



Faculty Performance Year-End





Welcome + Agenda

Purpose: to support you in completing your year-end review confidently

Agenda:

- Important dates and deadlines
 - COMPASS resources and Explorance Blue
 - Writing effective SMART summaries
 - Review rubric expectations
 - Q&A
- 

Important Dates

Timeline

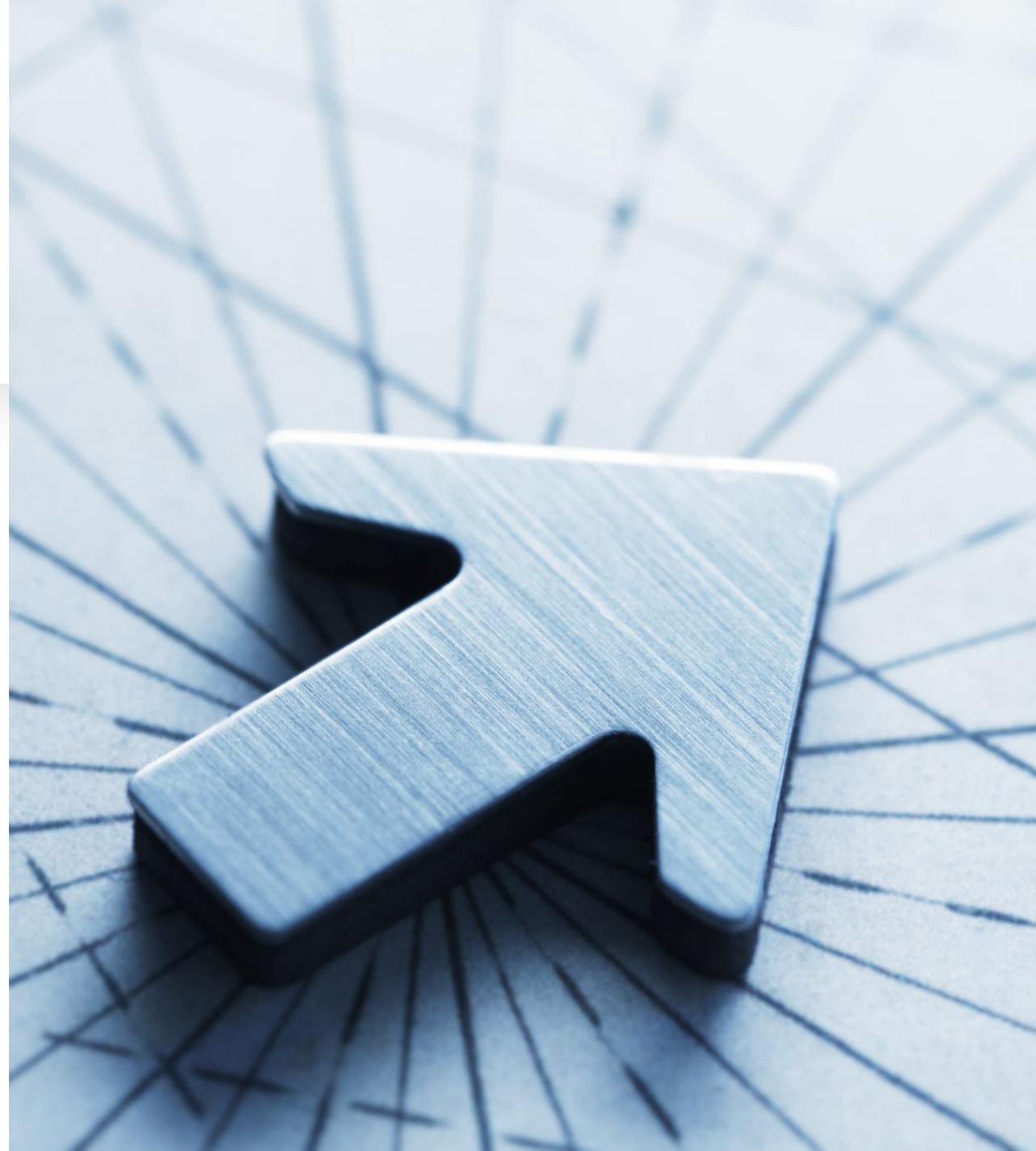
- Year-end opens: March 16
- Self-review due: April 5
- Associate/Assistant Dean review: April 6 – May 3
- School/Academic Dean review (optional): May 4 – May 7
- Review and sign-off: May 8 – May 15

