

**FACULTY PERFORMANCE APPRAISAL
APPENDIX A**

Classroom Observation Form

Instructor's name _____ Date _____

Course title _____ Observation Number _____

Observed activities

Yes No

- _____ Preliminary observations
- _____ Instructor arrived on time
- _____ Class ran for required period of time

A. Learning environment descriptions

- _____ Student attentiveness
- _____ Instructor encouragement of participation
- _____ Instructor interaction with students
- _____ Ability to present material to maintain student interest
- _____ Teaching techniques used
- _____ Quality of classroom environment
- _____ Extent to which syllabus reflects observed class activity
- _____ Appropriateness of any AV materials used
- _____ Relation of class to previous and future classes

B. Knowledge

- _____ Preparation of instructor for class
- _____ Depth of knowledge of subject matter
- _____ Clarity of instructor in discussion of materials and answering questions

C. Summary

- Strengths
- Suggestions
- Instructor response

Appraiser _____

NOTE: This form can be accessed at J:\forms\Teaching and Learning\Faculty Evaluation documents

**FACULTY PERFORMANCE APPRAISAL
APPENDIX B**

Syllabus Review Form

Instructor's name _____ Date _____

Course title _____ Syllabus Available _____

The syllabus is an expansion of the common course outline that includes details relevant to the instructor and semester offered. The syllabus must be distributed on the first day of classes to all students registered in the course and filed with the Office of the Vice President of Teaching and Learning.

Required information items included in course syllabus:

Yes **No**

- ___ ___ Catalog description
- ___ ___ Instructor name
- ___ ___ Semester, year and section number for this offering of the course
- ___ ___ Common Course Outline elements
- ___ ___ Recommended entry skills/knowledge
- ___ ___ Learning outcomes/competencies
- ___ ___ Minnesota Transfer Curriculum; and/or
- ___ ___ Other competencies
- ___ ___ Any required information such as fees, directives on hazardous materials
- ___ ___ Detailed outline of the specific content to be covered
- ___ ___ Readings/required textbooks; and/or other required or recommended readings
- ___ ___ Specific methods of assessing student learning
- ___ ___ Calendar of assignments, exams, due dates for papers
- ___ ___ Instructor's attendance policy
- ___ ___ Instructor's grading policies and evaluation procedures
- ___ ___ Instructor information (Office location, office hours, telephone and contact information)
- ___ ___ Statement of academic integrity (classroom behavior and expectations for original work)

Any items noted as missing above should be included in future course syllabi.

Appraiser _____

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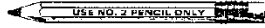
FACULTY PERFORMANCE APPRAISAL

APPENDIX C



SURVEY FORM - STUDENT REACTIONS TO INSTRUCTION AND COURSES

IMPORTANT!



Institution:	Instructor:
Course Number:	Time and Days Class Meets:
<p>Your thoughtful answers to these questions will provide helpful information to your instructor.</p> <p>Describe the frequency of your instructor's teaching procedures, using the following code:</p> <p>1=Hardly Ever 2=Occasionally 3=Sometimes 4=Frequently 5=Almost Always</p>	

The Instructor:

- 1. (1) (2) (3) (4) (5) Displayed a personal interest in students and their learning
- 2. (1) (2) (3) (4) (5) Found ways to help students answer their own questions
- 3. (1) (2) (3) (4) (5) Scheduled course work (class activities, tests, projects) in ways which encouraged students to stay up-to-date in their work
- 4. (1) (2) (3) (4) (5) Demonstrated the importance and significance of the subject matter
- 5. (1) (2) (3) (4) (5) Formed "teams" or "discussion groups" to facilitate learning
- 6. (1) (2) (3) (4) (5) Made it clear how each topic fit into the course
- 7. (1) (2) (3) (4) (5) Explained the reasons for criticisms of students' academic performance
- 8. (1) (2) (3) (4) (5) Stimulated students to intellectual effort beyond that required by most courses
- 9. (1) (2) (3) (4) (5) Encouraged students to use multiple resources (e.g. data banks, library holdings, outside experts) to improve understanding
- 10. (1) (2) (3) (4) (5) Explained course material clearly and concisely
- 11. (1) (2) (3) (4) (5) Related course material to real life situations
- 12. (1) (2) (3) (4) (5) Gave tests, projects, etc. that covered the most important points of the course
- 13. (1) (2) (3) (4) (5) Introduced stimulating ideas about the subject
- 14. (1) (2) (3) (4) (5) Involved students in "hands on" projects such as research, case studies, or "real life" activities
- 15. (1) (2) (3) (4) (5) Inspired students to set and achieve goals which really challenged them
- 16. (1) (2) (3) (4) (5) Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own
- 17. (1) (2) (3) (4) (5) Provided timely and frequent feedback on tests, reports, projects, etc. to help students improve
- 18. (1) (2) (3) (4) (5) Asked students to help each other understand ideas or concepts
- 19. (1) (2) (3) (4) (5) Gave projects, tests, or assignments that required original or creative thinking
- 20. (1) (2) (3) (4) (5) Encouraged student-faculty interaction outside of class (office visits, phone calls, e-mail, etc.)

