

## Model Tenure Review Packet

**Scenario Used:** *A fourth quarter review in the tenure review process for a probationary faculty member in a college Music Department. The probationary faculty member's performance is acceptable in all areas evaluated, except for one. This area of concern is addressed by the tenure review committee with a formal "improvement plan."*

This model file provides all the documents expected to be forwarded by the College President to the Board of Trustees. The Tenure Review Committee may produce additional documentation in the course of their review, but that information will not be a part of this final review packet.

**"Practical Tips"** are provided for each attached document, highlighting areas of interest and describing expectations/contractual requirements.

This file uses, for the purposes of instruction, a "need for improvement" in one area of performance. This will not be an issue faced by every Tenure Review Committee.

## Sample Memo – President

1

**TO:** Chancellor/Chief Executive Officer  
**FROM:** President/Executive Vice President of unit/college  
**DATE:** March 24, 2000  
**SUBJECT:** Winter Quarter 2000 Tenure Review for John Doe

The tenure review committee for John Doe is recommending continued probation. On March 23, 2000, I met with Tim Smith, Vice President of Learning, and reviewed all file material including the Winter Quarter Report from the committee.

After reviewing the committee's report, I fully concur with the committee's decision. John is doing a good job instructing his students and meeting his other contractual obligations.

You will note that there is satisfactory rating in all but one category. The committee/students did make comments related to keeping students better informed. The vice president has indicated that he will monitor the progress on these concerns. The committee has provided some suggestions, in the form of an improvement plan, on how John can keep his student better informed. John has participated in developing that improvement plan and indicates his willingness to address the issue.

2

cc: Committee Chair  
Human Resources Office  
Probationer  
Vice President of Learning

**Practical Tips:** This document represents the third level in the tenure process. Please refer to Feedback Stage (Step Two – Review) in the [Tenure Review Committee Handbook](#) for additional information.

1

While this is the first document to appear in the packet, it is actually the last document produced at the college level prior to transfer to the Human Resources Office.

2

Negative comments, committee concerns and student evaluation scores below college standards need to be addressed by the president/executive vice president. Addressing these issues at each level of the review process is critical in establishing a clear and accurate picture of how performance issues are being effectively dealt with.

## Sample Memo – Vice President

**TO:** College President or Executive Vice President

**FROM:** Vice President of Learning; Vice President of Student Success; or Vice President of Student/Administrative Services

**DATE:** March 23, 2000

**SUBJECT:** Winter Quarter 2000 Tenure Review for John Doe

The tenure review committee for John Doe is recommending continued probation. I reviewed the committee's report (attached) on March 22, 2000.

1 After reviewing the committee's report, I fully concur with the committee's decision. John Doe is doing a good job instructing his students and meeting his other contractual obligations.

2 You will note that there is satisfactory ratings in all areas being evaluated. OR You will note that there are satisfactory ratings in all but one category. The committee/student did make comments related to keeping students better informed. I will monitor the progress on these concerns. The committee has provided some suggestions, in the form of an improvement plan, on how John can keep his students better informed. John has participated in developing that improvement plan and indicates his willingness to address this issue.

cc: Committee Chair  
Human Resources Office  
Probationer  
Vice President of Learning

**Practical Tips:** This document serves as a summary of what was submitted to the committee chair announcing the tenure committee findings.

1 This document will state whether or not the Vice President concurs or disagrees with the tenure committee finding. If he/she disagrees, he/she will need to make a statement as to why he/she disagrees with the findings.

2 An improvement plan is developed (if needed) in cooperation with the probationer and committee members.

A complete packet for Board consideration includes, in order:

- a letter from the president/executive vice president to the CEO;
- a letter from the vice president to the president/executive vice president;
- cover memo from the chair to the vice president, transferring the file; and
- committee's evaluation, to include:
  - ✓ probationary academic employee performance evaluation form;
  - ✓ student evaluation summaries; and
  - ✓ narrative report

## Sample Cover Memo from Committee Chair, Transferring file to Vice President

**TO:** Tim Smith, Vice President of Learning

**FROM:** Bill Jones  
Chair, John Doe Tenure Review Committee

**DATE:** March 22, 2000

**SUBJECT:** Transfer of "Winter Quarter 2000 Tenure Review for John Doe"

**1** On behalf of John Doe's tenure review committee, I am forwarding John's winter quarter 2000 tenure review packet. In summary, the committee is recommending continued probation.

