; integrate technology into your class environment; maintain office hours; and work with diverse student populations.

Section II Rating – To be completed by supervisor

☐ Outstanding ☐ Exceeds Expectations ☐ Meets Expectations ☐ Fails to Meet Expectations

Section II Supervisor Comments (mandatory):

Section III – Professional Development (10%)

This section shall be completed by the faculty member and shall include some or all but not limited to the following: Indicate how you have updated your knowledge in the subject matter area; pursued additional, credited course work at accredited institutions; attended workshops or conferences in your discipline or educationally related topics; made presentations at professional conferences and workshops; published articles and/or books in your subject matter area; planned or presented at departmental or college-wide workshops or in-service activities.

Section III Rating – To be completed by supervisor

☐ Outstanding ☐ Exceeds Expectations ☐ Meets Expectations ☐ Fails to Meet Expectations

Section II Supervisor Comments (mandatory):

Section IV – Service to the College (20%)

This section shall be completed by the faculty member and shall include some or all but not limited to the following: Indicate how you have demonstrated service to the College which includes departmental service including curriculum coordination and development, advising and outreach, administrative assignments, and committee work; college-wide and campus committee work; sponsoring and participating in student activities; and attendance at college activities and events.

Section IV Rating – Top be completed by supervisor

☐ Outstanding ☐ Exceeds Expectations ☐ Meets Expectations ☐ Fails to Meet Expectations

Supervisor Comments (mandatory):

Section V – Service to the Community (5%)

This section shall be completed by the faculty member and shall include some or all but not limited to the following: Indicate your community service activities which may include serving as the college representative on a local board or commission, made community presentations, served as a liaison with local high schools, served as an elected or appointed member of local boards, or other community or professional organizations with which you were an active member for the past year.

Section V Rating – To be completed by supervisor

☐ Outstanding ☐ Exceeds Expectations ☐ Meets Expectations ☐ Fails to Meet Expectations

Section V Supervisor Comments (mandatory):

Section VI—Overall Annual Performance Evaluation Rating

The supervisor shall complete this section. Please evaluate faculty member according to the following:

_____ **Outstanding (Distinguished, Exceptional)** – This rating shall only be given to the faculty member whose performance is meritoriously sustained when compared to the overall job requirements and expectations. The faculty member is an exemplary teacher; service includes active leadership on committees and other special assignments of crucial importance to the effectiveness of the college and campus; participates in a rigorous program of professional development that enables them to achieve new programmatic goals of vital importance to the college; ably represents the college in assigned roles of community service leadership; serves as facilitators of a student's own active learning rather than experts transmitting knowledge; are student centered; looks for and commends students for enhanced self-esteem, realization of new possibilities, and signs of having gained new perspectives; sees value in learning; understands that adult learners are unique and that experiential learning is a part of adult teaching and learning theory; understands students' needs, concerns, and interests and integrates them in their teaching; assumes a direct and influential role in facilitating learning; creates learning situations through a variety of strategies to keep students actively involved in the learning process; actively involved as leaders in the classroom through motivations, interpersonal and cognitive skills.

_____ **Exceeds Expectations (Commendable, Excellent, Superior)** – Performs all teaching responsibilities with consistently superior competency; college service includes active participation on committees and/or other special assignments; participates in a rigorous program of professional development that capacitates him or her to greater effectiveness; represents the college in assigned roles of community service.

_____ **Meets Expectations (Competent, Good, Satisfactory)** – Performs all teaching responsibilities competently; attends college functions or committee meetings; will occasionally seek professional development opportunities; represents the college in assigned roles of community service.

_____ **Fails to Meet Expectations (Unsatisfactory, Marginal, Below Expectations)** – Does not competently meet teaching responsibilities, fails to attend assigned departmental and committee meetings, does not keep up to date professionally as required to maintain classroom effectiveness, does not represent the college in assigned community service. Any disregard for established institutional policy or procedures may also result in this classification rating.

Supervisor Comments (Mandatory) – list strengths and areas for improvement:

Dept Chair Signature (if applicable) **Date**

Dean Signature **Date**

Executive VP Signature **Date**

Appeal Procedure

A faculty member may appeal a formal evaluation report to the college president within 10 days of receiving the evaluation.

I have received and read the above performance evaluation and I **agree** ____ **disagree** ____ with the results.

Faculty Signature **Date**

**APPENDIX
B**

ANNUAL PERFORMANCE EVALUATION RATINGS

Rubrics of rating levels for each section on annual performance evaluation form

Note: the definitions serve as a guide to help evaluators determine a rating and may include some or all of the items and are not limited to the items listed.

