

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.

Beginning with the fall 2026 semester, until superseded by a new MOU, contract, or side letter, all instructional faculty evaluations will be conducted using one of the following three evaluation form packets.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: 
John Schulte (May 11, 2026 21:24:21 PDT)

For BCEA

By: Denise L. Adams

By: 
Erik Chearer (May 12, 2026 22:13:42 PDT)

For the District

Evaluation Report of Contract Faculty Performance

Contract 1 Process and Forms

Office of Instruction
Butte College
2025-26



BUTTE COLLEGE



IV. Narrative Summary on Performance *Please provide a narrative summary of the evaluation results, including overall observations on employee performance as well as feedback on teaching, department and college service, and professional growth.*



Continued...

V. Commendations



VI. Recommendations

VII. Professional Development Goals



BUTTE COLLEGE

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.

REV: March 2026

**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. Please indicate "NO" if the trait cannot be observed by the reviewer and "NA" if the trait is not applicable.

II. Effectiveness in Teaching and Instruction	Reviewer 1	Reviewer 2	Reviewer 3	Consensus
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	Reviewer 1	Reviewer 2	Reviewer 3	Consensus
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	Reviewer 1	Reviewer 2	Reviewer 3	Consensus
Instructor meets and assists students during office hours or by appointment or at other reasonable times.				
V. Area and Department Responsibilities	Reviewer 1	Reviewer 2	Reviewer 3	Consensus
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.				



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

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Continued...

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



Self-Evaluation – Contract 1

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 since the last evaluation cycle.

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. 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



VIII. Professional Development and Training Goals

Use this section to outline the professional development and/or training that you would like to propose to the evaluator or evaluation team to support your professional development goals for the coming evaluation cycle.



Faculty Evaluation - Workplan

I. Workplan		
Evaluatee	Program/Dept	Semester/Year
Evaluator		

Guidelines

Workplans are established when the evaluation team finds specific areas for growth or improvement that can be addressed by the evaluatee in a subsequent semester and monitored through a follow-up review. Workplans will include specific actions to be taken by the evaluatee, clear timelines, resources needed to support the evaluatee, and measures by which the evaluation team will determine that the workplan has been successfully completed. Workplans are not disciplinary in nature and should only be used for small improvements that should be addressed before the next evaluation cycle. The team will conduct a follow-up meeting during the following semester to assess progress on the work plan objectives. Failure or refusal to complete a workplan may be referred to the administrative performance review process.

1. Identify specific areas for improvement based on the evaluation summary form.
2. What specific actions are recommended to address these areas?



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?



Signatures	
Evaluatee	Date
Evaluator	Date

Attach additional sheets as necessary.

II. Follow-up Review Narrative – <i>After Completion of workplan Items</i>

Signatures	
Evaluatee	Date
Evaluator	Date



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.

Timeline for Faculty Evaluation- Contract 1 Pilot

Faculty Member:
Department:
Semester: o Fall o Spring 20_____
Administrator:
Department Chair/Coordinator (or designee):
Tenured Peer Evaluator(s):

Note: Both chair and peer evaluator must have received peer evaluation training.

Chair and peer evaluator initials confirming training:

Weeks 1-4 (0-23.5%) Deans Office: - Evaluation team confirmed - Set up pre-observation conference meeting date - Send evaluatee SFF results from previous semester (not contract 1) - Send evaluatee reminder to either send prior to, or bring all syllabi to, the pre – observation conference - If online – get copy of DE addendum to team and evaluate before pre-observation conference IN CLASS PRE-OBSERVATION CONFERENCE: - Set meeting dates - Collect syllabi for all classes - Distribute all evaluation forms and discuss - Advise on peer teaching observation - Select classes to be observed – (within 2-week period of each other if possible) - Discuss DE addendum if applicable Classroom Observation: (Selected by evaluatee and evaluation team) <i>Will take place between 5th – 14th weeks (29.4%-82.4%)</i> Control # _____ Course: _____ Classroom Observation: (Selected by evaluatee and evaluation team) <i>Will take place between 5th – 14th weeks (29.4%-82.4%)</i> Control # _____ Course: _____ Options for 2 course observation requirements: 2 face to face lectures 2 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 2 studio style classes	Date: Room: Time: Date: Room: Time: Date: Room: Time:
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**Evaluation – Classroom Observation Worksheet**

I. Evaluation Information		
Evaluatee	Semester	Date
Day / Time / Control Number	Observer	

Score each of the following items on a scale of 1-4, with a 1 corresponding to “Does Not Meet” and a 4 corresponding to “Exceeds” on the summary form. This worksheet is to be used by individual reviewers or collectively by the review team as a tool in developing the evaluation summary and ratings. It will not be included in the employee file.

II. Content	
Content focus	
Connection to prior session/materials	
Amount/pace of content	
Use of visual aids to enhance content, engage students	
Inclusivity and/or cultural responsiveness	

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

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

V. Participatory Learning	
Student-to-student interaction	
Student movement/activity	
Application or analysis	
Question/answer prompting	



VI. Classroom Management	
Classroom climate	
Monitoring of student engagement	
Managing individual and/or group activity	
Inclusivity	

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

VII. Notes on Effectiveness in Teaching and Instruction	

Evaluation Report of Contract Faculty Performance

Contract Process and Forms

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IV. Narrative Summary on Performance *Please provide a narrative summary of the evaluation results, including overall observations on employee performance as well as feedback on teaching, department and college service, and professional growth.*



Continued...