Twelve possible learning objectives are listed below, not all of which will be relevant in this class. Describe the amount of progress you made on each (even those not pursued in this class) by using the following scale:

1-No apparent progress
 2-Slight progress; I made small gains on this objective.
 3-Moderate progress; I made some gains on this objective.
 4-Substantial progress; I made large gains on this objective.
 5-Exceptional progress; I made outstanding gains on this objective.

Progress on:

- 21. (1) (2) (3) (4) (5) Gaining factual knowledge (terminology, classifications, methods, trends)
- 22. (1) (2) (3) (4) (5) Learning fundamental principles, generalizations, or theories
- 23. (1) (2) (3) (4) (5) Learning to *apply* course material (to improve thinking, problem solving, and decisions)
- 24. (1) (2) (3) (4) (5) Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- 25. (1) (2) (3) (4) (5) Acquiring skills in working with others as a member of a team
- 26. (1) (2) (3) (4) (5) Developing creative capacities (writing, inventing, designing, performing in art, music, drama, etc.)
- 27. (1) (2) (3) (4) (5) Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)
- 28. (1) (2) (3) (4) (5) Developing skill in expressing myself orally or in writing
- 29. (1) (2) (3) (4) (5) Learning how to find and use resources for answering questions or solving problems
- 30. (1) (2) (3) (4) (5) Developing a clearer understanding of, and commitment to, personal values
- 31. (1) (2) (3) (4) (5) Learning to *analyze* and *critically evaluate* ideas, arguments, and points of view
- 32. (1) (2) (3) (4) (5) Acquiring an interest in learning more by asking my own questions and seeking answers

Please read through the following list. Mark any areas which were either a weakness or a strength for the instructor of this course.

<u>Instructor:</u>	Weakness	Strength	<u>Instructor:</u>	Weakness	Strength
Is accessible to students outside of class.	<input type="radio"/>	<input type="radio"/>	Paces assignments and tests appropriately throughout the course.	<input type="radio"/>	<input type="radio"/>
Effectively manages the classroom environment.	<input type="radio"/>	<input type="radio"/>	Defines academic dishonesty (cheating).	<input type="radio"/>	<input type="radio"/>
Arrives and begins the class on time.	<input type="radio"/>	<input type="radio"/>	Explains and clarifies grading policies.	<input type="radio"/>	<input type="radio"/>
Ends the class within the time scheduled.	<input type="radio"/>	<input type="radio"/>	Makes supplemental readings, technological support and/or reserve materials available to students.	<input type="radio"/>	<input type="radio"/>
Effectively facilitates classroom discussions.	<input type="radio"/>	<input type="radio"/>	Effectively uses technology and multimedia throughout the course.	<input type="radio"/>	<input type="radio"/>
Integrates topics and activities effectively throughout the course.	<input type="radio"/>	<input type="radio"/>			
Selects course content appropriate to course length.	<input type="radio"/>	<input type="radio"/>			

Please comment on this course and the quality of instruction you received.

Cut Here

Form SR (Student Release) Questions

A summary of your responses to these questions will be provided to your instructor. With the written permission of your instructor to the Office of Measurement Services, summary results will be accessible on the Web for University of Minnesota students to use in making well-informed course selection decisions.

- | | Yes | No | |
|--|-----------------------|-----------------------|--|
| 1. The instructor provided a: (Mark one) | <input type="radio"/> | <input type="radio"/> | 3. The Course Guide and course syllabus accurately described the learning activities that occurred during the term. |
| <input type="radio"/> Minimally structured learning environment | <input type="radio"/> | <input type="radio"/> | 4. Instructor stimulated me to think critically about the course material. |
| <input type="radio"/> Moderately structured learning environment | <input type="radio"/> | <input type="radio"/> | 5. Instructor set high expectations for student performance in the course. |
| <input type="radio"/> Highly structured learning environment | <input type="radio"/> | <input type="radio"/> | 6. Instructor used a variety of teaching and learning strategies in the course. |
| 2. The instructor emphasized: (Mark one) | <input type="radio"/> | <input type="radio"/> | 7. Instructor provided me with timely and helpful feedback about my performance. |
| <input type="radio"/> Covering fewer course topics in depth | <input type="radio"/> | <input type="radio"/> | 8. In-class learning activities contributed to my learning. |
| <input type="radio"/> Balancing breadth and depth in course topics covered | <input type="radio"/> | <input type="radio"/> | 9. I attended almost all of the class sessions during the term. |
| <input type="radio"/> Covering many course topics rather than a few | <input type="radio"/> | <input type="radio"/> | 10. I would take another course with this instructor. |

