



## Noncredit Instructor Evaluation Summary

Evaluatee Name: \_\_\_\_\_ Semester/Year: \_\_\_\_\_  
(print name)

### Overall Evaluation:

\_\_\_\_\_ **Meets or Exceeds Expectations** with regard to each of the applicable District Performance Criteria

\_\_\_\_\_ **Needs Improvement** with regard to each of the applicable District Performance Criteria.  
(Include Plan for Improvement as outlined in the MOU for Noncredit Instructors)

\_\_\_\_\_ **Substandard** with regard to each of the applicable District Performance Criteria.

### Acknowledgment of Receipt:

Evaluatee: \_\_\_\_\_ Date: \_\_\_\_\_ Signature: \_\_\_\_\_

By signing the above, the evaluatee acknowledges: I have received this evaluation and understand that I have ten days from this date to submit an optional addendum to the evaluation packet. My signature does not necessarily indicate agreement with the content.

Evaluator: \_\_\_\_\_ Date: \_\_\_\_\_ Signature: \_\_\_\_\_

Program Manager: \_\_\_\_\_ Date: \_\_\_\_\_ Signature: \_\_\_\_\_

Area VP: \_\_\_\_\_ Date: \_\_\_\_\_ Signature: \_\_\_\_\_

**SANTA BARBARA CITY COLLEGE  
NONCREDIT FACULTY RESPONSIBILITIES CHECKLIST  
(to be completed by the Program Area Manager or Designee)**

**Evaluatee:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

**Program Lead:** \_\_\_\_\_ **Date:** \_\_\_\_\_

	<b>Meets or Exceeds Expectations</b>	<b>Needs Improvement*</b>	<b>Substandard*</b>	<b>N/A</b>
<b>Responsibilities to District</b>				
a. Adheres to the COR and provides a syllabus to the program lead in a timely manner				
b. Submits final grades and positive attendance records on time				
c. Responds to official college commitments in a timely manner				
d. Assesses and reports Student Learning Outcomes (SLOs)				
e. Reports personal absences and makes reasonable efforts to find a qualified substitute				
f. Completes attendance rosters in class and provides the rosters to the program lead in a timely manner				
g. Complies with District policies and procedures				

\* If any needs improvement or substandard comments are indicated, all information substantiating any needs improvement or substandard check mark shall be included with this form.

Comments:



## Noncredit Instructor Observation Report

Evaluatee Name: \_\_\_\_\_ Date: \_\_\_\_\_  
(date of observation)

Course: \_\_\_\_\_

I. Currency and Depth of Knowledge:	Check one:  <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement*
II. Methods and Techniques of Instruction/Responsiveness to Students:	Check one:  <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement*
III. Organizational Skills:	Check one:  <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement*
IV. Diversity, Equity and Inclusion, Student Engagement:	Check one:  <input type="checkbox"/> Meets Expectations <input type="checkbox"/> Needs Improvement*

\*Comments regarding performance that does not meet expectations should include specific citations of weakness and specific recommendations for improvement.

## Observation Criteria

The following criteria are provided to assist the faculty evaluator in the preparation of the observation report. Effective performance may include, but is not limited to the following considerations:

### Currency and Depth of Knowledge

- Instructor demonstrates current knowledge in subject area
- Material presented relates to course and class outline (COR)
- Material presented encourages students to engage in critical thinking
- Material is presented at a level promoting student understanding
- Identifies questions appropriate to the course or current discussion

### Methods and Techniques of Instruction/Responsiveness to Students

- Employs a variety of inclusive strategies for instruction: visual aids, handouts, student interaction, etc.
- Demonstrates knowledge of technology used
- Applies technology appropriately and equitably
- Communicates with the class using inclusive, understandable vocabulary and patterns of speech
- Humor, voice levels, and eye contact are used appropriately
- Divergent points of view are presented
- Students are addressed by name
- Attention is given to student concerns and questions
- Student contributions are recognized and acknowledged

### Organizational Skills

- Handles students coming late/leaving early appropriately
- Instructor arrives on time and holds class for the assigned time
- Sufficient time is given for responses to and from students
- Visual aids/handouts/technology are visible, clear, and organized
- Instructor responds to individual and group needs
- Instructor demonstrates good time management

### Diversity, Equity and Inclusion: Student Engagement

- Engages students so they remain for the entire class/laboratory session
- Communicates clearly and with inclusive language
- Promotes a positive learning environment where students feel safe engaging
- Encourages social interaction between students when appropriate
- Responds positively to student nonverbal clues indicating boredom, curiosity, confusion, or frustration

### Additional Comments: (Optional)

Provide any other additional comments or observations that do not fall under the previous categories. This may include positive comments and constructive suggestions.