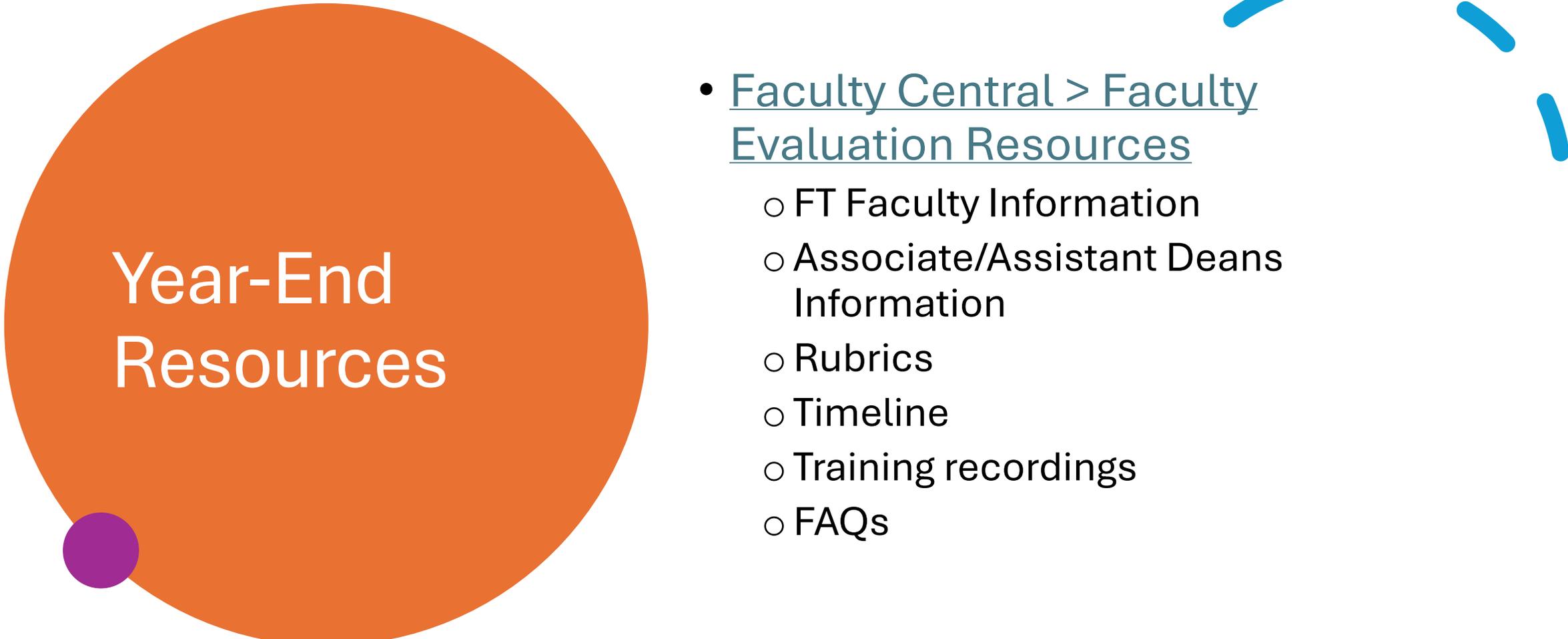
Start gathering...

- SMART objectives
- Notes/evidence/results
- Metrics
- Student/committee/project outcomes

COMPASS: How to Access Your Review

- My Tri-C Space > Employee Success Center tile
- Click on COMPASS
- Home page > Action Items
- Overview page will open – click ‘Next’ to access the self-review section





Year-End Resources

- [Faculty Central > Faculty Evaluation Resources](#)
 - FT Faculty Information
 - Associate/Assistant Deans Information
 - Rubrics
 - Timeline
 - Training recordings
 - FAQs

SMART Summaries

SMART Summaries

4-Part Summary Formula

1. Goal/objective
2. Actions taken
3. Results/metrics
4. Impact/learning

Formula Template

- "This year, I aimed to ____."
- "I accomplished this by ____."
- "As a result, ____."
- "This contributed to ____."

Vague vs. Strong

Vague Summary

I taught my courses and supported my students throughout the semester. I made improvements and students did well.

- Vague
- No evidence
- No outcomes
- Reads like a job description

Strong Summary

My objective was to improve student engagement in my ENG-1020 courses. I redesigned weekly discussion activities and incorporated three new active learning strategies. As a result, student participation increased, and my end-of-semester student engagement score improved from 3.8 to 4.4. These changes helped create a more interactive learning environment and supported student success.

