

POLICY

It is the policy of the Ocean County College Board of Trustees to evaluate systematically the performance of full-time faculty annually. These evaluation procedures will be divided for the following purposes:

1. Formal Evaluation:

Formal evaluation is used for the purpose of making decisions relating to reappointment, tenure, promotion, and other employment-related decisions as defined by the Faculty Association Agreement or policy. Student evaluation will be used as one component of formal evaluation.

2. Informal Evaluation:

Informal evaluation is used for the purpose of improvement and enhancement of instruction. It may be self-directed or undertaken as a recommendation by the Dean/Assistant Dean, Vice President of Academic Affairs, Vice President of Student Affairs (regarding counselors), or President. Informal evaluation is viewed as an integral part of the faculty member's professional development. Student evaluation may be used as one component of informal evaluation.

3. The appropriate administrator is responsible for the completion and delivery of the written evaluation of a classroom observation in a timely manner.

This policy will be accomplished in accordance with Procedures #3125.

ADOPTED: January 23, 1989

Revised: April 25, 1994

Revised: January 22, 1996

Revised: April 22, 1996

Revised: February 28, 2000

Revised: November 20, 2000

Revised: January 27, 2003

Revised: May 27, 2003

Revised: July 27, 2009

PROCEDURE

The Dean/Assistant Dean is responsible for making recommendations for employment related decisions for faculty, as well as for gathering the data on which those recommendations are based. The Vice President of Academic Affairs, as chief academic officer, and the Vice President of Student Affairs for counselors, are responsible for overseeing the process to ensure that all evaluation is done competently, professionally, openly, objectively, and in a uniform and timely manner. The Vice President of Academic Affairs will provide training sessions on evaluation for administrative evaluators.

The procedure to implement the policy of full-time faculty evaluation is composed of eight elements indicated in #1-8 in the following list and by the "x"s in the chart below:

1. Formal administrative evaluation of non-tenured teaching faculty,
2. Formal administrative evaluation of non-tenured counselors and librarians,
3. Formal student evaluation of non-tenured teaching faculty,
4. Informal evaluation of non-tenured teaching faculty,
5. Formal administrative evaluation of tenured teaching faculty,
6. Formal administrative evaluation of tenured counselors and librarians,
7. Formal student evaluation of tenured teaching faculty,
8. Informal evaluation of tenured teaching faculty.

	Formal Administrative Evaluation	Formal Student Evaluation	Informal Evaluation
Non-tenured teaching faculty	X	X	X
Non-tenured counselors & librarians	X		
Tenured teaching faculty	X	X	X
Tenured counselors & librarians	X		

The following records of evaluation will be completed and confidentially maintained in the personnel file of each faculty member:

- A. Record of Observation of Classroom Instruction (Form #3125-1 and Record of Observation of Distance Learning Instruction (Form #3125-DL1) completed by the Dean/Assistant Dean, Provost, and/or by the Vice President of Academic Affairs for all teaching faculty,
- B. Annual Record of Faculty Activity (Form #3125-2), completed by all faculty members,
- C. Annual Tenured Faculty Formal Evaluation (Form #3125-3) and Semi-Annual Non-Tenured Faculty Formal Evaluation (Form #3125-3.1) completed by the Dean/Assistant Dean for all teaching faculty,
- D. Counselor Performance Evaluation (Form #3125-4), completed by the Director of Academic Planning for all counselors,

- E. Librarian Performance Evaluation (Form #3125-5), completed by the Director of Library Services for all librarians,
- F. Student Reaction Conference Summary (Form #3125-6), completed by the Dean/Assistant Dean for all teaching faculty, in accordance with the procedures set forth below,
- G. Other pertinent data submitted at the faculty member's request,
- H. Other documentation deemed appropriate by the Dean/Assistant Dean.

Conference Requirements: Following the completion of A, C, D, E, or F above, the evaluator will schedule a conference with the faculty member for the purpose of explaining and answering questions regarding the findings specified in the evaluation. The faculty member will have the right to complete the comment section of the evaluation or attach a rebuttal statement to the evaluation. The evaluator and the faculty member will sign and date the evaluation form for the sole purpose of verifying that the evaluation conference was held. In the event the faculty member chooses not to sign the form, the form will be filed in the appropriate personnel file with an indication that the faculty member refused to sign.

Modifications of evaluation forms specified herein or the development of new evaluation forms will occur through the mutual participation and involvement of faculty and administration, and with Board of Trustees approval.

