

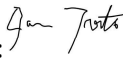
MEMORANDUM OF UNDERSTANDING

The following memorializes the understanding of the Butte-Glenn Community College District (hereinafter referred to as the "District") and the Butte College Education Association (hereinafter referred to as "BCEA") regarding the forms used in the evaluation of all faculty.


For the 2025-2026 academic year, ending June 30, 2026, or until revised through a superseding memorandum of understanding, technical agreement, or side letter between the District and the BCEA, faculty evaluations will be conducted using one of the following three packets:

- Tenured Faculty Evaluation Packet
- Contract 1 Faculty Evaluation Packet
- Contract 2&3 Faculty Evaluation Packet

These forms replace all forms for instructional faculty in appendix G of the 2024-2027 BCEA collective bargaining agreement.

By: 

For BCEA

By:  Erik Cleaver (Sep 17, 2025 16:23:14 PDT)

By:  Denise Adams (Sep 17, 2025 20:28:06 PDT)

For the District

Evaluation Report of Contract Faculty Performance

Contract 1 Process and Forms

Office of Instruction
Butte College
2025-26



BUTTE COLLEGE



Evaluation Summary – Contract Faculty

I. Evaluation Information		
Evaluatee	Program	Semester/Year
Lead Evaluatee	Title	

II. Summary Evaluation - Domains	Exceeds	Meets	Needs Improvement	Does Not Meet
Effectiveness in Teaching and Instruction				
Currency in Instructional Methods and Materials				
Student Support Outside of Class				
Area and Department Responsibilities				
Professional Growth				
College-wide Service				

III. Recommendation on Contract Status
Continue to Next Contract Year Continue to Next Contract Year w/ Workplan Do Not Continue to Next Contract Year (Contract 1 and 2 Only) Recommend for Tenure (Year 4 Only) Do not recommend for Tenure (Year 4 Only)

IV. Narrative Summary on Performance



V. Commendations

VI. Recommendations



VII. Professional Development Goals

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VIII. Signatures

Evaluatee	Date
Dean	Date
Vice President	Date

Attach additional sheets as necessary for narrative summary, dissent statements, workplan, and evaluatee response if needed.



Evaluation – Long Form

I. Evaluation Information		
Evaluatee	Program	Semester/Year
Lead Evaluator	Title	

Ratings on the following pages cover all aspects of the instructional faculty job description. The ratings are based on classroom observations, the faculty self-evaluation, department chair input, review of teaching materials and syllabi, and the observations of the supervising administrator. Each item is scored on a scale of 1-4, with a 1 corresponding to "Does Not Meet" and a 4 corresponding to "Exceeds" on the summary form.

II. Effectiveness in Teaching and Instruction	
Instructor plans for and is continually well prepared to teach.	
Instructor provides organized and effective delivery of instruction.	
Instructor communicates respectfully to students and encourages interaction.	
Instruction is consistent with the stated and approved outcomes of the course.	
Instruction is relevant to the course.	
Instructor shows interest in the subject matter and student learning.	
Instructor uses strategies designed to foster student engagement with the content.	
Instructor uses standards of student evaluation that are clear, fair and followed consistently.	
Instructor requires and evaluates levels of student effort sufficient to develop mastery of the subject or skills in the course.	
Instructor grades and returns student work, assignments and tests in a reasonable period of time.	
Instructor makes effective use of teaching aids, instructional methods and materials required of students (e.g., texts, manuals, etc.).	
Instructor is an effective teacher.	
For DE instruction, satisfies course guidance tour items.	



III. Currency in Instructional Methods and Materials	
Instructor prepares complete and timely course syllabi.	
Instructor continually evaluates, updates and revises course content and instructional methods and materials.	
Instructor coordinates course contents and instructional methods with other teachers in the program/discipline.	
Instructor initiates and carries through with improvements to course contents and methods in the classroom.	
IV. Student Support Outside of Class	
Instructor meets and assists students during office hours or by appointment or at other reasonable times.	
V. Area and Department Responsibilities	
Instructor is knowledgeable about and abides by College, Area and Department policies and procedures.	
Instructor meets deadlines and time targets including deadlines for reports, grades and paperwork.	
Instructor orders instructional materials, equipment and textbooks with sufficient lead times.	
Instructor assists Chair in evaluating and revising course scheduling.	
Instructor collaborates to determine equitable course assignments.	
Instructor provides assistance to other full-time, part-time and/or new instructors.	
Instructor participates in departmental plans and activities with others.	
Instructor helps develop departmental budgets.	
Instructor monitors expenditures to keep within authorized budget spending appropriations.	
Instructor exercises good judgment in the use of and/or management of facilities, equipment and supplies.	
Instructor regularly attends assigned meetings.	
Instructor is punctual to assigned meetings.	
Instructor works collegially with faculty peers, classified staff and administration.	
Instructor does their fair share of outside -of -class departmental duties and responsibilities, including contributing to unit plan and program review processes.	
Instructor initiates and/or participates in overall department-wide program development and curriculum improvements, maintenance, evaluation, revision and/or expansion.	



IX. Currency in Instructional Methods and Materials

X. Student Support Outside of Class



XI. Area and Department Responsibilities

XII. Professional Growth



XIII. College-Wide Service



Department Chair Input Form

I. Evaluation Information		
Evaluatee	Program	Semester/Year
Department Chair		

Guidelines

Information derived from this form is used as one source of information on instructor performance related to area and departmental duties. The supervising administrator will independently validate input indicating any performance deficiencies and subsequently use this information to determine scores on the summary evaluation. The narrative input on this form may be used in the development of commendations, recommendations for continued development, and professional development goals.

