PROCEDURE MANUAL

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	Last Revision Date: 11/24/2014
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Section		Subject	Title Performance Evaluations

PURPOSE

The primary uses of these evaluations are to assess work performance, to determine areas needing improvement and to provide the basis for employment decisions such as merit increases, promotion and continuation.

1. **Guidelines**

   Delta Community College adheres to the LCTCS policy on Performance Evaluation and Salary Increases (policy # 6.010):

   It is the policy of the Louisiana Community & Technical College System that a performance evaluation be conducted on each employee of the system, including faculty and staff, on an annual basis. Salary increases will primarily be merit-based; however, the board may authorize other modes of salary increase, as deemed necessary, with appropriate supporting justification.

   Performance Evaluation: A performance evaluation must be on file prior to recommendation of a salary increase for an employee of the system. Standard evaluation instruments will be used, which include:

   Job specific performance criteria:
   1) A rating scale that provides levels of rankings from "exceeds expectations to unsatisfactory" performance.
   2) Justification for the rating as it relates to specific performance criteria.
   3) Documentation of the evaluation discussion with the employee.
   4) For those employees having a rating of "unsatisfactory", documentation of a plan for improvement of performance within a specific time frame.
   5) Date and Signature of the supervisor conducting the evaluation.
   6) Date and Signature of the employee.

   Salary Increases: Salary increases for employees of the LCTCS will be based on performance and appropriate level of workload. Consideration for a salary increase will be given to those employees that receive an overall performance rating of "satisfactory"

and above. The evaluation must have been completed no more than one year prior to the recommended salary increase. Salary increases will not be awarded across-the-board, without prior board approval. In no instance will a salary increase or promotion be granted to an employee with a rating of "unsatisfactory".

No merit increase shall be granted an employee out on leave for a period beyond 12 weeks (the maximum allowed under the Family and Medical Leave Act) until such time as the employee has (1) returned to work for a minimum of six months, and (2) has received a "satisfactory" or above performance rating.

Merit increases shall be based on the salary in place the day prior to the effective date of the merit increase. No merit increase shall be granted an employee employed for a period of less than six months, or who has received a salary increase of any type within six months prior to the effective date of the merit increase, unless justification has been provided by the Chancellor and the System President has approved such for recommendation to the Board of Supervisors.

2. **Procedures**

    - **Chancellor.** The LCTCS President evaluates the Chancellor annually. The LCTCS President and the Chancellor meet to discuss the evaluation and plans, including goals and objectives for subsequent 6 and 12 months of work. The President and the Chancellor agree upon any adjustments to forms in order to recognize specific unique aspects of institutional leadership and management required of the Chancellor.

    - **Unclassified Staff.** The employee's supervisor evaluates the employee annually. The supervisor and the employee meet to discuss the evaluation and plans, including goals and objectives for subsequent 6 and 12 months of work.

    - **Classified Personnel.** The employee's supervisor evaluates the employee annually. The supervisor and the employee meet to discuss the evaluation and planning session for the next year. Performance evaluations and salary increases for classified employees are subject to the regulations of the Louisiana Department of State Civil Service, which can be found here http://www.civilservice.louisiana.gov/Divisions/EmployeeRelations/pes.aspx.

    - **Faculty.** The Dean, Division Chair, and/or Program Director is responsible for evaluating each faculty member each year. A faculty appointment carries no assurance of reappointment or promotion. Reappointments are made solely at the discretion of the institution. The non-reappointment of a faculty member does not necessarily reflect on the faculty member's work record or behavior. The determination to reappoint, or not to reappoint, should be based upon a review of the specific conditions relating to the position. Unless an appointment is of a temporary nature for a fixed term, notice that a probationary appointment is not to

be renewed shall be given to the faculty member in advance of the expiration of the appointment.

The Dean is responsible for seeing that established procedures are followed. The evaluation is also based on the Individual Faculty Plan as prepared by the faculty member and approved by the Dean.

1. Self-evaluation. At the beginning of the fall semester, each faculty member must state goals for that year under the appropriate performance categories. The self- evaluation process should emphasize establishment of goals and objectives compatible with the individual's expertise and the academic unit's needs. The appropriate academic supervisor must approve these objectives. For a faculty member, these goals should address in particular the areas of instruction and service. In the spring, each faculty member shall evaluate his/her progress in achieving the goals established for that academic year. A faculty portfolio is developed to document achievement of these goals. The faculty meets annually with the appropriate academic supervisor to discuss evaluation results.

