

MEMORANDUM

TO: HCC Faculty, Counselors, and Librarians
FROM: Kris Williams, President
RE: 2015-2016 HCC Performance Review

Each year all KCTCS faculty participate in the performance review process. Attached are copies of the performance review forms and procedures for 2015-2016.

Please note that all of the required forms included in this packet and the areas of performance that are reviewed are determined by KCTCS policy. You are welcome to provide any additional information you feel should be used in your performance review.

Here's our process for this year:

1. The Division Chairperson or Supervisor will prepare a performance review folder for each faculty member or employee in their Division/Unit. All employee performance materials will be collected by the Division Chairperson or Supervisor and placed in the employee's performance review folder.
2. Faculty members (including librarians) may meet, at their request, with the Division Chairperson/Supervisor to explain, clarify, etc. any items in their file prior to submission to the President. This is not an evaluation conference, but merely an opportunity to explain any file materials.

The performance ratings and their definitions are included in the Performance, Planning and Evaluation (PPE) form. HCC will continue to use the performance rating criteria for the top rating that has been used and developed locally for many years. The Faculty Affairs Committee has prepared descriptions for each of the performance ratings. These descriptions serve as guidelines in the decision-making process with the five ratings. **Please note that although the top rating does not include a merit bonus this year, it may be awarded for EE-quality performance.** Ratings will be determined by the Division Chair and Academic Dean and then submitted to the President.

3. Faculty members (including librarians and counselors) should have all performance review materials submitted to the Division Chairperson/Supervisor **by January 8, 2016 for promotion candidates and April 6, 2016 for non-promotion candidates** so that the President can make a preliminary review. Any additional materials may be submitted to the Division Chairperson/Supervisor up to the time he/she meets with the President to finalize the employee's performance review.
4. After the rating is finalized by the President, no additional materials or documentation may be added.

KCTCS ADMINISTRATIVE POLICIES AND PROCEDURES

2.5 KCTCS Performance Review

<https://publicsearch.kctcs.edu/policies/admin%20policies/2-5.pdf>

**Performance Review Forms List
For Faculty (Teaching Faculty, Librarians, Counselors)**

Form #	Form Name	Who Needs It	Who Initiates Action	Comments
PR#1	PPE Form	All Faculty	You/Chairperson	Separate Link
PR#2	Coordinator/Chairperson Evaluation of Division Faculty	Teaching Faculty	Chairperson/ Coordinator	
LPR#2	Dean's Evaluation of Librarian	Librarians	Academic Dean	
CPR#2	Dean's Evaluation of Counselor	Counselors	Dean of Student Affairs	
LPR#2 AL	Library Director's Evaluation of Assistant Librarian	Assistant Librarian	Library Director	
LPR#3	Rating Scale for Library Director	Library Director	Assistant Librarian	
PR#3	Rating Scale for Administrative/ Professional Personnel	Division Chairs/ Coordinators/ Supervisors	Division Chairs/ Coordinators/ Supervisors	Faculty evaluates Division Chair/ Coordinator/ Supervisors
PR #4	Colleague Evaluation	All Faculty	You	Three to five colleagues approved by division chair
PR#5	Learner Evaluation of Instruction	Teaching Faculty	Academic Dean	Faculty member follows instructions from dean
PR#6	On-Line Learner Evaluation of Instruction	Teaching Faculty	Academic Dean	Faculty member follows instruction from dean
PR#7	Student Evaluation of Advising	Academic Advisors	Academic Dean	Student completes at time of pre- registration
CPR#8	Student Evaluation of Counselors	Counselors	Academic Dean	
LPR#8 LD LPR#8 AL	Student Evaluation of Librarians	Librarians	Academic Dean	
PR#9	Committee Member Form	Committee Members	Committee Chairperson	Chair evaluates members (active committees only)
PR#10	Committee Chairperson Form	Committee Chairs	Committee Chairperson	Member evaluates chair

Form #	Form Name	Who Needs It	Who Initiates Action	Comments
				(active committees only)

Optional Performance Review Forms

Form #	Form Name	Who Can Choose It	Who Initiates Action	Comments
PRO#11	Chairperson/Dean of Academic Affairs Evaluation of Classroom Preparation, Materials, and Activities	Teaching Faculty	Chairperson/Dean	
PRO#12	Chairperson/Dean of Academic Affairs Evaluation of Classroom Teaching Performance	Teaching Faculty	Chairperson/Dean	
PRO#13	Chairperson/Dean of Academic Affairs Summary Evaluation Form	Teaching Faculty	Chairperson/Dean	
PRO#14	Classroom Teaching and Classroom Preparation/ Faculty Member's Self Evaluation	Teaching Faculty	You	
PRO#15	Student Evaluation of Clinical Instruction	Nursing Faculty	Academic Dean	

Note:

PRO#11,12 & 13 are evaluation materials to be used with the Classroom Visitation Option. If this additional method of evaluation is chosen by the faculty member, it should be requested in writing to the Division Chair/Academic Dean. The deadlines for faculty requests are September 15 for a fall semester visitation/evaluation and March 1 for a spring semester visitation/evaluation.



Performance Ratings/Descriptions

Recommended by Faculty Affairs Committee

Submitted: September 27, 2004

Approved by Dr. Lake on October 4, 2004

Box 1: CONSISTENTLY EXCEEDS EXPECTATIONS OF JOB REQUIREMENTS

A faculty member at this level consistently exceeds expectations and requirements based on established success criteria; the faculty member has received special recognition for professional efforts or has demonstrated extraordinary effort, expertise, or sacrifice. Performance at this level is clearly exceptional.