SCHEDULE FOR FORMAL EVALUATION OF NON-TENURED FACULTY

All non-tenured faculty will be evaluated semi-annually. Formal evaluation will include, at a minimum, the following components:

Year One:

Responsible Person	Evaluation Form	Time Frame
Vice President of Academic Affairs	Following class observation, <ul style="list-style-type: none"> • Record of Observation of Classroom Instruction (#3125-1) 	One class during the second semester of employment. (Faculty hired during a spring semester will be evaluated during the following fall semester of the second year.)
Deans/Assistant Deans	Following class observation, <ul style="list-style-type: none"> • Record of Observation of Classroom Instruction (#3125-1) • Record of Observation of DL Instruction (#3125-DL1) 	Fall Semester and Spring Semester
Deans/Assistant Deans	<ul style="list-style-type: none"> • Semi-Annual Non-Tenured Faculty Formal Evaluation (#3125-3.1) 	Fall Semester and Spring Semester

Students	<ul style="list-style-type: none"> • Student Reaction Form (#3125-7) • Student Reaction Form for DL Instruction (#3125-DL7) 	All students in all classes, Fall Semester and Spring Semester
Deans/Assistant Deans	<ul style="list-style-type: none"> • Student Reaction Conference Summary (#3125-6) 	Fall Semester and Spring Semester
Director of Academic Planning	<ul style="list-style-type: none"> • Counselor Performance Evaluation (#3125-4) 	Fall Semester and Spring Semester
Director of Library Services	<ul style="list-style-type: none"> • Librarian Performance Evaluation (#3125-5) 	Fall Semester and Spring Semester
Faculty Members	<ul style="list-style-type: none"> • Annual Record of Faculty Activities (#3125-2) 	Spring Semester

Year Two:

Responsible Person	Evaluation Form	Time Frame
Deans/Assistant Deans	Following class observation, <ul style="list-style-type: none"> • Record of Observation of Classroom Instruction (#3125-1) • Record of Observation of DL Instruction (#3125-DL1) 	Fall Semester and Spring Semester
Deans/Assistant Deans	<ul style="list-style-type: none"> • Semi-Annual Non-Tenured Faculty Formal Evaluation (#3125-3.1) 	Fall Semester and Spring Semester
Students	<ul style="list-style-type: none"> • Student Reaction Form (#3125-7) • Student Reaction Form for DL Instruction (#3125-DL7) 	All students in all classes, Fall Semester and Spring Semester
Deans/Assistant Deans	<ul style="list-style-type: none"> • Student Reaction Conference Summary (#3125-6) 	Fall Semester and Spring Semester
Director of Academic Planning	<ul style="list-style-type: none"> • Counselor Performance Evaluation (#3125-4) 	Fall Semester and Spring Semester
Director of Library Services	<ul style="list-style-type: none"> • Librarian Performance Evaluation (#3125-5) 	Fall Semester and Spring Semester
Faculty Members	<ul style="list-style-type: none"> • Annual Record of Faculty Activities (#3125-2) 	Spring Semester

Year Three:

Responsible Person	Evaluation Form	Time Frame
Vice President of Academic Affairs	Following class observation, <ul style="list-style-type: none"> • Record of Observation of Classroom Instruction (#3125-1) 	One class during the second semester of employment. (Faculty hired during a spring semester will be evaluated during the following fall semester of the second year.)

Deans/Assistant Deans	Following class observation, <ul style="list-style-type: none"> •Record of Observation of Classroom Instruction (#3125-1) •Record of Observation of DL Instruction (#3125-DL1) 	Fall Semester and Spring Semester
Deans/Assistant Deans	<ul style="list-style-type: none"> •Semi-Annual Non-Tenured Faculty Formal Evaluation (#3125-3.1) 	Fall Semester and Spring Semester
Students	<ul style="list-style-type: none"> •Student Reaction Form (#3125-7) •Student Reaction Form for DL Instruction (#3125-DL7) 	All students in all classes, Fall Semester and Spring Semester
Deans/Assistant Deans	<ul style="list-style-type: none"> •Student Reaction Conference Summary (#3125-6) 	Fall Semester and Spring Semester
Director of Academic Planning	<ul style="list-style-type: none"> •Counselor Performance Evaluation (#3125-4) 	Fall Semester and Spring Semester
Director of Library Services	<ul style="list-style-type: none"> •Librarian Performance Evaluation (#3125-5) 	Fall Semester and Spring Semester
Faculty Members	<ul style="list-style-type: none"> •Annual Record of Faculty Activities (#3125-2) 	Spring Semester

