# Student Retention and Faculty Performance
## Improving A Dynamic Relationship

*By*

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Education Quality

Student retention and student attainment are critical measures of education quality. Students who "just don't get it" in the classroom or laboratory rapidly become students who "just give up" and simply "drop out of school." The cost to society of each "dropout" *cannot be quantified*. Many colleges and schools carefully quantify *their* cost of "dropouts," because student recruitment is a major academic expense. But few schools and colleges clearly understand or come to terms with the reality of "why" the student "dropped out." And even fewer suggest that changes in education *management* could *reduce* the number of students who "give up" and "drop out."

The Root Cause - *Flawed Management*

Student "dropouts" aren't symptoms of a failed interaction between a student and a school or college. They are symptoms of a failed interaction between a student and the *one person* who most represents the values of the school, a faculty member.

Student to faculty interaction is the most powerful force on a campus. This dynamic and vital meeting of personalities and minds supports, or fails to support, student retention, especially for first year college students. And it is equally true for students of all ages. It makes a personal, lasting impression on *each student*. And it builds, or it fails to build, *that* student's loyalty to learning, to the development of useful life skills, and to personal attainment.

Faculty *are* the front line service providers. Consequently, many critics *analyze, and penalize* faculty members to improve student retention and student attainment. But nothing improves; because the *root cause* lies much deeper. The *flaw* is found in the quality of *management* that academic administrators use to *govern* faculty members. Faculty excellence is *limited by* management vision. And any school or college that wishes to improve faculty performance and student response first needs to critically reexamine its *education management* beliefs.

This paper provides educators with some useful managerial insights, and with a robust strategy that improves faculty performance and its powerful role in the lives of today's students. This new education management strategy optimizes the work of education directors and department chairpersons. It provides an effective model for faculty development that enhances teaching excellence, and it meaningfully engages students in the process of *helping* faculty make a school or college a place of growth and satisfaction.

Best Practices

A school or college can be for-profit, not-for-profit, public, or private. At the heart of their service, they have to compete; and to compete *successfully* they have to operate like any marketplace leader.

Customer Satisfaction and Loyalty

Leading corporations build customer loyalty by knowing: who is the client, what does the client need, what does the client expect, how satisfied is the client with what is provided today, and what does the client value most.

Once these facts are clearly understood, leading corporate managers teach every employee to *assure* themselves that a client is always offered what he or she needs and values most. And that a service or product is always delivered in a way that exceeds the client's expectations. This process improves institutional profits because it reduces the high cost of new client acquisition. It lowers the probability of producing products that don't sell at compensatory price points. It also builds market share through satisfied clients' word-of-mouth praise, and independent third party endorsements of the product or service. This process *rewards* great service. Why can't schools and colleges do things that way? Actually, they can.

Continuous Improvement in the Classroom

In May 2000, I accepted a position as education director at a regional college in Virginia. My goals were to improve student retention, to increase the market share and profitability of the college, to enhance student attainment, and to assure student success in the world of work. My *immediate* need was to gain faculty trust, and to convince the faculty that they had the *talent* to achieve these goals. My liabilities were a low faculty training budget, faculty dissatisfaction with previous campus management and a high faculty attrition rate. My assets were a core of very accomplished faculty members, an interesting and diverse student population, and superb regional and global employers who served as my education advisory committee. I also benefitted by the guidance of the late W. Edwards Deming on how to approach my new endeavor from the perspective of quality management.

For several weeks I interviewed the college's faculty and staff, and a sizable population of students. I noted the strengths, weaknesses, goals, fears and dreams of each individual. I also noted how they make choices, how they interact, where allegiances had been formed and why they persist.

I needed to understand which *talents* existed in the college, because my vision was to cast each player into a role that best used his or her most *enduring* talents. Using this notion of "correct casting," I felt I could effectively *develop* the key talents of each faculty member and student, and turn those talents into *excellent performance* that would achieve the objectives of the college.

My intent was *not* to *improve averages*, but to *create excellence*. My approach was to carefully study the most effective faculty members because: it was the best way for me to learn, the best way for me to focus on *teaching excellence*, and it was the *fairest* thing I could do to honor and *encourage* outstanding faculty performance.