Section II – Teaching Effectiveness

Outstanding: Faculty member is an exemplary teacher and exhibits exceptional commitment to student success; clearly demonstrates outstanding efforts towards student retention rates; the instructional process is extremely well-prepared and organized; serves as facilitator of a student's active learning rather than an expert transmitting knowledge; is student centered; looks for and commends students for enhanced self-esteem, realization of new possibilities, and signs of having gained new perspectives; sees value in learning; understands that adult learners are unique and that experiential learning is a part of adult teaching and learning theory; understands students' needs, concerns, and interests and integrates them in their teaching; assumes a direct and influential role in facilitating learning; creates learning situations through a variety of strategies to keep students actively involved in the learning process; actively involved as leaders in the classroom through motivations, interpersonal and cognitive skills.

Exceeds Expectations: Faculty member performs all teaching responsibilities with consistently superior competency; exhibits considerable commitment to student success; demonstrates considerable efforts towards student retention rates; the instructional process is evidently well-prepared and organized.

Meets Expectations: Faculty member is a good and competent teacher and exhibits expected commitment to student success; meets expected efforts towards student retention rates; the instructional process is prepared and organized.

Fails to Meet Expectations: Faculty member's teaching abilities need further improvement; demonstrates little to no efforts towards student retention rates; the instructional process is unorganized.

Section III -- Professional Development

Outstanding: Faculty member demonstrates exceptional efforts to keep updated in his/her subject matter area or educational techniques by pursuing additional classes and attending workshops or conferences; participates in a rigorous program of professional development that enables them to achieve new programmatic goals of vital importance to the students; makes exceptional presentations at professional conferences and workshops; publishes articles and books in the subject matter area; takes a leadership role in making presentations at departmental or college-wide workshops or in-service activities.

Exceeds Expectations: Faculty member demonstrates efforts to keep updated in his/her subject matter area or educational techniques by attending relevant and involved workshops or conferences; makes presentations at professional conferences and workshops or conferences; participates in making presentations at department or college-wide workshops or in-service activities.

Meets Expectations: Faculty member attends brief workshops or conferences in his/her field or educational techniques; demonstrates limited involvement in making presentations at department or college-wide workshops or in-service activities.

Fails to Meet Expectations: Faculty member makes little to no effort to keep updated in his/her field; makes little to no effort to attend workshops or conferences in his/her field or educational techniques; does not make presentations at department or college-wide workshops or in-service activities.

Section IV – Service to the College

Outstanding: Faculty member demonstrates exceptional efforts in curriculum coordination and development and advising and outreach; completes administrative assignments in an extremely well-organized and timely manner; actively serves in a leadership role on college committees; actively serves in a leadership role in sponsoring and/or participating in student activities; actively attends a significant number of college activities and events.

Exceeds Expectations: Faculty member actively develops or updates curriculum; completes administrative assignments in an organized and timely manner; serves on several college committees; actively participates in student activities; attends many college activities and events.

Meets Expectations: Faculty member updates curriculum as expected; completes administrative assignments as expected or assigned; serves on college committees as expected; participates in student activities as expected; attends some college activities and events.

Fails to Meet Expectations: Faculty member makes little to no effort to develop or update curriculum; administrative assignments are not organized and are not completed on a timely basis; serves on colleges committees as expected but shows little participation; seldom attends student activities; seldom attends college activities and events.

Section V – Service to the Community

Outstanding: Faculty member demonstrates exceptional leadership roles in serving on community boards, commissions, or professional organizations; demonstrates exceptional efforts to represent the college in the community.

Exceeds Expectations: Faculty member demonstrates active participation on committees and/or other special assignments; demonstrates efforts to represent the college in the community.

Meets Expectations: Faculty member serves on community boards, commissions, or professional organizations; represents the college well in the community.

Fails to Meet Expectations: Faculty member does not serve on community boards, commissions, or professional organizations.

**APPENDIX
C**

COMPREHENSIVE EVALUATION FORM



Pueblo Community College

Comprehensive Evaluation Summary Form *Faculty*

Date Approved: 12-02-2002

Faculty Name _____

Faculty Teaching Assignment _____

Faculty Division _____

Comprehensive Evaluation Period
From _____ To _____

Non-provisional faculty shall receive a comprehensive evaluation (annual evaluation, classroom observation, student evaluation) every three years. Results shall be recorded on this Comprehensive Evaluation Summary Form. Provisional faculty shall receive comprehensive evaluations every year. Supervisors are to record the annual evaluation rating, classroom observation rating, and student evaluation rating in the space provided below. Ratings shall be recorded as:

Outstanding
Exceeds Expectations
Meets Expectations
Fails to Meets Expectations

a) Annual Evaluation Rating _____

b) Classroom Observation Rating _____

c) Student Evaluation Rating _____

d) Overall Comprehensive Rating _____
(Use the Comprehensive Rating Guide for a, b, and c)

Dept. Chair Signature (if applicable) Date

Dean Signature Date

Executive VP Signature Date

Appeal Procedure

A faculty member may appeal a formal evaluation to the college president within 10 days of receiving the evaluation.

