

**Kapi'olani Community College**  
Arts and Sciences Division  
Languages, Linguistics and Literature Department

**Lecturer Self-Assessment Guidelines**  
(revised 2/17/2014)

All lecturers at Step A shall be evaluated once each year; all lecturers at Step B shall be evaluated once every two years and all lecturers at Step C shall be evaluated once every four years. Evaluations may be required at more frequent intervals for lecturers at Step B and C if there are concerns with the lecturer's performance. (UHCCP 9.104, pg.2)

The assessments will be due on **Tuesday April 1, 2014**, unless otherwise stated by the Dept. Chairperson, who will review your report. For lecturers hired in the spring semester: When the time comes to submit lecturer self-assessments, you will have only a couple of months' worth of teaching experience at the College and you won't have data from the student feedback surveys for your course(s). Your self-assessment should respond to questions 1, 2, and 5 below, based on what you have observed and experienced so far. Submission of an evaluation document by **April 1, 2014** is a condition for re-hire in subsequent semesters.

The lecturer shall submit to the Department/Division Chair a self-assessment, and peer and student evaluations. The Department/Division Chair will provide feedback to the lecturer, including strengths and weaknesses, and make a recommendation on hire/re-hire to the Vice Chancellor or designee. The lecturer will be notified by **April 30, 2014** whether he/she remains in good standing and is eligible for assignments to classes. (UHCCP 9.104, pg.2)

NOTE: Each course taught should be addressed separately (e.g. Eng 22, 100, 204). A lecturer teaching courses in two departments should turn in separate course assessments to the appropriate department chairs.

Guidelines for Self-Assessments  
**Please send all documents electronically to**  
[nawaa@hawaii.edu](mailto:nawaa@hawaii.edu)

Please respond to the following questions in your self-assessment (about 2-4 pages):

1. What strategies, methods, materials, and/or assignments did you employ to create a positive learning environment and to assist students in achieving the course competencies? How well did your students attain these competencies? How do you know?
2. What do your peer evaluation and the data from [ecafé](#) tell you about your teaching? What changes would you like to see your students take away from your classes?
3. What changes, if any, would you like to make to improve the course for you and your students should you be assigned the course again?
4. If you submitted a self-assessment the previous year, how have you implemented any improvements you, your peer evaluator, or your department chair suggested?
5. Which General Education Student Learning Outcome does your course/courses meet and at what level? (see attached General Education Student Learning Outcomes) **Choose one GSLO that your course meets and provide the level next to the outcome. List one or two assignments that speak specifically to the outcome that you have chosen.**

Please attach the following documents to your memo:

1. Copies of reports of student feedback surveys from [ecafé](#)  
**Instructions**  
Go to: <http://www.hawaii.edu/ecafe/>  
Login using your UH username and password  
Share Surveys with Other UH users  
Enter: nawaa
2. Peer evaluation (one per year, done in Spring or Fall)
3. Last Year's Recommendations, if any, from your chair or discipline coordinator

**Optional Attachments:**

A short statement of your professional activities related to maintaining or increasing your knowledge and expertise in your discipline and/or in teaching methodology.

## General Education Student Learning Outcomes

### Course:

**Level 1:** SLO is addressed at an introductory level. Students attain a beginning to intermediate level comprehension and familiarity with the reasoning and processes that the SLO involves. By the end of the course, the students have knowledge of the basic elements of the processes introduced (i.e. students know how to do something such as apply methods of inquiry). Students are able to apply knowledge relative to SLO in familiar situations.

**Level 2:** SLO is addressed at an applied level, requiring students to transfer knowledge relative to the SLO from previous courses and build upon that knowledge. Students attain the ability and flexibility to apply the reasoning and processes that the SLO addresses, even in unfamiliar situations. By the end of the course, students have knowledge of intermediate/advanced elements of the processes introduced (i.e. students can evaluate an article rather than just being able to summarize it). Students engage in opportunities to utilize and synthesize knowledge and processes relative to SLO.

\_\_\_\_\_ **Thinking/Inquiry** – Make effective decisions with intellectual integrity to solve problems and/or achieve goals utilizing the skills of critical thinking, creative thinking, information literacy, and quantitative/symbolic reasoning.

\_\_\_\_\_ **Communication** – Ethically compose and convey creative and critical perspectives to an intended audience using visual, oral, written, social, and other forms of communication.

\_\_\_\_\_ **Self and Community/Diversity of Human Experiences** – Evaluate one's own ethics and traditions in relation to those of other peoples and embrace the diversity of human experience while actively engaging in local, regional and global communities.

\_\_\_\_\_ **Aesthetic Engagement** – Through various modes of inquiry, demonstrate how aesthetics engage the human experience, revealing the interconnectedness of knowledge and life.

\_\_\_\_\_ **Integrative Learning** – Explore and synthesize knowledge, attitudes and skills from a variety of cultural and academic perspectives to enhance our local and global communities.