

EVALUATION FORM

FACULTY COORDINATOR

To be completed by Dean/Responsible Administrator

College: _____ Division: _____
Academic year of evaluation _____ Semester: _____
Name of evaluatee: _____
Name of evaluator: _____

(For coordination portion of assignment only)

Job knowledge: The coordinator understands the coordination role and what is required to successfully perform the duties of the job.

- Exceeds Expectations
- Meets Expectations
- Needs improvement
- Unsatisfactory
- Not observed/Not applicable to this position

Comments:

Functional knowledge: The coordinator understands the rules and regulations, policies, procedures, practices, and functional relationships of the job.

- Exceeds Expectations
- Meets Expectations
- Needs improvement
- Unsatisfactory
- Not observed/Not applicable to this position

Comments:

Organization: The coordinator plans, organizes, and performs administrative functions of the job, and communicates up and down the appropriate lines of communication.

- Exceeds Expectations
- Meets Expectations
- Needs improvement
- Unsatisfactory
- Not observed/Not applicable to this position

Comments:

Leadership/supervision: The coordinator trains and/or leads subordinates or others, directs their activities, guides their development, and achieves results related to the coordination role.

- Exceeds Expectations
- Meets Expectations
- Needs improvement
- Unsatisfactory
- Not observed/Not applicable to this position

Comments:

Collaboration: The coordinator works collaboratively with colleagues, other constituents, and administrative personnel in order to effectively represent and advocate for the programs and/or services being coordinated.

- Exceeds Expectations
- Meets Expectations
- Needs improvement
- Unsatisfactory
- Not observed/Not applicable to this position

Comments:

Initiative and ingenuity: The coordinator identifies and resolves problems, and originates, develops, and implements ideas according to the established processes.

- Exceeds Expectations
- Meets Expectations
- Needs improvement
- Unsatisfactory
- Not observed/Not applicable to this position

Comments:

Dependability: The coordinator completes assignments, budgets, reports, and required duties effectively and in a timely manner.

- Exceeds Expectations
- Meets Expectations
- Needs improvement
- Unsatisfactory
- Not observed/Not applicable to this position

Comments:

Adaptability: The coordinator interacts effectively with fellow employees, students, and others; demonstrates a positive and open attitude toward his or her responsibilities; and welcomes input from other campus departments and programs.

- Exceeds Expectations
- Meets Expectations
- Needs improvement
- Unsatisfactory
- Not observed/Not applicable to this position

Comments:

COMMENDATIONS:

The coordinator demonstrates excellence in the following areas:

RECOMMENDATIONS:

Development needed in present position/areas of growth. Explain what specific improvements are needed to achieve greater effectiveness in the coordinator role.

EVALUATION SUMMARY:

Explain how this coordinator has met the requirements of her/his coordination role during the period covered by this evaluation.

GOALS FOR NEXT YEAR:

List goals that should be achieved in this coordinator's role in the coming year.

OVERALL PERFORMANCE RATING

- A. Exceeds expectations.
- B. Meets expectations.
- C. Needs improvement. (Improvement plan required. See Improvement Plan form.)
- D. Is unsatisfactory.

EVALUATOR COMMENTS:

I have met with the evaluatee and discussed the evaluatee's evaluation.

Signed: _____ Date: _____
Evaluator

EVALUEE COMMENTS:

I have met with the evaluator and discussed my evaluation.

Signed: _____ Date: _____
Evaluatee

PORTFOLIO REVIEW FORM

FACULTY COORDINATOR

(To be used by faculty who are full-time or part-time coordinators or have non-classroom assignments)

College: _____ Division: _____
Academic year of evaluation _____ Semester: _____
Name of evaluatee: _____
Name of evaluator: _____

Please note that portfolios may be submitted in hard copy or as a PDF in a well-organized, comprehensible, and succinct manner and should include materials from both onsite and online classes.

The portfolio contains the following items:

- ___ key information handouts.
- ___ representative projects (e.g., workshops, tutorials, etc.)
- ___ evidence of professional development activities.
- ___ evidence of feedback from constituency (e.g., emails, surveys, etc.). (Optional)
- ___ statement of philosophy. (Optional)
- ___ other information the evaluatee feels should be included to adequately describe the strategies employed in his or her job responsibilities. (Optional)

OVERALL PORTFOLIO RATING

- ___ A. Exceeds expectations.
- ___ B. Meets expectations.
- ___ C. Needs improvement. (Improvement plan required. See Improvement Plan form.)
- ___ D. Is unsatisfactory. (Improvement plan required. See Improvement Plan form.)

EVALUATOR COMMENTS:

I have met with the evaluatee and discussed the evaluatee's portfolio.

Signed: _____ Date: _____
Evaluator

EVALUEE COMMENTS:

I have met with the evaluator and discussed my portfolio.

Signed: _____ Date: _____
Evaluatee

MANDATORY SELF-ASSESSMENT FORM

FACULTY COORDINATOR

(To be used by faculty who are full-time or part-time coordinators)

College: _____ Division: _____
Academic year of evaluation _____ Semester: _____
Name of evaluatee: _____

Provide the requested information since your last evaluation.

1. Describe or list ways you have participated in Department and/or Division activities.
2. Describe or list ways you have participated in College and/or District activities.
3. Describe or list how you have engaged in professional development related to discipline expertise and/or teaching techniques.
4. Identify any publications, presentations, and/or job-related community activities in which you have been engaged.
5. Describe or list ways you have participated in the development and assessment of Student Learning Outcomes (SLOs). SLO assessment may include but is not limited to faculty-faculty dialogue, working in professional organizations or groups, working with an institutional researcher, curriculum mapping as part of a retreat, reviewing curriculum for external organizations, addressing student equity questions, using student input through surveys, exams, exam analysis, and registering changes as a consequence.
6. Identify any awards, honors, and/or external evaluations you have received.
7. Provide information not addressed above.