



EL PASO COMMUNITY COLLEGE PROCEDURE

For information, contact Institutional
Effectiveness: (915) 831-6740

DLA-4 Adjunct (Part-Time) Faculty Evaluation

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Year of last review: 2021
AUTHORIZING BOARD POLICY: DLA

Classification: Administrative

Vice President or Associate Vice President: Vice President of Instruction and Workforce Education

Designated Contact: Vice President of Instruction and Workforce Education

OBJECTIVE: The objectives of the Part-Time Faculty* Evaluation Procedure are these:

1. To promote the delivery of quality instruction and services.
2. To strengthen the supervisor(s)/faculty relationship by developing a mutual understanding of responsibilities, expectations, goals, and performance in instructional delivery and/or services for which the adjunct faculty member is responsible.
3. To identify areas for improvement and areas of outstanding performance.
4. To enhance professional development of all faculty and the growth of the College as a whole.

DEFINITIONS:

1. Supervisor(s) – “supervisor(s)” in this procedure refers to Deans, Directors, AVP, etc.
2. Faculty Coordinator - “Faculty Coordinator” in this procedure refers to Faculty Coordinator, Head Librarian or Counselor Coordinator.

PROCEDURE:

I. Orientation to Adjunct Faculty Evaluation:

Important faculty evaluation information is to be included in the *Employee Handbook* on the EPCC Web Site. Supervisor(s) or Faculty Coordinators shall also answer any faculty questions about the evaluation procedure or forms.

II. Evaluation Cycles and Scheduling Considerations for all Adjunct Faculty, teaching and non-teaching:

A. Evaluation cycles:

1. Two-year cycle: Evaluation of adjuncts who have either taught or worked in the library or counseling for at least ten long semesters within a six-year period shall ordinarily occur during the second year of a two-year cycle, unless the supervisor(s) document(s) to the faculty member the need for more frequent evaluation. Retired, tenured EPCC professors who continue to serve the College as adjunct instructors shall be evaluated according to College Procedure DLA-3 *Full Time Faculty Evaluation*.
2. One-year cycle: All other adjuncts shall be evaluated on an annual basis.
3. Exception: Student Survey evaluations shall be conducted each semester for all adjuncts regardless of cycle.

* Note: The word “faculty” denotes instructors, counselors and librarians.

4. Appeal: After a discussion with the Faculty Coordinator, and if necessary, the supervisor(s), adjuncts who wish to contest a one-year cycle classification have the option of appealing to the Vice President of Instruction and Workforce Education.

B. Scheduling considerations:

1. Generation of master schedule: In order to avoid confusion, District-wide Discipline/Program Coordinators, in conjunction with campus-based faculty coordinators, shall develop a master schedule for evaluation of all adjuncts within their disciplines/programs, indicating semester(s) when particular evaluation materials are to be generated. Adjuncts, Faculty Coordinators, and supervisor(s) shall be duly informed of these timelines.
2. Overall time frame concerns: Wherever possible, it is recommended that supervisor(s) Deans/Faculty Coordinators balance the workload by evaluating some adjuncts in the fall and others in the spring of their evaluation year. As a further consideration, half of those on the two-year cycle shall most likely be evaluated one year, and the other half, the next.
3. Special scheduling considerations: Newly hired teaching adjuncts shall always be evaluated for Classroom-Performance Evaluations and Student Surveys in the first semester for which they are hired and shall ideally be those first evaluated for Classroom-Performance during any given semester. Newly hired non-teaching adjuncts shall always be evaluated based on Student Surveys during the first semester for which they are hired.

III. Common Components of the Faculty Evaluation Program for all Adjunct Faculty, teaching and non-teaching:

A. Self-Evaluation and Reflection:

1. Purpose: The *Self-Evaluation and Reflection* consists of a self-analysis of an adjunct's teaching or delivery of instruction (if applicable), of his/her performance of certain other professional duties (if applicable), and of his/her professional development accomplishments. The process provides adjuncts the opportunity to reflect on their accomplishments and on any areas in which they wish or need to further develop and to make recommendations for improving College services. (See form *Faculty Self-Evaluation and Reflection*, attached to this procedure)
2. Timelines and Exceptions: Whenever possible, during the appropriate semester of the evaluation year, teaching adjuncts shall give the completed *Self-Evaluation and Reflection* to the appropriate evaluator so that it can be discussed at the Classroom-Performance Post-Visitation Conference, which could also coincide with a discussion of the Composite Evaluation if feasible. Non-teaching adjuncts shall give their completed *Self-Evaluation and Reflection* to the appropriate evaluator prior to their Composite Evaluation.
3. Guidelines:
 - a. Period covered: Ordinarily, the *Self-Evaluation and Reflection* shall cover the previous year for those on a one-year cycle or previous two years for those on a two-year cycle, normally beginning where the last *Self-Evaluation and Reflection* left off and continuing up to the current evaluation. It is recommended that new hires complete their *Self-Evaluation and Reflection* during the latter half of their first year of employment. For new hires or for adjuncts scheduled intermittently, *Self-Evaluation and Reflections* may cover a period of less than one year.
 - b. Evaluator responsible for review: Faculty Coordinators shall ordinarily review, discuss, and sign the evaluation for adjuncts. The supervisor(s) is required to review and sign the completed form.
 - c. Adjuncts with duties in more than one division or campus: For adjuncts with duties in more than one division or campus, the Classroom Performance Evaluation is generated under the auspices of the division or campus in which the adjunct performs the largest share of his or her duties (teaching or non-teaching), but other supervisor(s)/Faculty Coordinators to whom the adjunct also reports shall be provided copies upon request.

B. Composite Evaluation:

1. Purpose: A Composite Evaluation provides a means of generating an overall performance profile of an adjunct based on a synthesis of all other sources of evaluative data (including the special components for teaching adjuncts under IV below or the special components for non-teaching adjuncts under V and VI below) and on the Composite evaluator's special knowledge of an adjunct's efforts. As such, the Composite provides a means of identifying patterns of strengths and weaknesses (if any) in an adjunct's overall performance, of making individual recommendations (as needed or for purposes of enhancing performance) based on such an overall analysis, and of providing praise and recognition where it is due. (See forms *Composite Evaluation for Part-Time Teaching Faculty* and *Composite Evaluation for Part-time Counseling Faculty* attached to this procedure)
2. Timelines: Composite Evaluations shall be completed by the end of November of the evaluation year for adjuncts evaluated in the fall and by the end of April of the evaluation year for adjuncts evaluated in the spring. Comments related to student surveys may need to be added the following semester once the results become available.
3. Guidelines:
 - a. Period covered: Ordinarily, the Composite Evaluation shall cover the previous year for those on a one-year cycle or previous two years for those on a two-year cycle, normally beginning where the last Composite Evaluation left off and continuing up to the present evaluation. For new hires, a Composite Evaluation shall be completed at the end of their first year, unless they are hired in the spring or for only one semester, in which case it must be completed during that same semester. The Composite Evaluation shall cover the period from the point of hire to the present evaluation.
 - b. Evaluators responsible: The first several sections of the Composite Evaluation are ordinarily completed for adjuncts by the Faculty Coordinator and the last section, which provides a supervisor(s) perspective, is completed by the supervisor(s), although the supervisor(s) may complete all sections.
 - c. Adjuncts with duties in more than one division or campus: Composite Evaluations for adjuncts with duties in more than one division or campus shall be administered in the division or campus through which they perform the majority of their workload; the evaluation shall relate to their fulfillment of duties in that division. The supervisor(s) shall contact the other supervisor(s)/Faculty Coordinator(s) to whom an adjunct also reports to provide them the option of attaching further comments to the Composite related to the adjunct's performance in that area.
 - d. Processing and conferring about the completed form: The evaluator forwards the completed Composite Evaluation to the adjunct member for review, comment, and signature. The evaluator shall also schedule a meeting with the adjunct to discuss the contents of the evaluation when there is either exceptionally high or low achievement and/or (for teaching adjuncts) to discuss attrition or grade distribution. If such a meeting is not required, the adjunct has the option of scheduling one on his or her own. During this conference, adjuncts are encouraged to share other sources of data that they believe give additional insight into their performance. In some cases, the evaluator may need to revise the composite document as a result of this conference. For teaching adjuncts, an ideal time to discuss Composite Evaluations and/or other components of the evaluation process is at the time of the Post-Visitation Conference (see IV.G.4.c. below).
 - e. Appeal: If any problem cannot be directly resolved by the adjunct and evaluator, the adjunct may appeal a Composite Evaluation to the next higher administrative level, usually the supervisor(s), or if necessary, the Vice President of Instruction and Workforce Education.

