MCCC Faculty Evaluations – Frequently Asked Questions

- Q 1. How is this Fall 2022 semester's evaluations different?
- A 1. The evaluations reflect the Memorandum of Agreement (MOA) executed on June 28, 2022 between the MCCC and the BHE/Management that replaced the former University of Washington paper system and evaluation instruments with new electronic platform for delivery and survey instrument.
 - See www.mccc-union.org for additional details and the full MOA.
- Q 2. How was the decision made to replace the previous student evaluation system?
- A 2. A Joint Labor-Management Student Evaluation of Faculty Survey Instrument Committee was established consisting of 4 MCCC faculty members and 4 members appointed by the DHE. During the Spring of 2020 semester, a committee of 4 MCCC faculty members collected survey data from faculty, conducted a thorough literature review, attended workshops with various experts in the field, and met with vendors. The results were shared with the Joint Labor Management Committee who agreed to the terms of the June 28, 2022, MOA.
- Q 3. What are the main differences between the former and new student evaluation system?
- A 3. Evaluations will be conducted online during a period no more than approximately (2) two weeks prior to the conclusion of the semester but prior to the final exam period. Note: Each college will have different dates as they are not all on the same schedule. In addition:
 - There are fewer questions (10 for all classes except lab and clinical which have an additional 3 questions) (See Sample of Questions Attached)
 - All of the questions will be used to calculate the mean scores.
 - There are clearer instructions for students and the questions were designed to maximize comprehension among our student population as well as reduce implicit bias.
- Q 4. Is a paper student evaluation still an option?
- A 4. Paper evaluations are reserved for limited cases where the student and/or faculty members has accessibility concerns as proscribed in the Americans with Disabilities Act. Requests should be brought to the attention of your Divisional Dean or designee.

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- Q 5. If I am teaching during the day but under the DCE contract, will I be subject to this new on-line process and student evaluation instrument?
- A 5. No, this is only for MCCC Full-time and Part-time Day Faculty courses that are part of their Instructional Workload being taught on campus face-to-face.
- Q 6. If I am Full Time faculty but teaching a course in a modality covered under the Distance Education Agreement (DEA) will this new instrument be used?
- A 6. No, the DEA is still in effect and online courses will be evaluated using the instrument that has been in place.
- Q 7. How will these evaluations be accounted for in the Faculty member's summary evaluation?
- A 7. The mean score of each course will be transferred to the Summary evaluation and an overall mean of all face-to-face courses will be calculated. Please refer to the Collective Bargaining Agreement (CBA) for more details:
 - For Full-Time Faculty Article XIII13.02 6
 - For Part-Time Faculty Article XIII 13.07 B for Part-Time
- Q 8. Who is the software vendor?
- A 8. Explorance/Blue is the software vendor that was agreed upon by the Joint Labor-Management Committee.
- Q 9. Are there other functions of Explorance/Blue that may be used to assess my performance and summary evaluation?
- A 9. This software has expansive ability to run various reports at both the Institutional and Instructional level (only at the request of faculty), however no other reports except for the means scores for each face-to-face course shall be transferred as part of the faculty's summary evaluation.
- Q 10. What if my college is still using Watermark or another online vendor?
- A 10. The evaluation questions must be those agreed upon in the June MOA regardless of the software vendor. Note: The MOA has exceptions for schools who may not be technologically ready for Fall implementation to use a different vendor; however, the questions must remain the same.

If you have any other questions, please contact the Day Negotiations Team Chair, Lisa Coole at lcoole41@gmail.com

SAMPLE

The College appreciates your anonymous feedback which will help to assist faculty in their course development and evaluation. Research shows that assumptions may lead to unintentional bias in your evaluation based on characteristics such as your professor's age, gender, sex, nationality, race, or other protected characteristic. Please keep the focus of your evaluation on course content and delivery (such as readings, classroom discussions, assignments, and materials) and related questions about your learning experience.

The results of your course evaluation will not be provided to the faculty until after final grades are submitted. Your feedback is important, and the College thanks you for taking the time to provide an unbiased and honest review of your learning experience.

Marking Instructions:

Example: Correct Mark 🗆 🗵						
	Poor	Fair	Average	e Good	Exceller	nt N/A
How well did the course cover what was outlined in the course syllabus?						
How well organized was the course?						
How well did the instructor's teaching help you learn?						
To what extent was the instructor responsive to you if you asked a question and/or if you asked for help?						
To what extent did the instructor provide an opportunity for student questions?						
How well did the course materials help you learn?						
How well did the assignments help you to demonstrate your learning?						
How well did the instructor return graded work (assignments and tests) or provide other feedback in a timely manner?						
To what extent was the class environment inclusive?						

What were the reasons for taking the course?						
required (program/degree requirement)						
optional						
personal enrichment						
unknown						
f you took a lab , please answer the following questions: (only displ e	ayed	if la	b cou	rse)		
	Poor	Fair	Average	e Good	Excellen	t N/A
How well did the instructor demonstrate professional skills and procedures?	Poor	Fair	Average	e Good	Excellen	nt N/A
To what extent were safety procedures communicated?	Poor	Fair	Average	e Good	Excellen	nt N/A
To what extent were safety procedures communicated? To what extent did lab activities give you opportunities to apply your learning?	Poor	Fair	Average	e Good	Excellen	t N/A
To what extent were safety procedures communicated?	Poor	Fair	Average	Good	Excellen	ıt N/A
To what extent were safety procedures communicated? To what extent did lab activities give you opportunities to apply your learning?	Poor	Fair	Average	Good	Excellen	t N/A
To what extent were safety procedures communicated? To what extent did lab activities give you opportunities to apply your learning? f you took a clinical course, please answer the following questions:						
To what extent were safety procedures communicated? To what extent did lab activities give you opportunities to apply your learning?						
To what extent were safety procedures communicated? To what extent did lab activities give you opportunities to apply your learning? f you took a clinical course, please answer the following questions:			splaye	ad if c		
To what extent were safety procedures communicated? To what extent did lab activities give you opportunities to apply your learning? f you took a clinical course, please answer the following questions:			splaye	ad if c	 	
To what extent were safety procedures communicated? To what extent did lab activities give you opportunities to apply your learning? f you took a clinical course, please answer the following questions: course) How well did the instructor demonstrate clinical/professional skills and procedures?			splaye	ad if c	 	
To what extent were safety procedures communicated? To what extent did lab activities give you opportunities to apply your learning? f you took a clinical course, please answer the following questions: course) How well did the instructor demonstrate clinical/professional skills and procedures?			splaye	ad if c	 	