Year Four:

Responsible Person	Evaluation Form	Time Frame
Deans/Assistant Deans	Following class observation, <ul style="list-style-type: none"> •Record of Observation of Classroom Instruction (#3125-1) •Record of Observation of DL Instruction (#3125-DL1) 	Fall Semester and Spring Semester
Deans/Assistant Deans	<ul style="list-style-type: none"> •Semi-Annual Non-Tenured Faculty Formal Evaluation (#3125-3.1) 	Fall Semester and Spring Semester
Students	<ul style="list-style-type: none"> •Student Reaction Form (#3125-7) •Student Reaction Form for DL Instruction (#3125-DL7) 	All students in all classes, Fall Semester and Spring Semester
Deans/Assistant Deans	<ul style="list-style-type: none"> •Student Reaction Conference Summary (#3125-6) 	Fall Semester and Spring Semester
Director of Academic Planning	<ul style="list-style-type: none"> •Counselor Performance Evaluation (#3125-4) 	Fall Semester and Spring Semester
Director of Library Services	<ul style="list-style-type: none"> •Librarian Performance Evaluation (#3125-5) 	Fall Semester and Spring Semester
Faculty Members	<ul style="list-style-type: none"> •Annual Record of Faculty Activities (#3125-2) 	Spring Semester

Year Five:

Responsible Person	Evaluation Form	Time Frame
Vice President of Academic Affairs	Following class observation, <ul style="list-style-type: none"> Record of Observation of Classroom Instruction (#3125-1) 	One class during the Fall Semester
Deans/Assistant Deans	Following class observation, <ul style="list-style-type: none"> Record of Observation of Classroom Instruction (#3125-1) Record of Observation of DL Instruction (#3125-DL1) 	September/October of the Fall Semester
Deans/Assistant Deans	<ul style="list-style-type: none"> Semi-Annual Non-Tenured Faculty Formal Evaluation (#3125-3.1) 	Fall Semester and Spring Semester
Deans/Assistant Deans	<ul style="list-style-type: none"> Semi-Annual Non-Tenured Faculty Formal Evaluation (#3125-3.1) 	Fall Semester and Spring Semester This evaluation will include a recommendation regarding tenure reappointment and will be submitted in time for consideration at the November Board of Trustees meeting.
Director of Academic Planning	<ul style="list-style-type: none"> Counselor Performance Evaluation (#3125-4) 	Fall Semester
Director of Library Services	<ul style="list-style-type: none"> Librarian Performance Evaluation (#3125-5) 	Fall Semester
Faculty Members	<ul style="list-style-type: none"> Annual Record of Faculty Activities (#3125-2) 	Spring Semester

INFORMAL EVALUATION OF NON-TENURED FACULTY

Informal evaluation is used for the purpose of improvement and enhancement of instruction. It may be self-directed or undertaken as a recommendation by the Dean, Assistant Dean, Vice President of Academic Affairs, Vice President of Student Affairs (regarding counselors), or the President. Informal evaluation is viewed as an integral part of the faculty member's professional development. Information gathered in the informal evaluation process will not be used for formal evaluation purposes without the approval of the faculty member. Suggested components of the informal evaluation process may include, but will not be limited to, the following:

- A. Mutual critique of class visitations by the Dean/Assistant Dean, Vice President of Academic Affairs, or peer(s),
- B. Peer consultation and/or observation of peer(s),
- C. Mutual critique of lecture techniques via video taping,
- D. Laboratory utilization training
- E. Library resource utilization training,

- F. Assessment activities and training,
- G. Test construction and development,
- H. Course evaluation and syllabus revision,
- I. Media and/or computer utilization training,
- J. Content training (including formal coursework),
- K. Student reaction forms,
- L. Other pertinent professional development methods chosen by faculty,
- M. Other documentation deemed appropriate by the Dean/Assistant Dean.

FORMAL EVALUATION OF TENURED FACULTY

All tenured faculty will be evaluated annually.

