

EXHIBIT 4

CCC FACULTY SELF EVALUATION

Employee Name					
Job Title					
Department					
Distribution Instructions	1. One copy of the completed form is provided to the employee. 2. One copy is placed in the employee's personnel file.				
Rating Scale	5 = SUPERIOR	4 = EXCEEDS EXPECTATIONS	3 = MEETS EXPECTATIONS	2 = NEEDS IMPROVEMENT	1 = UNACCEPTABLE
	In the sections below, the faculty member should indicate their performance by marking with an "X" the appropriate level of performance.				
<u>INSTRUCTIONAL DUTIES</u> These responsibilities are specifically associated with classroom instruction.		5 = Extremely effective in organization, development, and delivery of instruction			
		4 = Effective in organization, development, and delivery of instruction			
		3 = Generally effective in organization, development, and delivery of instruction			
		2 = Sometimes ineffective in organization, development, and delivery of instruction			
		1 = Totally ineffective in organization, development, and delivery of instruction			
Comments					
<u>EDUCATIONAL LEADERSHIP</u> The responsibilities associated with non-classroom instruction, but vital to the health of CCC.		5 = Demonstrates an exceptional willingness to serve on college committees/groups; actively participates in budgeting, catalog revisions, course scheduling, advising, recruiting, mentoring new faculty, and sharing teaching methods.			
		4 = Demonstrates a willingness to serve on college committees/groups; participates in budgeting, catalog revisions, course scheduling, advising, recruiting, mentoring new faculty, and sharing teaching methods.			
		3 = Demonstrates the expected level of willingness to serve on college committees/groups; participates in budgeting, catalog revisions, course scheduling, advising, recruiting, mentoring new faculty, and sharing teaching methods.			
		2 = Demonstrates an unsatisfactory level of willingness to serve on college committees/groups; participates in budgeting, catalog revisions, course scheduling, advising, recruiting, mentoring new faculty, or sharing teaching methods.			
		1 = Demonstrates unwillingness to serve on college committees/groups; participates in budgeting, catalog revisions, course scheduling, advising, recruiting, mentoring new faculty, or sharing teaching methods.			
Comments					

<u>KNOWLEDGE OF WORK</u> An understanding of the various facets of the position and the College's overall mission.		5 = Exceptional knowledge of the job and purpose of the institution
		4 = Thorough knowledge of the job and purpose of the institution
		3 = Satisfactory knowledge of the job and purpose of the institution
		2 = At times, less than adequate knowledge of the job; depends mainly on others for assistance
		1 = Less than adequate knowledge of the job; depends largely on others for assistance
<i>Comments</i>		
<u>APPEARANCE</u> The outward view of an individual before the public.		5 = Consistently presents an appropriate and professional appearance
		4 = Usually presents an appropriate and professional appearance
		3 = Presents a satisfactory appearance
		2 = On occasion, presents an unsatisfactory or unprofessional appearance
		1 = Usually presents an unsatisfactory or unprofessional appearance
<i>Comments</i>		
<u>RELIABILITY</u> The degree to which an individual is dependable in routine and extraordinary circumstances.		5 = Extremely reliable, punctual, and dependable
		4 = Reliable, punctual, and dependable
		3 = Generally reliable and punctual; can be relied upon to handle assignments
		2 = Often undependable; requires close supervision
		1 = Always undependable; cannot be relied upon to handle assignments
<i>Comments</i>		
<u>STUDENT RELATIONSHIP</u> Communication and the ability to work with students.		5 = Demonstrates exceptional ability to communicate and work with students in and out of the classroom
		4 = Consistently demonstrates the ability to communicate and work with students in and out of the classroom
		3 = Generally demonstrates the ability to communicate and work with students in and out of the classroom
		2 = Occasionally demonstrates an inability to communicate and work with students in and out of the classroom
		1 = Demonstrates inability to communicate and work with students in and out of the classroom
<i>Comments</i>		