IV. Additional Components of the Faculty Evaluation Program for Adjunct Teaching Faculty:

A. Syllabus Review:

1. Purpose: Syllabus Review provides a means of assessing an adjunct's syllabus materials from the professional perspective of the supervisor(s) or other qualified individual(s) as appointed by supervisor(s) (usually Faculty Coordinators) in order to ascertain whether these materials meet official curriculum guidelines and other standards in terms of content and format.
 2. Timelines: At least once a year (although more frequent monitoring is recommended). Syllabus Reviews shall be completed by the end of the fourth week of a given long semester. Syllabus materials for new hires shall be evaluated the first semester they teach. Likewise, whenever an adjunct is assigned a new course, such syllabus materials shall be evaluated at that time, regardless of the semester.
 3. Guidelines for Division responsibility: Each division is responsible for devising written, standardized methods of evaluating adjuncts' syllabi or syllabus supplements as appropriate for its various disciplines. (Models of such reviews are available as part of the Faculty Evaluation package).
 4. Appeal: If any problem related to a Syllabus Review cannot be directly resolved by the adjunct and the evaluator, the adjunct may appeal a Syllabus Review to the next higher administrative level, usually supervisor(s), depending upon who performed the evaluation.
- B. Student Evaluation of Instructor Performance -- Traditional Classroom, Online, the Language Institute and the Math Emporium:
1. Purpose: The Student Evaluation of Instructor Performance Survey process enables adjuncts to benefit from student perceptions and enables supervisor(s)/Faculty Coordinators to identify strengths and potential weaknesses in the delivery of instruction in any of the disciplines in their divisions and to respond appropriately. (See attached to this procedure, the survey forms *Credit and Language Institute Student Evaluation of Instructor Performance*, *Online Student Evaluation of Instructor Performance Survey*, and *Non-Credit Student Evaluation of Instructor Performance*.)
 - a. All adjuncts with instructional responsibilities shall be included in the Student Evaluation of Instructor Performance Survey process.
 - b. All processed evaluation packet(s), one printed copy of the report and an electronic copy of the report must be at the appropriate Dean's office one week prior to the beginning of the Faculty Development Week of the subsequent semester.
 - c. All evaluated adjuncts shall receive a copy of their completed evaluation report(s), along with the original survey forms, after the end of the semester from the appropriate Dean through a secure and confidential means.
 2. Guidelines:
 - a. Implementation: Every semester during a given long semester and during the summer (both the first five-week session and the ten-week session), the *Student Evaluation of Instructor Performance* survey shall be administered in all classes and credit laboratories. When a class and a laboratory share the same enrollment, only the lecture class will be evaluated.
 - b. Timelines: The *Student Evaluation of Instructor Performance Survey* shall be conducted at a point between two-thirds to three-fourths of course completion. For example, the survey will be administered between the tenth and the twelfth weeks of the 16-week semester. All adjuncts shall be sent a summary of their student evaluation surveys, both for individual classes and for all sections of the same course delivered together, no later than the third week of the following long semester.
 - c. Classroom considerations: Adjuncts must not be present during the evaluation periods; instead, a student monitor (or a faculty colleague selected by the adjunct in the case of ESL) shall conduct the evaluation in his/her absence following a rubric provided for that purpose. ESL courses will be provided with English language forms and one transparency in Spanish.
 - d. Data interpretation: Because raw data from the *Student Evaluation of Instructor Performance Surveys* do not provide a statistically valid basis for deriving evaluative

conclusions, import related to personnel decisions based on such data alone is not appropriate. To have such import, these data must be statistically analyzed and compared to norms relevant for a comparable group. Otherwise, these data shall only be used for one's own information.

- e. Re-evaluations: As a result of statistically invalid results, unusually low results, or other extenuating circumstances, the Dean/Faculty Coordinator or adjunct may request additional evaluation(s) during the same or next semester in all or in particular classes taught by that adjunct. The reason for any additional evaluation requests shall be provided in writing to either the adjunct by the Dean/Faculty Coordinator or to the Dean/Faculty Coordinator by the instructor. If the above criteria are sufficiently established, the additional evaluation requests will be done. The results of the additional evaluation may supplement or replace the results of the original evaluation at the adjunct's discretion.

C. Student Evaluation of Instructor Performance -- Traditional Classroom with Computers:

This evaluation process follows the same process as established above in Section B Student Evaluation of Instructor Performance -- Traditional Classroom and the Language Institute. However, it will be administered on a computer instead of on the traditional paper format.

D. Student Evaluation of Instructor Performance -- Online Courses:

This evaluation process follows the same process as established above in Section B Student Evaluation of Instructor Performance -- Traditional Classroom, Online, the Language Institute and the Math Emporium. However, it will be administered on a computer instead of on the traditional paper format and will use the online evaluation instrument.

E. Student Evaluation of Instructor Performance -- Non-Credit Evaluation Surveys:

Non-credit classes will also be evaluated on an on-going basis. Evaluations are to be conducted on the last day of the course. *Non-Credit Student Evaluation of Instructor Performance* forms will be provided to the appropriate continuing education director for issuance to the faculty. The Directors will also be responsible for returning the completed packets within three working days to the Office of Institutional Research for processing upon completion of the evaluation. The Office of Institutional Research will provide the Continuing Education Directors/Coordinators with the non-credit evaluation reports no later than three working days after it has received the completed surveys. The Directors/Coordinators will provide the adjunct with the results of these evaluations. (See forms *Non-Credit Student Evaluation of Instructor Performance* and *Customized Training Program Employee Assessment Survey* attached to this procedure).

F. Classroom-Performance Evaluation:

1. Purpose: *Classroom-Performance Evaluation* provides a means of assessing a teaching adjunct's delivery of instruction from the professional perspective of the divisional leadership in order to monitor quality of instruction and make any recommendations for improving or further enhancing instruction. (See form *Classroom-Performance Evaluation*, attached to this procedure)
2. Timelines: Fall observations of faculty shall be completed by November 15 of the evaluation year and spring observations by March 31 of the evaluation year.
3. Guidelines:
 - a. Evaluator responsible: Adjuncts are generally evaluated by a Faculty Coordinator; however, disciplines may designate a full-time faculty member to conduct the evaluation of adjuncts within their discipline. The district-wide discipline coordinator shall inform the division Supervisor(s) of this decision. The supervisor(s), however, must review and sign all *Classroom-Performance Evaluations* and may also perform such evaluations. Supervisor(s) will work with program/clinical coordinators to ensure that clinical instruction is evaluated within the clinical environment in accordance with program accreditation requirements. When required to meet accreditation standards, supervisor(s) may be accompanied by clinical coordinators when evaluating clinical instruction.

- b. Evaluator orientation: Evaluators must be officially oriented to the process before conducting any *Classroom-Performance Evaluations*, or they shall not be allowed to conduct the evaluation. Evaluators of online courses must have completed the online faculty training or must have had an orientation by a trained faculty member who has had at least one year's online teaching experience. Afterward, they shall be updated from time to time as needed. (See form *Online Instruction-Performance Evaluation*, attached to this procedure)
 - c. Adjuncts who teach at more than one campus, but in the same discipline or area: The District-wide Discipline Coordinator, in conjunction with the appropriate Faculty Coordinators must determine at which campus the evaluation shall be administered. ***Multiple Classroom-Performance Evaluations of the same adjunct during his or her cycle to accommodate different divisions shall not occur without sufficient reason presented to the adjunct, who may request the explanation in writing.*** Examples of sufficient reasons include the fact that the adjunct is teaching another course other than the one being evaluated at the other campus, particularly if it is a course that he or she has never taught before; when there are an unusual number of complaints about an adjunct; or special circumstances or priorities pertinent to one campus, but not another.
 - d. It is recommended to alternate the evaluation of teaching delivery modes for faculty teaching delivery modes for faculty teaching a combination of face to face, online, hybrid, dual credit, off sites, etc. classes.
 - e. Arrangement of the Classroom Visitation: The classroom visitation shall be prearranged between the adjunct and the evaluator, who shall initiate the contact. Evaluators may visit a class without prearrangement under two circumstances: when the adjunct permits or when the adjunct has remained unresponsive to an evaluator's contact efforts over a two-week period. In the first case, the Pre-Visitation Conference described below may be more general in nature and in the second, may be impossible altogether.
4. Stages of the Process:
- a. Pre-Visitation Conference: During a Pre-Visitation Conference, the adjunct to be observed provides the evaluator with the following information: a copy of the course syllabus and calendar for the evaluator to review in advance (if needed), a description of the learning objectives and expected outcomes for the class meeting, and an explanation of how the session to be evaluated fits in with the adjunct's plans for meeting overall official course objectives.
 - b. Classroom Visitation: During a prearranged Classroom Visitation, the evaluator is to observe the adjunct and student behavior in order to evaluate the teaching/learning process. Evaluators shall check off items related to classroom behavior on individual checklists on the form. To indicate superior performance or performance requiring improvement, written comments under the relevant categories must be provided that specifically document such perceptions. In all cases, the evaluator must provide overall narrative/summary remarks at the end of the evaluation.
- The evaluator must stay the length of time as necessary and fair in his/her judgment for determining whether an adjunct has exhibited a minimal set of behaviors required for the appropriate delivery of the subject matter or until sufficient evidence indicates those behaviors are unlikely to be performed. Because behavior related to all areas on the instrument may not be manifested during a given session or may occur less frequently in different types of courses or with different teaching methodologies, the neutral N/A marking is not to be perceived as reflecting any weakness in an adjunct's performance.
- c. Post-Visitation Conference: The evaluator shall return the completed evaluation to the adjunct and conduct a Post-Visitation Conference within **three** weeks to discuss the evaluation. The adjunct acknowledges this discussion by signature and is invited to respond in writing on the report. Adjuncts are encouraged to complete a Classroom-Performance Evaluation form for the same class they were evaluated in before reading the evaluator's comments and to share it with the evaluator. A discussion of similarities and differences between the two reports can serve as the basis for a profitable dialogue and

could conceivably result in the evaluator's revising his/her evaluation. Evaluators shall forward their completed Classroom-Performance Evaluation forms to the supervisor(s) for signature and comments.

5. Re-evaluations: As a result of a less than satisfactory evaluation, the Evaluator, supervisor(s), or adjunct may request a re-evaluation in either the same or the next semester. The reason for any re-evaluation request shall be provided in writing to either the adjunct (by the Evaluator or supervisor(s)) or to the Evaluator (by the adjunct). In some cases, a new evaluator may need to be assigned. The results of the re-evaluation may supplement or replace the results of the original evaluation at the adjunct's discretion.
6. Appeal: After the Post-Visitation Conference, the adjunct may appeal a *Classroom-Performance Evaluation* to the next higher administrative level.