SCHEDULE FOR FORMAL EVALUATION OF TENURED FACULTY

Formal evaluation of tenured faculty will include, at a minimum, the following components:

Responsible Person	Evaluation Form	Time Frame
Deans/Assistant Deans	Following class observation, <ul style="list-style-type: none"> •Record of Observation of Classroom Instruction (#3125-1) •Record of Observation of DL Instruction (#3125-DL1) 	One class observation during each academic year
Deans/Assistant Deans	<ul style="list-style-type: none"> •Annual Tenured Faculty Formal Evaluation (#3125-3.1) 	Once at the end of every academic year
Students	<ul style="list-style-type: none"> •Student Reaction Form (#3125-7) •Student Reaction Form for DL Instruction (#3125-DL7) 	All students in all classes, Fall Semester and Spring Semester
Deans/Assistant Deans	<ul style="list-style-type: none"> •Student Reaction Conference Summary (#3125-6) 	Fall Semester and Spring Semester
Director of Academic Planning	<ul style="list-style-type: none"> •Counselor Performance Evaluation (#3125-4) 	Once a year
Director of Library Services	<ul style="list-style-type: none"> •Librarian Performance Evaluation (#3125-5) 	Once a year
Faculty Members	<ul style="list-style-type: none"> •Annual Record of Faculty Activities (#3125-2) 	Spring Semester

INFORMAL EVALUATION OF TENURED FACULTY

Informal evaluation is used for the purpose of improvement and enhancement of instruction. It may be self-directed or undertaken as a recommendation by the Dean/Assistant Dean, Vice President of Academic Affairs, Vice President of Student Affairs (regarding counselors), or President. Informal evaluation is viewed as an integral part of the faculty member's professional development. Information gathered in the informal evaluation process will not be used for formal evaluation purposes without the approval of the faculty member. Suggested components of the informal evaluation process may include, but will not be limited to, the following:

Faculty Evaluation #3125

1. Mutual critique of class visitations by the Dean/Assistant Dean, Vice President of Academic Affairs, or peer(s),
2. Peer consultation and/or observation of peer(s),
3. Mutual critique of lecture techniques via video taping,
4. Laboratory utilization training
5. Library resource utilization training,
6. Assessment activities and training,
7. Test construction and development,
8. Course evaluation and syllabus revision,
9. Media and/or computer utilization training,
10. Content training (including formal coursework),
11. Student reaction forms,
12. Other pertinent professional development methods chosen by faculty.

STUDENT RATINGS OF INSTRUCTION

A. Student Reaction Forms (#3125-7 and #3125-DL7)

Students will evaluate faculty using the Student Reaction Form #3125-7 and the Student Reaction Form for DL Instruction (Form #3125-DL7). Faculty members may add individual and/or departmental questions, but may not delete questions from the form. However, if a faculty member believes there are circumstances which make a question(s) not applicable, the question(s) may be disregarded during the conference between the faculty member and the Dean/Assistant Dean (See #9, below).

B. Schedule for Student Ratings of Instruction

Tenured and non-tenured faculty will conduct student evaluations in all classes, each semester.

C. Distribution Procedure

Students should complete the Student Reaction Form (#3125-7) during a class period of the professor's choice:

1. Professors will read the following paragraph to the class immediately preceding distribution of the forms:

"Student ratings of instruction are important for at least two reasons: (a) They provide feedback to the professor. (b) They provide feedback to the College regarding a faculty member's performance. These concerns emphasize the necessity of being honest and accurate when responding to the questions. Please use the back of the form to add written comments if you wish. Your cooperation is appreciated by the College, but you are not obligated to participate. Should you decide to abstain, simply return the blank form. At the end of the allotted time, please give it the form to the student assistant, who will place all the forms in an envelope. Once the assistant seals the envelope, it will remain sealed until after the final grades for the course have been submitted"

2. The professor designates a reliable student to collect the completed rating forms and seal them in a prepared envelope. Extra rating forms should not be placed in the prepared envelope.
3. The professor leaves the room while the students are completing the form.
4. Immediately after class, the designated student takes the sealed envelope to the academic school administrative assistant's (or evening administrative assistant's) office.
5. Academic school administrative assistants send the sealed envelopes to Information Technology for processing.

D. Distribution Procedure in Distance Learning Classes

For Distance Learning classes, the course site will include the Student Reaction Form #3125-DL7 and display the following statement:

“Student ratings of instruction are important for at least two reasons: (a) They provide feedback to the professor. (b) They provide feedback to the College regarding a faculty member's performance. These concerns emphasize the necessity of being honest and accurate when responding to the questions. Please use the space provided to add additional comments if you wish. Your cooperation is appreciated by the College, but you are not obligated to participate.”