II. Faculty Performance of Area and Departmental Responsibilities



III. Overall Observations on Faculty Performance

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IV. Signatures

Department Chair	Date
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Attach additional sheets as necessary.



III. Area and Department Responsibilities

List or describe activities which demonstrate a pattern of contributions to your academic area, department and program outside the classroom.



IV. Professional Growth

List or describe activities which demonstrate a pattern of academic, professional and/or technical updating and currency in your teaching field, i.e., courses taken (include dates), conferences, professional awards, staff development activities, visitations to other educational institutions, agencies or organizations, self-directed study, upgrading, etc.).



V. College-Wide Service

List or describe activities which demonstrate a pattern of service to the college as a whole, i.e., participation in college governance, college-wide committees, project teams, student organizations, state-wide organizations, accreditation functions, etc.



VI. DEIA Self-Reflection Statement

Purpose: This statement is intended to foster a conversation among colleagues that reflects on how we can individually and collectively work to improve student outcomes for historically under-represented and disproportionately impacted populations. The self-reflection statement should be used to help advance individual professional development and institutional dialogue on change.

In your self-reflection statement, please answer the following Questions:

1) What have you done to improve your understanding of equity and equity-mindedness, and/or as it relates to your field and the Butte-Glenn Community College? This might include, but is not limited to, the following:

- curriculum modifications related to equity and/or anti-racism
- participation in equity and/or anti-racism related workshops/institutes; please include the date, title and location
- review of professional materials and best practices for equity in your field
- analysis of your student success data through an equity lens(If available)

2) How have you used or will you use this understanding to improve your instructional practice in your classes?

3) What additional training and resources, whether offered by Butte College or others, would be helpful in continuing your development of equity-minded practices?

The contents of the statement will not be used as evidence to support a less than satisfactory rating on any item listed in Section 6.3 of our contract. However, nothing in the reflection process will limit a performance review team's ability to address a faculty member's less than satisfactory performance issues utilizing evidence or information consistent with the criteria set forth in Section 6.3.



1) What have you done to improve your understanding of equity and equity-mindedness, and/or as it relates to your field and the Butte-Glenn Community College?

2) How have you used or will you use this understanding to improve your instructional practice in your classes?

3) What additional training and resources, whether offered by Butte College or others, would be helpful in continuing your development of equity-minded practices?



VII. Peer Classroom Observation

Each contract faculty member will observe at least one class period of a peer in any department or program on campus each year. The evaluation team will advise the evaluatee on potential peers, course formats, or courses to observe. The purpose of the peer teaching observation is for contract faculty to gain exposure to a range of teaching approaches and practices and to develop peer networks within the college. The evaluatee will keep notes for each peer observation, including the date, person being observed and any noted insights or outcomes, for later discussion with the evaluation team. These notes are not shared beyond the evaluation team and are not retained as part of the evaluation packet or employee file.

In the text box on the next page, please answer the following questions about your peer teaching observation experience:

- 1) What specific teaching strategies or techniques did you observe, and how did they seem to support student engagement or learning?
Consider classroom dynamics, pacing, use of materials, questioning techniques, etc.

- 2) Were there any aspects of the classroom environment, course structure, or instructor-student interaction that stood out to you—positively or as food for thought?
Think about tone, inclusiveness, clarity of instructions, or how the session was framed or concluded.

- 3) How did this observation inform your thinking about your own teaching practice? Are there any approaches you'd like to try or adapt in your own courses?
You are not evaluating your colleague—focus on what you learned or found useful.

Attach additional pages if necessary.



Peer Observation Reflection



3. What is the expected timeline for completion of this workplan? Include any milestones the evaluatee will be required to meet during the process.

4. What resources (training, professional development, etc.) are necessary to support successful completion of the workplan?

5. How will the evaluator / evaluation team determine successful completion of the workplan?

Faculty Evaluation – Student Input

Student Survey

Surveys will be distributed to all students, in all sections taught by the evaluatee, in week 10 (60%) of the semester prior to the evaluation via Canvas and email. The surveys will include a series of statements that will be scored by the students on a 5-point, 0 – 4 scale indicating the extent to which they feel the statement is accurate to their experience in the course. A second section will include room for optional narrative feedback. The results of these surveys will be collected by the supervising administrator and distributed to the lead evaluator and the evaluatee at the beginning of the semester in which their evaluation will be conducted. Evaluatees will reflect on the scores and narrative feedback in their self-evaluation.

Survey Statements

1. I understand the class policies and expectations.
2. The instructions and grading criteria for assignments are clearly explained.
3. Days and times of office hours are included in the syllabus.
4. The instructor is prepared for class and provides well-organized lectures, activities and/or labs.
5. The instructor's teaching methods help me understand the course content.
6. I am able to follow the lectures, activities, and assignments.
7. The instructor provided regular and timely feedback on my assignments
8. The instructor's feedback is beneficial to my learning.
9. The required textbooks and/or other instructional materials contributed to my understanding of the course material and my success on assignments.
10. The classroom environment is welcoming and respectful.
11. Asking questions and/or participating in discussions are encouraged.
12. The instructor wants me to succeed in this course.
13. The instructor shares information about student resources that could support my learning.
14. The quantity of required outside work, including reading, writing, and other assignments, is consistent with my expectations for the course.