I was convinced that excellent faculty performance and student response were essential, for the college to grow and to become more profitable. To achieve this end I needed a new faculty development strategy that would *sustainably* improve student retention and attainment. So I based my strategy on research outcomes recently published by *The Gallup Organization*.

I. There are no Great Schools or Colleges, there are only Great Teachers.

Researchers Marcus Buckingham and Curt Coffman of *The Gallup Organization* emphasize, by corporate analogy, that a student may be lured to attend a particular school or college by generous scholarships, lofty institutional reputation, low (or high) tuition, impressive recruiters, slick websites and great facilities. The quality of the students' interaction with each faculty member, however, determines *how long the student stays* and *how productive* he or she is at that institution.[1]

II. Great Teachers Need Great Management

Buckingham and Coffman also discovered that the essential strength of any workplace, including schools and colleges, can be defined, not by public image, not by pay or benefits, but by its effective *management* culture.

To attract, focus, develop and retain the most talented employees, particularly great teachers, a college or a school needs to create an environment in which the most productive faculty members will answer, "Yes, I Strongly Agree," to each of these key statements about the nature of their institution. These statements apply equally to students, with a few changes, to get a valid measure of *their* satisfaction with student-faculty interaction.

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[1] *First, Break All The Rules; What the World's Greatest Managers Do Differently*, Marcus Buckingham & Curt Coffman, The Gallup Organization, Simon & Schuster, Copyright 1999, page 36

1. I know what is expected of me at work.
2. I have the materials and equipment I need to do my work right.
3. At work, I have the opportunity to do what I do best every day.
4. In the last seven days, I have received recognition or praise for doing good work.
5. My supervisor, or someone at work, seems to care about me as a person.
6. There is someone at work who encourages my development.
7. At work, my opinions count.
8. The mission/purpose of my employer makes me feel my job is important.
9. My coworkers are committed to doing quality work.
10. I have a best friend at work.
11. In the last six months, someone at work has talked to me about my progress.
12. This last year, I have had opportunities at work to learn and grow.[2]

III. Select Faculty Based on Talent

Buckingham and Coffman's research revealed that *conventional wisdom* has lead academic administrators to significantly miss the mark in their selection and development of many faculty members. *Conventional wisdom* suggests these four core activities for academic administrators:

1. Select a person *based on his or her experience, intelligence and determination.*
2. Set expectations *by defining the right steps.*
3. Motivate the person *by helping him or her identify and overcome weaknesses.*
4. Develop the person *by helping him or her learn and get promoted.*

On the surface, nothing appears wrong with this advice. Many college and school administrators practice these management principles routinely. But this advice essentially misses the target for building a great faculty.

a. You cannot build a great faculty team by selecting people based solely on their experience, credentials, intelligence and determination.
b. Defining the right steps and fixing people's weaknesses are not the most effective ways to generate sustained performance excellence.
c. Preparing someone for the next rung on the promotional ladder completely misses the essence of "development."

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[2] *First, Break All The Rules; What the World's Greatest Managers Do Differently*, Marcus Buckingham & Curt Coffman, The Gallup Organization, Simon & Schuster, Copyright 1999, page 28

Buckingham and Coffman's research revealed that *the most successful* managers, in academe, government, commerce or the military, do things *very differently*, because they share a revolutionary insight:

> "People don't change that much
> Don't waste time trying to put in what nature left out
> Try to draw out what nature put in
> That is hard enough"

I used Buckingham and Coffman's essential *Four Keys,*[3] below, as the foundation for the college's faculty and student development strategy.

1. When you select a faculty member, *select for talent*, not simply experience, credentials, intelligence and determination. Buckingham and Coffman's research with the worlds most effective managers defines "talent" as any "recurring pattern of thought, feeling or behavior that can be productively applied." The emphasis is on the words "recurring" and "productively applied."

*Our application of this principle*: The education department now accepts the fact that each faculty member and faculty applicant has a mental filter that sifts the world of experience, paying attention to some stimuli while letting others slip past unnoticed. The faculty now recognizes that this uniqueness constitutes talent. They recognize that "talent" is naturally sustainable, and when the right talent for a role is discovered, developed, turned into performance and optimally applied to objectives, it is an invaluable resource to each faculty member in the college.