Box 2: MEETS AND FREQUENTLY EXCEEDS JOB REQUIREMENTS

A faculty member at this level frequently exceeds expectations and requirements for the position as agreed upon in the performance planning document. Performance at this level is clearly above average.

Box 3: FULLY MEETS JOB REQUIREMENTS

A faculty member at this level fully meets the expectations and requirements for the position as agreed upon in the performance planning document. While occasionally exceeding expectations, the faculty member has made a reasonable and positive contribution to the college/system.

Box 4: SOME IMPROVEMENT NEEDED TO MEET JOB REQUIREMENTS

A faculty member at this level does not completely meet all of the expectations and requirements for the position as agreed upon in the performance planning document. The faculty member must show improvement in unsatisfactory area(s). If the faculty member's performance does not improve, disciplinary action (up to and including termination) may be taken.

Box 5: DOES NOT MEET JOB REQUIREMENTS

A faculty member at this level clearly fails to meet the expectations and requirements for the position as agreed upon in the performance planning document. The faculty member must make significant improvements to avoid disciplinary action and/or termination of employment.

TOP RATING CRITERIA

To receive a top rating, a faculty member must fulfill his/her commitment to all areas specified by his/her PPE and meet one of the criteria listed below. A faculty member may receive consecutive meritorious ratings for the same activity or contribution if a new outstanding effort is demonstrated.

Examples of activities or contributions include:

- a. If a faculty member receives a box 1 for obtaining a grant, he/she may receive a consecutive box 1 for outstanding effort at implementing that grant or may receive a consecutive box 1 for obtaining a new grant.
- b. A faculty member who sponsors a student organization may receive a consecutive box 1 if the student organization undertakes new projects (e.g., increases involvement in regional/national organization, increases organization's visibility on campus and/or the community) that demonstrate the sponsor's leadership and/or effort.
- c. A faculty member who implements innovative teaching techniques that impact students positively may receive a consecutive meritorious rating for implementing new teaching techniques.

Criterion: INNOVATION AND CREATIVITY IN TEACHING

The faculty member has developed a teaching method to enhance student learning, critical thinking, or retention. Examples include, but are not restricted to, use of multi-media, student portfolios, and service learning. In any case, following one of the examples does not automatically confer the top rating. Documentation and explanation of outstanding contributions are required.

Teaching Portfolio - One method of explaining innovation, creativity, and excellence in teaching is the Teaching Portfolio. The Teaching Portfolio provides the faculty an optional method of demonstrating teaching excellence, a means to improve teaching, and to support application for promotion or tenure.

Criterion: LEADERSHIP

The faculty member has demonstrated outstanding performance in a leadership role such as committee chair, program coordinator, KCTCS ad-hoc committee member, division chair, or other positions.

Criterion: GRANTS/CONTRACTS

The faculty member has taken major responsibility for an externally funded grant or contract that supports the college's strategic plan.

Criterion: ADVANCED DEGREE

The faculty member has completed a doctoral degree or has obtained certification in a specialty area in his/her discipline from an accredited institution of higher education.

Criterion: INNOVATION AND EXCELLENCE IN ADVISING

In addition to fulfilling basic advising responsibilities such as open registration and advance registration, the advisor has made a special contribution. Examples of such special contributions include, but are not limited to, the following:

- **taking on new advising responsibilities** requiring extensive retraining, collaboration, or increased duties.
- **providing leadership in collaborating** on agreements for transfers to or from other institutions.
- **developing a mentoring model**, such as new techniques or methods to enhance communication with advisees, which the advisor shares with other advisors through a professional development workshop or other means.

Documentation and explanation of outstanding contributions are required.

Advising Portfolio—One optional method of explaining innovation, creativity, and excellence in advising is the Advising Portfolio.

Criterion: INNOVATION AND CREATIVITY IN NON-TEACHING AREAS

The faculty member has developed new materials, programs, or methods of assisting students outside the classroom, resulting in enhanced student learning, critical thinking, or retention. Documentation and explanation of outstanding contributions are required.

Criterion: OTHER EXCEPTIONAL AND DISTINGUISHED CONTRIBUTIONS

The faculty member has made an exceptional and distinguished contribution not specifically described by the above criteria but connected in some way to the faculty member's role at the college. Examples may include, but are not restricted to, a faculty member who has

- Brought special recognition and distinction to the college through such activities as publishing a scholarly work* or serving in a leadership capacity in a charitable, civic, or professional organization as a representative of the college or a representative of one's profession.

***When possible, the candidate for a meritorious rating should make available a copy of the publication either in the HCC Library or included as part of the performance review packet.**

- **developed and implemented a new degree program** or a new course not presently offered in the community college system.
- **provided outstanding sponsorship** of a student organization or student activities such as the literary magazine, PTK, the Hill, the academic team, or the student nurses' association.

To the candidate for category I who submits a teaching portfolio, please complete the following form to include as a cover sheet for the portfolio.

Items or Sections of Portfolio Supporting This

_____ Innovation

_____ Creativity

_____ Excellence in Teaching

Please provide a brief abstract of your portfolio to aid the evaluators. It should be no more than one type-written page. You will want to emphasize the portions that are relevant to one of the criteria above. Explain briefly why you are submitting a teaching portfolio, indicating what was different about your teaching this year, what was innovative, creative or especially worthy of attention.