For online or hybrid sections only:

1. The layout of the online course is easy to navigate and understand
2. Links to additional resources outside the online course environment worked.
3. The instructor engaged with students and provided opportunities for interaction within the online environment.
4. The instructor provided opportunities for engagement among students within the online environment.

Open Ended Question:

1. Please share aspects of this course that you found valuable and any suggestions for improvement.



III. Organization

- Preview/agenda
- Signposting/transitions
- Use of visual aids to clarify focus and connections
- Review/wrap-up

Notes

IV. Delivery

- Vocals (volume, tone, rate, disfluencies)
- Position in room/movement
- Eye contact
- Use of visual aids (not facing screen or reading slides)

Notes



V. Participatory Learning

- Student-to-student interaction
- Student movement/activity
- Application or analysis
- Question/answer prompting

Notes

VI. Classroom Management

- Classroom climate
- Monitoring of student engagement
- Managing individual and/or group activity
- Inclusivity

Notes



Other Observations



Faculty Evaluation – Timeline and Checklist

Evaluation Information

<i>Evaluatee</i>	<i>Department</i>
<i>Semester / Year</i>	<i>Administrator</i>
<i>Dept Chair or Designee</i>	<i>Peer Evaluator</i>

WEEKS 1 – 4 (0-24% of the term) Pre-observation Activities -

Dean's Office Tasks	Schedule
Confirm evaluation team	
Set up pre-observation conference meeting date	<i>Date / Time / Location</i>
Send evaluatee student feedback results from prior semester/year	
Send evaluatee reminder to submit or bring syllabi to the pre-observation conference. <i>Contract faculty – All Tenured faculty – For observed classes</i>	
Online Courses - Send evaluatee reminder to bring DE addendum to the pre-observation conference	

Pre-observation Conference - Tasks for All Observations	Schedule
Set meeting dates, including post-observation conference	<i>Date / Time / Location</i>
Collect syllabi for all classes	
Distribute and discuss all evaluation forms	
Advise on peer teaching observation (Contract 1 only)	
Select class/classes to be observed/toured	
Discuss DE Addendum, if applicable	

Pre-observation Conference Additional Tasks - Distance Education	Schedule
Review the course tour guidance (HR Website)	
Collect DE addendum revisions one week prior to course tour	



At Least One Week Prior to Observation/Tour, Evaluatee Will	Schedule
Provide objectives for the class session(s) being observed	<i>Date / Time / Location</i>
Complete and submit Instructor Self-evaluation Form	
Submit revised DE addendum, if course changes have been made since originally approved	

WEEKS 5 - 14 (30 - 82% of the term) - Course Observations/Tours

Contract 1 faculty will have two classroom observations. All other faculty will have one observation.

Course and Section	Schedule
<i>Classroom Observation #1: Course and Control Number</i>	<i>Date / Time / Location</i>
<i>Participants</i>	
<i>Classroom Observation #2: Course and Control Number</i>	<i>Date / Time / Location</i>
<i>Participants</i>	

WEEKS 5 – 14 (30 – 82% of the term): Evaluation Team Tasks - After Course Observations

Task	Schedule
Hold Team Meeting	<i>Date / Time / Location</i>
Discuss observations and long form components, including any information from completed workplans and outcomes from administrative performance reviews, if any.	
Complete evaluation summary	
Discuss workplan ideas, if applicable	
Provide evaluatee with a copy of the evaluation summary - must be provided a minimum of 1 day prior to post-observation conference	



No Later than Week 15 (88% of term) - Post-observation Conference

Task	Notes
Hold post-observation conference	<i>Date / Time / Location</i>
Discuss evaluation summary, including commendations and recommendations	
Discuss and refine goals for professional growth	
Discuss student feedback, if applicable	
Discuss workplan, if applicable	
Sign evaluation forms	

WEEK 17 (100%) – Complete Evaluation

Completed faculty evaluation summary form and faculty response, if any, submitted to the Vice President of Instruction by the last instructional day of the term.

Options for two course observation requirements may include (can mix and match the first three categories):

- Face-to-face lectures
- Studio style classes
- Online lectures
- Hybrid (lec/lab) equals 2 observations (face to face and online combo)
- 1 face to face lecture and 1 face to face lab equals 2 observations
- 1 face to face lecture and 1 face to face activity equals 2 observations

A summary of this form will be sent electronically to all participants in the evaluation process after the pre-observation conference,

Evaluation Report of Contract Faculty Performance

Contract Process and Forms

Office of Instruction
Butte College
2025-26



BUTTE COLLEGE



Evaluation Summary – Contract Faculty

I. Evaluation Information		
Evaluatee	Program	Semester/Year
Lead Evaluatee	Title	

II. Summary Evaluation - Domains	Exceeds	Meets	Needs Improvement	Does Not Meet
Effectiveness in Teaching and Instruction				
Currency in Instructional Methods and Materials				
Student Support Outside of Class				
Area and Department Responsibilities				
Professional Growth				
College-wide Service				

III. Recommendation on Contract Status
Continue to Next Contract Year Continue to Next Contract Year w/ Workplan Do Not Continue to Next Contract Year (Contract 1 and 2 Only) Recommend for Tenure (Year 4 Only) Do not recommend for Tenure (Year 4 Only)

IV. Narrative Summary on Performance



V. Commendations

VI. Recommendations



VII. Professional Development Goals

--

VIII. Signatures

Evaluatee	Date
Dean	Date
Vice President	Date

Attach additional sheets as necessary for narrative summary, dissent statements, workplan, and evaluatee response if needed.