*As one example*: Faculty now use Buckingham and Coffman's research outcomes to identify the requirements for a job description, for *each* faculty position. The job descriptions include, but are not limited to, the teaching talents needed to achieve the prioritized outcomes and goals of each class. The college faculty and students now *collectively* interview each teaching applicant as "students" attending his or her class. Each faculty applicant has one hour to demonstrate his or her "talents" and how his or her response and behavioral patterns have evolved. The faculty-student interview team assesses each faculty applicant using the same talent criteria they adopted for faculty job descriptions and for faculty assessment and development.

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[3] *First, Break All The Rules; What the World's Greatest Managers Do Differently, Marcus Buckingham & Curt Coffman, The Gallup Organization, Simon & Schuster, Copyright 1999, page 66*

These criteria include, but are not limited to,  Buckingham and Coffman's definitions[4] for "Striving," "Thinking" and "Relating" talents. The faculty also uses Buckingham and Coffman's talent definitions in student assessment, to help students choose career-specific education tracks.

2. When you set expectations, *define the right outcomes, not the right steps*.

*Our application of this principle*: The college faculty agreed to enhance student retention, student attainment and improve *sustainable* student success in the world of work. The faculty selected these outcomes as prime objectives because these are the needs and expectations of the customers: students and their parents. The owners of the college also clearly defined their strategic growth and profit objectives. Their objectives also were accepted by the faculty. The faculty members, as *internal* customers of the college, have diverse professional and personal goals that also must be supported by their work and by the college administration. The industry advisory board clearly defined the *performance excellence* requirements for students entering specific careers. These definitions of "right outcomes" formed the mission of the education department.

*Another example*: The faculty and students also used this strategy to author the college "student performance contract" that defined optimal behavior in college. The "contract" addressed the most valuable personal talents and attributes collectively defined by the industry advisory board. Again, the faculty and students didn't dictate the steps on how to achieve compliance with the "student contract." They clarified what the right *outcomes* should be, in terms of student values and life skills.

3. When you motivate someone, *focus on strengths, not on weaknesses*. This approach is both elegant and efficient: Define the right outcomes and then enable each person to find his or her own route, based on his or her unique strengths, toward the outcomes and standards.

*Our application of this principle*: The faulty development strategy enables each faculty member to follow his or her path of *least resistance* to achieve the college's collective goals and objectives. The education department now recognizes that each faculty member is enduringly different. And that different faculty members cannot be developed or reach their goals in the same way.

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4 *First, Break All The Rules; What the World's Greatest Managers Do Differently*, Marcus Buckingham & Curt Coffman, The Gallup Organization, Simon & Schuster, Copyright 1999, page 85

The faculty also recognizes that *each* faculty member *must* strive to accomplish the same performance objectives. By standardizing the collective ends, the education department could *avoid* standardizing the means by which each faculty member would be developed, to achieve the collective objectives.

Faculty members now pursue their collective objectives through development of diverse talent elements included in an individualized faculty support strategy. This faculty development process enables each faculty member to:

A. Objectively define the critical talents and competency requirements for one who teaches his or her subject at the college;
B. Identify his or her unique talents and strengths, relative to the requirements;
C. Identify competency areas that he or she <u>can</u> significantly improve within four months;
D. Develop a four-month personal improvement plan to improve a key area;
E. Measure the outcomes of his or her improvement plan in terms of:
    1.Student retention.
    2.Student attainment in class.
    3.Improved cost effectiveness of his or her teaching.
    4.Improved curricula and classroom technology.
    5.Student placement in the world of work.
    6.Improved public and professional recognition.