2. Student Evaluation of Faculty Effectiveness. Faculty effectiveness is to be evaluated by students at least once each academic year in each class. The tabulated results of those evaluations must be made available to the faculty member and his/her academic supervisor/Dean. The Faculty Evaluation form is to be used for student input. Evaluation procedures ensure the anonymity of the student for all courses.

3. Administrative Evaluation of Faculty. Prior to the end of the spring semester and in select cases as determined by the Dean each semester, the Dean or Academic Supervisor must discuss formally with each faculty member the status and performance of that faculty member relative to the "Criteria for Evaluation of Faculty." The criteria shall include: 1) observation of classroom performance, 2) end-of-the-year evaluation of goals documented in faculty portfolio, and 3) student evaluations.

- The total evaluation of the faculty and staff member is summarized in writing and signed by the supervisor and faculty/staff member. A copy is placed in the appropriate personnel file in Human Resources with one copy given to the faculty/staff member.

Assessment in Academic Affairs

Academic Assessment
The assessment of the quality of instructional programs at Delta is essential to the ongoing institutional effectiveness and improvement of the College. The Academic Affairs area

examines the achievement of goals for faculty, courses, disciplines, programs, and educational performance at the institutional level.

Faculty
Evaluation and assessment of full-time faculty includes goal-setting through the Individual Faculty Plan (IFP), classroom observation, classroom/student evaluation, annual portfolio documentation, and annual evaluation. In addition, faculty members are also assessed during the rank/promotion process (see Faculty Evaluation policies).

Course and discipline assessment
Learning outcomes and methods of assessment are included on each master syllabus. The master syllabus is submitted and reviewed when courses are first developed. The academic supervisor, dean, and Curriculum Committee review the proposed syllabus. If the course is a general education course, the General Education Committee also reviews the syllabus. The faculty and the academic supervisor identify the assessment measures most appropriate to evaluate the course learning outcomes.

Data is collected and analyzed to assess the achievement of general education learning outcomes. Data collected includes, but is not limited to, results of graduate survey of general education, departmental exam scores, pre- and post-test scores, rubrics, essays, specified questions, or projects.

Program Review
Degree program reviews are scheduled on a 3-year cycle once the degree program has received unconditional approval from the Louisiana Board of Regents (see Program Review Schedule). The program review consists of an evaluation of courses, curriculum, faculty, students, graduates, employers and resources to determine the degree program strengths, weaknesses, opportunities and threats (see Program Review outline). The program reviews occur in the spring and are included in the College's Annual Report.

Annual Report
The *Louisiana Delta Community College Annual Report* is a report that includes the outcomes and
accomplishments of the departments and divisions of the institution for the academic year. The Academic Affairs area report includes information concerning courses and curriculum development, professional development programs, grants proposed and implemented, degree program reviews, student enrollment/graduation, departmental overviews, as well as faculty accomplishments, presentations, and professional development.

Outcomes Report
The institutional *Outcomes Report* includes the assessment of stated college core initiatives and key indicators.

<p style="text-align:center">**PROGRAM REVIEW SCHEDULE**</p>

(insert new program review schedule here)

NOTE:
- Unconditionally approved Degree programs will be reviewed every three years.
- Conditionally approved Degree programs will be reviewed as directed by the Louisiana Board of
Regents until unconditional approval achieved, generally each year.

Program Review Outline

I. College History
      a. Facilities
      b. Accreditation Status
II. Program
      a. Overview of Program Development
      b. Program Mission, Goals, Outcomes
      c. Program Curriculum
            1. Curriculum changes
            2. Course development
            3. Articulation development
      d. Faculty
            1. Full-time faculty
                  a) Credentials
                  b) Course(s) taught
            2. Adjunct faculty
                  a) Credentials
                  b) Course(s) taught
      e. Students
            1. Enrollment
            2. Graduates
            3. Evaluation
                  a) Academic performance
                  b) Retention/attrition review
                  c) Graduate survey
                  d) Employer survey
                  e) Program survey
                  f) Certification/licensure pass rate
                  g) Program accreditation/credentialing
            4. Activities
      f. Resources
            1. Library/Learning Resource Center
            2. Physical
                  a) Facilities
                  b) Equipment

3. Financial
     a) Operational budget
     b) Grants
     c) Other
III. Summary
    a. Strengths
    b. Weaknesses
    c. Opportunities
    d. Threats
IV. Conclusion