

**COMPOSITE EVALUATION FOR PART-TIME TEACHING FACULTY**  
(for 1997-1998 implementation)

FACULTY MEMBER Isela Maier SEMESTER Spring 2015  
CYCLE 1 yr. 2 yr. X DISCIPLINE ENGLISH DIVISION Comm. & Perf. Arts.  
EVALUATOR RUTH PEÑA TITLE Online/VV Dual Credit Faculty Coordinator

**INSTRUCTIONS:** Evaluator should complete Parts A, B, and C in conjunction with the Classroom Performance Evaluation. Division Chair/Supervisor should complete Part D within a month thereafter, but during the following semester may attach an additional commentary based on faculty member's most recent student survey returns. Faculty member's written responses (if any) to evaluator's and/or supervisor's comments are also considered part of this form. but not a Plan for Improvement. Faculty member and Human Resources Dept. are provided copies of the completed form and any addenda. (Note: Evaluator and division chair/supervisor may be the same.)

**A. EVALUATIVE MATERIAL COMPLETION:** Y, N, or N/A indicates which of the following evaluative materials have been generated for this faculty member during this cycle (perhaps more than once):

Y Syllabus Review Y Classroom-Performance Evaluation  
Y Self-Evaluation and Reflection Y Student Survey (or date anticipated)

**B. OTHER JOB DUTIES:** Based on evaluator's discussion with faculty member or on other knowledge, Y, N, or N/A indicates whether faculty member has complied with college and divisional/disciplinary procedures related to:

N/A Picking Up/Returning Certified Rosters Y Announcing/Keeping Office Hours  
Y Submitting Syllabi or Syllabi Addenda Y Submitting Final Grades  
Y Meeting Class Regularly and for Allotted Time      Other:

**C. EVALUATOR COMMENTS:** These should include areas marked "N" in "A" and "B" or any other aspect of faculty member's job performance the evaluator knows about, such as participation in non-instructional activities.

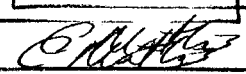
√ No Comments Needed      Comments Attached (Please refer to Evaluator  
Comments on Classroom Performance Evaluation form.)

Ruth Peña 3-26-15 Isela Maier  
EVALUATOR SIGNATURE FACULTY MEMBER SIGNATURE  
DATE DATE

**D. DEAN/SUPERVISOR COMMENTS.** These should relate to any item above or any other aspect of faculty member's job performance. Comment particularly and specifically on patterns of superior performance or those requiring improvement. (Attrition and grade distribution must be discussed with faculty member before identification of problem.)

     No Comments Needed      Comments Attached  

APR 17 2015



  
DEAN/SUPERVISOR SIGNATURE DATE

## CLASSROOM EVALUATION INFORMATION SHEET

Name: Maria Isela Maier

ID# [REDACTED]

Please provide the following along with the copy of the syllabus and your self-evaluation at the time of the evaluation. Please complete the form in word processing.

### Course Information:

- Course prefix, number and title: ENGL1302 Research Writing and Literary Analysis
- CRN (Section Number): 24214
- Date, time, location of class: Online
- Total number of students currently enrolled: 20

### Describe what will be taking place in your class during the observation.

1. Topic (s) Activities of class:

During this week students will be working on formulating a sentence outline for their research papers.

2. Methodologies that will be observed:

Students have just finished compiling sources turned in their annotated bibliographies. Using the research they have conducted thus far, students will now formulate a well-structured sentence outline.

3. Explain briefly how the learning activities/methodologies contribute to student learning.

Because they have completed their annotated bibliographies, students have several sources to work with when constructing their sentence outline. In the process of collecting data, students have learned to use their judgment in selecting effective evidence that will support their argument in their research paper. Their selection should have been guided by obtaining evidence that is not only reliable but also up to date.

4. Discuss briefly how you use the activities/methodologies to foster critical thinking.

As students are presented with the data they have gathered for their research paper, they will now have to determine how to use these sources to construct their sentence outline. Not only will they have to organize the data into a coherent outline, but the assignment itself will present an opportunity to evaluate the effectiveness of the data. This analysis allows them to decide whether the sources they currently have obtained can be implemented into the outline or whether further research is needed.

5. Discuss briefly how the class to be observed fits in with the official objectives of the course.

Research writing is part of the class objective, and sentence outline is an assignment instrumental in preparing a successful research paper. Each of the assignments leading up the final research draft focuses on analysis, evaluation, organization, documenting and rewriting. This week's activities encourage students to follow a logical step-by step process to develop a strong and appropriately formatted research paper. Additionally, each assignment offers students the opportunity to think critically and work collaboratively to achieve positive outcomes.