E. Student Reaction Conference Summary

1. The multiple-choice portion of the student reaction form will be tallied *and* summarized by IT for each course section. The section summary report will include course/section identification, number of students responding to each option of each question.
2. Following the generation of student course grade reports, IT will forward, in a sealed envelope, all of the student reaction forms and the section summary reports to the faculty member's Dean's/Assistant Dean's office.
3. After reviewing the section summary report and Student Reaction Forms from IT, the Dean/Assistant Dean will complete the following:
 - Student Reaction Form Item Analysis (#3125-6.1)
 - Student Reaction Form for DL Instruction Item Analysis (#3125-6.2)
 - Student Reaction Form – Additional Comments (#3125-6.3)
4. The Dean/Assistant Dean will use the three forms identified above to complete the Student Reaction Conference Summary (#3125-6). He/she will notify faculty members that all the Student Reaction Forms and materials are available and will schedule a conference with each faculty member to review the forms. The faculty member will have an opportunity to review the Student Reaction Forms and the Conference Summary at least three days prior to the conference, which must take place no later than the fourth week of the subsequent semester.

Both the faculty member and the Dean/Assistant Dean sign the Conference Summary
The faculty member has the right to attach a written response.

5. The Student Reaction Forms and the section summary reports prepared by IT will be stored in the faculty member's academic school personnel file.

F. Purposes

The student reaction forms have two primary purposes: (1) to improve instruction, and (2) to be used as one component of employment-related decisions.

Deans/Assistant Deans will use the Student Reaction Forms and Conference Summaries as part of the faculty member's overall evaluation each semester.

Faculty members are responsible for determining the content of their promotion application file. It is expected, however, that the faculty member will include information from the student evaluations to aid in documenting the criteria regarding quality of instruction. The Dean/Assistant Dean (in his/her recommendation) is expected to reference the student evaluations.

ADOPTED: January 23, 1989
Revised: May 3, 1994
Revised: January 23, 1996
Revised: April 25, 2000
Revised: November 21, 2000
Revised: November 6, 2001
Revised: February 25, 2003

Revised: October 4, 2005
Revised: July 28, 2009
Revised: April 27, 2010

OCEAN COUNTY COLLEGE
Record of Observation of Classroom Instruction – Form #3125-1

Faculty Member: _____ Date: _____

Length of Visit: _____ Number of Students Present: _____

Course Title: _____ Course #/Section: _____

GENERAL CONTENT FOR THE SESSION:

I. KNOWLEDGE OF MATERIAL:

(Did the instructor present the material clearly, appear comfortable with the content, organize the content appropriately for the student level, deviate from the teaching plan when necessary, give examples/anecdotes?)

II. TEACHING STRATEGIES:

(Did the instructor begin session with a plan for the day, link the lesson to previous learning, summarize major points? What strategies were used? Were they appropriate? Did the strategies encourage student participation? Did the instructor formulate clear questions, wait an appropriate time for responses, reformulate or expand questions when appropriate?)

III. STUDENT INVOLVEMENT:

(Did the instructor use Classroom Assessment Techniques [CATs] to assess student learning [ex., Minute Paper, Chain Notes, Memory Matrix, Directed Paraphrasing, One Sentence Summary, Application Cards, or similar CATs]? Did the instructor encourage students to ask questions, use methods to involve all students, demonstrate appropriate rapport with students, draw out reticent students, make eye contact, and demonstrate respect for all students?)

IV. MECHANICS OF TEACHING:

(Did the instructor speak clearly, audibly, at a pace appropriate for information processing and note taking? Did non-verbal behaviors [gestures, eye contact] contribute to the learning process? If media were used, were they clear and appropriate?)

GENERAL COMMENTS OF THE EVALUATOR:

GENERAL COMMENTS BY THE FACULTY MEMBER:

Signature of Instructor

Date

Signature of Evaluator

Date

cc: Original in Department Personnel File
Vice President of Academic Affairs
Faculty member

III. STUDENT INTERACTION: (Were students engaged in the learning through varied activities? Comment on the use of the discussion board, synchronous chats, collaborative student projects, student presentations, and any other evidence of student interaction with course content. Did the faculty member seem to be making regular contact with all students? Did you sense the existence of a “learning community” among the students?)

IV. COURSE DESIGN: (Did the design suit the course objectives and content? Was the course designed to be easily navigable? Was the platform technology used to full advantage? Was the course designed to provide regular feedback to students?)

GENERAL COMMENTS OF THE EVALUATOR:

GENERAL COMMENTS BY THE FACULTY MEMBER (following post-evaluation conference):

Signature of Faculty Member

[Faculty signature only verifies evaluation conference has been held.]

