

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 annual 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.

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

	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		

- A. Scheduled Class Observation (Form #3125-1 or Form #3125-DL1) completed by the Dean/Assistant Dean and 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. Formal Evaluation Summary (Form #3125-3), completed by the Dean/Assistant Dean for all teaching faculty,
- D. Counselor Performance Evaluation Summary (Form #3125-4), completed by the Director of Academic Planning for all counselors,
- E. Librarian Performance Evaluation Summary (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.

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 annually. This evaluation process will include, at a minimum, the following components within the timetable specified:

##### Year One

- a. Vice President of Academic Affairs - one class observation during the second semester of employment (faculty hired during a spring semester will be evaluated during the following fall semester of the second year),
- b. Dean/Assistant Dean - one class observation each semester,
- c. Annual Record of Faculty Activity - completed by all faculty members,
- d. Formal Evaluation Summary - completed by the Dean/Assistant Dean upon completion of class observations,
- e. Student Reaction Forms (Forms #3125-7 or Form #3125-DL7) - completed by students in all classes, each semester,
- f. Student Reaction Conference Summary (Form #3125-6) - completed by the Dean/Assistant Dean,
- g. Counselor Performance Evaluation Summary (Form #3125-4) - completed by the Director of Academic Planning,
- h. Librarian performance Evaluation Summary (Form #3125-5) - completed by the Director of Library Services.

##### Year Two

- a. Dean/Assistant Dean - one class observation each semester,
- b. Annual Record of Faculty Activity - completed by all faculty members,
- c. Formal Evaluation Summary - completed by the Dean/Assistant Dean upon completion of class observations,
- d. Student Reaction Forms (Forms #3125-7 or Form #3125-DL7) - completed by students in all classes, each semester,
- e. Student Reaction Conference Summary (Form #3125-6) - completed by the Dean/Assistant Dean,
- f. Counselor Performance Evaluation Summary (Form #3125-4) - completed by the Director of Academic Planning,
- g. Librarian performance Evaluation Summary (Form #3125-5) – completed by the Director of Library Services.

Year Three

- a. Vice President of Academic Affairs - one class observation during the spring semester
- b. Dean/Assistant Dean - one class observation each semester,
- c. Annual Record of Faculty Activity - completed by all faculty members,
- d. Formal Evaluation Summary - completed by the Dean/Assistant Dean upon completion of class observations,
- e. Student Reaction Forms (Forms #3125-7 or Form #3125-DL7) - completed by students in all classes, each semester,
- f. Student Reaction Conference Summary (Form #3125-6) - completed by the Dean/Assistant Dean,
- g. Counselor Performance Evaluation Summary (Form #3125-4) - completed by the Director of Academic Planning,
- h. Librarian performance Evaluation Summary (Form #3125-5) - completed by the Director of Library Services.

Year Four

- a. Dean/Assistant Dean - one class observation each semester,
- b. Annual Record of Faculty Activity - completed by all faculty members,
- c. Formal Evaluation Summary - completed by the Dean/Assistant Dean upon completion of class observations,
- d. Student Reaction Forms (Forms #3125-7 or Form #3125-DL7) - completed by students in all classes, each semester,
- e. Student Reaction Conference Summary (Form #3125-6) - completed by the Dean/Assistant Dean,
- f. Counselor Performance Evaluation Summary (Form #3125-4) - completed by the Director of Academic Planning,
- g. Librarian performance Evaluation Summary (Form #3125-5) - completed by the Director of Library Services.

Year Five

- a. Vice President of Academic Affairs - one class observation during the fall semester,
- b. Dean/Assistant Dean - one class observation during the fall semester,
- c. Annual Record of Faculty Activity - completed by all faculty members,
- d. Formal Evaluation Summary - completed by the Dean/Assistant Dean upon completion of the class observation. This evaluation summary will include a recommendation regarding tenure reappointment and will be submitted in time for consideration at the November Board of Trustees meeting.
- e. Counselor Performance Evaluation Summary (Form #3125-4) - completed by the Director of Academic Planning,
- f. Librarian performance Evaluation Summary (Form #3125-5) - completed by the Director of Library Services.

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.

#### FORMAL EVALUATION OF TENURED FACULTY

All tenured faculty will be evaluated annually. The following records of evaluation will be completed and confidentially maintained in the personnel file of each tenured faculty member, in accordance with the schedule for formal evaluation of tenured faculty set forth below:

- A. Scheduled Class Observation (Form #3125-1 or Form #3125-DL1) completed by the Dean/Assistant Dean and by the Vice President of Academic Affairs,
- B. Annual Record of Faculty Activity (Form #3125-2), completed by all faculty members,
- C. Formal Evaluation Summary (Form #3125-3), completed by the Dean/Assistant Dean,
- D. Counselor Performance Evaluation (Form #3125-4), completed by the Director of Academic Planning,
- E. Librarian Performance Evaluation (Form #3125-5), completed by the Director of Library Services,
- F. Student Reaction Conference Summary (Form #3125-6), completed by the Dean/Assistant Dean, in accordance with the procedures set forth below,
- G. Other pertinent data submitted at the faculty member's request.