Evaluation – Long Form

I. Evaluation Information		
Evaluatee	Program	Semester/Year
Lead Evaluator	Title	

Ratings on the following pages cover all aspects of the instructional faculty job description. The ratings are based on classroom observations, the faculty self-evaluation, department chair input, review of teaching materials and syllabi, and the observations of the supervising administrator, including information from administrative performance reviews validating performance deficiencies. Each item is scored on a scale of 1-4, with a 1 corresponding to "Does Not Meet" and a 4 corresponding to "Exceeds" on the summary form.

II. Effectiveness in Teaching and Instruction	
Instructor plans for and is continually well prepared to teach.	
Instructor provides organized and effective delivery of instruction.	
Instructor communicates respectfully to students and encourages interaction.	
Instruction is consistent with the stated and approved outcomes of the course.	
Instruction is relevant to the course.	
Instructor shows interest in the subject matter and student learning.	
Instructor uses strategies designed to foster student engagement with the content.	
Instructor uses standards of student evaluation that are clear, fair and followed consistently.	
Instructor requires and evaluates levels of student effort sufficient to develop mastery of the subject or skills in the course.	
Instructor grades and returns student work, assignments and tests in a reasonable period of time.	
Instructor makes effective use of teaching aids, instructional methods and materials required of students (e.g., texts, manuals, etc.).	
Instructor is an effective teacher.	
For DE instruction, satisfies course guidance tour items.	



III. Currency in Instructional Methods and Materials	
Instructor prepares complete and timely course syllabi.	
Instructor continually evaluates, updates and revises course content and instructional methods and materials.	
Instructor coordinates course contents and instructional methods with other teachers in the program/discipline.	
Instructor initiates and carries through with improvements to course contents and methods in the classroom.	
IV. Student Support Outside of Class	
Instructor meets and assists students during office hours or by appointment or at other reasonable times.	
V. Area and Department Responsibilities	
Instructor is knowledgeable about and abides by College, Area and Department policies and procedures.	
Instructor meets deadlines and time targets including deadlines for reports, grades and paperwork.	
Instructor orders instructional materials, equipment and textbooks with sufficient lead times.	
Instructor assists Chair in evaluating and revising course scheduling.	
Instructor collaborates to determine equitable course assignments.	
Instructor provides assistance to other full-time, part-time and/or new instructors.	
Instructor participates in departmental plans and activities with others.	
Instructor helps develop departmental budgets.	
Instructor monitors expenditures to keep within authorized budget spending appropriations.	
Instructor exercises good judgment in the use of and/or management of facilities, equipment and supplies.	
Instructor regularly attends assigned meetings.	
Instructor is punctual to assigned meetings.	
Instructor works collegially with faculty peers, classified staff and administration.	
Instructor does their fair share of outside -of -class departmental duties and responsibilities, including contributing to unit plan and program review processes.	
Instructor initiates and/or participates in overall department-wide program development and curriculum improvements, maintenance, evaluation, revision and/or expansion.	



IX. Currency in Instructional Methods and Materials

X. Student Support Outside of Class



XI. Area and Department Responsibilities

XII. Professional Growth



XIII. College-Wide Service

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Department Chair Input Form

I. Evaluation Information		
Evaluatee	Program	Semester/Year
Department Chair		

Guidelines

Information derived from this form is used as one source of information on instructor performance related to area and departmental duties. The supervising administrator will independently validate input indicating any performance deficiencies and subsequently use this information to determine scores on the summary evaluation. The narrative input on this form may be used in the development of commendations, recommendations for continued development, and professional development goals.

II. Faculty Performance of Area and Departmental Responsibilities



III. Overall Observations on Faculty Performance

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IV. Signatures

Department Chair	Date
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Attach additional sheets as necessary.



III. Area and Department Responsibilities

List or describe activities which demonstrate a pattern of contributions to your academic area, department and program outside the classroom.



IV. Professional Growth

List or describe activities which demonstrate a pattern of academic, professional and/or technical updating and currency in your teaching field, i.e., courses taken (include dates), conferences, professional awards, staff development activities, visitations to other educational institutions, agencies or organizations, self-directed study, upgrading, etc.).



V. College-Wide Service

List or describe activities which demonstrate a pattern of service to the college as a whole, i.e., participation in college governance, college-wide committees, project teams, student organizations, state-wide organizations, accreditation functions, etc.



VI. Reflection on Student Feedback

Reflect the feedback you received from student surveys by answering the following prompts.

1) What patterns or recurring themes did you notice in the student feedback? *Consider both strengths and areas for improvement that were mentioned by multiple students.*

2) Were there any comments or scores—positive or critical—that surprised you or gave you a new perspective on your teaching? *Reflect on how those insights might influence your approach moving forward.*

3) Based on the feedback, what specific changes (if any) do you plan to implement in future courses? *These might relate to course design, communication, grading practices, or classroom dynamics*



VII. DEIA Self-Reflection Statement

Purpose: This statement is intended to foster a conversation among colleagues that reflects on how we can individually and collectively work to improve student outcomes for historically under-represented and disproportionately impacted populations. The self-reflection statement should be used to help advance individual professional development and institutional dialogue on change.