(Date)

Signature of Evaluator

(Date)

Cc: Original in Department Personnel File
Vice President of Academic Affairs
Faculty Member

OCEAN COUNTY COLLEGE
Annual Record of Faculty Activity – Form #3125-2

Name: _____ **Rank:** _____ **Academic Year:** _____

I. Department Activities

A. Curriculum development/revision:

B. Committee(s) (indicate chair or member):

C. Advisement:

D. Other (special projects, leadership, department representation to outside groups, etc.):

II. College Activities

A. Committee work (membership, offices held):

1. Standing Committees

2. Ad hoc Committees

B. Other:

III. Professional Development: formal coursework (indicate credits and matriculation status), seminars, workshops, conferences, CEUs earned, etc.:

Date Activity

IV. Related Professional Practice: publications, presentations, exhibitions, etc.:

Date Activity

V. Related Clinical Practice (where appropriate): describe activities, relationship to your faculty role and approximate hours/week:

VI. Professional Memberships:

Organization(s)

Offices Held

VII. Community Service:

VIII. Miscellaneous (special projects, awards, distinctions):

(Faculty Member's Signature)

(Date Submitted)

Original to be filed in Department Personnel File.

Employee should retain a copy.

Cc: Vice President of Academic Affairs

OCEAN COUNTY COLLEGE
Annual Tenured Faculty Formal Evaluation Conference Summary – Form #3125-3

Teaching Faculty Member: _____

Academic Year: _____

Date: _____

INSTRUCTIONS: This evaluation must be constructive. The person being evaluated should be made aware of both strengths and weaknesses, with the evaluation being thoroughly discussed before final submission. This assessment should promote individual growth within the context of professional responsibilities. General terms, such as dedicated, professional, and cooperative need clarification in the form of specific examples.

I. SUMMARY OF TEACHING EFFECTIVENESS:

II. QUALITY OF INTERNAL CONTRIBUTION:

OCEAN COUNTY COLLEGE
Semi-Annual Non-Tenured Faculty Formal Evaluation Conference Summary
Form #3125-3.1

Teaching Faculty: _____

Counselor: _____

Librarian: _____

Academic Year: _____ **Date:** _____

INSTRUCTIONS:

The Dean/Assistant Dean will complete this form and submit it to the Vice President of Academic Affairs (or the area Vice President) as indicated below. The Vice President of Academic Affairs (or the area Vice President) will add comments as indicated below. Lastly, the Dean/Assistant Dean and the Vice President of Academic Affairs (or area Vice President) will meet with the faculty member to review the semi-annual evaluation.

The evaluation must address each of the performance criteria listed below (See Full-time Faculty Tenure Policy 3115 and Faculty Tenure Performance and Expectations Conferences and Tenure Criteria Policy # 3116).

Performance Criteria:

1. Excellence in teaching (or in the case of librarians and counselors, non-teaching assignments and evidence of professional effectiveness)
2. Service to the student
3. Attendance at campus-wide activities
4. Collegial/civil/constructive/working relationships with support staff, faculty and administrative colleagues, and the Board of Trustees
5. Contribution to the fulfillment of the College mission, including community outreach and involvement
6. Service to the college
7. Service to the academic school
8. Professional development
9. Research, publication, or other contributions to education, the teaching profession or the candidate's teaching discipline.

Dean/Assistant Dean's Comments:

OCEAN COUNTY COLLEGE
Counselor Performance Evaluation Summary - Form #3125-4

Counselor: _____

Academic Year: _____

Date: _____

INSTRUCTIONS: This evaluation must be constructive. The person being evaluated should be made aware of both strengths and weaknesses, with the evaluation being thoroughly discussed before final submission. This assessment should promote individual growth within the context of professional responsibilities. General terms, such as dedicated, professional, and cooperative need clarification in the form of specific examples.

I. SUMMARY OF COUNSELING EFFECTIVENESS:

II. QUALITY OF INTERNAL CONTRIBUTION

III. QUALITY OF EXTERNAL CONTRIBUTIONS

IV. PROFESSIONAL DEVELOPMENT

(over)

OCEAN COUNTY COLLEGE
Librarian Formal Evaluation Summary - Form #3125-5

Librarian: _____

Academic Year: _____ Date: _____

INSTRUCTIONS: This evaluation must be constructive. The person being evaluated should be made aware of both strengths and weaknesses, with the evaluation being thoroughly discussed before final submission. This assessment should promote individual growth within the context of professional responsibilities. General terms, such as dedicated, professional, and cooperative need clarification in the form of specific examples.