The strategy also enables me to adjust faculty compensation, every four months, instead of each year, relative to the outcomes of each initiative to improve faculty performance. The faculty used this principle to develop a new student applicant testing and interview structure. The personal attributes to be revealed by the strategy were defined by the industry advisory board. The goal of this structure is to select applicants who possess an optimal balance of the talent attributes that: will improve student retention and attainment in formal academic education; assure sustainable success in specific careers in the world of work; and improve the college's revenue stream from retained students. This new applicant testing strategy reveals, but is not limited to, these key talents:

*Positive Indicators*: Applicants' degree of socialization for study or work in controlled environments; applicants' comfort level working under supervision or authority; applicants' cognitive capacity; applicants' level of psychomotor skills; applicants' degree of personal responsibility; applicants' idea of integrity; applicants' level of interpersonal communications; applicants' desire to be away from home and for individuation; applicants' visual and auditory capacities; applicants' attachment to a specific career study; applicants' history of attainment and service in a career area.

*Negative Indicators*: Applicants' mistrust or dislike of supervision or authority; applicants' desire to remain at parents' home; applicants' lack of psychological adaptability; applicants' mistrust or dislike of formal academic education.

4. When you develop someone, *help him or her find the right fit*, not simply the next rung on the ladder.

*Our application of this principle*: As the faculty developed new job descriptions for each class, used self analysis, student analysis of faculty performance and peer teaching, they discovered previously unrevealed talents in faculty members whose credentials, experience and education suggested that they were remarkably similar. They discovered that some faculty members are much better than others at class plan development, or curriculum design, student assessment, or student needs projections. We found that some faculty members are superior class presenters, field operations managers, theoreticians, class managers and peer teachers of faculty colleagues. When we discovered a special talent, we deployed that talent as part of an "internal university" of peer teaching and peer review.

*As one example*: A college department needed to update its curriculum and daily class plans. To achieve that goal we needed department leadership, strategic market research, analysis, class plan development and document making ability. Within the department we found all the talents we needed, but they were in two different faculty members. Neither had *all of the talents* that were necessary. Each wanted to chair the project, but neither could accomplish the task alone. So I developed a partnership between the two that allowed them to share the department chairperson's responsibilities. Each did what he does best. The project was a complete success. Each faculty member takes great pride in the achievement. And the notion of *partnering* to achieve goals is now well accepted.

We learned that by casting faculty members and students into management and performance roles that best use their most enduring talents, we significantly improved their performance and satisfaction. When we made a "hero" of the "talents" of each member of the college, we lead ourselves away from the trap of creating invidious comparisons between faculty members, and putting students in fruitless competition against one another. When we honored and rewarded faculty and students for their uniqueness they strove for greater excellence and have very rarely "dropped out." Perhaps it is because we didn't require faculty members and students *to struggle* to develop areas of *inherent weakness or non-talent*, or to compete for arbitrary titles. This "casting according to talent" strategy *did* lead us to effectively and *sustainably* achieve the college's objectives.

Conclusion

This strategy is a continuous quality improvement, closed loop system. It is based on the principles of W. Edwards Deming and on the outcomes of Buckingham and Coffman's management research, The 360-degree assessment focuses *not* on remediation, "fixing" faculty members or "improving averages." Instead, it enables each faculty member to better understand his or her unique talents, the *value* of those talents, the *influence* their talents have on others, and it *rewards* faculty members who turn enduring strengths into *teaching excellence*. This integrated approach also links faculty rewards to quantifiable improvements in faculty growth and student response. It replaces writing traditional job descriptions, annual job reviews, standardized in-service teacher training and the generalized end-of-the-term student assessment of faculty members.

The faculty now goes well beyond the classroom to enable student success.

*As one example*: The faculty now closely monitors employee competency requirements *changes* within major corporations. A global manufacturer with over 20 regional business centers developed fourteen new high technology training requirements for employees within the *first six months* of this year. During the second six months the manufacturer developed nineteen more critical training requirements. Many of our students wanted careers with this employer. The faculty immediately reauthored and expanded major sections of the college curriculum and redesigned virtually the entire computer system. These improvements gave *current students* the competitive advantages they would need in the world of work *immediately* following graduation *this year*.