## Noncredit Faculty Evaluations Process: General Overview for Faculty

- A. Purpose**
- B. Terminology**
- C. Expectations and Responsibilities for Evaluatees**
- D. Expectations and Responsibilities for Evaluators**

### **A. Purpose**

1. The main purpose of noncredit faculty evaluations is to provide the Evaluatee with feedback on what works well and what could be improved.
2. The evaluation process is an opportunity for both the Evaluatee and the Evaluator to learn from each other, and to experience and share different approaches to teaching and learning.
3. Regularly scheduled evaluations are required by the California Community College Chancellor's Office.

### **B. Terminology**

1. **School of Extended Learning = SEL**
2. **Noncredit Faculty = NC Faculty:** Faculty at SEL who teach at least one noncredit course
3. **New Faculty:** those teaching with SEL Noncredit for the first time
4. **Returning Faculty:** those who have had a break in teaching SBCC noncredit courses for longer than two consecutive primary semesters, e.g. fall/spring or spring/fall
5. **Continuing Faculty:** those who taught SBCC noncredit course without a break longer than two primary consecutive semesters

### **C. EVALUATEES: Expectations and Responsibilities**

1. If it is time for you to be evaluated: During the first two weeks of the term, your Manager (or designee) will send you an email notification regarding the upcoming evaluation, with detailed information about the evaluation process along with a link to a Google Drive folder with evaluation materials.
2. The Evaluator assigned to you will contact you to set up a mutually agreed upon date and time for the 50-minute Class Observation.
3. You will need to provide your Evaluator with a syllabus for the course you are teaching (the one in which you will be evaluated) and any other materials that may be pertinent at least one week prior to the Observation Day.
4. You are also responsible for providing all of your students in all of your classes with your Student Survey link:
  - This is the anonymous survey that students in your course will fill out.
  - The link/QR code to the Student Survey that is unique for you and will be included in the materials in the Google Doc folder referred to above.
  - Provide the survey link/QR code to your students via whichever way works best for your particular class (email, via Zoom chat, writing the link on the board, posting the QR code, etc). It is recommended to use more than one way to distribute the survey to your students.
  - There is a video link embedded in the survey itself, with information for the students regarding the survey. Here is the link if you would like to see the video yourself.  
YouTube: [https://youtu.be/5bCG-XZ\\_sqY](https://youtu.be/5bCG-XZ_sqY)

5. On the mutually agreed upon class Observation Day, the Evaluator will arrive to observe the class for 50 minutes. (More time might be needed if the Evaluator feels it is necessary to gain a better appreciation of the class.)
6. Inform your students about the process shortly before the Evaluator arrives. You might want to say something like:
  - a. "Faculty evaluations are an important part of the college's ongoing assessment processes. Another noncredit instructor will be observing today's class, and you will have an opportunity to provide feedback by completing a student evaluation survey. Your feedback is anonymous. Your input is very important to us in our efforts to engage in continuous program assessment and improvement. Thank you in advance for your participation."
7. Continue teaching your class as the Evaluator observes the class. The Evaluator will leave at the end of their observation time.
8. The Evaluator will contact you to set up a mutually agreed upon date and time for the Final Meeting.
9. At the Final Meeting, you and the Evaluator will review and discuss the observation, student surveys and the evaluation in general.
  - a. Sign the forms
  - b. Evaluatee will be compensated for one hour for the Final Meeting.
10. The Evaluator is responsible for turning in all the paperwork.

**Note:** More information on the evaluation process will be available for the Fall 2022 term. Please contact your Manager with any questions you may have.

#### **D. EVALUATORS: Expectations and Responsibilities**

1. You will be notified by your Manager that you are an Evaluator no later than one week prior to the upcoming term.
2. You will be provided with training to be an Evaluator.
3. During the first week of the term, the Program Manager (or designee) will send you an email notification indicating whom you will be evaluating and other pertinent information you will need to proceed with the evaluation.
4. Read and become familiar with the Evaluatees responsibilities in the process (see above).
5. Early in the term, contact each Evaluatee to set up a mutually agreed upon date and time for the 50-minute Class Observation.
6. On the Class Observation Day, arrive at the mutually agreed upon time to observe the class for 50 minutes. (More time can be taken if you feel it is necessary to gain a better appreciation of the class.)
7. Complete the Class Observation Form.
8. Contact the Evaluatee to set up a mutually agreed upon date and time for the final Final Meeting. This meeting should take place *no later than* one week before the end of the term.
9. Before conducting the Final Meeting, review the Student Survey results provided to you by the program assistant.
10. Complete the Evaluation Summary Form and review the Faculty Responsibilities Checklist, which can be found in your Google folder provided by your program manager and administrative assistant.

11. Conduct the Final Meeting at the mutually agreed upon time and day.
  - a. Review and discuss the observation, student surveys, and the evaluation in general.
  - b. Obtain Evaluatee's signature and sign the forms.
12. Prepare and turn in the Evaluation Packet no later than 5 working days beyond the final day of the semester.
13. You will be compensated for four hours per Evaluatee and up to 2 hours of training.

**Thank you to the Evaluatees and Evaluators for your cooperation in the Noncredit Evaluation Process. Your participation is highly appreciated!**