6. How does this lesson fit in with your overall course? If this is a continuation of a prior class or if this activity will continue into a future class, explain.

The sentence outline assignment is paramount in developing a well-organized research paper. The sentence outlines serves a guide and as a template for structuring their ideas, discovering issues and identifying the need for additional research. This assignment is contingent to the previous assignment, the annotated bibliography, and is certainly vital in the overall development of a rough draft and then the final draft of the research paper.

7. How will the class unfold (sequence of activities)? Please comment on any special rationale you have for this structure.

Formulating a sentence outline is essential in the research process because it breaks up the information in smaller tasks making it more manageable. Activities learned in this class will take students from gathering information to analyzing information and arranging it in a manner that will help them express and support their ideas in their research paper. The rationale for this assignment is to help students take a vast amount of data and condense it into a map that will guide their writing in a logical form.

## ONLINE INSTRUCTION-PERFORMANCE EVALUATION

### A. COURSE/INSTRUCTOR INFORMATION

**INSTRUCTOR:** Maria Isela Maier

**DISCIPLINE: ENGLISH**

DIVISION: COMMUNICATION AND PERFORMING ARTS PT X FT.     

EVALUATOR: Ruth Peña

**TITLE: Online Faculty Coordinator**

SEMESTER/ACADEMIC YEAR: Spring 2015

**CAMPUS:** Valle Verde

1. Course name and number for online class being observed: **ENGL 1302-24214 Research and Literary Analysis**
2. Date, Time, Location of Online Course Observed:
3. Total number of students actively participating out of total currently enrolled: 20 out of 20  
Topic(s) /Activity(ies) in progress during the evaluation: **During this week students will be working on formulating a sentence outline for their research papers.**
- 4.

Methodology(ies) used (such as threaded discussion, lecture notes, group work, web links, etc). List all that apply: **Students have just finished compiling sources turned in their annotated bibliographies. Using the research they have conducted thus far, students will now formulate a well-structured sentence outline.**

## B. PRELIMINARY CONSIDERATIONS

1. Before evaluating an instructor's online instructional performance, all evaluators must be officially oriented toward the online instructional evaluation process by one of the following methods. **Check the one that applies to you.**

Certified by EPCC Online Faculty Training Program:   X    
Orientation by trained faculty who has at least 1 year online teaching experience: \_\_\_\_\_.  
Trainer's Name: \_\_\_\_\_

2. Before evaluating an instructor's online instructional performance, all evaluators must be familiar with the instructor's syllabus or syllabus supplement. Y X N

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discuss with the instructor the evaluative process (as needed). Y X N   

3. Temporary (**no more than three days**) Login: Evaluator must obtain a temporary **student** login from the Distance Education Office.

4. Is the instructor making use of the required textbook(s) in the course?  
Yes X Somewhat    No    Not Applicable

#### OPTIONAL SECTIONS A and B COMMENTS:

### C. THE EVALUATION

*Explanation: The major emphases of the evaluation are found in the overall questions that begin each of the eight areas. The follow-up "Yes, Somewhat, No, N/A" questions represent specific concerns in each area, but are neither exhaustive in intent nor necessarily applicable to all teaching fields. Some overlapping among areas and questions is also unavoidable. Evaluator comments/suggestions should address the overall question in each area evaluatively and constructively.*

**COURSE ORGANIZATION:** To what degree is the course organization user-friendly as suggested by the structure of the online course?

Y X S    N    N/A   

1. Do the instructional materials support the stated learning objectives, and do they have sufficient breadth and depth for the student to learn the subject?

Y X S    N    N/A   

2. Are activities of the online course at the time of this observation related to the instructor's calendar?

Y X S    N    N/A   

3. Are instructional materials presented in a format appropriate to the online environment, and are they easily accessible to and usable by the student?

Y X S    N    N/A   

4. Are all resources and materials used in the online course appropriately cited?

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**COMMENTS/SUGGESTIONS:** *Mrs. Maier's lectures and instructions are very clear, easy to read, and user-friendly. I recommend converting all files to .pdf format for quicker accessibility.*