I. SUMMARY OF LIBRARIAN EFFECTIVENESS:

II. QUALITY OF INTERNAL CONTRIBUTION:

OCEAN COUNTY COLLEGE
Student Reaction Conference Summary - Form #3125-6

(Name of Faculty Member) _____
(Rank) _____
(Department)

_____ to _____ Full-time _____ Adjunct _____
(Dates of Rating Period)

DIRECTIONS: The Dean/Assistant Dean will write a Student Reaction Summary of the conference, the primary portion of which will be an analysis of the student's responses, as well as any changes in teaching which both the Dean/Assistant Dean recommends.

I. ANALYSIS OF STUDENT RESPONSES:

II. MUTUALLY DERIVED AREAS OF CHANGE (be specific):

Note: The faculty member may attach a written response at his/her discretion.

(Faculty Member's Signature) _____
(Administrator's Signature) _____
(Date of Conference)

(Faculty member's signature only verifies evaluation conference has been held.)

Original to be filed in Department of Human Resources file.
cc: Faculty Member

OCEAN COUNTY COLLEGE
STUDENT REACTION FORM
 Item Analysis - #3125-6.1

Name of Faculty Member: _____ Semester: _____

Date of Conference: _____

	Course					
	Section					
		Yes	Yes	Yes	Yes	Yes
		%	%	%	%	%
Item						
1	Course Info Sheet					
2	Covered Topics					
3	Clear Expectations					
4	Grading Methods					
5	Speaks Clearly					
		AA-FR*	AA-FR	AA-FR	AA-FR	AA-FR
		%	%	%	%	%
6	Starts Class On Time					
7	Returns Tests Promptly					
8	Tests Cover Important Points					
9	Answers Questions					
10	Available to Assist					
11	Maintains Order					
12	Treats with Respect					
13	Presents Content Clearly					
14	Interested in Teaching					
15	Stimulates Thinking					
		SA-A**	SA-A	SA-A	SA-A	SA-A
		%	%	%	%	%
16	Grades Fairly					
		E-AA***	E-AA	E-AA	E-AA	E-AA
		%	%	%	%	%
17	Overall Rating					

Note:

*AA-FR = Almost Always or Frequently

** SA-A = Strongly Agree or Agree

*** E-AA = Excellent or Above Average

OCEAN COUNTY COLLEGE
STUDENT REACTION FORM for DL Instruction
Item Analysis - #3125-621

Name of Faculty Member: _____ Semester: _____

Date of Conference: _____

	Course Section					
		Yes	Yes	Yes	Yes	Yes
		%	%	%	%	%
Item						
1	Course Info Sheet					
2	Covered Topics					
3	Clear Expectations					
4	Grading Methods					
5	Communication					
		AA-FR*	AA-FR	AA-FR	AA-FR	AA-FR
		%	%	%	%	%
6	Timely Provision of Learning Materials					
7	Prompt Feedback on Tests and Course Work					
8	Assignments and Tests Covered Important Points					
9	Answers Questions					
10	Available to Assist					
11	Organization Encouraged Learning					
12	Civility and Respect					
13	Course Content Clearly Accessed and Presented					
14	Interested in Teaching					
15	Stimulates Thinking					
		SA-A**	SA-A	SA-A	SA-A	SA-A
		%	%	%	%	%
16	Grades Fairly					
		E-AA***	E-AA	E-AA	E-AA	E-AA
		%	%	%	%	%
17	Overall Rating					

Note:

*AA-FR = Almost Always or Frequently

** SA-A = Strongly Agree or Agree

*** E-AA = Excellent or Above Average

OCEAN COUNTY COLLEGE
Student Reaction Form
Additional Comments – Form 3125-6.3

Name of Faculty Member: _____ Semester: _____

Date of Conference: _____

What Students Liked about the Faculty Member's Instruction – Selected Responses

Course Prefix/Number

- Comment #1
- Comment #2
- Comment #3
- Comment #4
- Comment #5

Course Prefix/Number

- Comment #1
- Comment #2
- Comment #3
- Comment #4
- Comment #5

Course Prefix/Number

- Comment #1
- Comment #2
- Comment #3
- Comment #4
- Comment #5

What Student Did Not Like about the Faculty Member's Instruction – Selected Responses

Course Prefix/Number

- Comment #1
- Comment #2
- Comment #3
- Comment #4
- Comment #5

Course Prefix/Number

- Comment #1
- Comment #2
- Comment #3
- Comment #4
- Comment #5

Course Prefix/Number

- Comment #1
- Comment #2
- Comment #3
- Comment #4
- Comment #5

OCEAN COUNTY COLLEGE
STUDENT REACTION FORM #3125-7

Professor: _____ Course Number: _____ Time/Days: _____

DIRECTIONS: Please fill in the bubbles completely with a #2 pencil.