REQUIRED **PR #2**
COORDINATOR/CHAIRPERSON EVALUATION OF PROGRAM/DIVISION FACULTY

Coordinator originates, completes, and forwards to Division Chairperson. Division Chairperson originates, completes, and retains

Person Being Evaluated _____ Division _____ Evaluator _____ Program _____
 Date _____

Almost Much of Some of Almost Unable
 Always The Time The Time Never To Judge

1. The instructor works effectively peers.	1	2	3	4	5	
2. The instructor accepts constructive criticism gracefully and responds appropriately.		1	2	3	4	5
3. The instructor accepts responsibility as assigned and makes the best effort possible with resources available. 1		2	3	4	5	
4. The instructor maintains professional relationships with students.		1	2	3	4	5
5. Is willing to meet with students out of class.		1	2	3	4	5
6. Keeps appointments with students.		1	2	3	4	5
7. The instructor maintains high teaching standards.		1	2	3	4	5
8. Expresses interest and concern about the quality of his/her teaching.		1	2	3	4	5
9. Is aware of developments in his/her field.		1	2	3	4	5
10. Works effectively within the program.		1	2	3	4	5
11. Maintains and encourages professional relationships with colleagues.		1	2	3	4	5

ADVISOR PERFORMANCE

1. Office Hours are posted.		1	2	3	4	5
2. Advisor maintains sufficient office hours.		1	2	3	4	5
3. Advisor was present at assigned stations during registration and drop/add.		1	2	3	4	5

OVERALL COMMENTS ON PERFORMANCE ON REVERSE SIDE

REQUIRED
DEAN'S EVALUATION OF LIBRARIAN

Dean originates and completes

Person being evaluated _____

Evaluator _____ Date _____

Please rate the faculty member's performance in the following areas:

	Almost Always	Much of the time	Some of the time	Almost Never	Unable to Judge
1. Cooperates with peers.	1	2	3	4	5
2. Accepts constructive criticism.	1	2	3	4	5
3. Carries out assigned responsibilities.	1	2	3	4	5
4. Is professional with students.	1	2	3	4	5
5. Is professionally competent.	1	2	3	4	5
6. Maintains high standards in librarianship.	1	2	3	4	5

ADVISOR PERFORMANCE:

1. Office hours are posted.	1	2	3	4	5
2. Advisor maintains sufficient office hours.	1	2	3	4	5
3. Advisor was present at assigned stations during registration.	1	2	3	4	5

OVERALL COMMENTS ON PERFORMANCE:

AREA (S) TO BE IMPROVED:

REQUIRED
DEAN'S EVALUATION OF COUNSELOR

Dean originates and completes

Person being evaluated _____ Division _____

Evaluator _____ Program _____

Date _____

		Almost Always	Much of the time	Some of the time	Almost Never	Unable to Judge
1.	The counselor works effectively with peers.	1	2	3	4	5
2.	The counselor accepts constructive criticism gracefully and responds appropriately.	1	2	3	4	5
3.	The counselor accepts responsibility as assigned and makes the best effort possible with resources available.	1	2	3	4	5
4.	The counselor maintains professional relationships with students.	1	2	3	4	5
5.	The counselor maintains professional competency.	1	2	3	4	5
6.	The counselor maintains high counseling standards.	1	2	3	4	5
7.	The counselor understands the mission/philosophy objectives of the community college.	1	2	3	4	5

OVERALL EVALUATION OF PERFORMANCE:

REQUIRED

LIBRARY DIRECTOR EVALUATION OF ASSISTANT LIBRARIAN

**Library Director originates, completes, and
Forwards to Academic Dean**

Person being evaluated _____ Division _____

Evaluator _____ Date _____

Please rate the librarian's performance in the following areas:

	Almost Always	Much of the time	Some of the time	Almost Never	Unable to Judge
1. Is professional with teaching faculty.	1	2	3	4	5
2. Is professional with students.	1	2	3	4	5
3. Is professional with colleagues and staff.	1	2	3	4	5
4. Is dedicated to quality work.	1	2	3	4	5
5. Is responsive to change or innovation in job performance.	1	2	3	4	5
6. Is aware of developments in his/her field.	1	2	3	4	5
7. Carries out assigned responsibilities.	1	2	3	4	5

ADVISOR PERFORMANCE

1. Office hours are posted.	1	2	3	4	5
2. Advisor maintains sufficient office hours.	1	2	3	4	5
3. Advisor was present at assigned stations during registration.	1	2	3	4	5

OVERALL COMMENTS ON PERFORMANCE:

AREA (S) TO BE IMPROVED:

REQUIRED
RATING SCALE FOR LIBRARY DIRECTOR

Fill out one copy of this form on the Library Director. Send it to the Academic Dean.