I have received and read the above performance evaluation and I **agree** ___ **disagree** ___ with the results.

Faculty Signature Date

APPENDIX

D

CLASSROOM OBSERVATION FORM and LABORATORY OBSERVATION FORM



Pueblo Community College

Classroom Observation Faculty

Faculty Council Approved: 2-19-2004

Name _____

Teaching Assignment _____

Division _____

Comprehensive Evaluation Period:
From _____ To _____

General Directions: The Classroom Observation is part of the comprehensive evaluation process to be conducted every three years for non-provisional faculty and every year for provisional faculty. The supervisor shall conduct a pre-observation meeting with the faculty member to determine which class and which practices shall be observed. To document which class shall be observed complete the information below. Observed practices should receive an **O**, not observed practices should receive an **N**.

Pre-conference Directions: The faculty member and supervisor will determine which Observable Practices will be observed in the classroom for each factor (Focus and Organization of Presentation, Methods of Engaging Students with the Material, and Classroom Rapport and Climate). If a line item in a factor will NOT to be demonstrated that day, circle NA. All other line items should be demonstrated during the classroom observation. If the faculty member would like to make comments concerning a particular factor, this can be done in the space provided under each factor.

Post-conference Directions: After the classroom observation is completed, the supervisor shall conduct a post-conference meeting to review the ratings and comments with the faculty member; absent extenuating circumstances, the post-conference shall be held within two weeks after the classroom observation takes place.

Additional classroom observations or student evaluations may be requested at any time if the supervisor and/or faculty member deems them necessary.

Each supervisor will evaluate faculty members who teach under more than one supervisor.

Pre-observation information:

Course Title/Number _____

Date of Class _____

Time of Class _____

Room Number _____

Comments:

Faculty Date

Supervisor Date

| Factor I: Focus and Organization of Presentation | | | |
|--|--|--|--|
|--|--|--|--|

- | | | | |
|--|---|---|----|
| 1. The lesson is well planned; a particular theme or focus is apparent and topics are deliberately developed. | O | N | NA |
| 2. The faculty member communicates learning objectives that are clear, valid and sequential, and consistent with CCCS Course Content Guide, PCC standardized syllabus, and PCC course outline. | O | N | NA |
| 3. The presentation of course content reflects a professional preparation and delivery. | O | N | NA |
| 4. The important ideas/techniques are clearly explained using illustrations, examples, etc. | O | N | NA |
| 5. The faculty member creates a healthy balance between support and challenge for students. | O | N | NA |
| 6. The lesson integrates one or more of the critical skills (reading, writing, computation, group interaction, critical thinking, and valuing diversity). | O | N | NA |
| 7. The faculty member utilizes a variety of teaching strategies to implement current course objectives as appropriate. | O | N | NA |
| 8. The faculty member provides supervision and actively assists students in class/lab. | O | N | NA |

| Factor II – Methods of Engaging Students with the Material | | | |
|--|--|--|--|
|--|--|--|--|

- | | | | |
|---|---|---|----|
| 9. The faculty member gives assignments and exams that require analysis, synthesis, and evaluation of information about the subject. | O | N | NA |
| 10. The faculty member assigns problem-solving projects that require independent student research, critical thinking, and communication of results to other students. | O | N | NA |
| 11. The faculty member encourages students to listen analytically and think for themselves. | O | N | NA |
| 12. The faculty member encourages student communication and participation while allowing others to hold differing views or values. | O | N | NA |
| 13. The faculty member promotes student problem-solving skills by using effective questioning techniques. | O | N | NA |
| 14. The faculty member uses timely summaries at the end of presentation(s) to reinforce for students a conceptual understanding of the subject. | O | N | NA |
| 15. The faculty member is aware of student reactions – changes in mood, loss of attentiveness, loss of focus, etc. – and adjusts instruction accordingly. | O | N | NA |
| 16. The faculty member effectively used instructional aids/technology. | O | N | NA |
| 17. The faculty member demonstrates applications for real-world, future, academic or personal purposes. | O | N | NA |

