

## EVALUATION SYSTEMS COMMITTEE MEETING

January 18, 2012

The Evaluation Systems Committee met Wednesday on January 18, 2012 at 3:00 p.m. in the conference room of Building 1. Those present were Laura Bliley, Lisa Boyd, Donna Dunn, Dr. Jonathan Elmore, Chet Jarman, Saundra Pinkham for Penny Sermons, Dorie Richter, Laurie Weston for Marion Porter, Sherry Stotesberry, Almeta Woolard, and Emily Woolard. Ron Clark, Lori Diaz, Kim Jackson, Sandria McFadden, Marian Porter, and Penny Sermons were unable to attend.

The Evaluation Systems Committee Chair, Dorie Richter, called the meeting to order. Ms. Richter welcomed new and returning members. She asked the Committee to review the agenda for the afternoon and to make any additions or modifications they wished. A motion was made by Almeta Woolard, seconded by Chet Jarman, to approve the agenda as presented. The motion carried.

The following agenda items were discussed.

### 1. Evaluations for Spring Term assessment

#### A. Current Student Evaluation of College Services (short form)

The Committee recommended adding 'Writing Center' to the list of college services. Sherry Stotesberry made a motion to accept the addition to the list. Lisa Boyd seconded the motion. With no further discussion, the motion carried.

#### B. Faculty/Staff Evaluation of College Services (short form)

The Committee recommended adding "Academic Skills Center (ASC Lab)" and 'Writing Center' to the list of INSTRUCTIONAL SUPPORT SERVICES. Dr. Jon Elmore made a motion to accept the additions. Sherry Stotesberry seconded the motion. With no further discussion, the motion carried.

Dorie Richter shared previous survey 'returns and results' data for the four previous years of the Faculty/Staff Evaluation of College Services noting the low faculty return rate for each year. Following a lengthy discussion, the Committee suggested that Division Chairs assist by encouraging the personnel in their respective areas to complete the survey. Ms. Richter would send out one reminder if necessary.

The distribution of the survey was also discussed. Ms. Richter asked the opinion of the Committee as to whether to ask campus personnel to complete a paper copy of the survey or to complete the survey online. The consensus of the Committee was to administer the survey online. The Committee suggested that Division Chairs - in their request to their division personnel to complete the Faculty/Staff Evaluation survey - include an assurance of the confidentiality of the survey.

#### C. Employee Performance Evaluations

1. The Committee reviewed the Administrator Evaluation by Supervisor and the Instructor Evaluation by Supervisor. Emily Woolard suggested adding to each evaluation a place at the end of the form that would provide an opportunity for the supervisor to comment. (Refer to page 2 of the Staff Performance Evaluation by Supervisor.)
2. There were no recommendations for the Instructor Evaluation by Supervisor.
3. The Committee reviewed the Staff Performance Evaluation by Supervisor. The Committee recommended

**Delete** ~~RELIABILITY/DEPENDABILITY~~

Employee can be depended upon to be available for work. **Delete** “Extent to which the employee assumes responsibilities and ensures tasks are followed to completion.”

COMMUNICATION

Employee effectively conveys information and ideas to others; **Delete** “clarity of oral and written communications.”

Lisa Boyd made a motion to accept all suggested recommendations to the Employee Performance Evaluations. Sherry Stotesberry seconded the motion. With no further discussion, the motion carried.

4. The Committee reviewed the Employee Performance Evaluation General Guidelines and Procedures. The Committee recommended the following

**Editorial change** “Darken the appropriate bubbles that follow each question. Use a #2 pencil. ~~Fill in the bubble completely. Do not mark with X’s or circles.~~” **to read** “Darken the appropriate bubbles that follow each question. Use a #2 pencil. Do not mark with an X or a circle. Fill in the bubble completely.

**Delete** “suggested” **from the sentence** “Evaluation should be completed by the dates ~~suggested~~ below:”

Dr. Elmore made a motion to approve the changes to the General Guidelines and Procedures. Lisa Boyd seconded the motion. With no further discussion, a vote was taken by a show of hands. The changes were accepted with a majority of votes.

## **II. Performance Standards Update**

Dorie Richter gave a brief update on the performance standards. The process of gathering data for “completer” goal attainment, and “completer and non-returning student” satisfaction is still in progress. Data is due to NCCCS, Planning and Research Department, by February 6, 2012. Employer Satisfaction Survey data is no longer required by the System Office.

## **III. Other**

Dorie Richter reported that the Instructor and Course Evaluations by Students have been completed. The Graduate Follow up and Non-returning Student Survey are both in progress.

A question was asked if the surveys administered to distance learning students were similar to those given to the college seated classes. Ms. Richter explained that there was a copy of the survey mentioned on the IE Web Site and in the IE office that everyone would be welcome to view.

Dorie thanked the Evaluation Systems Committee for all their time and work. Donna Dunn made a motion to adjourn the meeting. Emily Woolard seconded the motion. Having no further discussion or business, the meeting adjourned at 4:05 p.m.