Person being evaluated _____ Library Director

Assistant Librarian's Name _____ Date _____

Please rate the librarian's performance in the following areas:

	Almost Always	Much of the time	Some of the time	Never	Almost Unable to Judge
1. Is professional with students.	1	2	3	4	5
2. Is professional with faculty.		1	2	3	4 5
3. Has ability to deal fairly with evaluations/promotions.	1	2	3	4	5
4. Is responsive to others' viewpoints.		1	2	3	4 5
5. Is trustworthy, honest, and reliable.		1	2	3	4 5
6. Has skill in securing group actions.		1	2	3	4 5
7. Is organized.		1	2	3	4 5
8. Makes effort to ensure group participation.		1	2	3	4 5
9. Is effective in communicating with group members.		1	2	3	4 5
10. Selects items appropriate for group action.	1	2	3	4	5
11. Demonstrates attitude toward professional rights of faculty.	1	2	3	4	5
12. Assigns work fairly.	1	2	3	4	5
13. Enhances group morale.		1	2	3	4 5
14. Administrative methods are effective.	1	2	3	4	5

COMMENTS: (Some evaluative comments concerning the administrator's performance should be included.)
 AREA (S) TO BE IMPROVED:

RATING SCALE FOR ADMINISTRATIVE/PROFESSIONAL PERSONNEL
Part I

Directions: Following is a list of personal and professional qualities generally considered to be desirable in administrators of colleges and universities. To obtain information that may lead to the improvement of administration, you are asked to rate the indicated administrator on each of these qualities. On the basis of your own experience and judgment, rate the administrator according to the code listed below by marking a cross (x) in the appropriate square.

Administrator's Name & Title _____

_____ Date _____

	A	B	C	D	E
	Almost	Much	Some	Almost	Unable
	always	of the	of the	never	to judge
		time	time		

- | | | | | | |
|--|-------|-------|-------|-------|-------|
| 1. Demonstrates commitment to professional education | _____ | _____ | _____ | _____ | _____ |
| 2. Is fair in dealing with students | _____ | _____ | _____ | _____ | _____ |
| 3. Displays a considerate attitude toward faculty | _____ | _____ | _____ | _____ | _____ |
| 4. Projects a positive image | _____ | _____ | _____ | _____ | _____ |
| 5. Displays self-adjustment and a sense of humor | _____ | _____ | _____ | _____ | _____ |
| 6. Stimulates new ideas | _____ | _____ | _____ | _____ | _____ |
| 7. Is trustworthy, honest and reliable | _____ | _____ | _____ | _____ | _____ |
| 8. Is skillful in securing group action | _____ | _____ | _____ | _____ | _____ |
| 9. Is able to inspire confidence | _____ | _____ | _____ | _____ | _____ |
| 10. Is organized | _____ | _____ | _____ | _____ | _____ |

Directions: Following is a list of activities that relate to the methods employed by the administrator in performing his or her administrative work. You are asked to rate the administrator on the relative degree to which you consider that he or she engages in these activities or applies these methods.

Almost Much Some Almost Unable
always of the of the never to judge
time time

- 11. Encourages democratic participation _____
- 12. Communicates effectively with group members _____
- 13. Presents appropriate materials for group action _____
- 14. Adheres to group decisions _____
- 15. Understands and respects the professional responsibilities of faculty _____
- 16. Assigns work fairly and suitably _____
- 17. Sets a positive tone for group _____
- 18. Uses generally appropriate administrative methods _____
- 19. Provides adequate follow up and feedback in the administrative process _____

If you so choose, use the bottom of this sheet (or attachments) to comment on:

- 1. Leadership or management style of this individual.
- 2. Any other general observations.

COLLEAGUE EVALUATION

Colleague being evaluated completes top half and forwards to colleagues. Colleague completes form and forwards to Dean of Academic Affairs.

Person being evaluated _____ Division _____

Evaluator _____ Program _____ Date _____

	Almost Always	Much of the time	Some of the time	Almost Never	Unable to Judge
1. Maintains or encourages professional relationships with colleagues.	1	2	3	4	5
2. Is interested in the work of colleagues.	1	2	3	4	5
3. Demonstrates interest in the quality of his/her teaching.	1	2	3	4	5
4. Seeks and shares information in his/her field.	1	2	3	4	5
5. Works effectively with colleagues.	1	2	3	4	5
6. Fulfills professional responsibilities.	1	2	3	4	5

COMMENTS: (Some evaluative comments should be included.)

Signature of Evaluator

Learner Evaluation of Instruction

Ratings:

SA Strongly Agree: You totally agree with the statement.

A Agree: You somewhat agree with the statement.

D Disagree: You somewhat disagree with the statement.

SD Strongly Disagree: You totally disagree with the statement.

NA Not Applicable

The Instructor

- | | | | | |
|---|----|---|---|----|
| 1. The instructor's knowledge of the subject helps me learn. | SA | A | D | SD |
| 2. The instructor uses class time appropriately. | SA | A | D | SD |
| 3. The instructor creates an atmosphere that encourages learning. | SA | A | D | SD |
| 4. The instructor's directions for assignments/exams are clear. | SA | A | D | SD |
| 5. The instructor returns assignments/exams within a reasonable length of time. | SA | A | D | SD |
| 6. The instructor's feedback on assignments/exams is useful to me. | SA | A | D | SD |
| 7. The instructor is available for help outside the classroom. | SA | A | D | SD |
| 8. The instructor treats me with courtesy and respect. | SA | A | D | SD |

Course Tools

- | | | | | |
|---|----|---|---|----|
| 9. The tests/assignments reflect the topics studied in this course. | SA | A | D | SD |
| 10. Materials (texts, manuals, software, etc.) required for this course help me to learn the subject. | SA | A | D | SD |
| 11. The syllabus clearly states the policies of the course. | SA | A | D | SD |

The Learner:

- | | | | | |
|--|----|---|---|----|
| 12. I actively participate in classroom discussion and activities. | SA | A | D | SD |
| 13. My knowledge of the subject has increased. | SA | A | D | SD |
| 14. I have studied and put effort into this course. | SA | A | D | SD |

15. During an average week, I spend this amount of time out of class completing assignments or getting help from a tutor or the instructor.