**COMMUNICATION SKILLS:** How does the instructor communicate with students to promote comprehension?

- |  |  |
|--|--|
| Y_ <input checked="" type="checkbox"/> X_ <input type="checkbox"/> S_ <input type="checkbox"/> N_ <input type="checkbox"/> N/A_ <input type="checkbox"/> | 1. Are the purposes of the course elements (content, instructional methods, technologies and course materials) evident?                      |
| Y_ <input checked="" type="checkbox"/> X_ <input type="checkbox"/> S_ <input type="checkbox"/> N_ <input type="checkbox"/> N/A_ <input type="checkbox"/> | 2. Do the communication strategies used by the instructor promote student comprehension?   |
| Y_ <input checked="" type="checkbox"/> X_ <input type="checkbox"/> S_ <input type="checkbox"/> N_ <input type="checkbox"/> N/A_ <input type="checkbox"/> | 3. Does the instructor sufficiently emphasize main points or concepts?   |
| Y_ <input checked="" type="checkbox"/> X_ <input type="checkbox"/> S_ <input type="checkbox"/> N_ <input type="checkbox"/> N/A_ <input type="checkbox"/> | 4. Is the instructor's management of the online environment clear and user friendly?   |
| Y_ <input checked="" type="checkbox"/> X_ <input type="checkbox"/> S_ <input type="checkbox"/> N_ <input type="checkbox"/> N/A_ <input type="checkbox"/> | 5. Does the instructor set clear standards and time frames for responding to student email, posting grades, and availability for assistance? |
| Y_ <input checked="" type="checkbox"/> X_ <input type="checkbox"/> S_ <input type="checkbox"/> N_ <input type="checkbox"/> N/A_ <input type="checkbox"/> | 6. Does the instructor give clear and specific instructions for assignments and activities?  |
| Y_ <input checked="" type="checkbox"/> X_ <input type="checkbox"/> S_ <input type="checkbox"/> N_ <input type="checkbox"/> N/A_ <input type="checkbox"/> | 7. Are the requirements for course interaction clearly articulated in the syllabus?  |
| Y_ <input checked="" type="checkbox"/> X_ <input type="checkbox"/> S_ <input type="checkbox"/> N_ <input type="checkbox"/> N/A_ <input type="checkbox"/> | 8. Is the instructor actively engaged with students?   |

**COMMENTS/SUGGESTIONS:** *Mrs. Maier engages with students largely through email.*

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**OPENNESS AND FAIRNESS:** How does the instructor interact with students?

- Y\_ X\_ S\_ N\_ N/A\_ 1. Does the instructor treat students equally and fairly?
- Y\_ S\_ N\_ N/A\_ X\_ 2. Is the instructor open to accepting different opinions?
- Y\_ S\_ N\_ N/A\_ X\_ 3. Does the instructor deal with wrong answers or approaches in a positive manner?
- Y\_ X\_ S\_ N\_ N/A\_ 4. Does the instructor respond appropriately to questions calling for further explanation or any suggestions from students to aid their learning?
- Y\_ X\_ S\_ N\_ N/A\_ 5. Does the instructor demonstrate respect for his/her students?

***COMMENTS/SUGGESTIONS: All students are treated equally and fairly in that instructions and rules apply to all without exception. As of the week of my observation, I did not see any text discussions or other activities that would call for a student response that might require Mrs. Maier to correct an incorrect response. On the other hand, there is ample evidence that she replies quickly and positively through email to student questions about assignments and due dates.***

**ENCOURAGEMENT OF STUDENTS AS LEARNERS:** How does the instructor encourage students in the learning process?

- Y\_ X\_ S\_ N\_ N/A\_ 1. Does the instructor encourage students to seek extra help outside of the online format if needed?
- Y\_ X\_ S\_ N\_ N/A\_ 2. Does the instructor provide instructions and link/s to EPCC's academic support systems (library, Distance Education Office, computer labs, tutorials) and other resources?
- Y\_ X\_ S\_ N\_ N/A\_ 3. Do learning activities foster instructor-student, and if appropriate to this course, student-to-student interaction?
- Y\_ X\_ S\_ N\_ N/A\_ 4. Does the instructor encourage students to learn and to succeed?

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**COMMENTS/SUGGESTIONS:**

*Mrs. Maier sets up groups allowing students to work and interact together as individual members of a group as well as among the other groups. She encourages student success by providing students with links to EPCC's Online Writing Center as well as to the Purdue University OWL Online Writing Center.*

**LEARNING ACTIVITIES/METHODOLOGIES:** How does the instructor's methodology(ies) contribute to student learning?

- |                    |   |
|--------------------|---|
| Y_ X_ S_ _N_ _N/A_ | 1. Are course activities appropriate for the students in an online course?  |
| Y_ X_ S_ _N_ _N/A_ | 2. Do the course activities demonstrate sufficient presentational variety?  |
| Y_ X_ S_ _N_ _N/A_ | 3. Are the teaching methodology(ies) used by the instructor effective in helping students meet the course objectives?                       |
| Y_ X_ S_ _N_ _N/A_ | 4. Does the online course meet equivalent learning expectations and offer equivalent learning opportunities as a traditional onsite course? |