#### SCHEDULE FOR FORMAL EVALUATION OF TENURED FACULTY

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

1. Dean/Assistant Dean - one class observation during each year,
2. Annual Record of Faculty Activity - completed by faculty member,
3. Formal Evaluation Summary - completed by the Dean/Assistant Dean at the end of each academic year,
4. Student Reaction Forms - completed by the students in all classes each semester,
5. Counselor Performance Evaluation Summary (Form #3125-4) - completed by the Director of Academic Planning each year,
6. Librarian performance Evaluation Summary (Form #3125-5) - completed by the Director of Library Services each year.

### 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) - The forms (#3125-7 and #3125-DL7) to be used are attached. 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 or #3125-DL7) during a class period of the professor's choice in the last three weeks of a semester. For the data to be valuable, a student must believe that the faculty member and the college consider students' reactions to be important, and that his/her grade cannot be affected (either positively or negatively) by the reaction form. The following procedure will be utilized:
  1. Professors read or paraphrase the following paragraph which informs students of the purposes of the evaluations, that they will be taken seriously, and of how the evaluations will be handled from that point:

"Student ratings of instruction are important for at least two reasons. The first is that they provide feedback to the professor in ways that may be helpful in his or her teaching methods. Second, the ratings are used by the College in decisions related to assessing faculty member's performance. These very significant 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. Your cooperation in completing this rating form is appreciated by the College, but you are in no way obligated to participate. Should you decide to abstain, simply return the blank form. Upon completing the form, please give it to (name). He or she will seal it in the envelope and take it to the department office for processing. The rating results will not be available to the professor until after final grades have been submitted for this course."

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 department secretary's (or evening secretary's) office.
5. Department secretaries send the sealed envelopes to the Office of Information Technology for processing.
6. The results of processing the student reaction forms and Distance Learning forms are not to be available until after grades are recorded in the Registration and Records Office.
7. The multiple-choice portion of the student reaction form will be summarized by O.I.T. for each course section. The section summary report will include course/section identification, number of students responding to each option of each question.
8. Following the generation of student course grade reports, O.I.T. 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, where they will be stored in the faculty member's department personnel file.
9. Within a week of receiving the section summaries and student reaction forms from O.I.T., the Dean/Assistant Dean will notify faculty members that the forms are available. The Dean/Assistant Dean will also schedule a conference with each faculty member to review and discuss the forms. The faculty member will have an opportunity to review the Student Reaction Forms and summary prior to the Conference. This conference must take place no later than the fourth week of the subsequent semester.

The Dean/Assistant Dean will complete a Student Reaction Conference Summary (Form #3125-6), the primary portion of which will be an analysis of students' responses, as well as any changes in teaching which the Dean/Assistant Dean recommends.

Both the faculty member and the Dean/Assistant Dean sign the conference summary (#3125-6). Though it is anticipated that both will agree on the wording of the summary, the faculty member has the right to attach a written response.

- D. 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 summaries (Form #3125-6) 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  
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Revised: November 21, 2000  
Revised: November 6, 2001  
Revised: February 25, 2003

Revised: October 4, 2005  
Revised: July 28, 2009

**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)
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_____ Signature of Evaluator	_____ (Date)
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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):

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(Faculty Member's Signature)

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(Date Submitted)

Original to be filed in Department Personnel File.

Employee should retain a copy.

cc: Vice President of Academic Affairs

OCEAN COUNTY COLLEGE  
Formal Evaluation 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:

III. QUALITY OF EXTERNAL CONTRIBUTIONS:

IV. PROFESSIONAL DEVELOPMENT:

V. RECOMMENDATION FOR DEVELOPMENT (when appropriate):

FOR NON-TENURED TEACHING FACULTY ONLY:

Appointment Recommendation: \_\_\_\_\_ Renew Contract \_\_\_\_\_ Do Not Renew Contract  
(initial one)

Evaluator: \_\_\_\_\_  
Name Signature Date

VI. FACULTY MEMBER'S COMMENTS (following annual evaluation conference with evaluator):

\_\_\_\_\_  
Signature Date  
(Faculty signature only verifies evaluation conference has been held.)