V. Commendations



VI. Recommendations

VII. Professional Development Goals



BUTTE COLLEGE

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

REV: March 2026

**Evaluation – Long Form**

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Lead Evaluator	Title	

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Instructor uses strategies designed to foster student engagement with the content.				
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V. Area and Department Responsibilities	Reviewer 1	Reviewer 2	Reviewer 3	Consensus
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Instructor meets deadlines and time targets including deadlines for reports, grades and paperwork.				
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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.				



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

VIII. Effectiveness in Teaching and Instruction



Continued...

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



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 since the last evaluation cycle.

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

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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
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- 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?

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VIII. Professional Development and Training Goals

Use this section to outline the professional development and/or training that you would like to propose to the evaluator or evaluation team to support your professional development goals for the coming evaluation cycle.

**Faculty Evaluation - Workplan**

I. Workplan		
Evaluatee	Program/Dept	Semester/Year
Evaluator		

Guidelines

Workplans are established when the evaluation team finds specific areas for growth or improvement that can be addressed by the evaluatee in a subsequent semester and monitored through a follow-up review. Workplans will include specific actions to be taken by the evaluatee, clear timelines, resources needed to support the evaluatee, and measures by which the evaluation team will determine that the workplan has been successfully completed. Workplans are not disciplinary in nature and should only be used for small improvements that should be addressed before the next evaluation cycle. The team will conduct a follow-up meeting during the following semester to assess progress on the work plan objectives. Failure or refusal to complete a workplan may be referred to the administrative performance review process.

1. Identify specific areas for improvement based on the evaluation summary form.
2. What specific actions are recommended to address these areas?



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?

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Signatures	
Evaluatee	Date
Evaluator	Date

Attach additional sheets as necessary.

II. Follow-up Review Narrative – <i>After Completion of workplan Items</i>

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Survey Statements

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10. The classroom environment is welcoming and respectful.
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Open Ended Question:

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Department:
Semester: o Fall o Spring 20_____
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**Evaluation – Classroom Observation Worksheet**

I. Evaluation Information		
Evaluatee	Semester	Date
Day / Time / Control Number	Observer	

Score each of the following items on a scale of 1-4, with a 1 corresponding to “Does Not Meet” and a 4 corresponding to “Exceeds” on the summary form. This worksheet is to be used by individual reviewers or collectively by the review team as a tool in developing the evaluation summary and ratings. It will not be included in the employee file.

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Amount/pace of content	
Use of visual aids to enhance content, engage students	
Inclusivity and/or cultural responsiveness	

III. Organization	
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IV. Delivery	
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Application or analysis	
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VI. Classroom Management	
Classroom climate	
Monitoring of student engagement	
Managing individual and/or group activity	
Inclusivity	

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

VII. Notes on Effectiveness in Teaching and Instruction	

Evaluation Report of Tenured Faculty Performance

Process and Forms

Office of Instruction
Butte College
2025-26



BUTTE COLLEGE



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	☐	☐	☐	☐

- ☐ Continue to Next Regular Evaluation Cycle
- ☐ Conduct Off-cycle Follow-up Evaluation

IV. Narrative Summary on Performance *Please provide a narrative summary of the evaluation results, including overall observations on employee performance as well as feedback on teaching, department and college service, and professional growth.*





Continued...

V. Commendations on Performance



VI. Recommendations for Continued Development

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.

REV: March 2026

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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 G2)	
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

REV: March 2026

**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. 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. Please indicate "NO" if the trait cannot be observed by the reviewer and "NA" if the trait is not applicable. 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	
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.	

III. Overall Narrative 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 since the last evaluation cycle.

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?



VIII. Professional Development and Training Goals

Use this section to outline the professional development and/or training that you would like to propose to the evaluator or evaluation team to support your professional development goals for the coming evaluation cycle.



Faculty Evaluation - Workplan

I. Evaluation Information		
Evaluatee	Program/Dept	Semester/Year
Evaluator		

Guidelines

Workplans are established when the evaluation team finds areas for growth or improvement that can be addressed by the evaluatee in a subsequent semester and monitored through a follow-up evaluation. Workplans will include specific actions to be taken by the evaluatee, clear timelines, resources needed to support the evaluatee, and measures by which the evaluation team will determine that the workplan has been successfully completed.

1. Identify specific areas for improvement from the evaluation summary form.
2. What specific actions are recommended to address these findings?



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?



BUTTE COLLEGE

Signatures	
Evaluatee	Date
Evaluator	Date

Attach additional sheets as necessary.

REV: July 2025



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.

**Evaluation – Classroom Observation Worksheet**

I. Evaluation Information		
Evaluatee	Semester	Date
Day / Time / Control Number	Observer	

Score each of the following items on a scale of 1-4, with a 1 corresponding to “Does Not Meet” and a 4 corresponding to “Exceeds” on the summary form. This worksheet is to be used by individual reviewers or collectively by the review team as a tool in developing the evaluation summary and ratings. It will not be included in the employee file.

II. Content	
Content focus	
Connection to prior session/materials	
Amount/pace of content	
Use of visual aids to enhance content, engage students	
Inclusivity and/or cultural responsiveness	

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

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

V. Participatory Learning	
Student-to-student interaction	
Student movement/activity	
Application or analysis	
Question/answer prompting	



VI. Classroom Management	
Classroom climate	
Monitoring of student engagement	
Managing individual and/or group activity	
Inclusivity	

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

VII. Notes on Effectiveness in Teaching and Instruction	

BCEA_MOU_EvaluationForms_May2026

Final Audit Report

2026-05-13

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By:	Tessa StJohn (stjohnte@butte.edu)
Status:	Signed
Transaction ID:	CBJCHBCAABAAAYECLhm-2I5bmzLDlhkgmO9EK1DPD01o5

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