**2** John is doing well, both in instructing his students and in meeting his other contractual obligations. You will note, however, an unsatisfactory rating in one category. The specifics are outlined in the attached report. An improvement plan has been developed and is in place for next quarter.

Please let me know if you have any questions.

cc: Probationer

**Practical Tip:** This document serves to transfer the file to the Vice President and to:

- 1** Provide a brief summary of the recommendation; and
- 2** Briefly highlight any unusual issues or unsatisfactory ratings.

## Sample Memo – Committee Chair – Narrative/Improvement Plan<sup>1</sup>

**TO:** Tim Smith, Vice President of Learning (1)

**FROM:** Bill Jones  
Chair, John Doe Tenure Review Committee (2)

**DATE:** March 22, 2000

**SUBJECT:** Winter Quarter 2000 Tenure Review for John Doe

On March 17, 2003, the tenure review committee met and discussed with John Doe his progress as a probationary instructor during Winter Quarter 2000. The tenure review committee has observed John Doe in the classroom, evaluated his teaching, given student evaluations, met as a committee for discussions, and completed the Performance Evaluation Report as required. The committee believes that John has progressed very well during his fourth quarter of instruction.

John shows excellent professional development since his last evaluation, especially in classroom presentation techniques. John is student focused, values students, and engages students in the classroom activities. Generally, students are very positive in their comments about John. In student evaluations it was especially clear how much extra time John is willing to give his students one on one to ensure their learning. Each member of the tenure committee made classroom visits to observe John's teaching style and rapport with students, and each member rated him as excellent in all respects. John continues to show exceptional classroom management skills.

(3) An area that the committee has had increasing concern about since beginning the tenure review has been John's timeliness in keeping the students informed (reflected in the student comments and the 4.83 Mean – Student Evaluation Question – *Instructor was well prepared*). Each quarter the student evaluations have showed concern by numerous students in this area. The committee has also had a discussion with John regarding this area during the last three reviews.

Since there appears to be a lack of adequate progress in this area, a formalized improvement plan was developed by the committee and John.

**Areas of Concern:** Lack of adequately keeping students informed regarding:

- Their standing in the classroom;
- Test returned in a timely manner; and
- Meeting timelines spelled out in the course syllabus.

**Assistance and Resources:**

- (4)
- The committee chair will meet with John weekly to review his time management report and offer suggestions;
  - A Time Management course is offered in the summer by the Human Resources Office;
  - Two books have been provided John ("Paperwork and Time Management" and "How to Balance Working With Students and the Paperwork"); and
  - All Committee members volunteer to be a resource to John at this request.

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<sup>1</sup> This sample file includes an improvement plan for training purposes. It's not a requirement to include an improvement plan in the committee chair's narrative report, unless the probationer is performing unsatisfactory. Documentation of an improvement plan, when necessary, is a requirement of the [Master Contract](#) (see Guidelines for Documentation – Narrative Report).

5

**Timeliness:** The following timeliness have been established:

- John will provide a revised course syllabus to the committee chair for each of his classes within the next two weeks;
- John will provide the committee monthly a calendar that shows dates of tests/assignments given and return date to students; and
- John will maintain a time management report that reflects daily how he is spending his time.

**Follow-up:**

- The committee will meet with John on April 4, 2000 at 2:30 p.m. to review the above material;
- The committee will also be reviewing the monthly calendar to determine the timeliness of the turnaround time on tests and assignments; and
- The committee chair will meet with John every Friday, beginning the first week of the quarter to review progress, make suggestions or modifications as warranted.

Generally, the committee is pleased with John's performance and his willingness to improve. The committee will be interested in evaluating his continued growth next quarter.

6

The committee is very concerned about the lack of progress by John in the area of student feedback. Consequently, the committee is unanimous in stating that failure to make improvement in this area would result in a recommendation of denying tenure.

7

The committee recommends continued probation.

Reviewed by:

8

\_\_\_\_\_  
Vice President of Learning

\_\_\_\_\_  
Date

Attachments:

- Performance Academic Employee Performance Evaluation Report
- Student Evaluation
- Student Comments
- Classroom Observations

9

cc: Probationer  
Committee Members  
Chief Human Resources Officer

**Practical Tips:** The Master Contract requires that written suggestions be given the probationer if he/she is performing unsatisfactory. The Improvement Plan should include the essential elements outlined in the Guidelines for Documentation – Narrative Report in the [Tenure Review Committee Handbook](#).

- 1 This document serves as a summary submitted by the committee chair, announcing committee findings to the Vice President of Instruction/Learning.
- 2 The Improvement Plan is developed in cooperation with the probationer and committee members. The committee chair completes the documentation.
- 3 A summary statement noting any area(s) of concern, be that a concern of the committee or as noted on the student evaluations, followed by short description of the committee’s discussion related to that concern.
- 4 It is essential that the documentation show what assistance and resources were made available to the probationer to help resolve the concerns.
- 5 The specific plan for follow-up and feedback, including timeliness and responsibilities is important to outline. All must understand their roles and expectations.
- 6 It’s vital that the probationer be told clearly the potential consequences of failure to improve. Such a decision **should never** come as a surprise to the faculty member.
- 7 A committee recommendation should be made each quarter (normally for “continued probation” until the seventh quarter when a final recommendation is submitted – see Probationary Period section in the [Tenure Review Committee Handbook](#)).
- 8 The Vice President of Instruction/Learning complete the second level of review of the tenure process (see Feedback Stage – Step Two – Review in the [Tenure Review Committee Handbook](#)).
- 9 The probationer and committee members must receive copies, to ensure all understand their role in the plan.



# PROBATIONARY ACADEMIC EMPLOYEE PERFORMANCE EVALUATION REPORT

Year: 2000 Quarter:  Fall  Winter  Spring  Summer Date: 3-22-00

Name: John Doe Probational year  1  2  3

College: SFCC Department: Humanities & Social Services Subject Field: Music

Rating: S = Satisfactory performance (comments and/or suggestions for improvement are optional)  
R = Steps for improvement required (committee must specify)  
N = Not observed or not applicable

AREA EVALUATED	RATING	EXEMPLARY COMMENTS AND/OR SUGGESTIONS FOR IMPROVEMENT
<b>Instructional Skills</b>		
1. Demonstrates competence in subject matter or area of assignment.	S	SEE ATTACHED COOMMENTS <b>1</b>
2. Gives clear explanations, assignments, and directions; encourages an open learning atmosphere in the classroom.	S	
3. Demonstrates proper implementation of course objectives	S	<b>2</b>
4. Monitors individual student's progress; maintains appropriate records; keeps students informed of their progress	R	
5. Effectively uses materials and resources	S	
<b>Employee's Relationship with Students</b>		
1. Shows respect for and interest in students; shows consistency and fairness in dealing with students; demonstrates an understanding of differences in students abilities.	S	
<b>3</b> 2. Is available at scheduled at scheduled times for student conferences; is willing to provide assistance	S	
3. Is actively involved in student advising	S	
<b>Employee's Relationship to Administration, Faculty, and Staff</b>		
1. Works effectively with administration, faculty, and staff	S	
2. Offers to share professional knowledge	S	
3. Involved in the general system of the community college; attends faculty meetings – department, division, as well as campus	S	
4. Reacts positively to constructive suggestions from administration and/or colleagues	S	

**Probationary Academic Employee Performance Evaluation Report (continued)**

AREA EVALUATED	RATING	EXEMPLARY COMMENTS AND/OR SUGGESTIONS FOR IMPROVEMENT
<b>Employee's Professional Characteristics</b>		
1. Demonstrates good judgment; uses discretion and tact in communications concerning school and staff.	<b>S</b>	SEE ATTACHED COOMMENTS
2. Demonstrates reliability in carrying out assignments.	<b>S</b>	
3. Follows established policies of college and district; works through appropriate channels.	<b>S</b>	
<b>Employee's Professional Improvement</b>		
1. Maintains professional competency through participation in college classes, institutes, conferences, workshops, and/or work experience	<b>S</b>	
2. Supports professional organizations relevant to his/her profession.	<b>S</b>	
3. Endeavors to implement improvement suggestions given in written form by the tenure committee.	<b>S</b>	
<b>Other Comments</b>		
1. Documentation of any other areas of concern (including problems/situations peripheral to academic assignment).	<b>N</b>	
<b>Special Areas for Evaluation May Be Established</b>		
1. At the time special areas for evaluation are established; a letter explaining the reasons for them must accompany the committee report	<b>N</b>	

**Tenure Recommendations:**  
(if applicable)

**Evaluators:**

5

- Tenure
- Continued Probation
- Non-tenure

4

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My signature below indicates that I have seen this evaluation. It does not necessarily indicate agreement with the findings.

6

Employee's signature \_\_\_\_\_

**Practical Tips:** Open, direct and frank communication is critical in completing the Probationary Academic Employee Performance Report. The probationer needs to know their status, what they are doing right and what they need to improve. This is the primary tool the committee will use in documenting this feedback to the probationer.

- 1 The committee should provide additional (i.e., attachment) documentation for each area in the performance report. This is necessary due to the need to provide clear, adequate information to the probationer so that he/she can determine progress in the tenure process. Current technology does not allow for on-line completion (or form expansion) and quite frankly, the space provided on the form is not adequate to accomplish the detailed documentation and clarity required to adequately communicate the committee's findings/recommendations (see attached evaluation "Attached Comments and Recommendations"). If, however, the committee feels the form provides adequate space - please use this section.
- 2 The rating column indicates the rating of the committee on that specific area. When "R" or "needs improvement" is indicated in every case it should be discussed, documented and a corrective plan developed. This "need for improvement" rating should also be addressed at each subsequent stage of review and re-addressed in subsequent evaluation reports (i.e., evaluation of progress toward improvement).
- 3 The committee should review each area on the performance report, reach consensus and record the appropriate information for that area.
- 4 Each quarter the committee needs to make a recommendation – normally that recommendation is to "continue probation" until the seventh quarter when a final recommendation is submitted (see Probationary Period section in the [Tenure Review Committee Handbook](#)).
- 5 All committee members should sign this document, confirming involvement in and consensus with the findings/recommendations.
- 6 The probationer should sign the document to reflect that he/she was provided this feedback from the committee. If the probationer refuses to sign the document, then it should be submitted with a note from the committee chair indicating that although the information was shared, the probationer refused to sign.

# PROBATIONARY ACADEMIC EMPLOYEE PERFORMANCE EVALUATION (ATTACHED COMMENTS AND RECOMMENDATIONS)

PROBATIONER: John Doe  
DATE: Winter Quarter 2000 – Fourth Quarter Tenure Review  
COMMITTEE CHAIR: Bill Jones

## 1 Instruction Skills:

### *Competence in Subject Area*

John continues to demonstrate a high level of competence in his subject matter, and in his teaching of the subjects. Based on committee observations and student comments, he teaches in a way that covers the material and satisfies the students' needs.

### *Learning Environment*

The classroom atmosphere is focused and professional. Students immediately start working upon arrival and there is little conversation that doesn't involve classroom activities. John introduces projects and gives examples, and checks on each student's progress throughout the class period. He gives just enough guidance to allow students to move forward, but avoids too many suggestions, preferring students to develop their own solutions. One student commented, "John has been, by far, the best instructor in this program." Students appear comfortable in his classroom, willing to ask questions and request additional explanation.

2 Committee members noted during classroom observations that his classroom is very well organized. All of the committee members have appreciated John's manner of bringing current material into the classroom and his ability to relate theory to practical application. He demonstrates good classroom management skills.

### *Evaluation of Student Progress*

3 In reference to the student comments and low 4.83 Mean – Question: *Instructor was well prepared*. The committee has established that John is not keeping students informed of their test grades and classroom assignments. The committee made the following suggestions and will formalize these suggestions into an improvement plan:

- Review other faculty's syllabus;
- Establish clear timelines;
- Review time management issues; and
- Establish time daily to grade papers and tests.

### *Material and Resources*

John continues to use video, slides and teaching demonstrations to explain concepts and to encourage ideas.

## Employee Relationship with Students

### *Respect & Fairness*

John continues to be professional in his dealing with students, treating them with respect and fairness. One student commented, "He does a good job of judging people's work on an individual basis. He realizes everyone is at a different level and critiques accordingly."

John exhibits a comfortable relationship with the students. They express their comfort in their evaluation comments and their comfort is observable during classroom observations.

*PROBATIONARY ACADEMIC EMPLOYEE PERFORMANCE EVALUATION*

Re: John Doe – Winter Quarter 2000

Page two

*Available to Students*

John keeps regular office hours and is available during class. Students comment on his friendliness, his patience and his ability to help them understand the material.

*Student Advising*

John continues to participate in academic advising. John has taken an active responsibility as a co-advisor to the World Music Appreciation Club on campus.

**Employee Relationship to Administration, Faculty and Staff**

*Works Effectively with Administration, Faculty and Staff*

John fits well into the community college. John continues to work well with faculty, staff and administration. He is liked and respected by those with whom he works. He shares his knowledge willingly. John continues to work very closely with administration and staff in improving the Music Department. Administration appreciates his high energy and enthusiasm.

**Employee's Professional Characteristics**

*Demonstrates Good Judgment*

John continues to be professional in his relationships. He treats students and co-workers with consideration and respect, while incorporating fun elements into classes and the workplace. He has created enthusiasm in many students to pursue music as their career.

*Demonstrates Reliability in Carrying Out Assignments*

3 As noted earlier, there has been some student concern regarding returning tests and assignments in a timely manner. This is reflected in both the student comments section and the low 4.83 Mean in the Student Evaluation Question – *Instructor was well prepared*. The committee believes that John will need to work on managing his time better. It appears that he is spending a great deal of his time working with students instead of grading papers. The committee encouraged John to find a balance between these two areas and will develop an improvement plan to help him accomplish this objective.

*Policies and Meetings*

John continues to become familiar with college policies and procedures. He asks questions when he is not sure about campus policies. John is an active participant in department and college meetings.

**Employee's Professional Improvement**

*Maintain Professional Competency*

John continues to stay current in his field through work experiences, continuing education and professional reading. Consistently working towards upgrading his knowledge of subject area. He has plans to complete additional music classes during the summer.

*Supports Professional Organizations*

Regularly attends Society of American Musicians meetings

*Implement Improvement Suggestions*

John works well with faculty and follows through on suggestions for teaching and work with students. John has reacted positively to committee suggestions and implemented those suggestions with very good results.

*PROBATIONARY ACADEMIC EMPLOYEE PERFORMANCE EVALUATION*

Re: John Doe – Winter Quarter 2000

Page three

John has completed four quarters of instruction at \_\_\_\_\_ Community College. The committee recommends he remain on continued probation.

Committee Signatures:

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

4

\_\_\_\_\_  
Name

\_\_\_\_\_  
Name

My signature below verifies that I have seen this attachment to the evaluation. It does not necessarily indicate agreement with the findings.

5

\_\_\_\_\_  
Name

\_\_\_\_\_  
Date

**Practical Tips:** The Probationary Employee Performance Report is the primary tool the committee will use in documenting their evaluation of performance and recommendations. It should adequately reflect the consensus of the committee in the areas under review while also providing the detailed information necessary for the probationary faculty to understand his/her progress. Please refer to Guidelines for Documentation in the [Tenure Review Committee Handbook](#) for additional information.

1

The committee should list their comments under the appropriate category headings of the Probationary Employee Performance Report, in detail.

2

Each section should summarize the consensus of the committee members and document feedback from other source documents (i.e., student and faculty observations, and collateral information) where appropriate.

3

Concerns, including issues raised by students and committee members should be listed and action plans for correction should be outline where appropriate. It's important the probationer receives direct and clear feedback from the committee regarding both strengths and weaknesses. These concerns should also be reflected in the memos from both the committee chair and appropriate president/executive vice president.

4

All committee members should sign this document, confirming involvement in and consensus with the findings/recommendations.

5

The probationer should sign the document to reflect that he/she was provided this feedback from the committee. If the probationer refuses to sign the document, then it should be submitted with a note from the committee chair indicating that although the information was shared, the probationer refused to sign.

<b>Course Title</b>	Music 101	1
<b>Instructor</b>	John Doe	
<b>Date</b>	MTWT	
<b>Time of Day</b>	9:30 a.m.	
<b>Year/Quarter</b>	Winter 2000	
<b>College</b>	SFCC	