**COMMENTS/SUGGESTIONS:**

*Mrs. Maier's activities are appropriate for an online course and effective for students.. They demonstrate sufficient presentational variety.*

**CRITICAL THINKING:** How does the instructor foster critical thinking?

- |                    |   |
|--------------------|---|
| Y_ X_ S_ _N_ _N/A_ | 1. Are students required to analyze?        |
| Y_ X_ S_ _N_ _N/A_ | 2. Are students required to synthesize?     |
| Y_ X_ S_ _N_ _N/A_ | 3. Are students required to apply concepts? |
| Y_ X_ S_ _N_ _N/A_ | 4. Are students required to evaluate?       |



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Y\_X\_S\_\_N\_\_N/A\_\_ 4. Are students required to evaluate?

Y\_X\_S\_\_N\_\_N/A\_\_ 5. Are students required to make decisions?

**COMMENTS/SUGGESTIONS:**

*All assignments that I witnessed require students to apply critical thinking skills and to make sound academic decisions based on the knowledge gained through critical reading and evaluation.*

**COURSE MANAGEMENT:** How does the instructor manage the course?

Y\_X\_S\_\_N\_\_N/A\_\_ 1. Are the course lectures, presentations and/or other activities well organized?

Y\_X\_S\_\_N\_\_N/A\_\_ 2. Does the instructor provide adequate time for presentation/activities?

Y\_X\_S\_\_N\_\_N/A\_\_ 3. Does the instructor bring proper closure to the presentation/activities?

**COMMENTS/SUGGESTIONS:**

*Students appear to enjoy a comfortable amount of time to complete and submit each assignment.*

**COURSE TECHNOLOGY:** How does the instructor explain technical requirements and computer skills necessary for taking an online course?

Y\_X\_S\_\_N\_\_N/A\_\_ 1. Does the course contain navigational instructions that make the organization of the course easy to understand?

Y\_X\_S\_\_N\_\_N/A\_\_ 2. Are netiquette expectations clearly stated, or is a link to this information (such as a link to the Student Code of Conduct) provided?

Y\_X\_S\_\_N\_\_N/A\_\_ 3. Does the course provide an explanation or a link to the technical requirements for the course?

Y\_\_S\_\_X\_\_N\_\_N/A\_\_ 4. Does the instructor provide instructional materials in easily accessible format such as PDF, html, RTF's?

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**COMMENTS/SUGGESTIONS:**

*As noted in an earlier section of this evaluation, I recommend that Mrs. Maier convert her WORD documents into .pdfs for greater and quicker accessibility.*

**SUBJECT COMPETENCE:** How accurately and appropriately does the instructor present the subject matter?

Note to Evaluator: If your answer to the following question is "No," your observations in this area, although valued and not to be ignored, will be considered impressionistic.

Y X N\_\_\_ Do you meet minimal academic requirements for a full-time faculty member to teach in the same area as the faculty member being evaluated?

Y X S\_\_\_ N\_\_\_ N/A\_\_\_ 1. Is the instructor's course format accurate in terms of subject competence?

Y X S\_\_\_ N\_\_\_ N/A\_\_\_ 2. Are the presentation and/or methodologies used in the course appropriate in terms of current thinking in the field?

Y X S\_\_\_ N\_\_\_ N/A\_\_\_ 3. Are examples used or references made appropriate to content?

**COMMENTS/SUGGESTIONS:**

*Mrs. Maier's course format and methodologies are adequate and effective for online students. She includes vivid, examples to complement instruction and materials to enhance student comprehension*

**D. CLOSURE**

1. FINAL EVALUATOR RESPONSE (mandatory): *Mrs. Maier's online course is efficient, competently designed and delivered. As much as it may be ascertained, she enjoys good rapport with her students. Judging by the grades they have, she is skilled at teaching them what they need to know in English 1302. Hers are dual credit students, so Kudos for a job well done to date!*

  
EVALUATOR SIGNATURE

3-26-15  
DATE

2. INSTRUCTOR RESPONSE:

I received this evaluation and discussed it with the evaluator within three weeks.

Yes M No \_\_\_

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**OPTIONAL COMMENTS:**

A. What have you learned from this evaluation?

B. What response do you have to the evaluator's comments or the evaluation process?

(Your signature does not imply agreement with the content of this evaluation.)

Isela Maier  
INSTRUCTOR SIGNATURE

3/26/15  
DATE

3. ~~OPTIONAL COMMENTS OF THE DIVISION CHAIR/SUPERVISOR~~ (if not the same as evaluator):

DEC 14 2014  
C. Maier

DIVISION CHAIR/SUPERVISOR SIGNATURE  
(mandatory):

\_\_\_\_\_  
DATE