Structure

- Clear, concise, consistent
 - Can use any structure that works for you – bullet points, sections, etc.
-

Example 1

Objective: Increase student engagement in ENG 1020 by incorporating at least three new active learning strategies during the Fall 2025 semester.

Actions: I incorporated small group peer review workshops, interactive polling tools, and structured class discussions. I also redesigned assignments to include more real-world applications and collaborative components.

Results: Student participation increased significantly, with attendance improving from an average of 82% to 90%. End-of-course evaluations reflected increased student satisfaction, particularly in the areas of engagement and course interaction.

Impact and Learning: Students responded positively to interactive learning methods, demonstrating stronger critical thinking and collaboration skills. I plan to expand the use of these strategies and share these practices with colleagues.

Example 2

Goal:

Enhance my knowledge of artificial intelligence (AI) tools and integrate new AI-supported learning activities into two courses by March 16.

Actions:

To accomplish this goal, I participated in four AI-focused professional development webinars and completed approximately 12 hours of self-guided training on tools such as ChatGPT and Microsoft Copilot. I researched best practices for ethical and effective classroom use of AI and designed two new course activities for each class, including an AI-assisted brainstorming assignment and a guided content-analysis exercise. These activities were piloted in two sections totaling 48 students.

Results:

By March 16, I successfully implemented AI-supported activities in both courses, exceeding my original target of one activity per course by introducing a total of four activities. Student participation was high, with 44 of 48 students (92%) completing the assignments. A brief follow-up survey indicated that 85% of students reported the AI activities helped improve their understanding of course concepts, and overall assignment scores increased by an average of 8% compared to similar assignments from the previous semester.

Impact and Learning:

This experience strengthened my confidence in integrating emerging technologies into my teaching and enhanced student engagement and learning outcomes. Based on student feedback and performance data, I plan to expand AI integration into additional assignments and share these strategies with colleagues through a departmental presentation to support broader adoption of innovative teaching practices.

Stuck?

- Talk with your Dean!
 - Can provide feedback for your year-end review before submitting
- Use bullet points – the review does not need to be a long narrative
 - Clear, concise and consistent
- Go through notes/calendars/data collected throughout the year
- Identify barriers encountered throughout the year
- Review the rubrics



Student Course Feedback

Explorance Blue Aggregate Instructor Reports

In addition to individual course reports, faculty have access to a report which combines student course feedback from all courses and modalities into a single comprehensive report for each term