| Factor III – Classroom Rapport and Climate | | | |
|--|--|--|--|
|--|--|--|--|

- | | | | |
|---|---|---|----|
| 18. The faculty member demonstrates positive rapport/interaction with the class. | O | N | NA |
| 19. The faculty member's listening indicates attention and encouragement. | O | N | NA |
| 20. The faculty member's interaction with students is characterized by courtesy and respect. | O | N | NA |
| 21. The faculty member exhibits a positive attitude about students' ability to learn, enabling students to develop a positive self concept. | O | N | NA |
| 22. The faculty member shows an awareness of special needs and displays an ability to deal with exceptional students. | O | N | NA |
| 23. The faculty member clearly defines expectations and student responsibilities. | O | N | NA |

Evaluation of Classroom Observations – To be completed by supervisor

Supervisor Comments (mandatory):

Factor I – Focus and Organization of Presentation:

ف Outstanding

ف Exceeds Expectations

ف Meets Expectations

ف Fails to Meet Expectations

Factor II – Method of Engaging Students with the Material:

ف Outstanding

ف Exceeds Expectations

ف Meets Expectations

ف Fails to Meet Expectations

Factor III – Classroom Rapport and Climate:

ف Outstanding

ف Exceeds Expectations

ف Meets Expectations

ف Fails to Meet Expectations

Overall Classroom Observation Rating:

ف Outstanding

ف Exceeds Expectations

ف Meets Expectations

ف Fails to Meet Expectations

Faculty Comments:

Dept Chair/Coordinator Signature (if applicable)

Date

Dean Signature

Date

Executive VP Signature

Date

Appeal Procedure

A faculty member may appeal a formal evaluation to the college president within 10 days of receiving the evaluation.

I have received and read the above performance evaluation and I **agree** ____ **disagree** ____ with the results.

Faculty Signature

Date



Pueblo Community College

Laboratory Observation Faculty

Faculty Council Approved: 2-17-2005

Name _____ Teaching Assignment _____

Division _____ Comprehensive Evaluation Period: From _____ To _____

General Directions: The Laboratory Observation is part of the comprehensive evaluation process to be conducted every three years for non-provisional faculty and every year for provisional faculty. The supervisor shall conduct a pre-conference meeting with the faculty member to determine which class and which practices shall be observed. To document which class shall be observed complete the information below. Observed practices should receive an **O**, not observed practices should receive an **N**.

Pre-conference Directions: The faculty member and supervisor will determine which Observable Practices will be observed in the classroom for each factor (Focus and Organization of Presentation, Methods of Engaging Students with the Material, and Classroom Rapport and Climate). If a line item in a factor will NOT to be demonstrated that day, circle NA. All other line items should be demonstrated during the laboratory observation. If the faculty member would like to make comments concerning a particular factor, this can be done in the space provided under each factor.

Post-Observation Directions: After the laboratory observation is completed, the supervisor shall conduct a post-observation meeting to review the ratings and comments with the faculty member; absent extenuating circumstances, the post-observation shall be held within two weeks after the Laboratory observation takes place.

Additional Laboratory observations or student evaluations may be requested at any time if the supervisor and/or faculty member deems them necessary.

Each supervisor will evaluate faculty members who teach under more than one supervisor.

Pre-conference information:

Course Title/Number _____

Date of Observation _____

Time of Class _____

Room Number _____

Comments:

Faculty Date

Supervisor Date

| Factor I: Focus and Organization of Presentation | | | |
|--|---|---|----|
| 1. The lab activity is well planned; a particular theme or focus is apparent. | O | N | NA |
| 2. The faculty member communicates learning objectives that are clear, valid and sequential, and consistent with CCCS Course Content Guide, PCC standardized syllabus, and PCC course outline. | O | N | NA |
| 3. The presentation of course content reflects a professional preparation and delivery. | O | N | NA |
| 4. The activities and techniques are clearly explained using demonstration, illustrations, examples, etc. | O | N | NA |
| 5. The faculty member creates a healthy balance between support and challenge for students. | O | N | NA |
| 6. The lesson integrates one or more of the critical skills (reading, writing, computation, group interaction, safe work practices, critical thinking, and valuing diversity). | O | N | NA |
| 7. The faculty member utilizes a variety of teaching strategies to implement current course objectives as appropriate. | O | N | NA |
| 8. The faculty member provides supervision and actively assists students in class/lab. | O | N | NA |
| 9. The faculty member provides support and help for students. | O | N | NA |
| 10. The faculty member demonstrates good time management and multi-tasking skills.. | O | N | NA |
| Factor II – Methods of Engaging Students with the Material | | | |
| 11. The faculty member uses lab exercises and activities that require analysis, synthesis, and evaluation of information about the subject. | O | N | NA |
| 12. The faculty member assigns problem-solving projects and/or experiments that may require independent research, critical thinking, and communication between students. | O | N | NA |
| 13. The faculty member encourages students to approach tasks analytically and apply critical thinking skills. | O | N | NA |
| 14. The faculty member encourages student communication and participation while allowing others to hold differing views or values. | O | N | NA |
| 15. The faculty member promotes student problem-solving within the lab exercises. | O | N | NA |
| 16. The faculty member reinforces and/or summarizes critical points in the lab to increase student understanding . | O | N | NA |
| 17. The faculty member is aware of student reactions – changes in mood, loss of attentiveness, loss of focus, etc. – and adjusts individual attention to students accordingly. | O | N | NA |
| 18. The faculty member effectively used instructional aids/technology. | O | N | NA |
| 19. The faculty member demonstrates applications for real-world, future, academic or personal purposes. | O | N | NA |
| Factor III – Laboratory Rapport and Climate | | | |
| 20. The faculty member demonstrates positive rapport/interaction with the class. | O | N | NA |
| 21. The faculty member's listening indicates attention and encouragement. | O | N | NA |
| 22. The faculty member's interaction with students is characterized by courtesy and respect. | O | N | NA |
| 23. The faculty member exhibits a positive attitude about students' ability to learn, enabling students to develop a positive self concept. | O | N | NA |
| 24. The faculty member shows an awareness of special needs and displays an ability to deal with exceptional students. | O | N | NA |

- | | | | |
|--|---|---|----|
| 25. The faculty member clearly defines expectations and student responsibilities. | O | N | NA |
| 26. The faculty member leads by example, emphasizes the importance of safety and corrects Students involved in unsafe practices firmly and respectfully. | O | N | NA |
| 27. The lab equipment is organized and accessible to students. The faculty member encourages and enforces clean-up techniques throughout the lab period. | O | N | NA |
| 28. The faculty member understands, effectively uses and troubleshoots equipment appropriately. | O | N | NA |

Evaluation of Laboratory Observations – To be completed by supervisor

Factor I – Focus and Organization of Presentation:

ف Outstanding ف Exceeds Expectations ف Meets Expectations ف Fails to Meet Expectations

Factor II – Method of Engaging Students with the Material:

ف Outstanding ف Exceeds Expectations ف Meets Expectations ف Fails to Meet Expectations

Factor III –Laboratory Rapport and Climate:

ف Outstanding ف Exceeds Expectations ف Meets Expectations ف Fails to Meet Expectations

Overall Laboratory Observation Rating (mandatory):

ف Outstanding ف Exceeds Expectations ف Meets Expectations ف Fails to Meet Expectations

Supervisor Comments:

Faculty Comments:

Dept Chair/Coordinator Signature (if applicable)

Date

Dean Signature Date

Executive VP Signature Date

Appeal Procedure

A faculty member may appeal a formal evaluation to the college president within 10 days of receiving the evaluation.

I have received and read the above performance evaluation and I agree ____ disagree ____ with the results.

Faculty Signature Date

APPENDIX

E

STUDENT EVALUATION FORMS

Student Evaluation Form - Faculty Evaluation Form

Please provide the following information. All responses are confidential.

Ethnicity

- ☐ Black (non-Hispanic)
 ☐ Asian/Pacific Islander
 ☐ White (Non-Hispanic)
 ☐ American Indian/Alaska Native
 ☐ Hispanic

Gender

- ☐ Male
 ☐ Female

Term

- ☐ Fall
 ☐ Spring

Year

- ☐ 2006
 ☐ 2007

Course

Instructor

| I. INSTRUCTOR FOCUS | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The grading system was clear. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The grading system was objective. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor was on time and prepared to begin class. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor was organized. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor managed class time effectively. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor made the course material understandable. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor presented instructions clearly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor communicated ideas clearly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor responded effectively to my questions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor was willing to give extra help. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor encouraged students to think, analyze, and problem solve. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor encouraged participation, individually and in groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor demonstrated his/her enthusiasm for the course. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor treated the students with courtesy and respect. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor's presentation style enhanced my learning in this course. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor encouraged success for all students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor, overall, is a good teacher. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would take another course from this teacher. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| II. COURSE FOCUS | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| I feel the course expectations (e.g. quizzes & tests, assignments, learning objectives, attendance policy, & participation) were clearly stated in the syllabus & course materials. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I feel the text or assigned readings supported the course. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The course-specific resources (e.g. lab equipment, technologies, handouts, etc.) were adequate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I learned a great deal in this course. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What additions or changes would improve this course?