G. Peer Collaboration Option:

1. Purpose: Many faculty indicate a need for some type of involvement over and beyond the traditional administrative *Classroom-Performance Evaluation*. For such faculty, the Peer Collaboration Program is available for optional use as an alternative or in addition to standard *Classroom-Performance Evaluation*. This program is designed to be a risk-free opportunity for adjuncts to enhance their teaching abilities by meaningfully interacting with their peers.
2. Guidelines/timelines for implementation:
 - a. Team formation: Faculty shall team up for a semester or longer period to collaborate as pairs or triads. While it is suggested that adjuncts team up with full-time faculty and that members of the same or related disciplines team with each other, other arrangements are also possible as long as all parties believe mutual benefit can be gained.
 - b. As an alternative to *Classroom-Performance Evaluation*: With the approval of the appropriate supervisor(s), adjuncts on a two-year cycle may participate in the Peer Collaboration Program as an alternative to the *Classroom-Performance Evaluation* process. Approval shall be granted if such adjuncts have a history of good evaluations both from evaluators and students. With the ongoing approval of the supervisor(s), adjuncts can participate in the Peer Collaboration Program as often as they wish, even in off-cycle periods when they are not required to be evaluated, but this program may not replace standard *Classroom-Performance Evaluation* for more than two sequential evaluation cycles.
 - c. As an addition to *Classroom-Performance Evaluation*: With notification of the appropriate supervisor(s), other adjuncts may opt to participate in the program in addition to the *Classroom-Performance Evaluation*.
 - d. Generating volunteer list: A list of volunteers willing to be considered for participation in the Peer Collaboration Program shall be generated by the supervisor(s) or Faculty Coordinator(s) by the end of third week of a long semester at the very latest, and participants shall set up their teams as early as possible.
 - e. Scheduling concerns: Because visitations of one another's classes are part of the process, the teaching schedules of group members shall accommodate such exchanges. If collaborative groupings are established before the semester begins, the supervisor(s) or Faculty Coordinator(s) shall attempt to arrange compatible scheduling for group members.
3. Guidelines/timelines for collaborative activities:
 - a. Collaborative Plan of Action: Within two weeks of beginning the collaborative process, group members shall present a Collaborative Plan of Action to the appropriate supervisor(s) for approval. It shall outline the objectives they would like to meet, the specific activities they plan to undertake, and the timelines they plan to follow. Faculty Coordinators may be involved in reviewing such plans. With supervisor(s) approval, a group may choose to renegotiate its plan during the collaborative process. All plans, however, shall be in accordance with the following minimal guidelines.

- b. Team meetings: Minimally, the collaborative group shall meet three times a semester. At these meetings, the participants shall discuss teaching concerns, philosophies, and techniques; issues specifically related to teaching in particular disciplines; and/or materials developed for use in a particular course or courses.
 - c. Classroom Visitations: Participants shall also visit two or three classes of each of the other group members and discuss the visits afterward. For such Classroom Visitations, observers may wish to use the Classroom-Performance Evaluation form as a means of formulating their observations; observed adjuncts may wish to complete the same form for themselves independently and discuss any variations in perception with the other group member(s). Discussing videotapes of one another's classes in lieu of personal visitations is another option, which may also provide adjuncts so observed a more objective means of viewing their own classroom behavior. Participants are also encouraged to keep and share learning logs of the collaborative process with one another.
- 4. Guidelines/timelines for completing the collaborative group process:
 - a. Follow-up for process completed as scheduled: Within a month after the end of the process, each participating adjunct shall prepare a report explaining how he or she benefited from the collaborative process. Adjuncts may elect to attach copies of evaluations from peers to their reports and may also choose to comment on the positive insights they have gained from the process on the *Self-Evaluation and Reflection form*. The supervisor(s) shall prepare a memo indicating that all the steps listed on the Collaborative Plan of Action have been completed.
 - b. Follow-up for process not completed as scheduled: If the Collaborative Plan of Action was not completed, then a memo of explanation from the adjunct participant(s), together with a memo from the coordinator containing any recommendations for extending or terminating the process, shall be prepared instead.
 - c. Document retention: Documentation for the Peer Collaboration Program shall be kept in each adjunct's divisional file and shall consist of the Collaborative Plan of Action and follow-up reports.
 - d. Exit conference: If adjunct participants, supervisor(s), or Faculty Coordinator(s) believe it would be beneficial, a special meeting could be set up among all involved parties to discuss the outcome of the completed collaborative process.

V. Additional Components of the Faculty Evaluation Program for Adjunct Library Faculty:

A. Student Survey of Librarian Instruction:

- 1. Purpose: The Student *Evaluation of Librarian Instruction* Survey process enables public services librarians to benefit from student perceptions of their instruction and enables supervisor(s)/Faculty Coordinators to identify strengths and potential weaknesses in the delivery of instruction and to respond appropriately.
- 2. Timelines: The Student *Evaluation of Librarian Instruction* survey of library instruction is conducted throughout the semester. Student *Evaluation of Librarian Instruction* survey packets are generated from the supervisor(s)'s office and are kept on hand for distribution.
- 3. Guidelines:
 - a. Implementation: Every semester, each public services librarian, regardless of his or her evaluation cycle, shall be evaluated in his or her instruction classes up to three times per long semester and once during a summer session, if applicable. The classes selected for evaluation shall represent different disciplines if possible.
 - b. Classroom considerations: The adjunct librarian shall give the student survey packet to the instructor in charge of the class, who shall give the survey forms to the students to complete after the library class presentation. The teaching faculty member shall then

collect and return the forms to the Head Librarian. If the teaching faculty member is not in attendance, his/her designee shall forward the student evaluation packet to the Head Librarian. The Head Librarian will then submit the completed forms to the designee in the AVP Office. The designee will retain them and submit the completed forms to IR as a packet for each librarian **in April for Spring, July for Summer, and November for Fall**. IR will then compile the results and return the results to the AVP. Limited English proficiency students shall be provided the option of completing a Spanish version of the survey form.

- c. Data Interpretation: Because raw data from student evaluation forms do not provide a statistically valid basis for deriving evaluative conclusions, import related to personnel decisions based on such data alone is not appropriate. To have such import, these data must be statistically analyzed and compared to norms relevant for a comparable group. Otherwise, these data shall only be used for one's own information. The supervisor(s) shall review and analyze the collective data for each adjunct librarian. A summary of the results shall be shared and discussed with each public services adjunct librarian.
- d. Re-evaluations: As a result of statistically invalid results, unusually low results, or other extenuating circumstances, the supervisor(s) or adjunct librarian may request additional evaluation(s) during the same or next semester. The reason for any additional evaluation requests shall be provided in writing to either the adjunct librarian by supervisor(s) or to the supervisor(s) by the adjunct librarian. If the above criteria are sufficiently established, all such additional evaluation requests shall be honored. The results of the additional evaluation may supplement or replace the results of the original evaluation at the adjunct librarian's discretion.

B. Classroom-Performance Evaluation for Librarians:

- 1. Purpose: The *Classroom Performance Evaluation* for Librarians enables public services adjunct librarians to benefit from supervisor(s)'s perceptions of their presentations and of delivery of information.
- 2. Timelines and Guidelines: Public services adjunct librarians shall be evaluated by their Head Librarian once every evaluation cycle in one of their library instruction classes using the same procedure (see IV.G.) and using the same form as those used by teaching adjuncts (but with both adapted to the special circumstances of library adjunct faculty). (See form *Classroom-Performance Evaluation*, attached to this procedure)

VI. Additional Components of the Faculty Evaluation Program for Adjunct Counseling Faculty:

A. Student Evaluation of Counselor Performance:

- 1. Purpose: The *Student Evaluation of Counselor Performance* process enables adjunct counseling faculty to benefit from student perceptions of their delivery of individual counseling services. Based on this form, the Coordinator shall identify strengths and potential weaknesses in the delivery of these services and respond appropriately.
- 2. Timelines: For each adjunct counselor, the *Student Evaluation of Counselor Performance* shall be conducted once during each semester (Fall, Spring, and Summer).
- 3. Guidelines:
 - a. Implementation: The *Student Evaluation of Counselor Performance* shall be distributed from the Office of Institutional Research for implementation. Evaluations shall be distributed and collected by the counseling front office personnel and forwarded to the Office of Institutional Research for processing. The adjunct counseling faculty member must not be present while the student completes the instrument.
 - b. Data compilation: The Office of Institutional Research shall tabulate and summarize the student surveys, which are to be considered confidential. The Coordinator shall review and analyze the collective data for each adjunct counseling faculty member. A summary of the

results shall be shared and discussed with each adjunct counseling faculty member by the end of the evaluation cycle.

- c. Data interpretation: Because raw data from student evaluation forms do not provide a statistically valid basis for deriving evaluative conclusion, import related to personnel decisions based on such data alone is not appropriate. To have such import, these data must be statistically analyzed and compared to norms relevant for a comparable group. Otherwise, this data shall only be used for one's own information.
- d. Re-evaluations: As a result of statistically invalid results, unusually low results, or other extenuating circumstances, supervisor(s), Coordinator, or adjunct counselor may request additional evaluation(s) during the same or next semester. The reason for any additional evaluation requests shall be provided in writing to either the adjunct counselor by the supervisor(s) or Coordinator or to the supervisor(s) or Coordinator by the adjunct counselor. If the above criteria are sufficiently established, all such additional evaluation requests shall be honored. The results of the additional evaluation may supplement or replace the results of the original evaluation at the adjunct counselor's discretion.

B. Classroom-Performance Evaluation for Counselors:

- 1. Purpose: The *Classroom-Performance Evaluation for Counselors* enables adjunct counseling faculty to benefit from supervisor(s)'s perceptions of their presentations and delivery of information.
- 2. Timelines and Guidelines: Adjunct counselors shall be evaluated by their Coordinator once every evaluation cycle in one of their New Student Orientation (NSO) sessions using the same procedure (see IV.G.) and the same form as those used by teaching faculty, but with both adapted to the special circumstances related to counseling faculty. (See form *Classroom-Performance Evaluation*, attached to this procedure)

VII. Record-keeping for all faculty:

Signed and completed original evaluation documents shall be kept in the faculty member's file in the division office for at least five years. Within two weeks of the administrative supervisor(s)'s receipt of each, copies of all signed and completed evaluation documents shall be provided to the faculty member by the administrative supervisor(s) for retention in the faculty member's personal files.