**FACULTY PERFORMANCE APPRAISAL
APPENDIX D**

Materials Evaluation (Counselor)

Counselor's name _____ Date _____

I. Counseling Practice and Procedures

1. Philosophy of counseling
2. Knowledge of ethical and legal practices and procedures
3. Implementation of ethical and legal practices and procedures
4. Knowledge of resources and referrals
5. Appropriate use of resources and referrals
6. Completion of assignments

II. Student Assessment

1. Use of appropriate techniques
2. Use of appropriate assessment instruments
3. Feedback of results to student
4. Establish a plan of action based on assessment results

III. Summary

Strengths
Improvements suggested
Instructor response

Appraiser _____

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**FACULTY PERFORMANCE APPRAISAL
APPENDIX E**

UFT Annual Performance Appraisal Report:

Faculty member's name _____ Date _____

I have used the following required elements and toolbox items this year:

1. **Required Items**

Check to indicate element has been collected this year (retain in your folder)

- ___ 1 Syllabus
- ___ 1 set of Student Evaluations (no student comments required)

2. **Tool Box Items**

Check the one.

- ___ Peer Observation
- ___ Observations of other teaching
- ___ Self-evaluation
- ___ Outside evaluation
- ___ Zoomerang
- ___ Document Collection
- ___ Portfolio
- ___ Unedited student comments from 2 student evaluations
- ___ List of activities that have contributed to personal and College goals
- ___ Other _____

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FACULTY PERFORMANCE APPRAISAL

APPENDIX F

Comprehensive Faculty Performance Appraisal Report

The instructional improvement process at Rochester Community and Technical College contains four major components: (1) classroom visits on the part of the evaluator; (2) examination of the tests, syllabi, handouts, etc., that the instructor prepared for classes; (3) students' evaluations of the instructor, and (4) review of the professional development plan. After these steps have been carefully performed, a post-conference is held. The evaluator reviews the outcome of the evaluation process and discusses with the faculty member the written assessment to be placed in the personnel file. The faculty member has the option of adding a self-assessment to the final evaluation document.

Summary of Evaluation Findings:

Rating Scale
 5 = High
 1 = Poor
 NA = Not Applicable

3. Classroom Observations

Instructor appears prepared and organized for class	5 4 3 2 1 NA
Instructor relates current topic to previous class	5 4 3 2 1 NA
Student attentiveness	5 4 3 2 1 NA
Instructor's interaction and rapport with students	5 4 3 2 1 NA
Use of classroom assessment techniques	5 4 3 2 1 NA
Instructor's success in getting students interested/involved	5 4 3 2 1 NA
Instructor encourages active learning	5 4 3 2 1 NA
Solicits feedback and addresses questions	5 4 3 2 1 NA
Instructor summarizes class objectives	5 4 3 2 1 NA
Overall quality of classroom presentation	5 4 3 2 1

4. Syllabus Review

Items to be added in the next revised syllabus include:

Yes	No	
___	___	Course description
___	___	Instructor contact information: name, office, office hours, telephone number
___	___	Common course outline elements (recommended skills/knowledge, learning competencies, MnTC, or any information regarding fees, directives on hazardous materials, etc.)
___	___	Detailed outline of the specific content to be covered
___	___	Readings (textbooks/other readings)
___	___	Specific methods of assessing student learning
___	___	Calendar of assignments, exams, due dates for assignments, etc.
___	___	Instructor's attendance policy
___	___	Instructor's grading policies and evaluation procedures
___	___	Statement of academic integrity

5. Student Evaluations of Instruction

Detailed evaluation results are attached to this report.

6. Tool Box Items

Yes	No	
___	___	Peer Observation
___	___	Observations of other teaching
___	___	Self-evaluation
___	___	Outside evaluation
___	___	Zoomerang
___	___	Document Collection
___	___	Portfolio
___	___	Other

Detailed summary is attached to this report.

Signature of Faculty

Signature of Supervisor

Vice President of Teaching and Learning/Student Development and Services

Cc: Faculty Member, Personnel File

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