What did you like about this course that contributed to your learning?

Other Comments:

Student Clinical Evaluation Form - Faculty Evaluation Process

Please provide the following information. All responses are confidential.

Ethnicity

- ☐ Black (non-Hispanic)
 ☐ Asian/Pacific Islander
 ☐ White (Non-Hispanic)
 ☐ American Indian/Alaska Native
 ☐ Hispanic

Clinical Site

Gender

- ☐ Male
 ☐ Female

Term

- ☐ Fall
☐ Spring

Year

- ☐ 2006
☐ 2007

Course

Instructor

| I. SITE FOCUS | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The objectives of the clinical rotation were clearly explained prior to the rotation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Scheduling was efficient and appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Clinical personnel greeted me and introduced themselves. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I received an adequate orientation to the clinical area. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My duties and responsibilities were clearly defined by clinical personnel. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| There were sufficient patients to make the rotation useful. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The types of patients I saw fulfilled the objectives of the rotation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I had adequate opportunity to practice the skills required for this rotation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The clinical rotation fulfilled the goals set for it. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| II. SUPERVISION | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| My work was supervised by a clinical staff member. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My supervisor was approachable and interested in students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My supervisor offered effective, constructive feedback on my work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My supervisor presented a positive role model. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The Clinical Coordinator from PCC was available for any problems that occurred. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The Clinical Coordinator from PCC was present during some portion of my rotation. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| III. PAPERWORK | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The documentation for the clinical adequately reflected the experience. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The documentation load was appropriate for the clinical experience. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Other Comments:

Approved by Faculty Council 04/21/05

Student Laboratory Evaluation Form - Faculty Evaluation Process

Please provide the following information. All responses are confidential.

Ethnicity

- ☐ Black (non-Hispanic)
 ☐ Asian/Pacific Islander
 ☐ White (Non-Hispanic)
 ☐ American Indian/Alaska Native
 ☐ Hispanic

Gender

- ☐ Male
 ☐ Female

Term

- ☐ Fall
 ☐ Spring

Year

- ☐ 2006
 ☐ 2007

Course _____

Instructor _____

| I. INSTRUCTOR FOCUS | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The laboratory instructor was prepared for each session. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor was organized and managed the lab time effectively. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor offered effective, constructive feedback on my work. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor communicated ideas and instructions clearly. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor responded effectively to students' questions and ideas. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor encouraged students to think critically, analyze, and problem solve. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor encouraged participation, individually and in groups. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor treated students with courtesy and respect. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor demonstrated to the class his/her enthusiasm for the course. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor emphasizes the importance of safety and corrects students involved in unsafe practices. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The lab equipment is organized and accessible to students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor understands, effectively uses, and troubleshoots equipment as needed. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The instructor, overall, is a successful teacher. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| I would take another course from this instructor. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| II. COURSE FOCUS | STRONGLY AGREE | AGREE | NEUTRAL | DISAGREE | STRONGLY DISAGREE |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| The course objective of the laboratory activities were clearly explained prior to the sessions. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The laboratory sessions were well planned, with a clear focus or goal. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Activities and techniques were clearly explained by demonstration, example, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lab equipment was functional and reflected equipment currently used in the workplace. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Goals set by the instructor were achievable. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Adequate time was allotted to achieve laboratory goals. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

What additions or changes would improve this laboratory?

What did you like about this laboratory session that contributed to your learning?

Other Comments:

Approved by Faculty Council 04/21/05

APPENDIX

F

**DEPARTMENT CHAIR
EVALUATION FORM
BY FACULTY AND INSTRUCTORS**

**PUEBLO COMMUNITY COLLEGE
DEPARTMENT CHAIR EVALUATION FORM**
By Faculty and Instructors (approved by Faculty 4-22-04)

Department Chair Name _____

Date of Evaluation _____

Directions: Faculty and instructors shall evaluate each work competency and job duty using the following rating levels:

| POINTS | RATING LEVEL |
|--------|-------------------|
| 4 | Strongly Agree |
| 3 | Agree |
| 2 | Disagree |
| 1 | Strongly Disagree |
| N/A | Non-Applicable |