VIII. Confidentiality:

All discussions and completion of forms pertaining to the evaluation of faculty members are to be treated in a confidential manner. Release of such information or discussion with other individuals not involved in the evaluation process is prohibited (Open Records Act, Section 3 (2), Art. 6252-17a). Unless special accrediting standards so require, Faculty Coordinators shall not have direct access to divisional personnel files.

FACULTY SELF-EVALUATION AND REFLECTION

(For all teaching and nonteaching faculty)

NAME _____ ID# _____

PT ____ FT ____ CAMPUS ____

DIVISION _____ DISCIPLINE _____

Faculty members will ordinarily perform this evaluation and reflection at the end of their evaluation cycle. Responses to items should begin where the last self-evaluation left off and continue up to the present.

Covering period from _____ to _____

A. INSTRUCTIONAL DEVELOPMENT

Note: All comments related to your efforts to improve your instructional services are considered to show strength and dedication, rather than weakness for not being perfect. Likewise, any comments about areas of the College needing improvement are considered to be constructive, not complaining.

1. Assess any new or ongoing efforts on your part to provide instruction or other services more effectively. Troubleshoot any problem areas. *EXAMPLES: methodologies/technologies used; techniques, materials, or approaches implemented; new courses taught; old courses revitalized.*
2. Discuss how you addressed any significant challenges or frustrations you encountered as a faculty member. If possible, provide practical ways to cope with such situations in the future. *EXAMPLES: situations involving textbooks, facilities, class size, library holdings, scheduling, placement of students, types of students, resources and opportunities, national trends, community characteristics.*

Note: N/A is considered an acceptable neutral response to anything below not directly related to your specific job description.

B. PROFESSIONAL INVOLVEMENT

1. Explain your contributions to noninstructional activities at the College. Include any special awards, recognitions or achievements. *EXAMPLES: committees, task forces or other groups, special assignments, compensated time projects, liaison responsibilities.*

2. Comment on your community service activities, community presence, professional involvements or publications, research, or creative undertakings. Include any special awards, achievements, or recognitions. *EXAMPLES: boards of directors, presentations, articles or books, software development, professional organizations and agencies, in-services conducted, consulting work, projects with other educational institutions.*

C. PROFESSIONAL DEVELOPMENT

1. Discuss the significance of your professional development efforts. Include your efforts to stay current in your field. *EXAMPLES: course work, degrees completed or under way, workshops, in-service training, professional conferences, private study, work in your field (internships, externships), special projects to remain technically current, leaves of absence, travel.*

2. Discuss the significance, from your perspective, of any evaluative data you have received. *EXAMPLES: student surveys, syllabus evaluations, classroom-performance or composite evaluations, peer collaboration, any other written feedback or comments (indicate whether solicited or unsolicited).*

3. Provide objectives for areas you want to explore, skills you want to develop, or any other projects you wish to undertake as ways of enhancing your teaching or your other involvements at the College. Include any specific plans for achieving such objectives and note any financial or other resources the College might need to provide (presuming availability). Attach additional sheets as necessary.
EXAMPLES: graduate study, service on College committees, compensated time projects, serving as instructional coordinator, participation in community organizations, course development work, media development projects, implementation of innovative teaching techniques, research or publications, service with accrediting or professional organizations.

4. Assess your efforts to complete any objectives you may have set for yourself on your last self-evaluation that you have not already discussed elsewhere on this form.

5. List any faculty development activities you think would help you become a more effective College employee. Are there any such activities you feel qualified to present or assist in presenting?
EXAMPLES: special workshops, retreats, guest speakers, hands-on activities, teleconferences.

D. CLOSURE (signatures of those other than faculty member do not imply agreement with content of this evaluation)

FACULTY MEMBER SIGNATURE

DATE

_____ FACULTY MEMBER: Initial here to indicate you have discussed this evaluation with the evaluator.

RESPONSE OF EVALUATOR (optional except for indicating any plans you have to forward or act upon any ideas/suggestions from the evaluation or follow-up discussion):

EVALUATOR SIGNATURE

DATE

TITLE _____

OPTIONAL COMMENTS OF SUPERVISOR(S) (if not the same as evaluator):

SUPERVISOR(S) SIGNATURE
(required)

DATE



CLASSROOM-PERFORMANCE EVALUATION

A. COURSE/INSTRUCTOR INFORMATION

INSTRUCTOR: _____ ID#: _____

DISCIPLINE: _____

DIVISION: _____ PT _____ FT _____

EVALUATOR: _____ ID#: _____ TITLE: _____

SEMESTER/ACADEMIC YEAR: _____ CAMPUS: _____

1. Course name and number for class being observed: _____
2. Date, time, location of class observed: _____
3. Total number of students present out of total currently enrolled: _____ out of _____
4. Topic(s)/Activity(ies) of class: _____
5. Methodology(ies) used (such as discussion, lecture, group work, demonstration)

B. PRELIMINARY CONSIDERATIONS

1. Before evaluating an instructor's classroom performance, all evaluators are required to:
 - a. be officially oriented toward the classroom evaluation process;
 - b. be familiar with the instructor's syllabus or syllabus supplement;
 - c. discuss with the instructor the evaluative process (as needed), plans for the class to be observed, and relevance to overall course objectives.
2. Did you fulfill the requirements in #1? Y____ N____
3. Is the instructor making effective use of the required textbook(s) in the course?
Y____ S____ N____ N/A____ (S=Somewhat)

OPTIONAL SECTIONS A and B COMMENTS:

C. THE EVALUATION

Explanation: *The major emphases of the evaluation are found in the overall questions that begin each of the eight areas. The follow-up “Yes, Somewhat, No, N/A” questions represent specific concerns in each area, but are neither exhaustive in intent nor necessarily applicable to all teaching fields. Some overlapping among areas and questions is also unavoidable. Evaluator comments/suggestions should address the overall question in each area evaluatively and constructively.*

1. COURSE ORGANIZATION: What was the degree of overall course organization as suggested by this class session?

Y__S__N__N/A__

A. Did the timing of material presented in this class suggest proper planning needed to complete all official course objectives?

Y__S__N__N/A__

B. Were activities of this class session related to the instructor's calendar?

COMMENTS/SUGGESTIONS:

2. COMMUNICATION SKILLS: How did the instructor communicate with students to promote comprehension?

Y__S__N__N/A__

A. Did the purpose of the class presentation or activities seem clear to the students?

Y__S__N__N/A__

B. Did the communication strategies used by the instructor promote the comprehension of the students?

Y__S__N__N/A__

C. Did the instructor sufficiently emphasize main points or concepts?

Y__S__N__N/A__

D. Did the instructor manage the class environment efficiently in light of his or her approach?

Y__S__N__N/A__

E. Did the instructor listen to students carefully and accurately?

Y__S__N__N/A__

F. Did the instructor give clear and specific instructions for assignments and activities?

COMMENTS/SUGGESTIONS:

3. OPENNESS AND FAIRNESS: How did the instructor treat/deal with students?

Y__S__N__N/A__

A. Did the instructor treat students equally and fairly?

Y__S__N__N/A__

B. Was the instructor sensitive (or at least not insensitive) in any references related to human diversity?

Y__S__N__N/A__

C. Was the instructor open to listening to different opinions?

Y__S__N__N/A__

D. Did the instructor deal with wrong answers or approaches in a positive manner?

Y__S__N__N/A__

E. Did the instructor respond appropriately to questions calling for further explanation or any suggestions from students to aid their learning?

Y__S__N__N/A__

F. Did the instructor demonstrate respect for his/her students?

COMMENTS/SUGGESTIONS:

4. ENCOURAGEMENT OF STUDENTS AS LEARNERS: How did the instructor encourage students in the learning process?

Y__S__N__N/A__

A. Did the instructor encourage students to seek extra help out of class if needed?

Y__S__N__N/A__

B. Did the instructor show interest and enthusiasm in teaching the subject to his/her students?

Y__S__N__N/A__

C. Did the instructor encourage student participation?

Y__S__N__N/A__

D. Did the instructor encourage students to learn and succeed?

COMMENTS/SUGGESTIONS:

5. LEARNING ACTIVITIES/METHODOLOGIES: How did the instructor's methodology(ies) contribute to student learning?

Y__S__N__N/A__

A. Were class activities appropriate for the students in this class?

Y__S__N__N/A__

B. Did the class activities demonstrate sufficient presentational variety?

Y__S__N__N/A__

C. Was/were the teaching methodology(ies) used by the instructor effective in helping students meet the course objectives?

COMMENTS/SUGGESTIONS:

6. CRITICAL THINKING: How did the instructor foster critical thinking?

Y__S__N__N/A__

A. Were students required to analyze?

Y__S__N__N/A__

B. Were students required to synthesize?

Y__S__N__N/A__

C. Were students required to apply concepts?

Y__S__N__N/A__

D. Were students required to evaluate?

Y__S__N__N/A__

E. Were students required to make decisions?

COMMENTS/SUGGESTIONS:

7. TIME MANAGEMENT: How did the instructor manage class time?

Y__S__N__N/A__

A. Were the class presentation and/or other activities well organized?

Y__S__N__N/A__

B. Did the instructor properly pace the presentation/activities?

Y__S__N__N/A__

C. Did the instructor bring proper closure to the presentation/activities?

COMMENTS/SUGGESTIONS:

8. SUBJECT COMPETENCE: How accurately and appropriately did the instructor present/treat the subject matter itself?

Note to Evaluator: If your answer to the following question is "No," your observations in this area, although valued and not to be ignored, will be considered impressionistic.

Y__N__

Do you meet minimal academic requirements for a full-time faculty member to teach in the same area as the faculty member being evaluated?

Y__S__N__N/A__

A. Was the instructor's presentation accurate in terms of subject competence?

Y__S__N__N/A__

B. Were the presentation and/or methodologies used appropriate in terms of current thinking in the field?

Y__S__N__N/A__

C. Were examples used or references made appropriate in terms of content?

COMMENTS/SUGGESTIONS:

D. CLOSURE

1. FINAL EVALUATOR RESPONSE (mandatory):

EVALUATOR SIGNATURE

DATE

2. INSTRUCTOR RESPONSE:

I received this evaluation and discussed it with the evaluator within three weeks.