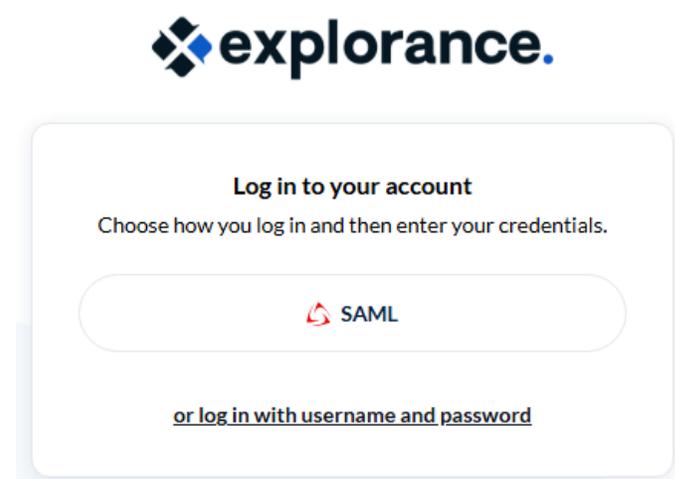
Connecting with Explorance Blue

Faculty Central

D2L Brightspace

<https://ccc.bluera.com/ccc/>

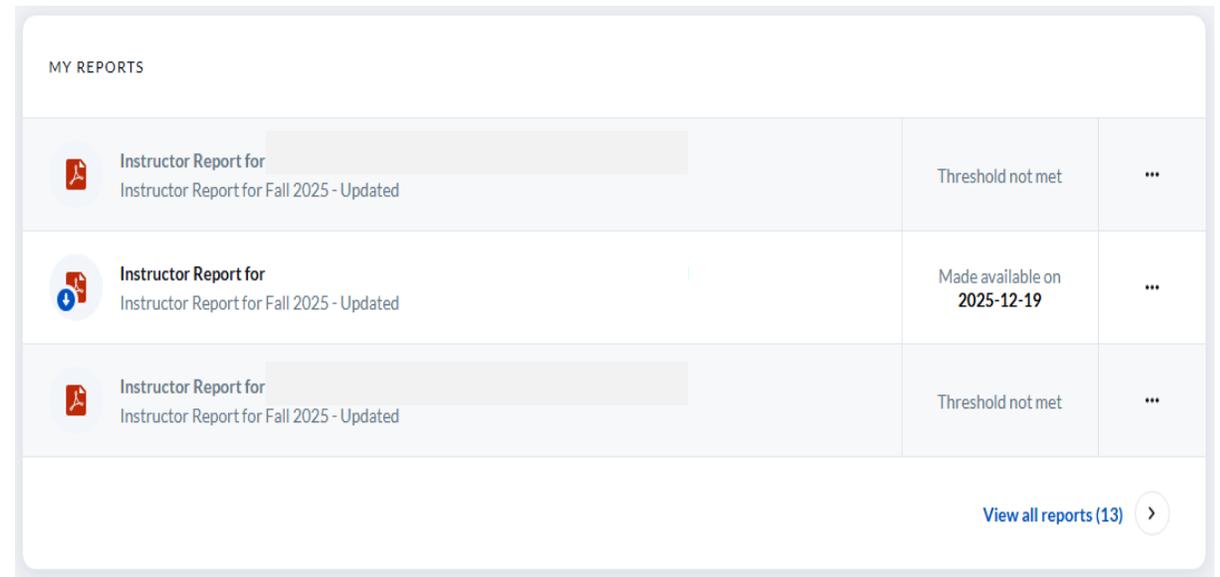
Full-time Faculty Resources	Adjunct Faculty Resources
Student Resources	my Tri-C space
Explorance Blue for Faculty	Faculty Evaluation Resources



View Reports in Explorance Blue

- Login to Explorance Blue
- On your Blue homepage, navigate to the My Reports section
- Select the Aggregate Instructor Report for the correct term:
 - Academic Year 25-26: Fall 25 Aggregate Report
 - Academic Year 26-27: Spring 26 & Fall 26 Aggregate Reports
- A new window will open with report results

Note: Reports can only be viewed using a computer, laptop, or tablet (no mobile devices)



MY REPORTS		
 Instructor Report for [redacted] Instructor Report for Fall 2025 - Updated	Threshold not met	...
 Instructor Report for [redacted] Instructor Report for Fall 2025 - Updated	Made available on 2025-12-19	...
 Instructor Report for [redacted] Instructor Report for Fall 2025 - Updated	Threshold not met	...

[View all reports \(13\)](#) >

How to Download Your Reports

Select Download PDF to save a copy of your report

Faculty will include the Aggregate Instructor Report as part of their faculty evaluation submission following the steps provided by Human Resources

Note: A minimum of one student response is required for a course feedback report to be created

Cuyahoga Community College
Project Title: Fall 2025 Student Course Feedback
Courses Audience: 6
Responses Received: 3
Response Ratio: 50.0 %

Creation Date: Wednesday, December 17, 2025



Hybrid

Provide with constructive feedback about teaching effectiveness.

1. The instructor provided the course outcomes.	2. The instructor provided a clear grading policy.																																																																
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Evaluation Rubrics

- Evaluation Rubrics
 - Can be found on [Faculty Central](#)
 - Instructional Faculty Evaluation Rubric
 - Non-Instructional Faculty – Counselor Evaluation Rubric
 - Non-Instructional Faculty – Librarian Evaluation Rubric
- SMART summary required for each area **except for** areas that you spend less than 5% of time in

FAQs

- Who do I contact for COMPASS help?
- Who do I contact for Explorance Blue help?
- What if my objective changed?
- Who receives the faculty year-end reflection?
- Instructional Faculty: do I need to include my student feedback from Explorance Blue?
- Non-instructional Faculty: how do I handle the student feedback portion if I do not have any student feedback forms?
- What happens if I receive a negative comment(s) from my student feedback forms?
- Can I review my self-review with my Associate or Assistant Dean prior to submitting?
- Am I still required to sign off on my year-end review if I do not agree with the performance rating?
- What happens if I receive a 'Does Not Meet Expectations' rating in my year-end review?

Wrap Up

- Self-review opens: March 16
 - Self-review closes: April 5
 - Explorance Blue – aggregate student feedback report
 - Use the 4-part summary formula
 - Rubrics: review your applicable rubric to help you in writing your summary
 - All resources can be found on [Faculty Central](#)
- 



Questions?