*A second example*: Several environmental technology corporations had hired graduates from the college. In my first focus group meeting with the employers they criticized the college for failing to provide our students with significant "live work industry experience" that would prepare them to install climate control systems during the construction of new homes. They were convinced that our curriculum was "just too academic." The faculty and I responded by negotiating a working relationship with *Habitat for Humanity, Inc.*, a global foundation. Under this agreement, the faculty agreed to incorporate *Habitat for Humanity* house plans and climate control designs into the curriculum and "teach' them as part of regular classes. These studies prepared the faculty and students to subsequently *install* the climate control systems, on a pro bono basis, in new homes constructed regionally by *Habitat for Humanity* volunteers. The employers are satisfied that this particular "live work"experience equips the students for immediate employment success on their work sites. The students are delighted to engage in *real world* activities that benefit families who are moving from poverty into better environments.

*Another example*: A woman student became pregnant during her next-to-last term in college, and experienced severe physical complications. She needed to finish college on schedule to comply with the terms of her student loans and her medical insurance, but she could not care for herself alone. When she moved to her parents' home for health care, two hundred miles from the college, our faculty contacted teachers at her local community college who taught the same subjects. Faculty from both colleges coached her daily, in person and by internet, and administered her final examinations at her parents' home. She graduated on schedule and with honors. The faculty's commitment to *right outcomes*, as defined by each customer's needs and satisfaction, is the fuel that energizes their own growth, and the success of the college.

The faculty now use Buckingham and Coffman's research outcomes to define what can be trained and what cannot. They are aware that all roles, performed at excellence require talent and that talent can be any recurring pattern of thought, feeling or behavior that can be productively applied. They know that talent must be recruited, because talents are *extraordinarily* difficult to develop if they do not occur naturally. The instruments included below help us identify changing curriculum requirements, and build job descriptions for each class. They help us relate specific areas of faculty excellence and student response to faculty rewards, compensation and to achieving the strategic goals of the college.

It appears, from our experience, that this strategy offers the greatest probability of *sustained* improvement in faculty performance and student response. It guides academic managers to study and *invest in* their teachers' best performance because: it produces very desirable results, it is the fairest thing to do, is the best way to learn and it is the *only way* to stay focused on excellence. It leads each faculty member to discover and develop innate talents that can be measurably improved in a short time. What is most important, it enables each faculty member to *rapidly* achieve the objectives of an education department.

This approach is easy to institute, and it is low cost in terms of training, equipment and administration. It *does require* senior education managers' and department chairpersons' *complete commitment to significant change* in their notions about education management.

*The Author*: Samuel Welch is an education improvement practice leader at *Requirements Based Learning,* in Chesapeake, Virginia. He has served as education director, faculty member and management consultant at a number of school systems, colleges and universities.

Faculty Job Description and Performance Improvement Criteria

Teaching Skills and Expertise                         %_____
     Requirements
     Current State
     Goals
     Improvement Methods
     Improvement Measurement
     Reward

Classroom Management                                  %_____
     Requirements
     Current State
     Goals
     Improvement Methods
     Improvement Measurement
     Reward

Subject Knowledge                                     %_____
     Requirements
     Current State
     Goals
     Improvement Methods
     Improvement Measurement
     Reward

Resource Planing and Utilization                      %_____
     Requirements
     Current State
     Goals
     Improvement Methods
     Improvement Measurement
     Reward

Curriculum & Classroom Development                    %_____
     Requirements
     Current State
     Goals
     Improvement Methods
     Improvement Measurement
     Reward

Education Profit and Cost Control                     %_____
     Requirements
     Current State
     Goals
     Improvement Methods
     Improvement Measurement
     Reward

Student Retention                                              %_____
     Requirements
     Current State
     Goals
     Improvement Methods
     Improvement Measurement
     Reward

Student Jobs By Graduation                                     %_____
     Requirements
     Current State
     Goals
     Improvement Methods
     Improvement Measurement
     Reward

Peer Teaching                                                  %_____
     Requirements
     Current State
     Goals
     Improvement Methods
     Improvement Measurement
     Reward

Professional and Industry Reputation                          %_____
     Requirements
     Current State
     Goals
     Improvement Methods
     Improvement Measurement
     Reward

Public Recognition                                            %_____
     Current State
     Goals
     Improvement Methods
     Improvement Measurement
     Reward

Faculty Performance Self Assessment

Faculty Member: _____
Class Number: _____
Assessment Date: _____/ _____/ _____

**Assessment Key**

A  -  Yes, Definitely
B  -  Yes, Most of the Time
C  -  No, Not Always
D   - Not Applicable
E  -  I Need Training and Methods