Y ___ N ___

OPTIONAL COMMENTS:

A. What have you learned from this evaluation?

B. What response do you have to the evaluator's comments or the evaluation process?

(Your signature does not imply agreement with the content of this evaluation.)

INSTRUCTOR SIGNATURE

DATE

3. OPTIONAL COMMENTS OF THE SUPERVISOR(S) (if not the same as evaluator):

SUPERVISOR(S) SIGNATURE
(mandatory)

DATE



For College Procedure DLA-4:
Adjunct (Part-Time) Faculty Evaluation

COMPOSITE EVALUATION FOR PART-TIME TEACHING FACULTY

FACULTY MEMBER _____ ID#: _____

SEMESTER _____

CYCLE: 1 yr. _____ 2 yr. _____

DISCIPLINE _____ DIVISION _____

EVALUATOR: _____ ID#: _____ TITLE: _____

INSTRUCTIONS: Evaluator may complete any part of this form in conjunction with the Classroom Performance Evaluation and during the following semester attach any additional commentary based on faculty member's most recent student survey returns, or evaluator may choose to complete the entire form during the following semester. Faculty member's written responses (if any) to evaluator's comments are also considered part of this form, but not a Plan for Improvement. Faculty member and Human Resources Dept. are provided copies of completed form and any addenda.

A. EVALUATIVE MATERIAL COMPLETION: "Y," "N," or "N/A" indicates which of the following evaluative materials have been generated for this faculty member during this cycle (perhaps more than once):

_____ Syllabus Review	_____ Classroom-Performance Evaluation
_____ Self-Evaluation and Reflection	_____ Student Survey (or date anticipated)

B. OTHER JOB DUTIES: Based on evaluator's discussion with faculty member or on other knowledge, "Y," "N," or "N/A" indicates whether faculty member has complied with College and divisional/disciplinary procedures related to:

_____ HB 2504	_____ Posting/Keeping Office Hours
_____ Submitting Syllabi or Syllabi Addenda	_____ Submitting Final Grades
_____ Meeting Class Regularly and for Allotted Time	_____ Other (Identified in Advance):
_____ Attending Mandatory Meetings/Faculty Development Activities	
_____ Committee or Other College Participation (list here or separate):	

C. SPECIAL FOR-DISCUSSION-ONLY ITEMS: "Y," "N," or "N/A" indicates whether the following items were discussed with faculty member. Unless so indicated in "D" below, "Y" does not indicate a problem.

_____ Attrition/Completion Data	_____ Other (identified in advance):
_____ Grade Distribution	_____
_____ Diversity of Courses Taught	_____

D. EVALUATOR COMMENTS: These should include items marked "N" in "A" and "B," any relevant "Y" item in "C," and/or any other aspect of the faculty member's job performance. Comment particularly and specifically on patterns of superior performance and those requiring improvement, keeping tenure criteria in mind (if applicable).

_____ No Comments Needed	_____ Comments Attached
_____ Plan for Improvement Attached (Basis must be explained in written comments.)	

EVALUATOR SIGNATURE

DATE

FACULTY MEMBER SIGNATURE

DATE

SUPERVISOR(S) SIGNATURE

DATE

(____ Comments Attached)
(optional per faculty, evaluator, or supervisor(s) request)

To be completed by Part-Time Teaching Faculty and Part-Time Librarians.

COMPOSITE EVALUATION FOR PART-TIME COUNSELING FACULTY

FACULTY MEMBER _____ ID#: _____

SEMESTER_____

CYCLE: 1 yr. _____ 2 yr. _____

EVALUATOR: _____ ID#: _____ TITLE: _____

INSTRUCTIONS: Evaluator may complete any part of this form in conjunction with the Classroom Performance Evaluation and during the following semester attach any additional commentary based on faculty member's most recent student survey returns, or evaluator may choose to complete the entire form during the following semester. Faculty member's written responses (if any) to evaluator's comments are also considered part of this form, and may be used as Faculty Evaluation of Counselor Performance and as a Plan for Improvement. Faculty member and Human Resources Dept. are provided copies of completed form and any addenda.

- A. EVALUATIVE MATERIAL COMPLETION:** “Y,” “N,” or “N/A” indicates which of the following evaluative materials have been generated for this faculty member during this cycle (perhaps more than once):

_____ NSO	_____ Classroom-Performance Evaluation
_____ Self-Evaluation and Reflection	_____ Student Survey (or date anticipated)

- B. OTHER JOB DUTIES:** Based on evaluator's discussion with faculty member or on other knowledge, "Y," "N," or "N/A" indicates whether faculty member has complied with College and divisional/disciplinary procedures related to:

____ Posting/Keeping Office Hours _____ Other (Identified in Advance):
 ____ Attending Mandatory Meetings/Faculty Development Activities

Special Assignments Committee or Other College Participation (list here or separate):

- C. EVALUATOR COMMENTS:** These should include items marked “N” in “A” and “B,” any relevant “Y” item in “C,” and/or any other aspect of the faculty member’s job performance. Comment particularly and specifically on patterns of superior performance and those requiring improvement, keeping tenure criteria in mind (if applicable).

_____ No Comments Needed _____ Comments Attached
 _____ Plan for Improvement Attached (Basis must be explained in written comments.)

EVALUATOR SIGNATURE _____ DATE _____

FACULTY MEMBER SIGNATURE	DATE
--------------------------	------

SUPERVISOR(S) SIGNATURE

DATE _____

(___ Comments Attached)
(optional per faculty, evaluator, or supervisor(s) request)

Part-Time Librarians complete the composite form completed by Part-Time Teaching Faculty.



FACULTY MEMBER'S COURSE REQUIREMENTS SYLLABUS (PART I) REVIEW

For College Procedure DLA-4:
Adjunct (Part-Time) Faculty Evaluation

FACULTY MEMBER: _____ DISCIPLINE: _____ FT _____ PT _____
COURSE PREFIX: _____ CRN #: _____ SEMESTER _____
REVIEWER: _____ SIGNATURE: _____ DATE: _____
PRINT NAME

I. CHECKLIST:		MEETS EXPECTATIONS	NEEDS REVISION/ADDITIONS
(1)	FORMAT (Follows the official course syllabus guidelines)	_____	_____
(2)	CURRENT SEMESTER AND YEAR Current semester (Fall, Spring, Summer) and the current year.	_____	_____
(3)	COURSE NUMBER AND FACULTY MEMBER'S INFORMATION [Course Rubric, Number and Title, followed by faculty member's name, office number or location in which the faculty member can be contacted, phone number (either office phone or other phone at which messages can be left). Add office hours.]	_____	_____
(4)	TEXT(S) AND MATERIALS Text(s) and materials required. Appropriate format found in any current research paper guide or English handbook. Location of other resources.	_____	_____
(5)	COURSE REQUIREMENTS Faculty member's requirements, grading policies, grade scale and/or other evaluation methods. (How you arrived at the final grade)	_____	_____
(6)	FACULTY MEMBER'S POLICIES Faculty member's own attendance policies explicitly stated. [Attendance policy: The College <i>Catalog</i> contains statements on attendance.] FACULTY MEMBER'S RULES (such as class conduct, cell phones, children in class) Reference can be made to the Student <i>Code of Conduct</i> published in the College <i>Catalog</i> and <i>Student Handbook</i> .	_____	_____
(7)	CALENDAR Faculty member's calendar of class activities and assignments.	_____	_____
(8)	SYLLABUS OFFICIAL COURSE DESCRIPTION Part II Attached (EPCC Procedure EFA-2)	_____	_____

II. REVISION NEEDED: _____ Yes _____ No

III. COMMENTS: _____

IV. FACULTY MEMBER HAS REVIEWED THE ABOVE: _____ DATE: _____
FACULTY MEMBER SIGNATURE



ONLINE INSTRUCTION-PERFORMANCE EVALUATION

A. COURSE/INSTRUCTOR INFORMATION

INSTRUCTOR: _____ ID#: _____

DISCIPLINE: _____

DIVISION: _____ PT _____ FT _____

EVALUATOR: _____ ID#: _____ TITLE: _____

SEMESTER/ACADEMIC YEAR: _____ CAMPUS: _____

1. Course name and number for class being observed: _____
2. Date, time, location of class observed: _____
3. Total number of students present out of total currently enrolled: _____ out of _____
4. Topic(s)/Activity(ies) of class: _____
5. Methodology(ies) used (such as discussion, lecture, group work, demonstration) _____

B. PRELIMINARY CONSIDERATIONS

1. Before evaluating an instructor's online instructional performance, all evaluators must be officially oriented toward the online instructional evaluation process by one of the following methods. **Check the one that applies to you.**

EPCC Online Faculty Training: _____
Orientation by trained faculty who has at least 1 year online teaching experience: _____
Trainer's Name: _____

2. Before evaluating an instructor's online instructional performance, all evaluators must

be familiar with the instructor's syllabus or syllabus supplement. Y___N___
discuss with the instructor the evaluative process (as needed). Y___N___
3. Temporary (**no more than three days**) Login: Evaluator must obtain a temporary **student** login from the Distance Education Office.
4. Is the instructor making use of the required textbook(s) in the course?

Yes ___ Somewhat ___ No ___ Not Applicable ___

OPTIONAL SECTIONS A and B COMMENTS:

C. THE EVALUATION

Explanation: The major emphases of the evaluation are found in the overall questions that begin each of the eight areas. The follow-up “Yes, Somewhat, No, N/A” questions represent specific concerns in each area, but are neither exhaustive in intent nor necessarily applicable to all teaching fields. Some overlapping among areas and questions is also unavoidable. Evaluator comments/suggestions should address the overall question in each area evaluatively and constructively.

COURSE ORGANIZATION: To what degree is the course organization user-friendly as suggested by the structure of the online course?