In your self-reflection statement, please answer the following Questions:

- 1) What have you done to improve your understanding of equity and equity-mindedness, and/or as it relates to your field and the Butte-Glenn Community College? This might include, but is not limited to, the following:
 - curriculum modifications related to equity and/or anti-racism
 - participation in equity and/or anti-racism related workshops/institutes; please include the date, title and location
 - review of professional materials and best practices for equity in your field
 - analysis of your student success data through an equity lens(If available)
- 2) How have you used or will you use this understanding to improve your instructional practice in your classes?
- 3) What additional training and resources, whether offered by Butte College or others, would be helpful in continuing your development of equity-minded practices?

The contents of the statement will not be used as evidence to support a less than satisfactory rating on any item listed in Section 6.3 of our contract. However, nothing in the reflection process will limit a performance review team's ability to address a faculty member's less than satisfactory performance issues utilizing evidence or information consistent with the criteria set forth in Section 6.3.



1) What have you done to improve your understanding of equity and equity-mindedness, and/or as it relates to your field and the Butte-Glenn Community College?

2) How have you used or will you use this understanding to improve your instructional practice in your classes?

3) What additional training and resources, whether offered by Butte College or others, would be helpful in continuing your development of equity-minded practices?



3. What is the expected timeline for completion of this workplan? Include any milestones the evaluatee will be required to meet during the process.

4. What resources (training, professional development, etc.) are necessary to support successful completion of the workplan?

5. How will the evaluator / evaluation team determine successful completion of the workplan?

Faculty Evaluation – Student Input

Student Survey

Surveys will be distributed to all students, in all sections taught by the evaluatee, in week 10 (60%) of the semester prior to the evaluation via Canvas and email. The surveys will include a series of statements that will be scored by the students on a 5-point, 0 – 4 scale indicating the extent to which they feel the statement is accurate to their experience in the course. A second section will include room for optional narrative feedback. The results of these surveys will be collected by the supervising administrator and distributed to the lead evaluator and the evaluatee at the beginning of the semester in which their evaluation will be conducted. Evaluatees will reflect on the scores and narrative feedback in their self-evaluation.

Survey Statements

1. I understand the class policies and expectations.
2. The instructions and grading criteria for assignments are clearly explained.
3. Days and times of office hours are included in the syllabus.
4. The instructor is prepared for class and provides well-organized lectures, activities and/or labs.
5. The instructor's teaching methods help me understand the course content.
6. I am able to follow the lectures, activities, and assignments.
7. The instructor provided regular and timely feedback on my assignments
8. The instructor's feedback is beneficial to my learning.
9. The required textbooks and/or other instructional materials contributed to my understanding of the course material and my success on assignments.
10. The classroom environment is welcoming and respectful.
11. Asking questions and/or participating in discussions are encouraged.
12. The instructor wants me to succeed in this course.
13. The instructor shares information about student resources that could support my learning.
14. The quantity of required outside work, including reading, writing, and other assignments, is consistent with my expectations for the course.

For online or hybrid sections only:

1. The layout of the online course is easy to navigate and understand
2. Links to additional resources outside the online course environment worked.
3. The instructor engaged with students and provided opportunities for interaction within the online environment.
4. The instructor provided opportunities for engagement among students within the online environment.

Open Ended Question:

1. Please share aspects of this course that you found valuable and any suggestions for improvement.



III. Organization

- Preview/agenda
- Signposting/transitions
- Use of visual aids to clarify focus and connections
- Review/wrap-up

Notes

IV. Delivery

- Vocals (volume, tone, rate, disfluencies)
- Position in room/movement
- Eye contact
- Use of visual aids (not facing screen or reading slides)

Notes



V. Participatory Learning

- Student-to-student interaction
- Student movement/activity
- Application or analysis
- Question/answer prompting

Notes

VI. Classroom Management

- Classroom climate
- Monitoring of student engagement
- Managing individual and/or group activity
- Inclusivity

Notes



Other Observations



Faculty Evaluation – Timeline and Checklist

Evaluation Information

<i>Evaluatee</i>	<i>Department</i>
<i>Semester / Year</i>	<i>Administrator</i>
<i>Dept Chair or Designee</i>	<i>Peer Evaluator</i>

WEEKS 1 – 4 (0-24% of the term) Pre-observation Activities -

Dean's Office Tasks	Schedule
Confirm evaluation team	
Set up pre-observation conference meeting date	<i>Date / Time / Location</i>
Send evaluatee student feedback results from prior semester/year	
Send evaluatee reminder to submit or bring syllabi to the pre-observation conference. <i>Contract faculty – All Tenured faculty – For observed classes</i>	
Online Courses - Send evaluatee reminder to bring DE addendum to the pre-observation conference	

Pre-observation Conference - Tasks for All Observations	Schedule
Set meeting dates, including post-observation conference	<i>Date / Time / Location</i>
Collect syllabi for all classes	
Distribute and discuss all evaluation forms	
Advise on peer teaching observation (Contract 1 only)	
Select class/classes to be observed/toured	
Discuss DE Addendum, if applicable	

Pre-observation Conference Additional Tasks - Distance Education	Schedule
Review the course tour guidance (HR Website)	
Collect DE addendum revisions one week prior to course tour	



At Least One Week Prior to Observation/Tour, Evaluatee Will	Schedule
Provide objectives for the class session(s) being observed	<i>Date / Time / Location</i>
Complete and submit Instructor Self-evaluation Form	
Submit revised DE addendum, if course changes have been made since originally approved	

WEEKS 5 - 14 (30 - 82% of the term) - Course Observations/Tours

Contract 1 faculty will have two classroom observations. All other faculty will have one observation.