WORK COMPETENCIES/JOB DUTIES

| COMMUNICATION | 4 | 3 | 2 | 1 | N/A |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Informs the faculty/instructor of what is expected of him/her as a member of the department. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Provides supervision within the department. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Deals with student concerns and acts professionally in dealing with student/faculty matters. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Supports the faculty/instructor whenever possible and handles concerns in a professional manner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Coordinates teaching schedules with student needs in mind. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Provides timely feedback to the faculty/instructor in accordance with evaluation procedures. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Offers positive constructive criticism during confidential interviews. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8. Maintains effective communications within the department. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Keeps the faculty/instructor informed and communicates information from the administration. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Encourages faculty and instructors to communicate with chairs regarding departmental and administrative issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Forwards requests and concerns through proper channels and in a professional manner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Displays fairness to staff, faculty/instructors, and students. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Provides a positive working relationship with the Dean, colleagues in other departments, and the administration. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Equitably delegates work assignments to faculty/staff in the department. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 15. If applicable, assumes responsibility for advisory committees. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Coordinates and participates in the effective advising of students within the program area. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Promotes a safe environment within the facility. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 18. Develops and promotes a high level of morale within the department. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| COMMUNICATION (continued) | 4 | 3 | 2 | 1 | N/A |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 19. Handles criticism in a professional manner. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Leads faculty in establishing goals and objectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Assists in marketing, recruitment, retention, and placement activities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| CURRICULUM | 4 | 3 | 2 | 1 | N/A |
| 22. Supplies additional information and background knowledge when needed for courses. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Coordinates instructional resources and course syllabi. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 24. Coordinates and involves faculty in the development of departmental courses, curriculum, syllabi, textbook selection, bulletins, and catalog. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| ASSESSMENT OF STUDENT LEARNING | 4 | 3 | 2 | 1 | N/A |
| 25. Establishes and implements appropriate assessment of student learning measures and activities for courses in the department. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 26. If applicable, establishes & implements appropriate assessment of student learning measures & activities for evaluating the majors & graduates in the department. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| BUDGET AND EQUIPMENT | 4 | 3 | 2 | 1 | N/A |
| 27. Coordinates input from the department for the development of budgets. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 28. Provides directions for obtaining support services (keys, audio-visual equipment, Scantron forms/equipment, copier, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 29. Coordinates the selection and purchasing of supplies and equipment with faculty input. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 30. If applicable, coordinates the repair and replacement of tools and equipment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| OVERALL EVALUATION | 4 | 3 | 2 | 1 | N/A |
| 31. Provides leadership for the department. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

OVERALL RATING:

- ☐ Outstanding
 ☐ Exceeds Expectations
☐ Meets Expectations
 ☐ Fails to Meet Expectations

FACULTY/INSTRUCTOR COMMENTS:

Department Chair Signature

Date

Faculty/Instructor Signature

Date

APPENDIX

G

**DEPARTMENT CHAIR
EVALUATION FORM
BY SUPERVISOR**

**PUEBLO COMMUNITY COLLEGE
DEPARTMENT CHAIR EVALUATION FORM
By Supervisor (approved by Faculty 4-22-03)**

Department Chair Name

Date of Evaluation

Supervisor Name

Supervisor Title

Directions: Supervisors shall evaluate each work competency and job duty using the following rating levels:

POINTS

4

3

2

1

N/A

RATING LEVEL

Strongly Agree

Agree

Disagree

Strongly Disagree

Non-Applicable

WORK COMPETENCIES/JOB DUTIES

| COMMUNICATION | 4 | 3 | 2 | 1 | N/A |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 1. Communicates with department colleagues, other department chairs, and appropriate dean. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Supervises and evaluates all department faculty, both full-time and part-time, on the main campus and satellite campuses. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Supervises classified and work-study employees as assigned. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Participates in the selection of department faculty. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Recruits, schedules and recommends the hiring of part-time faculty. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6. Leads faculty in establishing department goals and objectives. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7. Advises students enrolled in department courses of the chain of command when seeking counsel or filing a complaint related to department matters. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| CURRICULUM | 4 | 3 | 2 | 1 | N/A |
| 8. Supervises and assists in the development of department courses and curriculum, bulletins, and catalog. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 9. Coordinates the completion of department graduation planning sheets and waivers and substitutions, when appropriate. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 10. Coordinates department advisory committees, if applicable. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 11. Maintains and updates course syllabi. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 12. Coordinates and participates in program/department reviews, revisions and accreditations. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 13. Verifies that all part-time and full-time faculty maintain up-to-date vocational and/or academic credentials. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 14. Serves as a contact person for colleagues in secondary and other post-secondary institutions and assists in the development of articulation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