Y__S__N__N/A__

1. Do the instructional materials support the stated learning objectives, and do they have sufficient breadth and depth for the student to learn the subject?

Y__S__N__N/A__

2. Are activities of the online course at the time of this observation related to the instructor’s calendar?

Y__S__N__N/A__

3. Are instructional materials presented in a format appropriate to the online environment, and are they easily accessible to and usable by the student?

Y__S__N__N/A__

4. Are all resources and materials used in the online course appropriately cited?

COMMENTS/SUGGESTIONS:

COMMUNICATION SKILLS: How does the instructor communicate with students to promote comprehension?

Y__S__N__N/A__

1. Are the purposes of the course elements (content, instructional methods, technologies and course materials) evident?

Y__S__N__N/A__

2. Do the communication strategies used by the instructor promote student comprehension?

Y__S__N__N/A__

3. Does the instructor sufficiently emphasize main points or concepts?

Y__S__N__N/A__

4. Is the instructor’s management of the online environment clear and user friendly?

Y__S__N__N/A__

5. Does the instructor set clear standards and time frames for responding to student email, posting grades, and availability for assistance?

Y__S__N__N/A__

6. Does the instructor give clear and specific instructions for assignments and activities?

Y__S__N__N/A__

7. Are the requirements for course interaction clearly articulated in the syllabus?

Y__S__N__N/A__

8. Is the instructor actively engaged with students?

COMMENTS/SUGGESTIONS:

OPENNESS AND FAIRNESS: How does the instructor interact with students?

- | | |
|----------------|---|
| Y__S__N__N/A__ | 1. Does the instructor treat students equally and fairly? |
| Y__S__N__N/A__ | 2. Is the instructor open to accepting different opinions? |
| Y__S__N__N/A__ | 3. Does the instructor deal with wrong answers or approaches in a positive manner? |
| Y__S__N__N/A__ | 4. Does the instructor respond appropriately to questions calling for further explanation or any suggestions from students to aid their learning? |
| Y__S__N__N/A__ | 5. Does the instructor demonstrate respect for his/her students? |

COMMENTS/SUGGESTIONS:

ENCOURAGEMENT OF STUDENTS AS LEARNERS: How does the instructor encourage students in the learning process?

- | | |
|----------------|---|
| Y__S__N__N/A__ | 1. Does the instructor encourage students to seek extra help outside of the online format if needed? |
| Y__S__N__N/A__ | 2. Does the instructor provide instructions and link/s to EPCC's academic support systems (library, Distance Education Office, computer labs, tutorials) and other resources? |
| Y__S__N__N/A__ | 3. Do learning activities foster instructor-student, and if appropriate to this course, student-to-student interaction? |
| Y__S__N__N/A__ | 4. Does the instructor encourage students to learn and to succeed? |

COMMENTS/SUGGESTIONS:

LEARNING ACTIVITIES/METHODOLOGIES: How does the instructor's methodology(ies) contribute to student learning?

- | | |
|----------------|---|
| Y__S__N__N/A__ | 1. Are course activities appropriate for the students in an online course? |
| Y__S__N__N/A__ | 2. Do the course activities demonstrate sufficient presentational variety? |
| Y__S__N__N/A__ | 3. Are the teaching methodology(ies) used by the instructor effective in helping students meet the course objectives? |
| Y__S__N__N/A__ | 4. Does the online course meet equivalent learning expectations and offer equivalent learning opportunities as a traditional onsite course? |

COMMENTS/SUGGESTIONS:

CRITICAL THINKING: How does the instructor foster critical thinking?

- | | |
|----------------|---|
| Y__S__N__N/A__ | 1. Are students required to analyze? |
| Y__S__N__N/A__ | 2. Are students required to synthesize? |
| Y__S__N__N/A__ | 3. Are students required to apply concepts? |
| Y__S__N__N/A__ | 4. Are students required to evaluate? |
| Y__S__N__N/A__ | 5. Are students required to make decisions? |

COMMENTS/SUGGESTIONS:

COURSE MANAGEMENT: How does the instructor manage the course?

- | | |
|----------------|---|
| Y__S__N__N/A__ | 1. Are the course lectures, presentations and/or other activities well organized? |
| Y__S__N__N/A__ | 2. Does the instructor provide adequate time for presentation/activities? |
| Y__S__N__N/A__ | 3. Does the instructor bring proper closure to the presentation/activities? |

COMMENTS/SUGGESTIONS:

COURSE TECHNOLOGY: How does the instructor explain technical requirements and computer skills necessary for taking an online course?

- | | |
|----------------|--|
| Y__S__N__N/A__ | 1. Does the course contain navigational instructions that make the organization of the course easy to understand? |
| Y__S__N__N/A__ | 2. Are netiquette expectations clearly stated, or is a link to this information (such as a link to the Student Code of Conduct) provided? |
| Y__S__N__N/A__ | 3. Does the course provide an explanation or a link to the technical requirements for the course? |
| Y__S__N__N/A__ | 4. Does the instructor provide instructional materials in easily accessible format such as PDF, html, RTF's? |

COMMENTS/SUGGESTIONS:

SUBJECT COMPETENCE: How accurately and appropriately does the instructor present the subject matter?

Note to Evaluator: If your answer to the following question is "No," your observations in this area, although valued and not to be ignored, will be considered impressionistic.

Y___ N___ Do you meet minimal academic requirements for a full-time faculty member to teach in the same area as the faculty member being evaluated?

- | | |
|--------------------|--|
| Y___S___N___N/A___ | 1. Is the instructor's course format accurate in terms of subject competence? |
| Y___S___N___N/A___ | 2. Are the presentation and/or methodologies used in the course appropriate in terms of current thinking in the field? |
| Y___S___N___N/A___ | 3. Are examples used or references made appropriate to content? |

COMMENTS/SUGGESTIONS:

D. CLOSURE

1. FINAL EVALUATOR RESPONSE (mandatory):

EVALUATOR SIGNATURE

DATE

2. INSTRUCTOR RESPONSE:

I received this evaluation and discussed it with the evaluator within three weeks.

Yes ___ No ___

OPTIONAL COMMENTS:

- A. What have you learned from this evaluation?

B. What response do you have to the evaluator's comments or the evaluation process?

(Your signature does not imply agreement with the content of this evaluation.)

INSTRUCTOR SIGNATURE

DATE

3. OPTIONAL COMMENTS OF THE SUPERVISOR(S) (if not the same as evaluator):

SUPERVISOR(S) SIGNATURE
(mandatory)

DATE



CREDIT AND LANGUAGE INSTITUTE STUDENT EVALUATION OF INSTRUCTOR PERFORMANCE

For College Faculty Evaluation
Procedures 3.22.01.14 and
3.22.01.18

INSTRUCTIONS:

Use Blue or Black ink only.
Make heavy dark marks that fill your response completely.
Completely shade in only ONE response per statement.
DO NOT write your name on this survey.
DO NOT fold or mutilate the form.
DO NOT staple the form.
DO NOT photocopy the form

SECTION NUMBER:

--	--	--	--	--

Instructor's Last Name

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

TEAM IDENTIFIER

--	--

Please indicate your perceptions concerning the following statements. (Shade in only ONE response for each

NOTE: NA = Not Applicable

PROVIDES A COURSE SYLLABUS AT THE BEGINNING OF THE SEMESTER ☐ Yes ☐ No

TIME AND COURSE ORGANIZATION The Instructor...

generally meets this class on time and stays for the whole period
is available to meet with students out of class at clearly scheduled times
follows stated policies or makes reasonable changes as needed
follows course objectives and calendar as presented in the syllabus

Excellent Good Acceptable Weak Unacceptable N/A

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMUNICATION SKILLS: The Instructor ('s)...

presents the material in a clear and orderly manner.
uses effective communication skills (e.g. eye contact, voice, gesture) to deliver class presentations.
spoken language is understandable.
treats students with courtesy and respect.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

UNDERSTANDING OF THE SUBJECT: The Instructor...

demonstrates apparent subject competence

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

OPENNESS AND FAIRNESS: The Instructor...

is open to different points of view.
treats all students fairly (e.g. concerning gender, ethnicity/race, handicap, age).
creates a positive learning environment.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

INVOLVEMENT AND ENCOURAGEMENT OF STUDENTS: The Instructor...

encourages students to meet with him/her as needed.
shows enthusiasm in teaching the subject.
inspires me to give this class my best effort.
encourages student participation in class activities.
challenges students to think.
encourages students to seek outside resources (e.g. the library, labs, and special services).

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LEARNING AND ASSESSMENT OF STUDENTS: The Instructor...

provides clear directions for tests and/or assignments.
allows reasonable time for students to complete tests and/or assignments.
uses a variety of teaching techniques (e.g. media, lecture, discussion, groups, or guest speakers).
gives tests and/or assignments related to what has been taught.
provides sufficient assessments of student learning (i.e. exams, lab assignments, or evaluations).
provides and follows an understandable grading system.
provides students with information about their progress throughout the course.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OVERALL SUMMARY:

I would recommend this instructor to other students as an effective teacher.