Course and Section	Schedule
<i>Classroom Observation #1: Course and Control Number</i>	<i>Date / Time / Location</i>
<i>Participants</i>	
<i>Classroom Observation #2: Course and Control Number</i>	<i>Date / Time / Location</i>
<i>Participants</i>	

WEEKS 5 – 14 (30 – 82% of the term): Evaluation Team Tasks - After Course Observations

Task	Schedule
Hold Team Meeting	<i>Date / Time / Location</i>
Discuss observations and long form components, including any information from completed workplans and outcomes from administrative performance reviews, if any.	
Complete evaluation summary	
Discuss workplan ideas, if applicable	
Provide evaluatee with a copy of the evaluation summary - must be provided a minimum of 1 day prior to post-observation conference	



No Later than Week 15 (88% of term) - Post-observation Conference

Task	Notes
Hold post-observation conference	<i>Date / Time / Location</i>
Discuss evaluation summary, including commendations and recommendations	
Discuss and refine goals for professional growth	
Discuss student feedback, if applicable	
Discuss workplan, if applicable	
Sign evaluation forms	

WEEK 17 (100%) – Complete Evaluation

Completed faculty evaluation summary form and faculty response, if any, submitted to the Vice President of Instruction by the last instructional day of the term.

Options for two course observation requirements may include (can mix and match the first three categories):

- Face-to-face lectures
- Studio style classes
- Online lectures
- Hybrid (lec/lab) equals 2 observations (face to face and online combo)
- 1 face to face lecture and 1 face to face lab equals 2 observations
- 1 face to face lecture and 1 face to face activity equals 2 observations

A summary of this form will be sent electronically to all participants in the evaluation process after the pre-observation conference,

Evaluation Report of Tenured Faculty Performance

Process and Forms

Office of Instruction
Butte College
2025-26



BUTTE COLLEGE



Evaluation Summary – Tenured Faculty

I. Evaluation Information		
Evaluatee	Program	Semester/Year
Lead Evaluatee	Title	

II. Summary Evaluation - Domains	Exceeds	Meets	Needs Improvement	Does Not Meet
Effectiveness in Teaching and Instruction				
Currency in Instructional Methods and Materials				
Student Support Outside of Class				
Area and Department Responsibilities				
Professional Growth				
College-wide Service				

III. Recommendation on Evaluation Status
Continue to Next Regular Evaluation Cycle
Conduct Off-cycle Follow-up Evaluation

IV. Narrative Summary on Performance



V. Commendations on Performance

VI. Recommendations for Continued Development



VII. Professional Development Goals

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VIII. Signatures

Evaluatee	Date
Dean	Date
Vice President	Date

Attach additional sheets as necessary for narrative summary, dissent statements, workplan, and evaluatee response if needed.



Evaluation – Long Form

I. Evaluation Information		
Evaluatee	Program	Semester/Year
Lead Evaluator	Title	

Ratings on the following pages cover all aspects of the instructional faculty job description. The ratings are based on classroom observations, the faculty self-evaluation, department chair input, review of teaching materials and syllabi, and the observations of the supervising administrator, including information from administrative performance reviews validating performance deficiencies. Each item is scored on a scale of 1-4, with a 1 corresponding to "Does Not Meet" and a 4 corresponding to "Exceeds" on the summary form.

II. Effectiveness in Teaching and Instruction	
Instructor plans for and is continually well prepared to teach.	
Instructor provides organized and effective delivery of instruction.	
Instructor communicates respectfully to students and encourages interaction.	
Instruction is consistent with the stated and approved outcomes of the course.	
Instruction is relevant to the course.	
Instructor shows interest in the subject matter and student learning.	
Instructor uses strategies designed to foster student engagement with the content.	
Instructor uses standards of student evaluation that are clear, fair and followed consistently.	
Instructor requires and evaluates levels of student effort sufficient to develop mastery of the subject or skills in the course.	
Instructor grades and returns student work, assignments and tests in a reasonable period of time.	
Instructor makes effective use of teaching aids, instructional methods and materials required of students (e.g., texts, manuals, etc.).	
Instructor is an effective teacher.	
For DE instruction, satisfies course guidance tour items.	



III. Currency in Instructional Methods and Materials	
Instructor prepares complete and timely course syllabi.	
Instructor continually evaluates, updates and revises course content and instructional methods and materials.	
Instructor coordinates course contents and instructional methods with other teachers in the program/discipline.	
Instructor initiates and carries through with improvements to course contents and methods in the classroom.	
IV. Student Support Outside of Class	
Instructor meets and assists students during office hours or by appointment or at other reasonable times.	
V. Area and Department Responsibilities	
Instructor is knowledgeable about and abides by College, Area and Department policies and procedures.	
Instructor meets deadlines and time targets including deadlines for reports, grades and paperwork.	
Instructor orders instructional materials, equipment and textbooks with sufficient lead times.	
Instructor assists Chair in evaluating and revising course scheduling.	
Instructor collaborates to determine equitable course assignments.	
Instructor provides assistance to other full-time, part-time and/or new instructors.	
Instructor participates in departmental plans and activities with others.	
Instructor helps develop departmental budgets.	
Instructor monitors expenditures to keep within authorized budget spending appropriations.	
Instructor exercises good judgment in the use of and/or management of facilities, equipment and supplies.	
Instructor regularly attends assigned meetings.	
Instructor is punctual to assigned meetings.	
Instructor works collegially with faculty peers, classified staff and administration.	
Instructor does their fair share of outside -of -class departmental duties and responsibilities, including contributing to unit plan and program review processes.	
Instructor initiates and/or participates in overall department-wide program development and curriculum improvements, maintenance, evaluation, revision and/or expansion.	