1) None 2) 1-2 hrs. 3) 3-4 hrs. 4) 5-6 hrs. 5) 7 or more hrs.

16. I have missed the following number of classes: 1) None 2) 1-2 3) 3-4 4) 5-6 hrs. 5) 7 or more hrs.

17. I expect to earn the following grade in this course: 1) A, B 2) C 3) D, E, F 4) P, MP

Physical Facilities

18. Please mark any of the following that interfered with your learning in Room No. _____.

You may also add comments regarding physical facilities at the end of this survey.

- a) seating/work surface c) noise e) equipment
b) temperature d) lighting

19. If this course required you to use another room (i.e., lab, studio, library session, etc., please mark any of the following that interfered with your learning in Room No. _____.

- a) seating/work surface c) noise e) equipment
b) temperature d) lighting

Optional Questions:

20. Ideas or questions presented by the instructor for small group discussion contributes to my learning. SA A D SD NA
21. Projects or papers assigned by the instructor contribute to my learning. SA A D SD NA
22. Laboratory exercises for understanding important course concepts assigned by the instructor contribute to my learning. SA A D SD NA
23. Projects assigned by the instructor in which students work together contribute to my learning. SA A D SD NA
24. Case studies, role-playing or simulations in the course contribute to my learning. SA A D SD NA
25. Journals, portfolios, or logs required of students in the course contribute to my learning. SA A D SD NA
26. Instructor's use of technology as aids in instruction contributes to my learning. SA A D SD NA
27. Multi-media materials (films, videos, slides, etc.) used in this course help me learn the subject. SA A D SD NA

Open Ended:

Comment on your overall learning experience in this course.

Online Learner Evaluation of Instruction

Ratings:

SA Strongly Agree: You totally agree with the statement.

A Agree: You somewhat agree with the statement.

D Disagree: You somewhat disagree with the statement.

SD Strongly Disagree: You totally disagree with the statement.

ND Not Applicable

The Instructor

- | | | | | |
|--|----|---|---|----|
| 9. The instructor's knowledge of the subject helps me learn. | SA | A | D | SD |
| 10. The instructor manages the course schedule appropriately. | SA | A | D | SD |
| 11. The instructor creates an atmosphere that encourages learning. | SA | A | D | SD |
| 12. The instructor's directions for assignments/exams are clear. | SA | A | D | SD |
| 13. The instructor returns assignments/exams within a reasonable length of time. | SA | A | D | SD |
| 14. The instructor's feedback on assignments/exams is useful to me. | SA | A | D | SD |
| 15. The instructor is helpful when I have problems/questions. | SA | A | D | SD |
| 16. The instructor treats me with courtesy and respect. | SA | A | D | SD |

Course Tools

- | | | | | |
|---|----|---|---|----|
| 17. The tests/assignments reflect the topics studied in this course. | SA | A | D | SD |
| 18. Materials (texts, manuals, software, etc.) required for this course help me to learn the subject. | SA | A | D | SD |
| 19. The syllabus clearly states the policies of the course. | SA | A | D | SD |

The Learner:

- | | | | | |
|---|----|---|---|----|
| 12. I understand what is expected of me in this course. | SA | A | D | SD |
| 13. My knowledge of the subject has increased. | SA | A | D | SD |
| 14. I have studied and put effort into this course. | SA | A | D | SD |
| 15. During an average week, I spend this amount of time out of class completing assignments or getting help from a tutor or the instructor. | | | | |
- 1) None 2) 1-2 hrs. 3) 3-4 hrs. 4) 5-6 hrs. 5) 7 or more hrs.

16. I made an effort to meet course deadlines. SA A D SD

17. I expect to earn the following grade in this course: 1) A, B 2) C 3) D, E, F 4) P, MP

18. Please mark any of the following that interfered with your learning:
- a. no internet access at home.
 - b. slow computer.
 - c. limited computer skills.
 - d. trouble logging in.
 - e. lack of tech support.
 - f. other (please specify):

Optional Questions (Included at the instructor's discretion):

19. Ideas or questions presented by the instructor for discussion threads contribute to my learning. SA A D SD NA

20. Projects or papers assigned by the instructor contribute to my learning. SA A D SD NA

21. Laboratory exercises for understanding important course concepts assigned by the instructor contribute to my learning. SA A D SD NA

22. Projects assigned by the instructor in which students work together contribute to my learning. SA A D SD NA

23. Case studies, simulations, or role-playing in the course contributes to my learning. SA A D SD NA

24. Journals, portfolios, or logs required of students in the course contribute to my learning. SA A D SD NA

25. Instructor's use of technology as aids in instruction contributes to my learning. SA A D SD NA

26. Multi-media materials (films, videos, slides, etc.) used in this course help me learn the subject. SA A D SD NA

Open Ended:

Comment on your overall learning experience in this course.

**HENDERSON COMMUNITY COLLEGE
STUDENT EVALUATION OF ADVISING**

Please complete this form **ONLY ONE TIME** this semester. If you have already completed this form, please do not respond.