2

	1	2	3	4	5	6	7	NA	Mean	Median	Std Dev
1. Instructor made expectations clear	0	0	0	0	8.3	29.2	62.5	0	6.54	7.00	0.64
2. Course objectives were consistently pursued	0	0	0	4.2	8.3	29.2	58.3	0	6.42	7.00	0.81
3. Instructor was well prepared	0	4.2	12.5	33.3	12.5	20.8	16.7	0	4.83	3	1.43
4. Assignments/activities/labs were relevant	0	0	0	4.2	0	41.7	54.2	0	6.46	7.00	0.71
5. Through this course I have increased my knowledge and/or competence	0	0	0	4.2	4.2	37.5	54.2	0	6.42	7.00	0.76
6. The instructor presented the material clearly	0	0	0	0	4.2	41.7	54.2	0	6.50	7.00	0.58
7. Attitude of instructor toward students	0	0	0	0	4.2	33.3	62.5	0	6.58	7.00	0.57
8. Instructor was available to students by appointment	0	0	0	0	0	37.5	62.5	0	6.63	7.00	0.48
9. Instructor had high expectation/standards for me as a learner	0	0	0	0	12.5	29.2	58.3	0	6.46	7.00	0.71
10. Overall opinion of the instructor's teaching effectiveness	0	0	0	0	4.2	37.5	58.3	0	6.54	7.00	0.58
11. Overall opinion of the course	0	0	0	0	8.3	37.5	54.2	0	6.46	7.00	0.64
12. (Optional Question)	0	0	0	0	0	0	0	0			
13. (Optional Question)	0	0	0	0	0	0	0	0			
14. (Optional Question)	0	0	0	0	0	0	0	0			
15. (Optional Question)	0	0	0	0	0	0	0	0			

**Total Number of Students Responding: 24**

**Average Response: 6.35**

<b>Course Title</b>	Music 101
<b>Instructor</b>	John Doe
<b>Date</b>	MTWT
<b>Time of Day</b>	9:30 a.m.
<b>Year/Quarter</b>	Winter 2000
<b>College</b>	SFCC

**Total Responses in Each Category (Frequency)**

Category								Questions
1	2	3	4	5	6	7	NA	
0	0	0	0	2	7	15	0	1. Instructor made expectations clear
0	0	0	1	2	7	14	0	2. Course objectives were consistently pursued
0	1	3	8	3	5	4	0	3. Instructor was well prepared
0	0	0	1	0	10	13	0	4. Assignments/activities/labs were relevant
0	0	0	1	1	9	13	0	5. Through this course I have increased my knowledge and/or competence
0	0	0	0	1	10	13	0	6. The instructor presented the material clearly
0	0	0	0	1	8	15	0	7. Attitude of instructor toward students
0	0	0	0	0	9	15	0	8. Instructor was available to students by appointment
0	0	0	0	3	7	14	0	9. Instructor had high expectation/standards for me as a learner
0	0	0	0	1	9	14	0	10. Overall opinion of the instructor's teaching effectiveness
0	0	0	0	2	9	13	0	11. Overall opinion of the course
0	0	0	0	0	0	0	0	12. (Optional Question)
0	0	0	0	0	0	0	0	13. (Optional Question)
0	0	0	0	0	0	0	0	14. (Optional Question)
0	0	0	0	0	0	0	0	15. (Optional Question)

**Raw Student Responses**

(Value @ position indicates response for question number, "N" indicates NA or no response; 0 indicates no question)

5466677755	7747777777	7737777777	7737777777	7744466666	6557777777	6647777777
7746666666	6666666666	7756565656	7777677777	7746667777	6646666666	55667666566
7767777677	7746666666	7677777777	6656666666	7727777777	7777777776	6677777777
7737777777	6666656656	7747777777				

<b>Course Title</b>	Music 101
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<b>Date</b>	MTWT
<b>Time of Day</b>	9:30 a.m.
<b>Year/Quarter</b>	Winter 2000
<b>College</b>	SFCC

**What did you like best about this instructor's teaching?**

- 1 He was very clear about situations
- 2 Very to the point. Doesn't waste time w/a lot of useless info. Is able to relate the material to "Real-Life" situations
- 3 He was willing to relate to his students on a very real level – was able to joke w/students & make the classroom a "learner-friendly" environment.
- 4 Made everything clear before moving on to next subject
- 5 Didn't mid answering questions until the subject was clear. 4
- 6 He's fun with the teaching, he's a cool guy and down to earth.
- 7 His superior knowledge in this field. He has the unique ability to make the student understand what the book is trying to say. He speaks in layman's terms which is a great help.
- 8 He always tells his experiences out in the field. That helps with stuff we are covering.
- 9 He is very knowledgeable & honest w/presentation.
  