VI. Professional Growth	
Instructor demonstrates examples of activities which show a pattern of academic, professional, and/or technical updating or currency. (See attached Self-Evaluation form)	
VII. College-Wide Service	
<i>College-wide Service- Demonstrates a pattern of College-wide service including one or more following:</i>	
Serve on College committees.	
Serves on College committees and project teams.	
Serves as a sponsor to student clubs and organizations.	
Participates in faculty/college governance.	
Participates on special project teams or ad hoc committees.	

Please use the boxes below to explain any ratings of 1 or 2 on the items above.

VIII. Effectiveness in Teaching and Instruction



IX. Currency in Instructional Methods and Materials

X. Student Support Outside of Class



XI. Area and Department Responsibilities

XII. Professional Growth



XIII. College-Wide Service



Department Chair Input Form

I. Evaluation Information		
Evaluatee	Program	Semester/Year
Department Chair		

Guidelines

Information derived from this form is used as one source of information on instructor performance related to area and departmental duties. The supervising administrator will independently validate input indicating any performance deficiencies and subsequently use this information to determine scores on the summary evaluation. The narrative input on this form may be used in the development of commendations, recommendations for continued development, and professional development goals.

II. Faculty Performance of Area and Departmental Responsibilities



III. Overall Observations on Faculty Performance

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IV. Signatures

Department Chair	Date
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Attach additional sheets as necessary.

Self-Evaluation – All Faculty

I. Evaluation Information		
Evaluatee	Program	Semester/Year
Lead Evaluator	Title	

Please list your accomplishments and contributions to teaching and your respective program area, professional growth and currency, area and departmental contributions and service to the college.

II. Effectiveness in Teaching and Instruction
<i>Classroom-oriented accomplishments and contributions including assessment of student learning.</i>



III. Area and Department Responsibilities

List or describe activities which demonstrate a pattern of contributions to your academic area, department and program outside the classroom.



IV. Professional Growth

List or describe activities which demonstrate a pattern of academic, professional and/or technical updating and currency in your teaching field, i.e., courses taken (include dates), conferences, professional awards, staff development activities, visitations to other educational institutions, agencies or organizations, self-directed study, upgrading, etc.).



V. College-Wide Service

List or describe activities which demonstrate a pattern of service to the college as a whole, i.e., participation in college governance, college-wide committees, project teams, student organizations, state-wide organizations, accreditation functions, etc.



VI. Reflection on Student Feedback

Reflect the feedback you received from student surveys by answering the following prompts.

1) What patterns or recurring themes did you notice in the student feedback? *Consider both strengths and areas for improvement that were mentioned by multiple students.*

2) Were there any comments or scores—positive or critical—that surprised you or gave you a new perspective on your teaching? *Reflect on how those insights might influence your approach moving forward.*

3) Based on the feedback, what specific changes (if any) do you plan to implement in future courses? *These might relate to course design, communication, grading practices, or classroom dynamics*



VII. DEIA Self-Reflection Statement

Purpose: This statement is intended to foster a conversation among colleagues that reflects on how we can individually and collectively work to improve student outcomes for historically under-represented and disproportionately impacted populations. The self-reflection statement should be used to help advance individual professional development and institutional dialogue on change.

In your self-reflection statement, please answer the following Questions:

- 1) What have you done to improve your understanding of equity and equity-mindedness, and/or as it relates to your field and the Butte-Glenn Community College? This might include, but is not limited to, the following:
 - curriculum modifications related to equity and/or anti-racism
 - participation in equity and/or anti-racism related workshops/institutes; please include the date, title and location
 - review of professional materials and best practices for equity in your field
 - analysis of your student success data through an equity lens(If available)
- 2) How have you used or will you use this understanding to improve your instructional practice in your classes?
- 3) What additional training and resources, whether offered by Butte College or others, would be helpful in continuing your development of equity-minded practices?

The contents of the statement will not be used as evidence to support a less than satisfactory rating on any item listed in Section 6.3 of our contract. However, nothing in the reflection process will limit a performance review team's ability to address a faculty member's less than satisfactory performance issues utilizing evidence or information consistent with the criteria set forth in Section 6.3.



1) What have you done to improve your understanding of equity and equity-mindedness, and/or as it relates to your field and the Butte-Glenn Community College?

2) How have you used or will you use this understanding to improve your instructional practice in your classes?

3) What additional training and resources, whether offered by Butte College or others, would be helpful in continuing your development of equity-minded practices?



3. What is the expected timeline for completion of this workplan? Include any milestones the evaluatee will be required to meet during the process.

4. What resources (training, professional development, etc.) are necessary to support successful completion of the workplan?

5. How will the evaluator / evaluation team determine successful completion of the workplan?

Faculty Evaluation – Student Input

Student Survey

Surveys will be distributed to all students, in all sections taught by the evaluatee, in week 10 (60%) of the semester prior to the evaluation via Canvas and email. The surveys will include a series of statements that will be scored by the students on a 5-point, 0 – 4 scale indicating the extent to which they feel the statement is accurate to their experience in the course. A second section will include room for optional narrative feedback. The results of these surveys will be collected by the supervising administrator and distributed to the lead evaluator and the evaluatee at the beginning of the semester in which their evaluation will be conducted. Evaluatees will reflect on the scores and narrative feedback in their self-evaluation.