| ASSESSMENT OF STUDENT LEARNING | 4 | 3 | 2 | 1 | N/A |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| 15. Establishes and implements appropriate assessment of student learning measures and activities for the courses in the department. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 16. Establishes and implements appropriate assessment of student learning measures & activities for evaluating the majors & graduates in the department. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 17. Submits required assessment reports. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| BUDGET AND EQUIPMENT | 4 | 3 | 2 | 1 | N/A |
| 18. Coordinates, submits and monitors department budget. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 19. Monitors and approves purchase records. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 20. Monitors and controls all capital and expendable inventories. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 21. Coordinates the ordering and allocation of department supplies and equipment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 22. Enforces safety procedures in the use of department supplies, equipment, and facilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 23. Coordinates the repair and replacement of tools and equipment. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

OVERALL RATING:

- ☐ Outstanding
 ☐ Exceeds Expectations
☐ Meets Expectations
 ☐ Fails to Meet Expectations

SUPERVISOR COMMENTS:

Department Chair Signature

Date

Supervisor Signature

Date

APPENDIX

H

FACULTY INITIAL HIRE CALCULATION FORM

PUEBLO COMMUNITY COLLEGE
Faculty Initial Hire Calculation -- Approved 12-2-02

Faculty Name _____

Teaching Assignment _____

Proposed Start Date _____

Division: A&S _____ B&T _____ HP _____

Campuses: Pueblo _____ FC _____ SWC _____

**Points Assigned
(100 possible)**

I. Education/Training (Points 0 – 40) – addresses the formal education the new faculty member has completed. Degrees/credit hours must be from a regionally accredited college or university, earned by the hire date, and earned in a field related to the job description. For documented continuing education, 30 clock hours = 1 semester credit hour.

I. _____

| | | | |
|-------------------------|------------|-------------------------|--------------|
| No degree = 0 | AA/AS = 10 | AA/AS + 30 sem hrs = 15 | BA/BS = 20 |
| BA/BS + 15 sem hrs = 25 | MA/MS = 30 | MA/MS + 15 sem hrs = 35 | PhD/EdD = 40 |

II. Job-Related Work Experience (Points 0 – 30) – addresses up to 15 years of paid, job-related work experience the faculty member has attained; 2 points per year. If the resume and PCC job application do not match, the initial salary calculation shall be based on the PCC application. No more than 40 hours per week of work experience may be counted. When calculating work experience and teaching experience, no more than 1 year can be accumulated per calendar year. Work experience shall be calculated in months, then converted to years using 2 decimal places. For part-time experience, 2080 hours = 1 year.

II. _____

III. Teaching Experience (Points 0 – 30) – addresses up to 15 years of formal teaching experience; 2 points per year. Teaching includes writing curriculum, assigning grades, advising students, test development, etc. “Training” is not considered teaching but may be counted in job-related work experience. When calculating work experience and teaching experience, no more than 1 year can be accumulated per calendar year. If teaching as a part-time instructor, 36 credit hours equals 1 year of teaching experience.

III. _____

TOTAL POINTS: _____

Salary Calculation Formula (2003-04 starting base salary = \$32,000)

Total points given x \$100 = a _____ (a)

Starting base salary + a = b \$ 32,000 + (a) = _____ (b)

Marketability = up to 12% % = _____ \$ = _____
 (indicate % and dollar amount)

(b) + Marketability = Final Salary _____

1. HR Dir Signature & Date _____

5. EVP Signature & Date _____

2. Dean Signature & Date: _____

6. President Signature & Date _____

3. Dept Chair Signature & Date: _____

*Return this form to the HR Office after all
signatures are obtained.*

4. Faculty Signature & Date: _____

*Telephone signatures may be obtained by HR
 and will be accepted in lieu of signatures.*

APPENDIX

I

FACULTY SALARY COMPENSATION FORMULA

Pueblo Community College Faculty Salary Compensation Formula

All faculty members achieving a rating of “Meets Expectations” will receive a dollar value equivalent to 60 points.
All faculty members achieving a rating of “Exceeds Expectations” will receive a dollar value equivalent to 90 points.
All faculty members achieving a rating of “Outstanding” will receive a dollar value equivalent to 100 points.

The total number of points will be determined by adding up the following three items:

- 60 X number of faculty achieving “Meets Expectations”
- 90 X number of faculty achieving “Exceeds Expectations”
- 100 X number of faculty achieving “Outstanding”

The dollar value each point is worth is determined by dividing the salary pool (after money has been removed for degree advancement and equity compensation) by the total number of points.