Who is your advisor? _____

What is your major or program? _____

Check one in each column:

<input type="checkbox"/> Part-time student	<input type="checkbox"/> Day student	<input type="checkbox"/> 2-year program
<input type="checkbox"/> Full-time student	<input type="checkbox"/> Evening student	<input type="checkbox"/> 4-year transfer
		<input type="checkbox"/> Non degree

INSTRUCTIONS: Please answer the following questions carefully and honestly to the best of your knowledge. This information is CONFIDENTIAL and will be used to improve the advising program.

Almost Always (more than 90% of the time)	Much of the time (70-90%)	Some of the time (50-70%)	Almost Never (less than 50% of the time)	Unable Judge
---	---------------------------------	---------------------------------	--	-----------------

- | | | | | | |
|--|---|---|---|---|---|
| 1. Is your advisor available for academic assistance? | 1 | 2 | 3 | 4 | 5 |
| 2. Is your advisor willing to schedule advising appointments? | 1 | 2 | 3 | 4 | 5 |
| 3. Does your advisor encourage you to provide input on course selections? | 1 | 2 | 3 | 4 | 5 |
| 4. Does your advisor consider your personal and/or job situation when helping plan your schedule? | 1 | 2 | 3 | 4 | 5 |
| 5. Is your advisor knowledgeable about requirements for your program at HCC and/or at the institution to which you plan to transfer? | 1 | 2 | 3 | 4 | 5 |
| 6. Does your advisor refer and/or direct you to other faculty members or other knowledgeable sources when needed? | 1 | 2 | 3 | 4 | 5 |
| 7. Does your advisor show an interest in your academic progress? | 1 | 2 | 3 | 4 | 5 |

If you have any comments or suggestions about the advising process, please write them here (use back if needed.)

**HENDERSON COMMUNITY COLLEGE
STUDENT EVALUATION OF COUNSELORS**

Please rate your counselor on the following questions. Indicate your rating of your counselor by marking the appropriate space on the scale.

COUNSELOR'S NAME:

Please check the type (or types) of counseling assistance you received.

Check one in each column:

<input type="checkbox"/> Academic Counseling	<input type="checkbox"/> Career Counseling	<input type="checkbox"/> Other
<input type="checkbox"/> Personal/Social Counseling	<input type="checkbox"/> Veteran Counseling	
<input type="checkbox"/> Financial Aid/Scholarships	<input type="checkbox"/> Transfer Counseling	

Almost Always (more than 90% of the time)	Much of the time (70-90%)	Some of the time (50-70%)	Almost Never (less than 50% of the time)	Unable Judge
---	---------------------------------	---------------------------------	--	-----------------

This person:

- | | | | | | | |
|----|---|---|---|---|---|---|
| 1. | is willing/readily available to give help and advice. | 1 | 2 | 3 | 4 | 5 |
| 2. | communicates clearly. | 1 | 2 | 3 | 4 | 5 |
| 3. | is helpful when students have difficulty. | 1 | 2 | 3 | 4 | 5 |
| 4. | informs students of available help and resources. | 1 | 2 | 3 | 4 | 5 |
| 5. | can be trusted with confidential information. | 1 | 2 | 3 | 4 | 5 |
| 6. | helps me explore options. | 1 | 2 | 3 | 4 | 5 |
| 7. | encourages me to make my own decisions. | 1 | 2 | 3 | 4 | 5 |

GENERAL COMMENTS:

HENDERSON COMMUNITY COLLEGE
STUDENT EVALUATION OF LIBRARIANS

Directions: Your opinion of the effectiveness of the professional Librarians is needed to improve library services. Indicate your ratings by circling the appropriate number.

Mike Knecht: Library Director

Almost Always Much of Some of Almost Never Unable
(more than 90% of the time) (70-90%) (50-70%) (less than 50% of the time) Judge

This Librarian:

- | | | | | | |
|--|---|---|---|---|---|
| 1. is willing to give help. | 1 | 2 | 3 | 4 | 5 |
| 2. demonstrates ability to work effectively with people. | 1 | 2 | 3 | 4 | 5 |
| 3. informs students of available resources and services. | 1 | 2 | 3 | 4 | 5 |
| 4. appears sensitive to students' feelings and problems. | 1 | 2 | 3 | 4 | 5 |
| 5. communicates clearly. | 1 | 2 | 3 | 4 | 5 |

GENERAL COMMENTS: (use back if necessary)

HENDERSON COMMUNITY COLLEGE
STUDENT EVALUATION OF LIBRARIANS

Directions: Your opinion of the effectiveness of the professional Librarians is needed to improve library services. Indicate your ratings by circling the appropriate number.

Kevin Reid: Assistant Librarian

Almost Always Much of Some of Almost Never Unable
(more than 90% of the time) the time (70-90%) the time (50-70%) (less than 50% of the time) Judge

This Librarian:

- | | | | | | |
|--|---|---|---|---|---|
| 1. is willing to give help. | 1 | 2 | 3 | 4 | 5 |
| 2. demonstrates ability to work effectively with people. | 1 | 2 | 3 | 4 | 5 |
| 3. informs students of available resources and services. | 1 | 2 | 3 | 4 | 5 |
| 4. appears sensitive to students' feelings and problems. | 1 | 2 | 3 | 4 | 5 |
| 5. communicates clearly. | 1 | 2 | 3 | 4 | 5 |

GENERAL COMMENTS: (use back if necessary)

REQUIRED
COMMITTEE MEMBER FORM

Return completed form to committee member's division chair. If committee member is a division chair, send this form to the Dean of Academic Affairs