Survey Statements

1. I understand the class policies and expectations.
2. The instructions and grading criteria for assignments are clearly explained.
3. Days and times of office hours are included in the syllabus.
4. The instructor is prepared for class and provides well-organized lectures, activities and/or labs.
5. The instructor's teaching methods help me understand the course content.
6. I am able to follow the lectures, activities, and assignments.
7. The instructor provided regular and timely feedback on my assignments
8. The instructor's feedback is beneficial to my learning.
9. The required textbooks and/or other instructional materials contributed to my understanding of the course material and my success on assignments.
10. The classroom environment is welcoming and respectful.
11. Asking questions and/or participating in discussions are encouraged.
12. The instructor wants me to succeed in this course.
13. The instructor shares information about student resources that could support my learning.
14. The quantity of required outside work, including reading, writing, and other assignments, is consistent with my expectations for the course.

For online or hybrid sections only:

1. The layout of the online course is easy to navigate and understand
2. Links to additional resources outside the online course environment worked.
3. The instructor engaged with students and provided opportunities for interaction within the online environment.
4. The instructor provided opportunities for engagement among students within the online environment.

Open Ended Question:

1. Please share aspects of this course that you found valuable and any suggestions for improvement.



III. Organization

- Preview/agenda
- Signposting/transitions
- Use of visual aids to clarify focus and connections
- Review/wrap-up

Notes

IV. Delivery

- Vocals (volume, tone, rate, disfluencies)
- Position in room/movement
- Eye contact
- Use of visual aids (not facing screen or reading slides)

Notes



V. Participatory Learning

- Student-to-student interaction
- Student movement/activity
- Application or analysis
- Question/answer prompting

Notes

VI. Classroom Management

- Classroom climate
- Monitoring of student engagement
- Managing individual and/or group activity
- Inclusivity

Notes



Other Observations



Faculty Evaluation – Timeline and Checklist

Evaluation Information

<i>Evaluatee</i>	<i>Department</i>
<i>Semester / Year</i>	<i>Administrator</i>
<i>Dept Chair or Designee</i>	<i>Peer Evaluator</i>

WEEKS 1 – 4 (0-24% of the term) Pre-observation Activities -

Dean's Office Tasks	Schedule
Confirm evaluation team	
Set up pre-observation conference meeting date	<i>Date / Time / Location</i>
Send evaluatee student feedback results from prior semester/year	
Send evaluatee reminder to submit or bring syllabi to the pre-observation conference. <i>Contract faculty – All Tenured faculty – For observed classes</i>	
Online Courses - Send evaluatee reminder to bring DE addendum to the pre-observation conference	

Pre-observation Conference - Tasks for All Observations	Schedule
Set meeting dates, including post-observation conference	<i>Date / Time / Location</i>
Collect syllabi for all classes	
Distribute and discuss all evaluation forms	
Advise on peer teaching observation (Contract 1 only)	
Select class/classes to be observed/toured	
Discuss DE Addendum, if applicable	

Pre-observation Conference Additional Tasks - Distance Education	Schedule
Review the course tour guidance (HR Website)	
Collect DE addendum revisions one week prior to course tour	



At Least One Week Prior to Observation/Tour, Evaluatee Will	Schedule
Provide objectives for the class session(s) being observed	<i>Date / Time / Location</i>
Complete and submit Instructor Self-evaluation Form	
Submit revised DE addendum, if course changes have been made since originally approved	

WEEKS 5 - 14 (30 - 82% of the term) - Course Observations/Tours

Contract 1 faculty will have two classroom observations. All other faculty will have one observation.

Course and Section	Schedule
<i>Classroom Observation #1: Course and Control Number</i>	<i>Date / Time / Location</i>
<i>Participants</i>	
<i>Classroom Observation #2: Course and Control Number</i>	<i>Date / Time / Location</i>
<i>Participants</i>	

WEEKS 5 – 14 (30 – 82% of the term): Evaluation Team Tasks - After Course Observations

Task	Schedule
Hold Team Meeting	<i>Date / Time / Location</i>
Discuss observations and long form components, including any information from completed workplans and outcomes from administrative performance reviews, if any.	
Complete evaluation summary	
Discuss workplan ideas, if applicable	
Provide evaluatee with a copy of the evaluation summary - must be provided a minimum of 1 day prior to post-observation conference	



No Later than Week 15 (88% of term) - Post-observation Conference

Task	Notes
Hold post-observation conference	<i>Date / Time / Location</i>
Discuss evaluation summary, including commendations and recommendations	
Discuss and refine goals for professional growth	
Discuss student feedback, if applicable	
Discuss workplan, if applicable	
Sign evaluation forms	

WEEK 17 (100%) – Complete Evaluation

Completed faculty evaluation summary form and faculty response, if any, submitted to the Vice President of Instruction by the last instructional day of the term.

Options for two course observation requirements may include (can mix and match the first three categories):

- Face-to-face lectures
- Studio style classes
- Online lectures
- Hybrid (lec/lab) equals 2 observations (face to face and online combo)
- 1 face to face lecture and 1 face to face lab equals 2 observations
- 1 face to face lecture and 1 face to face activity equals 2 observations

A summary of this form will be sent electronically to all participants in the evaluation process after the pre-observation conference,












BCEA MOU Evaluation Forms_Sept2025

Final Audit Report

2025-09-18

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