☐ Yes ☐ No

Please continue on Reverse



EVALUATION OF COURSE

Please help us improve our facilities by rating the following:

This particular course has:

	Excellent	Good	Acceptable	Weak	Not Acceptable	N/A
Labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutorial Center Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology (computers & equipment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Textbook	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>I would recommend this course</u>	<input type="radio"/> Yes	<input type="radio"/> No				

Comments on instruction and course:

EVALUATION OF FACILITIES, CLASSROOMS, AND LABS

This particular room has:

	Excellent	Good	Acceptable	Weak	Not Acceptable	N/A
Enough space for the number of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate lighting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No disturbance from outside activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate seats/desks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate acoustics (can hear the instructor well)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comfortable temperature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Good ventilation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Well maintained floor/carpeting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adequate chalkboards	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Satisfactory paint	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Satisfactory overall cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

This particular site has:

	Excellent	Good	Acceptable	Weak	Not Acceptable	N/A
Food Court/Cafeteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevator (s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stairwells	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Satisfactory overall cleanliness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments on facilities, classrooms, and labs:



57240

EVALUACION DEL CURSO

Por favor ayudenos a mejorar nuestras instalaciones marcando lo siguiente:

Este curso en particular es:

	Excelente	Bueno	Aceptable	Mal	No Aceptable	N/A
Laboratorios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asesoria del centro de tutores	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tecnologia (computadoras y equipo)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Libro de texto	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Yo recomendaría este curso</u>	<input type="radio"/> Si	<input type="radio"/> No				

Comente sobre la instrucción y el curso:

EVALUACION DE INSTALACIONES, SALONES DE CLASE Y LABORATORIOS

Este salon de clase en particular tiene:

	Excelente	Bueno	Aceptable	Mal	No Aceptable	N/A
Suficiente espacio para la cantidad de estudiantes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Iluminación adecuada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interferencias por las actividades de afuera	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bancas\escritorios en buenas condiciones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Acústica adecuada (se escucha bien a el/la maestro(a))	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La temperatura en el salon es adecuada	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buena ventilación	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
El piso y/o alfombra estan en buenas condiciones	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Los pizarrones estan en buen estado	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buena pintura	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La limpieza en general es satisfactoria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Este lugar en particular es satisfactorio:

	Excelente	Bueno	Aceptable	Mal	No Aceptable	N/A
Area para comer\cafeteria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elevador(es)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Escaleras	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La limpieza en general es satisfactoria	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comentarios sobre las instalaciones, salones de clase y laboratorios:

Please help us evaluate your online faculty by filling out this survey form, all responses are confidential. Evaluations are only successful if participants complete them.



For College Procedure 3.22.01.18:
Adjunct (Part-Time) Faculty
Evaluation

ONLINE STUDENT EVALUATION OF INSTRUCTOR PERFORMANCE SURVEY

Q1 Please enter your new 8 digit Student I.D. Number below. 'Please DO NOT enter your SSN'

Q2 Please enter the FIVE (5) digit Section Number (CRN) for this class below:

Q3 Please enter your instructor's last name

Q4 Please enter the current semester (ex., Spring, Fall, year) or date

Q5 The instructor provides a course syllabus at the beginning of the semester?

Yes ☐
No ☐

Q6 TIME AND COURSE ORGANIZATION: The Instructor...

Follows stated policies or makes reasonable changes as needed.
Follows course objectives and calendar as presented in the syllabus.
Returns information and assignments on time.
Provides clear and easy online directions for using the text and other course materials.



Excellent

☐


Good

☐


Acceptable

☐


Weak

☐


Unacceptable

☐


N/A

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Q7 Communication Skills: The Instructor...

Presents the material in a clear and orderly manner.
Uses effective communication skills (e.g., e-mail, discussion) to deliver class presentations.
Answers my e-mail messages within 48 hours, Monday thru Friday.
Treats students with courtesy and respect.
Responds to students in a timely manner.

Excellent

☐

Good

☐

Acceptable

☐

Weak

☐

Unacceptable

☐

N/A

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Q8	Understanding of the Subject: The Instructor...						
	Demonstrates apparent subject competence.	Excellent <input type="radio"/>	Good <input type="radio"/>	Acceptable <input type="radio"/>	Weak <input type="radio"/>	Unacceptable <input type="radio"/>	N/A <input type="radio"/>
Q9	Openness and Fairness: The Instructor...						
	Is open to different points of view.	Excellent <input type="radio"/>	Good <input type="radio"/>	Acceptable <input type="radio"/>	Weak <input type="radio"/>	Unacceptable <input type="radio"/>	N/A <input type="radio"/>
	Treats all students fairly (e.g., concerning gender, ethnicity/race, handicap, age).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Creates a positive learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q10	Involvement and Encouragement of Students: The Instructor...						
	Encourages students to meet with him/her as needed.	Excellent <input type="radio"/>	Good <input type="radio"/>	Acceptable <input type="radio"/>	Weak <input type="radio"/>	Unacceptable <input type="radio"/>	N/A <input type="radio"/>
	Shows enthusiasm in teaching the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Inspires me to give this class my best effort.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Encourages student participation in class activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Challenges students to think.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Encourages students to seek outside resources (e.g., library, labs, special services).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q11	Learning Activities and Assessment - Part 1: The Instructor...						
	Provides clear directions for tests and/or assignments.	Excellent <input type="radio"/>	Good <input type="radio"/>	Acceptable <input type="radio"/>	Weak <input type="radio"/>	Unacceptable <input type="radio"/>	N/A <input type="radio"/>
	Allows reasonable time for students to complete tests and/or assignments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Uses a variety of teaching techniques (e.g., media, lecture, discussion, groups, or guest speakers).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
	Gives tests and/or assignments related to what has been taught.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q12	Learning Activities and Assessment - Part 2: The Instructor...						
	Provides sufficient assessment of student learning (e.g., exams, lab assignments or evaluations).	Excellent <input type="radio"/>	Good <input type="radio"/>	Acceptable <input type="radio"/>	Weak <input type="radio"/>	Unacceptable <input type="radio"/>	N/A <input type="radio"/>
	Provides students with information about their progress throughout the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Q13	I would recommend this online course to other students.						
		Yes <input type="radio"/>					No <input type="radio"/>
Q14	I would recommend this instructor to other students as an effective teacher.						
		Yes <input type="radio"/>					No <input type="radio"/>

Q15

This particular course has...

	<i>Excellent</i>	<i>Good</i>	<i>Acceptable</i>	<i>Weak</i>	<i>Unacceptable</i>	<i>N/A</i>
Labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology (computers and equipment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutorial Center Support	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q16

Delivery Technology(ies) - Part I

	<i>Excellent</i>	<i>Good</i>	<i>Acceptable</i>	<i>Weak</i>	<i>Unacceptable</i>	<i>N/A</i>
The instructor was proficient in the use of the technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students were given adequate training in the software delivery system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Navigation through the course was easy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students were able to communicate with each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students received adequate feedback on assignments and projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q17

Delivery Technology(ies) - Part2

	<i>Excellent</i>	<i>Good</i>	<i>Acceptable</i>	<i>Weak</i>	<i>Unacceptable</i>	<i>N/A</i>
Online materials were well taught and contributed to my understanding of class objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was good discussion among teams during project work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The course syllabus was clear and directive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was adequate real-time interaction with the instructor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The technical support that I received in this course was satisfactory.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q18

Please Rate the Following:

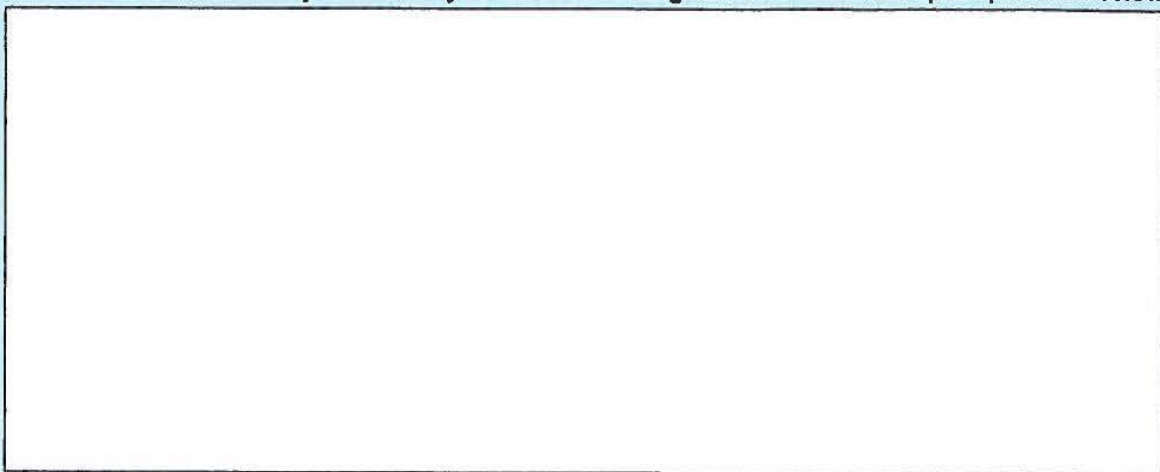
	<i>Excellent</i>	<i>Good</i>	<i>Acceptable</i>	<i>Weak</i>	<i>Unacceptable</i>	<i>N/A</i>
Review/discussion sessions for this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your level of satisfaction with this course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q19

Please enter any comments you have concerning your INSTRUCTOR in the space provided below:

Q20

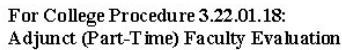
Please enter any comments you have concerning this COURSE in the space provided below:



Thank You!

IR/Faculty Evaluation_Copy Right 2013-SC

EPCC-



Use Blue or Black ink only.
Make heavy dark marks that fill your response completely.
Completely shade in only ONE response per statement.
DO NOT write your name on this survey
DO NOT fold or mutilate the form.
DO NOT staple the form.
DO NOT photocopy the form

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--	--

[illegible]

☐ Yes ☐ No ☐ N/A

generally meets this class on time and stays for the whole period.
is available to meet with students out of class at clearly scheduled times
follows stated policies or makes reasonable changes as needed.
follows course objectives and calendar as presented in the syllabus.

[illegible]

- presents the material in a clear and orderly manner.
- uses effective communication skills (e.g. eye contact, voice, gesture) to deliver class presentations.
- spoken language is understandable.
- treats students with courtesy and respect.

demonstrates apparent subject competence.

○ ○ ○ ○ ○ ○

is open to different points of view.
treats all students fairly (e.g. concerning gender, ethnicity/race, handicap, age).
creates a positive learning environment.

A 3x6 grid of circles, consisting of 18 circles arranged in 3 rows and 6 columns.

encourages students to meet with him/her as needed.

shows enthusiasm in teaching the subject.

inspires me to give this class my best effort.

encourages student participation in class activities.

challenges students to think.

encourages students to seek outside resources (e.g. the library, labs, and special services).

