

# Coahoma Community College

*Office of Institutional Effectiveness*  
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TO: All Coahoma Community College Employees

FROM: Rosemary C. Dill, Vice President  
Institutional Effectiveness and SACS Liaison

DATE: August 10, 2009

RE: Employee Evaluation and Development System

Enclosed you will find a document that outlines Coahoma Community College's Employee Evaluation and Development System. Year 2009-2010 marks the third year for the institution to implement this system. The purpose of Coahoma Community College's Employee Evaluation and Development System is to promote continuous improvement in the job performance of all employees.

The attached document provides directions, timelines, and evaluation forms for every employee of Coahoma Community College. Please share copies of this document with employees in your area. This document is also published on Coahoma Community College's Institutional Effectiveness website.

**ALL supervisors are responsible for completing at least one annual evaluation for each employee under their supervision.** Each supervisor is responsible for maintaining copies of employee evaluations each year and submitting copies to the Office of Institutional Effectiveness.

Just as the College promotes the educational development of its students, the institution also promotes the development of its employees to become as effective and efficient as possible in their areas of responsibility. In advance, thank you for your commitment and support. If you have questions or concerns, please contact me.

Enclosure

cc: Dr. Vivian M. Presley

# **2009-2010 EMPLOYEE EVALUATION AND DEVELOPMENT SYSTEM**

*Approved by  
Coahoma Community College Board of Trustees  
November of 2007*

*PUBLISHED BY:  
OFFICE OF INSTITUTIONAL EFFECTIVENESS  
3240 FRIARS POINT ROAD  
CLARKSDALE, MISSISSIPPI 38614  
662-621-4201  
August 10, 2009*

# Coahoma Community College

## Administrators, Staff, and Support Staff

### Employee Evaluation and Development System Schedule and Directions

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#### EVALUATION OF NON-FACULTY

Coahoma Community College's non-faculty evaluation system is designed to evaluate individual performances, promote professional growth and development, and improve the effectiveness of the instructional and/or non-instructional programs.

#### EVALUATION OF ADMINISTRATORS

1. **Performance Appraisal of Administrators:** Immediate supervisors will evaluate administrators with the Administrator and Support Staff evaluation form. **(See Appendix A.)** Immediate supervisors will share results with administrators during the evaluation follow-up conferences. Copies of this form will be given to the administrator and filed in the immediate supervisor's office.
2. **Evaluation Follow-up Conference with Administrators:** Immediate supervisors will schedule an evaluation follow-up conference with each administrator. During this conference, the immediate supervisor will share results of the performance appraisal with the administrator. The immediate supervisor and administrator will discuss strengths and deficiencies, short and long-range goals to improve strengths and remediate any deficiencies, and make recommendations for professional growth and development. See **Appendix B** for a form to document the evaluation follow-up conference.

#### EVALUATION OF STAFF AND SUPPORT STAFF

1. **Performance Appraisal of Staff and Support Staff:** Immediate supervisors will evaluate staff and support staff with the Administrator and Support Staff evaluation form. **(See Appendix A.)** Immediate supervisors will share results with the staff during the evaluation follow-up conferences. Copies of this form will be given to the staff member and filed in the immediate supervisor's office.
3. **Evaluation Follow-up Conference with Staff and Support Staff:** Immediate supervisors will schedule an evaluation follow-up conference with each staff member. During this conference, the immediate supervisor will share results of the performance appraisal with the staff member. The immediate supervisor and staff member will discuss strengths and deficiencies, short and long-range goals to improve strengths and remediate any deficiencies, and make recommendations for professional growth and development. See **Appendix B** for a form to document the evaluation follow-up conference.

**NOTE: EVALUATIONS AND FOLLOW-UP CONFERENCES SHOULD BE COMPLETED BY  
JUNE 30<sup>th</sup>.**

# Coahoma Community College

## Professional Librarians

### *Employee Evaluation and Development System Schedule and Directions*

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#### EVALUATION OF PROFESSIONAL LIBRARIANS

Professional librarians shall be defined as having faculty status and will be evaluated annually according to the following procedures:

1. **Performance Appraisal of Professional Librarians:** *The Director of Library Services will evaluate the library staff with the Administrator and Support Staff evaluation form. (See Appendix A.) The Director of Library Services will share results with library staff during the evaluation follow-up conferences. Copies of this form will be given to each librarian and filed in the Office of Academic Affairs.*
2. **Performance Appraisal of the Director of Director of Library Services:** *The Vice President for Academic Affairs will evaluate the Director of Library Services with the Administrator and Support Staff evaluation form. (See Appendix A.) The Vice President for Academic Affairs will share results with the Director of Library Services during the evaluation follow-up conference. Copies of this form will be given to the Director of Library Services and filed in the Office of Academic Affairs.*
3. **Evaluation Follow-up Conference with Professional Librarians:** *The Director of Library Services will schedule an evaluation follow-up conference with each library staff member. During this conference, the Director of Library Services will share results of the performance appraisals. The Director of Library Services and library staff will discuss strengths and deficiencies, short and long-range goals to improve strengths and remediate any deficiencies, and make recommendations for professional growth and development. See **Appendix B** for a form to document the evaluation follow-up conference.*
4. **Evaluation Follow-up Conference with the Director of Library Services:** *The Vice President for Academic Affairs will schedule an evaluation follow-up conference with the Director of Library Services. During this conference, the Vice President for Academic Affairs will share results of the performance appraisal. The Vice President for Academic Affairs and Director of Library Services will discuss strengths and deficiencies, short and long-range goals to improve strengths and remediate any deficiencies, and make recommendations for professional growth and development. See **Appendix B** for a form to document the evaluation follow-up conference.*

**NOTE: EVALUATIONS AND FOLLOW-UP CONFERENCES SHOULD BE COMPLETED BY JUNE 30<sup>th</sup>.**

# Coahoma Community College

## Instructional Faculty, Chairs, and Directors

### Employee Evaluation and Development System Schedule and Directions

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#### EVALUATION OF FACULTY

Coahoma Community College's faculty evaluation system is designed to evaluate individual performances, promote professional growth and development, and improve the effectiveness of the instructional program. Each faculty member will be evaluated according to the following procedures:

1. **Student Evaluation of Instructional Faculty:** Students will evaluate faculty with the Student Evaluation of Instructional Faculty survey instrument. **(See Appendix C.)** At least two classes will evaluate full-time faculty and at least one class will evaluate part-time faculty each year. The Office of Institutional Effectiveness will compile the results and distribute reports to the instructional vice presidents and faculty members. Immediate supervisors will share results with faculty during the faculty evaluation follow-up conferences. The instructional vice presidents will share results with the instructional chairs and directors during the follow-up conferences, if applicable.
2. **Performance Appraisal of Instructional Faculty:** Immediate supervisors will evaluate faculty with the Performance Appraisal of Instructional Faculty survey instrument. **(See Appendix D.)** Immediate supervisors will share results with faculty during the faculty evaluation follow-up conferences. Copies of this form will be given to each faculty member and filed in the offices of the instructional vice presidents.
3. **Performance Appraisal of Instructional Department Chairs or Directors:** The instructional vice presidents will evaluate instructional department chairs and directors with the Administrator and Support Staff evaluation form. **(See Appendix A.)** The instructional vice presidents will share results with the instructional chairs and directors during the evaluation follow-up conferences. Copies of this form will be given to the instructional chairs/directors and filed in the offices of the instructional vice presidents.
4. **Evaluation Follow-up Conference with Instructional Faculty:** Immediate supervisors will schedule an evaluation follow-up conference with each faculty member. During this conference, the immediate supervisor will share results of the student evaluations and the performance appraisal with the faculty member. The immediate supervisor and faculty member will discuss strengths and deficiencies, short and long-range goals to improve strengths and remediate any deficiencies, and make recommendations for professional growth and development. See **Appendix B** for a form to document the evaluation follow-up conference.
5. **Evaluation Follow-up Conference with Instructional Chairs/Directors:** The instructional vice presidents will schedule an evaluation follow-up conference with each instructional department chair and director. During this conference, the instructional vice presidents will share results of the student evaluations, if applicable, and the performance appraisal with the department chair or director. The appropriate instructional vice president and faculty member will discuss strengths and deficiencies, short and long-range goals to improve strengths and remediate any deficiencies, and make recommendations for professional growth and development. See **Appendix B** for a form to document the evaluation follow-up conference.

**NOTE: EVALUATIONS AND FOLLOW-UP CONFERENCES SHOULD BE COMPLETED BEFORE THE FACULTY MEMBER, CHAIR, OR DIRECTOR IS RELEASED FOR SUMMER.**

# Appendix A

# Coahoma Community College

## ADMINISTRATOR and SUPPORT STAFF EVALUATION FORM

*(To Be Completed By Supervisor)*

**INSTRUCTIONS:** You are asked to rate each employee under your supervision using the following scale. Decide which of the six responses best describes the individual's accomplishment of the task. Check your rating in the column to the right of the criteria. A rating of 5 represents the highest possible rating and a rating of 1 represents the lowest possible rating. A rating of NA is to be used if the criterion is not applicable. (Note: Ratings of 1 or 2 require written explanation on Comment Sheet.)

- 1. Poor
- 2. Fair
- 3. Good
- 4. Very Good
- 5. Excellent
- NA Not applicable or no basis for rating

Employee's Name \_\_\_\_\_

Date of Evaluation \_\_\_\_\_

School Year \_\_\_\_\_

**I. COMMUNICATION**

	1	2	3	4	5	NA
Demonstrates effective speaking skills						
Demonstrates effective writing skills						
Disseminates adequate and timely information to appropriate personnel						
Receives and processes messages, information, and requests promptly						
Gives clear explanations, communicates expectations of performance						

**II. PLANNING AND ORGANIZATION**

	1	2	3	4	5	NA
Plans and organizes thoroughly and in advance						
Attends to details carefully, thoroughly, and consistently						
Delegates responsibility when appropriate						
Encourages innovative and cooperative planning						
Considers other departments and overall institution in planning and organizing						

**III. INTERPERSONAL RELATIONS**

	1	2	3	4	5	NA
Works effectively with others in different tasks and situations						
Indicates respect for the feelings of others by behaving in a courteous manner						
Is accessible to faculty, staff, and students on a regular basis						
Is a good listener						
Respects confidentiality						
Is sensitive to problems of personnel, both personal and work-related						

**IV. GOALS AND OBJECTIVES**

	1	2	3	4	5	NA
Develops realistic goals and objectives for self and/or department						
Coordinates individual goals and objectives with the mission of the institution						
Makes satisfactory progress toward achieving goals and objectives						

**V. ATTITUDINAL CONSIDERATIONS****1 2 3 4 5 NA**

Demonstrates high standards of attendance, punctuality, and application to task						
Accepts full responsibility for own actions						
Accepts criticism, advice, suggestions, or reprimands						
Functions well under pressure and in awkward situations						
Demonstrates willingness to work beyond job description and regular hours for the good of the institution						

**VI. COMMITMENT TO THE INSTITUTION****1 2 3 4 5 NA**

Displays dedication and commitment to the institution						
Considers the total institution in decisions and actions						
Places institution's welfare above personal or departmental considerations						
Brings credit to institution by participating in personal and community activities						

**INSTRUCTIONS: Please use the same rating scale to complete the section that applies to the individual you are evaluating.**

**ADMINISTRATOR SECTION****1 2 3 4 5 NA**

Encourages staff participation in decision-making and problem solving						
Makes sound and timely decisions based on thorough analyses of situations						
Interprets and applies policies consistently with all personnel and situations						
Exercises sound judgment in adhering to unpopular decisions or changing those that prove to be inappropriate						
Promotes professional growth in self and others						
Recognizes staff proficiencies and accomplishments, commands exemplary actions						
Generates enthusiasm among staff and students through personal example						
Exerts positive influence on others, promotes professionalism and optimism						

**ADMINISTRATIVE ASSISTANT AND STAFF SECTION****1 2 3 4 5 NA**

Performs secretarial responsibilities effectively						
Maintains an orderly office environment						
Demonstrates knowledge of bookkeeping and budgeting procedures						
Promotes professional growth in self						

**SERVICE PERSONNEL SECTION****1 2 3 4 5 NA**

Performs service duties effectively						
Plans ahead to minimize problems						
Completes assigned work orders satisfactorily and in a timely fashion						
Promotes professional growth in self						

SIGNATURE OF SUPERVISOR \_\_\_\_\_ DATE \_\_\_\_\_

SIGNATURE OF PERSON EVALUATED \_\_\_\_\_ DATE \_\_\_\_\_

**Coahoma Community College**  
**ADMINISTRATOR and SUPPORT STAFF EVALUATION COMMENT FORM**

Please utilize this form for evaluative comments regarding the individual. References to specific examples of exemplary actions or to problem areas will be helpful.

Employee's Name \_\_\_\_\_

Date of Evaluation \_\_\_\_\_

School Year \_\_\_\_\_

COMMUNICATION: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PLANNING AND ORGANIZATION: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

INTERPERSONAL RELATIONS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

GOALS AND OBJECTIVES: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ATTITUDINAL CONSIDERATIONS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

COMMITMENT TO THE INSTITUTION: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ADDITIONAL SECTION(S): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ADDITIONAL COMMENTS: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

SIGNATURE OF SUPERVISOR \_\_\_\_\_ DATE \_\_\_\_\_

SIGNATURE OF PERSON EVALUATED \_\_\_\_\_ DATE \_\_\_\_\_

# Appendix B

# Coahoma Community College

## ***Evaluation Follow-up Conference***

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*The purpose of this form is to document the evaluation follow-up conference. The evaluation follow-up conference should be completed after the employee has received the performance appraisal results. This form should be completed and signed by the employee and his immediate supervisor during the conference. A copy of this form should be given to the employee and filed in the supervisor's office.*

Name of Employee: \_\_\_\_\_

Job Title: \_\_\_\_\_

Date of Conference: \_\_\_\_\_

The employee's strong points as identified by the evaluation are:

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Opportunities for improvement identified by the evaluation are:

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Goals for growth or specific activities to be undertaken and/or completed before the next evaluation are:

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*Having met together and discussed this evaluation follow-up, we feel that the identified goals and specific activities adequately address opportunities for improvement and constitute evidence of attempted growth.*

Signature of Immediate Supervisor: \_\_\_\_\_

Signature of Employee: \_\_\_\_\_

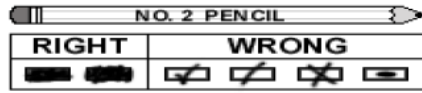
## **Appendix C**

**Note: This evaluation instrument will be piloted online beginning in 2009-2010.**

## Coahoma Community College Student Evaluation of Instructional Faculty

**TO THE STUDENT:** Coahoma Community College is interested in improving the quality of its instruction. Please take a few minutes to complete the front and back of this questionnaire. Your answers will not affect your grade in this course. The instructor will not receive the results until after semester grades have been submitted. In order to ensure confidentiality of your evaluation, do not write your name on this form. When you have finished marking your responses, return the form to the designated class envelope. Please use a #2 pencil to mark your responses.

INSTRUCTOR'S ID #				
0				
1				
2				
3				
4				
5				
6				
7				
8				
9				



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

Instructor's Name: \_\_\_\_\_

Date: \_\_\_\_\_

*Directions: Please rate this instructor by using the following scale: 5-Excellent, 4-Very Good, 3-Good, 2-Fair, 1-Poor*

The Instructor:	1	2	3	4	5
1. has made the course syllabus available to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. has explained and followed the course requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. has explained and followed the course grading policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. is knowledgeable of the subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. demonstrates genuine teaching concern.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. uses a variety of teaching methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. is on time for class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. makes effective use of class time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. is adequately prepared for class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. is available during scheduled times for individual help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. is open to student questions and class discussions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. grades fairly and impartially.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. returns papers and other assignments with reasonable promptness.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. gives students frequent feedback about individual progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. demonstrates a positive attitude toward Coahoma Community College.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Directions: Please rate the overall quality of this course and instructor by using the following scale: 5-Excellent, 4-Very Good, 3-Good, 2-Fair, 1-Poor

Overall Quality:	1	2	3	4	5
16. How would you rate this course?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. How would you rate this instructor?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*What are the strengths of this instructor?*

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*What teaching technique or class activity has been most effective for you during this course?*

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*What could the instructor do to improve the teaching of this course?*

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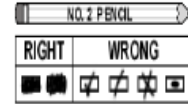
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Thank you for taking time to complete this questionnaire. Your input is important to Coahoma Community College.

## **Appendix D**

**Note: This evaluation instrument is available in the Office of Institutional Effectiveness. Please contact the IE Office for forms.**

# Coahoma Community College Performance Appraisal of Instructional Faculty



Name of Instructor: \_\_\_\_\_ Position: \_\_\_\_\_

Department: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Appraiser: \_\_\_\_\_ Position: \_\_\_\_\_

Please use the following scale to rate how well the instructor you are evaluating demonstrates the following competencies:  
6-Not Applicable, 5-Excellent, 4-Very Good, 3-Good, 2-Fair, 1-Poor.

TEACHING MATERIALS AND PROCEDURES The Instructor:	1	2	3	4	5	6
1. provides and uses syllabus that includes course learning outcomes, assessment measures, and other essential requirements for the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. uses a variety of teaching aids and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. aligns lessons with the learning outcomes of the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. assists students inside and outside of class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. serves as an effective advisor for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PROFESSIONAL GROWTH APPRAISAL The Instructor:	1	2	3	4	5	6
6. attends campus workshops, faculty orientations, and division meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. participates in off-campus conferences and workshops.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. stays current in professional field through summer work, internships, and professional organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

FACULTY SERVICE AND RELATIONS APPRAISAL The Instructor:	1	2	3	4	5	6
9. accepts college assignments willingly and volunteers occasionally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. displays a professional attitude toward others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. observes scheduled classes and office hours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. maintains accurate records (rollbook, absentees, grades, inventory, etc.) and submits reports in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. displays dedication and commitment to the institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. considers the total institution in decisions and actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. places the institution's welfare above personal considerations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. brings credit to the instituton through personal and community activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

CLASSROOM VISITATION APPRAISAL The Instructor:	1	2	3	4	5	6
17. articulates learning outcomes of the lesson to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. follows a lesson plan and/or syllabus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. explains important ideas clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. knows the course content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. begins class on time and makes effective use of class time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. encourages critical thinking and analysis.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. encourages student involvement in the class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. reacts positively to viewpoints differing from own.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. exhibits a positive attitude toward students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. maintains a safe and orderly environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

*Please provide any comments that might be helpful to the instructor.*

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*Appraiser's Signature:*

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*Date:*

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*Instructor's Signature:*

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*Date:*

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