Date _____

Committee Name _____ Number of Committee Members _____

Committee Chairperson _____

Member Being Evaluated _____

Almost Always Much of Some of Almost Never Unable
(more than 90% the time the time (less than 50% to
of the time) (70-90%) (50-70%) of the time) Judge

Committee Member

- | | | | | | |
|---|---|---|---|---|---|
| 1. attends meetings regularly except when excused by chairperson. | 1 | 2 | 3 | 4 | 5 |
| 2. maintains a positive attitude toward the committee assignment. | 1 | 2 | 3 | 4 | 5 |
| 3. pursues committee tasks conscientiously and thoroughly. | 1 | 2 | 3 | 4 | 5 |
| 4. contributes meaningful, relevant, and constructive discussion. | 1 | 2 | 3 | 4 | 5 |
| 5. is respectful and cooperative in relations with committee members. | 1 | 2 | 3 | 4 | 5 |

Comments:

REQUIRED
COMMITTEE CHAIRPERSON FORM

Return completed form to Chairperson's Division Chair. If the committee Chairperson is a Division Chair, send this form to the Dean of Academic Affairs.

Date _____

Committee Name _____ Number of Committee Members _____
Committee Chairperson _____

How many hours per month does the committee meet?

Almost Always (more than 90% of the time) Much of the time (70-90%) Some of the time (50-70%) Almost Never (less than 50% of the time) Unable to Judge

Committee Chairperson

1. initiates an appropriate agenda and procedure for conducting the work of the committee.	1	2	3	4	5
2. pursues committee tasks conscientiously and thoroughly.	1	2	3	4	5
3. sustains a balance of view points and objectivity in committee's work.	1	2	3	4	5
4. communicates the task of the committee effectively with the members.	1	2	3	4	5
5. provides adequate communications to appropriate faculty and administrators.	1	2	3	4	5
6. brings relevant information to attention of the committee.	1	2	3	4	5
7. focuses activities of the committee on the task at hand.	1	2	3	4	5
8. is respectful and cooperative in relations with committee members.	1	2	3	4	5

Comments:

OPTION

A faculty member may choose to have their classroom teaching observed and classroom preparation, materials, and activities reviewed during one semester of the performance review year by their Division Chairperson and the Academic Dean. The results of this optional evaluation will be weighed equally with the results of the student evaluation of instruction forms.

Using the classroom teaching and classroom preparation evaluation does provide the faculty member with the option of having his/her teaching performance evaluated using other sources in addition to using student appraisals.

GUIDELINES FOR USING THE OPTION:

- A. If the faculty member chooses this option, he/she must notify his/her chairperson by March 1st if the classroom teaching and classroom preparation evaluation is to be done in the spring semester. If the fall semester is selected, September 15th is the deadline.
- B. It is the faculty member's responsibility to notify the chairperson in writing which course and class section he/she wants evaluated.
- C. The faculty member will be observed in the classroom at least twice during the selected semester, once or more by the chairperson and once or more by the Dean of Academic Affairs.
- D. Before each observation, the evaluator should give the faculty member a two-day advance notice, and the faculty member should also inform the evaluator, in advance, of the topic of the day and primary objectives of the class meeting.
- E. Before the visitation, the faculty member must provide his/her chairperson with a syllabus, course outline, and other documents (such as lesson plan, activities, or lab directions, sample copies of tests, assignment sheets, educational media used, etc.) revealing methods, procedures, and objectives to assist the chair and the Dean of Academic Affairs in making evaluations of classroom teaching.

PR O#11

**CHAIRPERSON AND DEAN OF ACADEMIC AFFAIRS
EVALUATION OF CLASSROOM
PREPARATION, MATERIALS, AND ACTIVITIES**

Faculty member _____

Division _____ Course _____ Section _____

Evaluator _____ Date _____

Please use the following rating scale in making your judgments:

- 1 = Outstanding
- 2 = Good
- 3 = Satisfactory
- 4 = Marginal
- 5 = Unable to judge

- | | | | | | |
|---|---|---|---|---|---|
| 1. The written format of this course is appropriate to course purposes. | 1 | 2 | 3 | 4 | 5 |
| 2. Valid criteria are used to evaluate the progress of the students. | 1 | 2 | 3 | 4 | 5 |
| 3. Organization of course is logical. | 1 | 2 | 3 | 4 | 5 |
| 4. Course content is up-to-date with developments in the field. | 1 | 2 | 3 | 4 | 5 |
| 5. The amount of material covered is reasonable. | 1 | 2 | 3 | 4 | 5 |
| 6. Assignments are of instructional value. | 1 | 2 | 3 | 4 | 5 |
| 7. Direction for course assignments are clear and specific. | 1 | 2 | 3 | 4 | 5 |
| 8. Class projects are related to course goals and objectives. | 1 | 2 | 3 | 4 | 5 |

EVALUATION OF SPECIFIC CLASSROOM MATERIALS, MEDIA, AND ACTIVITIES

- | | | | | | |
|---|---|---|---|---|---|
| 9. The materials, media, or activities are appropriate to stated objectives. | 1 | 2 | 3 | 4 | 5 |
| 10. The materials, media, or activities are appropriate to the audience. | 1 | 2 | 3 | 4 | 5 |
| 11. The materials, media, or activities are appropriate for the size of the audience. | 1 | 2 | 3 | 4 | 5 |
| 12. The materials and activities lend themselves to student involvement in the teaching learning process. | 1 | 2 | 3 | 4 | 5 |
| 13. The materials are up-to-date, attractive, and accurate. | 1 | 2 | 3 | 4 | 5 |

PR O#12

**CHAIRPERSON AND DEAN OF ACADEMIC AFFAIRS
EVALUATION OF CLASSROOM TEACHING PERFORMANCE**

Faculty member being evaluated _____

Division _____ Course _____ Section _____

Evaluator _____ Date _____

Instructions

In this inventory you are asked to assess the faculty member's specific classroom behaviors. The faculty member has requested this information for purposes of performance review evaluation.