A. Teaching Skills and Expertise

A B C D E       Understands modalities of learning
A B C D E       Accurately assesses individual student learning requirements
A B C D E       Provides instruction at appropriate level of student understanding
A B C D E       Uses class time economically
A B C D E       Motivates active student participation
A B C D E       Makes students feel appreciated
A B C D E       Maintains high level of class interest
A B C D E       Adapts presentation language to meet students current understanding
A B C D E       Develops students critical thinking ability
A B C D E       Excellent diction and highly effective physical expressiveness
A B C D E       Maintains eye contact with individual students
A B C D E       Responds appropriately to different learner styles
A B C D E       Uses significant praise to reward excellent effort and outstanding results
A B C D E       Clearly encourages students to reach full potential
A B C D E       Focuses on students achieving professional excellence at all career levels
A B C D E       Maintains even handed adaptable disposition
A B C D E       Completely avoids use of slang and profanity
A B C D E       Completely avoids use of sarcasm and harmful language
A B C D E       Maintains a collegial relationship with all students
A B C D E       Maintains high personal energy and enthusiasm
A B C D E       _____

B. Classroom Management

A B C D E       Adheres to schedule requirements for classes, tests, grades, attendance and reports
A B C D E       Maintains class and shop orderliness, cleanliness and security
A B C D E       Manages teaching, classroom supply inventory min/max levels
A B C D E       Effectively manages and maintains all equipment
A B C D E       Effectively interprets and supports college policies
A B C D E       Punctually starts and stops scheduled classes and class breaks
A B C D E       Keeps accurate and systematic class and student records
A B C D E       Exhibits and demands fairness in all dealings
A B C D E       Accurately follows daily class plans
A B C D E       Helps students solve personal problems
A B C D E       Clearly articulates college standards for all student performance
A B C D E       Reviews all related materials before beginning new instruction areas
A B C D E       Effectively communicates with supervisor
A B C D E       Dresses neatly and in conformance with faculty dress code
A B C D E       Maintains faculty hair and grooming standards

A B C D E      Maintains health and personal hygiene standards
A B C D E      Immediately addresses student concerns and complaints
A B C D E      Demonstrates professional tact in all student and faculty interactions
A B C D E      Interprets student entrance requirements accurately
A B C D E      Has a current college catalog in the classroom
A B C D E      Follows published school procedures to address student concerns or complaints
A B C D E      Completes and properly files accident reports for all injuries
A B C D E      Knows proper First Aid and CPR techniques
A B C D E      _____

## C. Subject Knowledge

A B C D E      Stays abreast of technology and changes in related fields
A B C D E      Attends workshops to improve personal excellence in field of     expertise
A B C D E      _____

## D. Resource Planning and Utilization

A B C D E      Recruits and fully utilizes guest lecturers
A B C D E      Develops and utilizes field trips that clearly enhance specific class objectives
A B C D E      _____

## E. Curriculum and Classroom Development

A B C D E      Designs fair and effective tests
A B C D E      Flexibly adapts instructional materials to meet special needs
A B C D E      Designs exercises that enhance student self evaluation
A B C D E      Designs class plans that directly support syllabi goals
A B C D E      Designs syllabi that directly support curriculum outcomes requirements
A B C D E      Effectively utilizes all college learning and teaching technology
A B C D E      Uses strategy based problem diagnosis in all lectures, shops and tests.
A B C D E      Develops probing questions that require thoughtful answers
A B C D E      Uses industry specific demonstrations as teaching tools
A B C D E      Develops student exercises that relate learning experiences
A B C D E      Cooperates very well with other faculty members and industry    advisors
A B C D E      _____

## F. Educational Class Profit and Loss Control

A B C D E      Economically uses consumable materials and supplies
A B C D E      Develops cost effective educational strategies
A B C D E      Measures the cost effectiveness of current class technology and space
A B C D E      _____

## G. Student Retention

A B C D E      100% of students enrolled in my class remain in college to graduation
A B C D E      _____

## H. Student Jobs By Graduation

A B C D E      100% of students enrolled in my class find jobs by graduation.
A B C D E      _____