<u>COOPERATION AND ATTITUDE</u> The demonstration of enthusiasm and desire to work well with others.		5 = Consistently demonstrates exceptional willingness and ability to work with others
		4 = Demonstrates willingness and ability to work with others
		3 = Works well with others
		2 = Occasionally demonstrates unwillingness and inability to work with others
		1 = Demonstrates unwillingness and inability to work with others
<i>Comments</i>		
<u>JUDGEMENT</u> The application of reason and logic to problem situations.		5 = Demonstrates exceptionally sound judgment; sets example for others
		4 = Consistently demonstrates sound judgment
		3 = Judgment is reliable in typical situations
		2 = Judgment of a sound nature is sometimes lacking
		1 = Judgment of a sound nature is often lacking
<i>Comments</i>		
<u>COMMUNICATION SKILLS</u> The daily use of oral and written forms of communication.		5 = Demonstrates exceptional skills in writing and speaking clearly and concisely
		4 = Demonstrates above-average skills in writing and speaking clearly and concisely
		3 = Demonstrates satisfactory skills in speaking and writing effectively
		2 = Demonstrates unsatisfactory ability to express ideas effectively
		1 = Unable to communicate effectively with others
<i>Comments</i>		
<u>ADAPTABILITY</u> Flexibility and accommodation to changing and stressful conditions.		5 = Demonstrates exceptional adaptability under changing or stressful conditions
		4 = Demonstrates above-average adaptability under changing or stressful conditions
		3 = Demonstrates satisfactory adaptability under changing or stressful conditions
		2 = Functions unsatisfactorily under changing or stressful conditions
		1 = Unable to function under changing or stressful conditions
<i>Comments</i>		

<u>PROFESSIONAL GROWTH</u> The pursuit of professional improvement.	5 = Demonstrates exceptional interest in the pursuit of professional growth/development
	4 = Demonstrates above-average interest in the pursuit of professional growth/development
	3 = Demonstrates the expected level of interest in the pursuit of professional growth/development
	2 = Demonstrates little interest in the pursuit of professional growth/development
	1 = Demonstrates no interest in professional development
<i>Comments</i>	
<u>POLICIES, PROCEDURES, AND PARTICIPATION</u> The responsibilities associated with a policy and procedure and participating in important CCC events.	5 = Demonstrates exceptional willingness and ability in following policies and procedures of the college, adherence to office hours as posted, attendance at In-Service, and participation in commencement.
	4 = Demonstrates above average willingness and ability in following policies and procedures of the college, adherence to office hours as posted, attendance at In-Service, and participation in commencement.
	3 = Demonstrates satisfactory willingness and ability in following policies and procedures of the college, adherence to office hours as posted, attendance at In-Service, and participation in commencement.
	2 = Demonstrates unsatisfactory willingness and ability to follow the college's policies and procedures, adherence to office hours as posted, attendance at In-Service, and participation in commencement.
	1 = Demonstrates unwillingness and inability to follow the college's policies and procedures, adherence to office hours as posted, attendance at In-Service, and participation in commencement.
<i>Comments</i>	
<u>OVERALL RATING</u> The degree to which an individual performs concerning all aspects of the position.	5 = I am a superior instructor
	4 = I am an instructor who exceeds expectations
	3 = I am an Instructor who meets expectations
	2 = I am an Instructor who needs Improvement. <i>A Plan of Improvement must be completed</i>
	1 = I am an instructor who cannot meet expectations. <i>A Plan of Improvement must be completed</i>
<i>Comments</i>	
*PLAN OF IMPROVEMENT INSTRUCTIONS	<p><u>NOTE:</u> Overall Ratings of <u>2 = Needs Improvement</u> or <u>1 = Unacceptable</u> must complete a “Plan of Improvement.”</p> <p>If an employee’s evaluation results show the need for a “Plan of Improvement,” please follow the instructions listed:</p> <ol style="list-style-type: none"> 1. The Vice President of Academic Affairs provides the <i>Plan of Improvement</i> form. 2. Complete the <i>Plan of Improvement</i> with the Vice President of Academic Affairs. Keep one copy for your files. 3. Submit the original <i>Plan of Improvement</i> to Human Resources along with the <i>Faculty Performance Evaluation</i> and <i>Self-Evaluation</i> forms in the employee’s personnel file.

PROFESSIONAL DEVELOPMENT ACTIVITIES List all professional development activities completed during the past year.	
RESOURCES AND INSTRUCTOR TRAINING What resources or training would make you more effective in the classroom?	
COLLEGE SUPPORT ACTIVITIES List your college support activities.	
RECRUITMENT AND RETENTION Describe your activities for recruitment and retention.	

EMPLOYEE SIGNATURE		DATE	
<i>Comments</i>			
<i>My signature below indicates that I have read this evaluation. It does not necessarily indicate that I agree with it.</i>			
VICE PRESIDENT OF ACADEMIC AFFAIRS		DATE	
<i>Vice President of Academic Affairs Comments</i>			

I have chosen to attach a rebuttal to this evaluation. ☐ Yes ☐ No