Your judgments should reflect the type of teaching that is best suited for this particular course. Assess each behavior independently rather than let your overall impression of the faculty member determines your individual rating.

Please use the following rating scale in making your judgment:

- 1 = Outstanding
- 2 = Good
- 3 = Satisfactory
- 4 = Marginal
- 5 = Unable to judge

- | | |
|---|-----------|
| 1. Where applicable the instructor gives several examples of each concept. | 1 2 3 4 5 |
| 2. The instructor stresses most important points by pausing, speaking slowly, raising voice, or writing key terms on chalkboard or overhead screen. | 1 2 3 4 5 |
| 3. The instructor answers students' questions thoroughly. | 1 2 3 4 5 |
| 4. The instructor encourages students' questions and comments during lectures. | 1 2 3 4 5 |
| 5. The instructor presents challenging, thought-provoking ideas. | 1 2 3 4 5 |
| 6. The instructor clearly indicates transition from one topic to the next. | 1 2 3 4 5 |
| 7. The instructor gives preliminary overview of lecture at beginning of class. | 1 2 3 4 5 |

PR O#12

- | | | | | | |
|---|---|---|---|---|---|
| 8. The instructor periodically summarizes points previously made. | 1 | 2 | 3 | 4 | 5 |
| 9. The instructor speaks clearly, at an appropriate volume, and at an appropriate pace. | 1 | 2 | 3 | 4 | 5 |
| 10. The instructor shows tolerance of other points of view. | 1 | 2 | 3 | 4 | 5 |
| 11. The instructor is knowledgeable of the subject. | 1 | 2 | 3 | 4 | 5 |
| 12. The instructor is organized and prepared. | 1 | 2 | 3 | 4 | 5 |
| 14. The instructor shows self-confidence as an instructor. | 1 | 2 | 3 | 4 | 5 |

COMMENTS:

PR O#13

CHAIRPERSON AND DEAN OF ACADEMIC AFFAIRS

SUMMARY EVALUATION FORM

Faculty Member _____

Division _____ Course _____ Section No. _____

Evaluator _____ Date _____

Please indicate your evaluation of classroom teaching and course preparation/materials by checking the appropriate boxes.

1. **TEACHING EFFECTIVENESS**

Outstanding Good Satisfactory Marginal

2. **CLASSROOM PREPARATION/MATERIALS**

Outstanding Good Satisfactory Marginal

CLASSROOM TEACHING AND CLASSROOM PREPARATION

FACULTY MEMBER'S SELF-EVALUATION

Name _____ Date _____
Division _____ Course ____ Section _____

Enrollment

Instructions

This self-evaluation is optional but may be submitted to the Division Chairperson to support and explain classroom documents and materials submitted for evaluation. Completing this self-evaluation will supplement the information you reported on the Data Report Form and assist the chairperson and Dean of Academic Affairs in their evaluations.

A. Describe and evaluate any revisions in teaching techniques you have made in the course of this year.

B. Describe and evaluate your techniques in grading students in this course.

C. Describe and evaluate any innovative or experimental teaching techniques that you have used.

PR O#12

D. Describe any efforts to give your students assistance in learning outside of class.

E. To what extent have you developed and/or used special teaching aids?

F. Have you used field trips or simulated learning experiences in teaching?

G. What changes do you plan to make in your teaching of this course?

**HENDERSON COMMUNITY COLLEGE
ASSOCIATE DEGREE NURSING PROGRAM
STUDENT EVALUATION OF CLINICAL INSTRUCTION**

In order to secure information which may lead to improvement of instruction, you are asked to evaluate your course and the instructor. Please give each question thoughtful and objective consideration. All answers to questions 1-13 are to be placed on the optical scan card (test response card.) Be sure you are answering the right question and fill the bubble on the optical scan card that corresponds with your response. You must use a #2 pencil. On the evaluation form please indicate the instructor, course, and the date. PLEASE DO NOT SIGN YOUR NAME.

Instructor _____
Course _____
Date _____

A = Strongly Agree B = Agree C = Disagree D = Strongly Disagree E = Unable to Rate

DOES THE INSTRUCTOR:

1. explain clearly the objectives and purposes of the clinical experience?

A B C D E

2. follow stated objectives and procedures?

A B C D E

3. give constructive evaluations?

A B C D E

4. provide clinical experiences relative to class work as available and to your needs?

A B C D E

5. exhibit knowledge of the subject?

A B C D E

6. conduct pre and post conferences in an effective manner?

A B C D E

Clinical Evaluations

7. make himself/herself available for help outside of clinical time?

A B C D E

8. encourage questions?

A B C D E

9. show concern for your progress in this area?

A B C D E

10. exhibit a positive attitude in the clinical area?

A B C D E

11. meet the clinical schedule?

A B C D E

12. appear on time for clinical?

A B C D E

13. present a professional appearance?

A B C D E

COMMENTS: