

PART-TIME FACULTY EVALUATION COVER SHEET

SECTION 1 PART-TIME FACULTY (EVALUATEE)/EVALUATOR INFO

EVALUATEE

NAME:

Alex Stoykov

SEMESTER:

Spring 2013

COURSE

CSIS 24

CLASS LOCATION:

BU 118

OBSERVED:

DATE

EVALUATOR

NAME:

Ellen Venable

OBSERVED:

4/2/13

I RECOMMEND THE SUPERVISING ADMINISTRATOR FOLLOW UP WITH
ADDITIONAL OBSERVATION YES NO

ATTACHED FORMS IN

SUPPORT OF EVALUATION:

ADMINISTRATIVE EVALUATION OF FACULTY

SELF EVALUATION

STUDENT EVALUATION REPORT

OBSERVATION OF FACULTY*

PROCESS

OBSERVATION OCCURRED:
(WITH TRAINED EVALUATOR)

4/2/13
DATE

POST OBSERVATION
MEETING OCCURRED:
(WITH TRAINED EVALUATOR)

4/18/13
DATE

*As per faculty contract section 19.7, evaluatees who have been observed by trained faculty evaluators may opt to not attach the Observation of Faculty form.

EVALUATOR

OBSERVATION FORM FULL-TIME AND PART-TIME FACULTY

Faculty Member: <u>Alex Stoykov</u>	Date of Observation: <u>4/2/13</u>
Course: <u>CSIS24</u>	Activity Observed: (lecture, lab, etc.) <u>lecture</u>
Observer: <u>Ellen Venable</u>	Class Location or URL: <u>BU118</u>

Overall description of face to face or online class or work environment being visited: i.e., course objectives, student composition, modules visited (for online courses) and other pertinent information:

Directions: All statements and questions should be rated. Outstanding and unusually effective instruction should receive the highest rating. Complete the appropriate section(s) as applicable.

Key: Highest = 5
 Lowest = 1
 Not Applicable = NA

SECTION 1: ALL COURSES

- | | <u>Highest</u> | | | | | <u>Lowest</u> |
|---|---------------------------------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|
| 1. Were the objectives of the class made clear? | 5 <input checked="" type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | NA <input type="checkbox"/> |
| 2. Were important concepts and ideas presented clearly? | 5 <input checked="" type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | NA <input type="checkbox"/> |
| 3. Did the class activities demonstrate preparation and organization? | 5 <input checked="" type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | NA <input type="checkbox"/> |
| 4. Was the class time used effectively? | 5 <input checked="" type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | NA <input type="checkbox"/> |
| 5. Were students encouraged to use critical thinking and analysis? | 5 <input checked="" type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | NA <input type="checkbox"/> |
| 6. Were clear and consistent methods and procedures evident? | 5 <input checked="" type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | NA <input type="checkbox"/> |
| 7. Did the instructor involve students when relevant? | 5 <input checked="" type="checkbox"/> | 4 <input type="checkbox"/> | 3 <input type="checkbox"/> | 2 <input type="checkbox"/> | 1 <input type="checkbox"/> | NA <input type="checkbox"/> |

Highest 5 4 3 2 1 Lowest NA

Did the instructor recognize the need to communicate with students of varying abilities?

5 4 3 2 1 NA

9. Did the instructor relate to the students as individuals?

5 4 3 2 1 NA

10. Were the students responsive and engaged?

5 4 3 2 1 NA

11. Did the instructor anticipate difficulties and prepare students beforehand?

5 4 3 2 1 NA

12. Does the instructor emphasize ways of solving problems rather than offering solutions?

5 4 3 2 1 NA

13. Did the instructor use multimedia?

5 4 3 2 1 NA

14. Is the syllabus up to date and does it guide instruction?

Comments:

very well prepared and very detailed
Students attentive and engaged

SECTION 2: ONLINE COURSES

1. Are content pages easy to read and do they effectively direct the student throughout the course?

5 4 3 2 1 NA

2. Does the instructor send regular communication to students? (e.g. e-mails or announcements at least weekly, feedback to students regarding student questions, grading, etc)

5 4 3 2 1 NA

SECTION 3: PROFESSIONAL WORK ENVIRONMENT

1. Were the objectives of the work made clear?

5 4 3 2 1 NA

2. Were important concepts and ideas presented clearly?

5 4 3 2 1 NA

Highest

Lowest