I. Peer Teaching and Learning

A B C D E  Develop effective, systematic channels for information sharing
A B C D E  Welcomes observation to assess current performance capability
A B C D E  Effectively uses feedback to improve personal performance
A B C D E  Analyzes personal performance by recognized standards
A B C D E  Recognizes, plans and uses personal improvement methods
A B C D E  Diligently improves specific areas of personal performance
A B C D E  Self assesses personal performance improvement
A B C D E  _____

J. Professional and Industry Reputation

A B C D E  Is recognized as a leader in local professional organizations
A B C D E  Authors and publishes significant papers on area of expertise
A B C D E  Serves as a consultant with major employers
A B C D E  Serves as a media expert on area of expertise
A B C D E  Pursues advanced degrees and licenses in area of expertise
A B C D E  _____

K. Public Recognition

A B C D E  Plays a leading role in management of civic and cultural organizations
A B C D E  Performs significant volunteer services in the community
A B C D E  _____

Faculty Assessment

Faculty Member: _____

Class Number: _____, _____

Today's Date: _____ / _____ / _____

Your Name: _____

**Assessment Key**

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A B C D E          Uses class time economically
A B C D E          Motivates active class participation by all students
A B C D E          Makes all students feel appreciated
A B C D E          Makes me feel appreciated
A B C D E          Maintains a high level of class interest
A B C D E          Adapts his presentation language to meet my needs
A B C D E          Helps students develops critical thinking ability
A B C D E          Excellent diction and highly effective expressiveness
A B C D E          Maintains eye contact with individual students
A B C D E          Responds appropriately to different learner styles
A B C D E          Uses significant praise to reward excellent effort and outstanding results
A B C D E          Clearly encourages students to reach full potential
A B C D E          Focuses on students achieving professional excellence at all career levels
A B C D E          Maintains even handed and adaptable disposition
A B C D E          Completely avoids use of slang and profanity
A B C D E          Completely avoids use of sarcasm and harmful language
A B C D E          Maintains a friendly relationship with all students
A B C D E          Maintains high personal energy and enthusiasm
A B C D E          _____
A B C D E          _____

B. Classroom Management

A B C D E          Adheres to schedule requirements for classes, tests, grades, attendance and reports
A B C D E          Maintains class and shop orderliness, cleanliness and security
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A B C D E       Demonstrates professional tact in all student and faculty interactions
A B C D E       Interprets student entrance requirements accurately
A B C D E       Has a current college catalog in the classroom
A B C D E       Follows published school procedures to address student concerns or complaints
A B C D E       Completes and properly files accident reports for all injuries
A B C D E       Knows proper First Aid and CPR techniques
A B C D E       _____
A B C D E       _____

C. Subject Knowledge

A B C D E       Is clearly an expert in the subject we studied in this class
A B C D E       Knows a lot about technology and changes in related fields
A B C D E       Studies a lot to improve his personal excellence in his field of expertise
A B C D E       _____
A B C D E       _____

D. Resource Planning and Utilization

A B C D E       Recruits and fully utilizes guest lecturers
A B C D E       Develops and utilizes field trips that clearly enhance specific class objectives
A B C D E       _____
A B C D E       _____

E. Curriculum and Classroom Development

A B C D E       Designs fair and effective tests
A B C D E       Flexibly adapts instructional materials to meet special needs
A B C D E       Designs exercises that enhance student self evaluation
A B C D E       Designs class plans that directly support syllabi goals
A B C D E       Designs syllabi that directly support curriculum outcomes requirements
A B C D E       Effectively utilizes all learning and teaching technology
A B C D E       Uses strategy based problem diagnosis in all lectures, shops and tests.
A B C D E       Develops probing questions that require thoughtful answers
A B C D E       Uses specific industry demonstrations as teaching tools
A B C D E       Develops student exercises that relate learning experiences
A B C D E       Cooperates very well with other faculty members and industry advisors
A B C D E       _____
A B C D E       _____

Thanks for helping measure how well your instructor is teaching, from your own perspective. If you have any other thoughts about the college, please write them below. Thanks again…

Samuel Welch, Education Director.

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