- 10 Knowledge & experience
- 11 Instructor very helpful with questions
- 12 He keeps me very interested in what he has to say and teach. He always has a smile!
- 13 He knows almost everything he is talking about without looking at the book for guides. He knows everything really good.
- 14 He is very experienced in his field and can share real life applications to what he is teaching.
- 15 All the hands-on labs/experience
- 16 Always available to answer questions
- 17 He made himself very available and always very helpful
- 18 He was real personal and he wasn't too straight to the point, he made jokes which made the environment easier.
- 19 To the point and went over all clearly.
- 20 He made the class fun by letting us interact & was always positive towards the students.
- 21 His knowledge and experience
- 22 He was fun to listen to and sounded smart
- 23 Knowledge & experience of the subject
- 24 As an instructor he was friendly and knowledgeable. He made his expectations known to us, and allowed us the opportunity to meet or exceed those expectations on our own.

<b>Course Title</b>	Music 101
<b>Instructor</b>	John Doe
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<b>Time of Day</b>	9:30 a.m.
<b>Year/Quarter</b>	Winter 2000
<b>College</b>	SFCC

**How could this course be improved?**

- 1 1. Need more hands on right away instead of waiting until 6 weeks into the course. 2. Needs to have others help evaluate stations/skills. It's disorganized the way it is now.
- 2 Material fills up allotted time. Very little time for extras.
- 3
- 4
- 5 more practical experience, so student will be more prepared for the practical portion of the final exam.
- 6 NA
- 7
- 4
- 8
- 9 Do more hands on w/structured scenarios to help develop skills as well as "book" knowledge. Kinda stuff to help students get into the proper mind set for the practical exam.
- 10
- 11 nothing
- 12
- 13
- 14
- 15
- 16 It could not be, just more time.
- 17 NA
- 18 None
- 19 Longer. More time for reading & practices
- 20 I don't know
- 21 More time for hands on
- 22 N/A
- 23 Study material to give us work sheets

<b>Course Title</b>	Music 101
<b>Instructor</b>	John Doe
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<b>Time of Day</b>	9:30 a.m.
<b>Year/Quarter</b>	Winter 2000
<b>College</b>	SFCC

**What could this instructor have done to improve your learning?**

- 1 Use time more effectively
- 2 Return test in a more timely manner
- 3 Slow down a little when switching ideas/concepts – its hard to keep up when taking notes.
- 4

### NA

- 7
- 8 Didn't follow course outline
- 9 not really anything
- 10 Give more feedback on how I was doing
- 11 nothing
- 12 need more feedback
- 13 Didn't get my test back in time to do anything about my grade.
- 14 Use more visual aids
- 15 More practical time.
- 16 Easier test and more feedback
- 17 Nothing. I think he is a good teacher
- 18 I have no idea
- 19 Not much. Good job!
- 20 not have the hard test
- 21 Try to be more specific. Tell us what to study more.

5

**Practical Tips:** The [Master Contract](#) requires that an approved standard instrument be used to obtain student input. This is a valuable source of information that the committee needs to evaluate and include in its documentation. Please refer to Guidelines for Documentation – Student Observations in the [Tenure Review Committee Handbook](#) for additional information.

- 1 The Vice President's office will provide a statistical report of the individual student questionnaires, as well as a collection of all student comments within five working days of receiving the information. These reports will be returned to the committee chair for distribution to the committee members.
- 2 The [Master Contract](#) requires that the student questionnaire instrument be uniformly and consistently completed across both colleges and the IEL.<sup>1</sup> This is one of the ways that we can ensure consistency and fairness in the tenure process.
- 3 Scores below the college standards need to be addressed by the committee and president/executive vice president in the documentation and feedback sessions. "College Standards" is an objective term that each college, department and committee will establish with the assistance of the appropriate vice president/president.
- 4 Student comments must appear as written by students; do not editorialize, do not correct grammar, and do not summarize these comments.
- 5 Negative comments need to be addressed in the documentation and feedback sessions. While this information appears at the end of the packet it is actually this information, along with the committee's observations, that initiates the need to develop corrective actions and comments in other packet documents.

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<sup>1</sup> The responses, therefore, shall always be reported to the presidents and the board in numerical averages. The information as presented in the final evaluation document should not be presented in any other format (bar graph, pie charts, etc.). While such presentation may assist the committee in viewing and discussing data, it should not become part of the final evaluation document.