1. Early in the semester your professor gave you a Professor's Syllabus which provided information such as textbook titles, professor's office hours, course requirements, course policies, and other pertinent data. Yes No
2. Your professor covered the topics identified in the Professor's Syllabus. Yes No
3. Your professor made clear throughout the course what students were expected to learn. Yes No
4. Your professor explained how student work would be graded. Yes No
5. Your professor usually communicated clearly. Yes No
6. Your professor usually started class on time.
 Almost always Frequently Sometimes Hardly ever Not Applicable
7. Your professor lets you know within a reasonable time period how well you had done on assignments, tests, and other course work.
 Almost always Frequently Sometimes Hardly ever
8. Your professor gave test, projects, or writing assignments which covered important points of the course.
 Almost always Frequently Sometimes Hardly ever
9. Your professor tried to answer students' questions.
 Almost always Frequently Sometimes Hardly ever
10. Your professor was available to assist students as stated in the Professor's Syllabus or during posted faculty office hours.
 Almost always Frequently Sometimes Hardly ever
11. Your professor maintained order in the classroom.
 Almost always Frequently Sometimes Hardly ever
12. Your professor treated students with respect.
 Almost always Frequently Sometimes Hardly ever
13. Your professor presented course content and materials clearly.
 Almost always Frequently Sometimes Hardly ever
14. Your professor seemed interested in teaching this course.
 Almost always Frequently Sometimes Hardly ever
15. Your professor stimulated thinking and learning.
 Almost always Frequently Sometimes Hardly ever
16. Your professor graded fairly.
 Strongly agree Agree Neutral Disagree Strongly disagree
17. Overall, I rate this professor as:
 Excellent Above average Average Below average Poor

IT IS OPTIONAL FOR STUDENTS TO RESPOND TO THE FOLLOWING QUESTIONS:

What did you like about the instruction of this course?

What did you dislike about the instruction of this course?

OCEAN COUNTY COLLEGE
STUDENT REACTION FORM FOR DL INSTRUCTION (Form #3125-DL7)

Professor: _____ **Course Number:** _____

DIRECTIONS: Please fill in the bubbles completely with a #2 pencil.

1. Early in the semester your professor gave you a Professor's Syllabus which provided information such as textbook titles and online resources, professor's contact information, course requirements, course policies, and other pertinent data that was designed to help you adapt to the online learning environment. Yes No
2. Your professor covered the topics identified in the Professor's Syllabus. Yes No
3. Your professor made clear throughout the course what students were expected to learn Yes No
4. Your professor explained how student work would be graded. Yes No
5. Your professor fostered communication by creating opportunities for faculty/student and student/student interaction starting early in the term. Yes No
6. Your professor provided new course learning materials in a timely manner throughout the term.
 Almost always Frequently Sometimes Hardly ever
7. Your professor let you know within a reasonable time period how well you did on assignments, tests, and other course work.
 Almost always Frequently Sometimes Hardly ever
8. Your professor gave tests, projects, or writing assignments which covered important points of the course.
 Almost always Frequently Sometimes Hardly ever
9. Your professor answered students' questions in a timely manner (within 24 hours) and provided opportunities for students to respond to one another's questions.
 Almost always Frequently Sometimes Hardly ever
10. Your professor was available to assist students as stated in the Professor's Syllabus.
 Almost always Frequently Sometimes Hardly ever
11. Your professor facilitated a course in which the organization encouraged learning.
 Almost always Frequently Sometimes Hardly ever
12. Your professor insured that the discussion boards and chat rooms were conducted with civility and mutual respect.
 Almost always Frequently Sometimes Hardly ever
13. Your professor led a course in which the content was clearly accessed and presented.
 Almost always Frequently Sometimes Hardly ever
14. Your professor seemed interested in teaching this course.
 Almost always Frequently Sometimes Hardly ever
15. Your professor stimulated thinking and learning.
 Almost always Frequently Sometimes Hardly ever
16. Your professor graded fairly.
 Almost always Frequently Sometimes Hardly ever
17. Overall, I rate this profess as –
 Excellent Above Average Average Below Average Poor

IT IS OPTIONAL FOR STUDENTS TO RESPOND TO THE FOLLOWING QUESTIONS:

What did you like about the instruction of this course?

What did you dislike about the instruction of this course?