	1	2	3	4	5	6
1	1	2	3	4	5	6
2	2	4	6	8	10	12
3	3	6	9	12	15	18
4	4	8	12	16	20	24
5	5	10	15	20	25	30
6	6	12	18	24	30	36

- provides clear directions for tests and/or assignments.
- allows reasonable time for students to complete tests and/or assignments.
- uses a variety of teaching techniques (e.g. media, lecture, discussion, groups, or guest speakers).
- gives tests and/or assignments related to what has been taught.
- provides sufficient assessments of student learning (i.e. exams, lab assignments, or evaluations).
- provides and follows an understandable grading system.
- provides students with information about their progress throughout the course.

☐ Yes ☐ No

Page 37 of 2

My Reason(s) for taking this class were: (shade in ALL that apply)

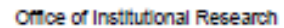
- ☐ Employer Requirement ☐ Seek Entry Level Skills to Obtain a job ☐ Other: _____
- ☐ Upgrade My Job Skills ☐ Prepare to Move into a higher Level Job
- ☐ Obtain New Job Skills ☐ Personal Enrichment

Please answer the following questions concerning this Continuing Education course.

	Excellent	Good	Acceptable	Weak	Not Acceptable	N/A
Class is scheduled to meet my needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Required labs adequately support this class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology (i.e. computers & other equipment) is adequate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

Thank You!



INSTRUCTIONS: Use a blue or black ink and if using a #2 pencil, please press firmly.

[illegible][illegible][illegible][illegible]

- Additional Comments: _____
- _____
- _____
- _____

The EPCCCD does not discriminate on the basis of race, color, national origin, religion, gender, age, disability, veteran status, sexual orientation, or gender identity.

**STUDENT SURVEY OF LIBRARIAN INSTRUCTION**

It is very important to provide librarian's name, date and course information

Please use numbers
MM/DD/YY

Librarian's Last Name

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Date

		/			/		
--	--	---	--	--	---	--	--

Instructor's Last Name

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Course: _____

CAMPUS

--	--

01 VV
02 RG
03 MdP
04 TM
05 NW
06 FT
07 Other

INSTRUCTIONS: Please rate the librarian's performance during the library class instruction.
DO NOT Use pencil, use only blue or black ink to mark your responses. **DO NOT** tear, photocopy, or staple

ORGANIZATION

Excellent Good Acceptable Weak

1. The librarian effectively organized the library class
2. The librarian clearly identified instructional objectives.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMUNICATION SKILLS

Excellent Good Acceptable Weak

3. The librarian presented the material in a clear and orderly manner.
4. The librarian used effective communication skills (such as eye contact, voice, gesture).

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

APPARENT SUBJECT COMPETENCE

Excellent Good Acceptable Weak

5. The librarian demonstrated knowledge of the subject matter.
6. The librarian effectively demonstrated the computerized resources needed for my class.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

LEARNING ENVIRONMENT

Excellent Good Acceptable Weak

7. The librarian made the students feel comfortable about approaching a librarian to ask for help.
8. The librarian encouraged student participation
9. The librarian showed enthusiasm in the library class presentation.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

OVERALL SUMMARY

10. I would recommend this librarian to other students. ☐ Yes ☐ No

Comments:

HAS THIS LIBRARIAN HELPED YOU OUTSIDE OF THIS CLASS

☐ Yes ☐ No

IF YES, please answer the following questions.

Excellent Good Acceptable Weak

1. The librarian was approachable.
2. The librarian was courteous
3. The librarian had a helpful attitude.

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please use this space to write your comments:

Thank you for your time and cooperation!

El Paso County Community College District- SC-Copyright 2014

A. Counseling Faculty Evaluation

[illegible][illegible][illegible]

Date _____

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01 VV
02 RG
03 MdP
04 TM
05 NW
06 FT
07 Other

Tenure

Track

Lecturer

PT

FT

☐ ☐ ☐ ☐

1. Type of session being observed individual, group, personal, academic, other, etc, _____
2. Date, time, location of session observed: _____
3. Instruments used in sessions: _____
4. Strategies used (such as discussion, guidance, referral) _____

1. Before evaluating a counselor's performance, all evaluators are required to:

- ☐ be officially oriented toward the evaluation process
- ☐ be familiar with the counseling faculty's duties and responsibilities
- ☐ discuss with the counseling faculty the evaluative process (as needed)

2. Did you fulfill the requirements in number 1?

☐ Yes ☐ No

3. Is the counselor making an effective use of the required catalog and class schedule in the session?

☐ Yes ☐ No

Optional Sections A and B Comments:

Explanation: The major emphasis of the evaluation are found in the overall questions that begin each of the seven areas. The follow-up "yes, somewhat, no, n/a" questions represent specific concerns in each area, but are neither exhaustive in intent nor necessarily applicable to all sessions. Some overlapping among areas is unavoidable. Evaluator comments/suggestions should address the overall questions in each area evaluatively and constructively.

- 1. Session Organization:** What was the degree of overall session organization as suggested by this session?

- a. Did the timing of this session suggest proper completion?

Yes	Some What	No	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- b. Were activities of this session related to the session?

2. Communication Skills: how did the counselor communicate with the students to promote comprehension?

- Did the purpose of this session appear clear to the students?
- Did the communication strategies used by the counselor promote the comprehension of the students?
- Did the counselor sufficiently emphasize main points or concepts?
- Did the counselor manage the session effectively in light of his\her approach?
- Did the counselor listen to students with interest?
- Did the counselor give clear and specific instructions, reference registration, and schedule development?

A 10x4 grid of circles for a dot marker activity. The grid consists of 4 columns and 10 rows of empty circles.

3. Openness and Fairness: How did the counselor treat/deal with students?

- Did the counselor treat students equally and fairly?
- Was the counselor sensitive (or least not sensitive) in any references related to human diversity?
- Was the counselor open to listening to different opinions?
- Did the counselor deal with wrong answers or approaches in a positive manner?
- Did the counselor respond appropriately to questions calling for further explanation?
- Did the counselor demonstrate respect for his/her students?



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4. Encouragement of Students as Learners: How did the counselor encourage students in the learning

	Yes	Some What	No	N/A
a. Did the counselor encourage students to seek support services, such as tutoring counseling or career planning?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Did the counselor show enthusiasm in the session?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Did the counselor encourage student participation?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. Learning Activities/Methodologies: How did the counselor's methodologies contribute to student learning?

a. Was the session appropriate?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Were the strategies used by the counselor effective in helping the students meet the session objectives?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. Time Management: How did the counselor manage class session time?

	Yes	Some What	No	N/A
a. Was the session well organized?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Did the counselor properly pace the session?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Did the counselor bring proper closure to the session?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Subject Competence: How accurately and appropriately did the counselor present/treat the subject matter itself?

a. Was the counselor's session accurate in terms of subject competence?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Were examples used or references made appropriated in terms of content?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

D. CLOSURE**1. Final evaluator response (mandatory)**

EVALUATOR SIGNATURE

DATE:

2. COUNSELOR RESPONSE

I received this evaluation and discussed it with the evaluator within three weeks.

☐ Yes ☐ No**OPTIONAL COMMENTS****a. What have you learned from this evaluation?**

b. What response do you have to the evaluator's comments or the evaluators process?

(your signature does imply an agreement with the content of this evaluator)

COUNSELOR SIGNATURE

DATE:

c. Optional comments of the Dean/Director/Supervisor (if not the same as the evaluator)

Dean/Director/Supervisor Signature (Mandatory)

DATE:

Thank You!



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Office of Institutional Research/Faculty Evaluation

**Student Evaluation of COUNSELOR Performance**

PLEASE DO NOT: fold,
photocopy or staple.
Use Blue or Black Ink to
completely fill in your
response. NO PENCIL.

Counselor's Last Name

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Date:

				-			-				
--	--	--	--	---	--	--	---	--	--	--	--

For Office Use Only

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Select your campus

☐ RG
 ☐ TM
 ☐ WV
 ☐ MdP
 ☐ NW
 ☐ FB
 ☐ ASC
I. COUNSELING SESSION:

(Please mark ALL that apply)

- | | | |
|---|--|---|
| <input type="radio"/> Personal counseling | <input type="radio"/> Petition Request | <input type="radio"/> Specialized Admission Health Occupation |
| <input type="radio"/> Financial Aid Information | <input type="radio"/> Add/drop | <input type="radio"/> Graduation application |
| <input type="radio"/> Program information | <input type="radio"/> Transfer Information | <input type="radio"/> Course substitution |
| <input type="radio"/> Educational/degree Planning | <input type="radio"/> Semester advising | <input type="radio"/> Other _____ |
| <input type="radio"/> TSI Information/clearance | <input type="radio"/> Career Planning | |

Are you: (shade all that apply)

- ☐ Attending EPCC and another College/University
☐ A returning student (after a period of absence)
☐ A continuing student
☐ A new student (this is your first semester)

I waited to see a counselor:

- ☐ 0-15 minutes ☐ 46 minutes- 1 hr
☐ 16-30 minutes ☐ 1 hr. - 1 1/2 hrs.
☐ 31-45 minutes ☐ Over 2 hrs.

The waiting period was:
 Excellent Good Acceptable Unacceptable
 ☐ ☐ ☐ ☐
The overall counseling session was:
 Excellent Good Acceptable Unacceptable
 ☐ ☐ ☐ ☐
II. THE COUNSELOR...

- a. Helped me to feel at ease while discussing my concerns
- b. Listened with interest to my problems or questions
- c. Made objectives & requirements for my major clear
- d. Explained policies, procedures, services & deadlines related to my situation
- e. Suggested alternatives & options to assist my educational, personal, career goals.
- f. Clarified information about academic/vocational programs and/or transfer requirements

Strongly Agree	Agree	Disagree	Strongly Disagree	N/A
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please write any comments you wish to share.

Thank You!

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