Attachments: Summary of Conference(s) regarding Student Evaluations (required)  
Annual Record of Faculty Activity

Original to be filed in Department Personnel File.  
Faculty member receives copy.  
cc: Vice President of Academic Affairs

**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 department
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:

III. QUALITY OF EXTERNAL CONTRIBUTIONS:

IV. PROFESSIONAL DEVELOPMENT:

V. RECOMMENDATION FOR DEVELOPMENT (when appropriate):

FOR NON-TENURED LIBRARIANS ONLY:

Appointment Recommendation: \_\_\_\_\_ Renew Contract \_\_\_\_\_ Do Not Renew Contract  
(initial one)

Evaluator: \_\_\_\_\_  
Name Signature Date

VI. LIBRARIAN'S COMMENTS (following annual evaluation conference with evaluator):

\_\_\_\_\_  
Signature Date  
(Librarian signature only verifies evaluation conference has been held.)

Attachments: Annual Record of Faculty Activity  
Original to be filed in Department Personnel File.  
Librarian receives copy.  
cc: Vice President of Academic Affairs

**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 #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 Course Information Sheet which provided information such as names of textbooks, 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 Course Information Sheet.  Yes  No
3. Your professor makes clear throughout the course what students are expected to learn.  Yes  No
4. Your professor explains how student work will be graded.  Yes  No
5. Your professor usually communicates clearly.  Yes  No
6. Your professor usually starts 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 have done on assignments, tests, and other course work.  
 Almost always  Frequently  Sometimes  Hardly ever
8. Your professor gives test, projects, or writing assignments which cover important points of the course.  
 Almost always  Frequently  Sometimes  Hardly ever
9. Your professor tries to answer students' questions.  
 Almost always  Frequently  Sometimes  Hardly ever
10. Your professor is available to assist students **as** stated in the Professor's Course Information Sheet or during posted faculty office hours.  
 Almost always  Frequently  Sometimes  Hardly ever
11. Your professor maintains order in the classroom.  
 Almost always  Frequently  Sometimes  Hardly ever
12. Your professor treats students with respect.  
 Almost always  Frequently  Sometimes  Hardly ever
13. Your professor presents course content and materials clearly.  
 Almost always  Frequently  Sometimes  Hardly ever
14. Your professor seems interested in teaching this course.  
 Almost always  Frequently  Sometimes  Hardly ever
15. Your professor stimulates thinking and learning.  
 Almost always  Frequently  Sometimes  Hardly ever
16. Your professor grades 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 #3125-DL 7

The student reaction form will be uploaded to each course site and made available for student response during the final ten (10) days of the course. Professors will instruct students to complete the forms, advising them that responses are anonymous and not available to the professor until after final grades are submitted. The following topics will be included with five response categories for each: Excellent, Good, Fair, Poor, N/A. The results will be tabulated and considered according to items 6-10 under STUDENT RATINGS OF INSTRUCTION in Policy #3125, page 6.

1. The distance learning course as a whole
2. Easy access to course components
3. The effectiveness of the distance learning format
4. Technical support for distance learning
5. The course content
6. The relevance and usefulness of course content
7. The relevance of the textbooks/course material
8. The usefulness of reading assignments in understanding course content
9. The usefulness of computer (online) resources in understanding course content
10. The usefulness of videotapes un understanding course content
11. The usefulness of audiotapes in understanding course content
12. Opportunities for faculty student and student/student communication and interaction
13. The clarity of student responsibilities and course requirements
14. Student support services (advising, counseling, tutoring)
15. Relative to face-to-face classroom courses I have taken, I expect my grade will be (Much Higher, Higher, About the Same, Lower, Much Lower)—This rating scale used in #15-19.
16. Relative to face-to-face classroom courses I have taken, the intellectual challenge was—
17. Relative to face-to-face classroom courses I have taken, the amount of effort I put into this course was—
18. Relative to face-to-face classroom courses I have taken, the amount of effort needed to succeed in this course was—
19. Relative to face-to-face classes I have taken, my involvement in this course (doing assignments, reflecting on course materials) was—
20. Evaluate the following: Pre-registration and advising [Return to Excellent, Good, Fair, Poor, N/A]
21. Evaluate the following: Placement testing
22. Evaluate the following: Registration procedures
23. Evaluate the following: Financial Aid procedures
24. Evaluate the following: Academic advising by faculty advisor
25. Evaluate the following: Academic advising in the Advising/Counseling Center
26. Evaluate the following: Career counseling
27. Evaluate the following: Personal counseling
28. Evaluate the following: Tutorial services
29. Evaluate the following: Library resources
30. Evaluate the following: Bookstore services
31. Evaluate the following: Referral for students with disabilities