BEAUFORT COUNTY COMMUNITY  
Evaluation Systems Committee  
January 18, 2012 - Building 1, Board Room, 3:00 pm

Agenda

- I. Welcome
  
- II. Approve Agenda
  
- III. Approval of the following:
  - A. Current Student Evaluation of College Services
  - B. Faculty/Staff Evaluation of College Services
  - C. Employee Performance Evaluations & Guidelines
  
- IV. Update on the NCCCS Performance Standards
  
- V. Other.....

**BEAUFORT COUNTY COMMUNITY COLLEGE**  
**Current Student Evaluation of College Services: Spring, 2012**

Please rate (✓) your level of satisfaction with the following service areas provided by the College.

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	DID NOT USE
Academic Skills Center (ASC Lab)					
Admissions					
Advertising					
Advising					
BCCC Briefs (Washington Daily News column)					
Blackboard					
Bookstore					
Business Office					
Campus Connections					
Campus Police/Health & Safety					
Career Center					
Continuing Education					
Counseling					
Distance Learning:(Online/Hybrid courses)					
Distance Learning: North Carolina Information Highway					
Drop-add Process					
Facilities (Buildings, Classrooms)					
Financial Aid					
Food Services					
Job Placement					
Library					
Maintenance and Housekeeping					
Media/Graphics (Web Page)					
Parking					
Placement Testing					
Recruitment					
Registrar's Office					
Registration					
Student Activities					
Student Government Association (SGA)					
Student Support Services (SSS)					
Switchboard/Receptionist					
Tuition Payment Process					

**ADD: Writing Center**

**Please use the space below for any comments you may have. Suggestions for improvement are welcome.**  
 (If you checked "Dissatisfied" or "Very Dissatisfied," we would appreciate your comment/s.)

**THANK YOU FOR YOUR HELP!**

Please check: \_\_\_\_\_ full-time?.... \_\_\_\_\_ part-time? \_\_\_\_\_ faculty? \_\_\_\_\_ staff?  
 \_\_\_\_\_ on campus? \_\_\_\_\_ off campus?

**BEAUFORT COUNTY COMMUNITY COLLEGE**  
**Faculty/Staff Evaluation of College Services: Spring, 2012**

Please rate (✓) your level of satisfaction with the following service areas provided by the College.  
 A space for comments follows each section; additional comments may be added at the end of this survey.

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	DID NOT USE
<b>ADMINISTRATIVE SERVICES</b>					
Bookstore					
Campus Police/Health and Safety					
Cashier					
Computer Support Services (PC Hardware Support)					
Facilities (Buildings, Classrooms)					
Food Services					
Human Resources					
Maintenance and Housekeeping					
Network Administrator Services (Email, Internet, Phone)					
Payroll					
Print Shop					
Professional Development (On-campus Workshops)					
Purchasing					
Stockroom and Mailroom					
Switchboard/Receptionist					
Systems Administrator Services (Data, Curriculum, Continuing Education, Financial, Personnel Data)					

COMMENTS:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	DID NOT USE
<b>CONTINUING EDUCATION</b>					
Basic Skills (ABE, GED, ESL, Compensatory Education)					
Business and Industry (Small Business Center)					
Community Services (College for Kids, Personal Enrichment Classes)					
Human Resource Development (HRD)					
Occupational (EMS, Fire fighting, NA I & 2, ...)					

COMMENTS:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	DID NOT USE
<b>INSTRUCTIONAL SUPPORT SERVICES:</b>					
Academic Skills Center (ASC Lab)					
AV/Electronic Distance Learning/NCIH					
Library Services					
Media/Graphics (Web Page, Blackboard)					
Writing Center					

COMMENTS:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	DID NOT USE
<b>PLANNING/INST EFFECTIVENESS</b>					
Planning (Process, Format)					
Evaluation (Survey Instruments, Survey Processes)					
Research (Information/Data Assistance, Grants, Chart/Fact Book)					

COMMENTS:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	DID NOT USE
<b>PR/COMMUNICATIONS</b>					
Public Relations (Advertising, BCCC Briefs*, Campus Connections) *Washington Daily News column					
Foundation (Ambassadors, Scholarships, Campus Campaign)					

COMMENTS:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	DID NOT USE
<b>STUDENT SERVICES</b>					
Admissions					
Career Center					
Counseling (Academic, Personal)					
Drop-add					
Financial Aid					
Placement Testing					
Recruitment					
Registrar's Office					
Registration					
Special Populations					
Student Activities					
Student Government Association (SGA)					
Student Support Services (SSS)					

COMMENTS:

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied	DID NOT USE
<b>GENERAL ADMINISTRATIVE SERVICES</b>					
President's Office					
Administrative Services Department					
Instruction/Curriculum Areas					
Student Services Department					
Continuing Education Department					

COMMENTS:

**Please use the space below for any comments you may have. Suggestions for improvement are welcome.**  
 (If you checked "Dissatisfied" or "Very Dissatisfied," we would appreciate your comment/s.)

**THANK YOU FOR YOUR HELP!**

**BEAUFORT COUNTY COMMUNITY COLLEGE  
Administrator Evaluation by Supervisor**

Periodic Evaluation ( ) Annual Evaluation ( ) EVALUATION TIME PERIOD \_\_\_\_\_

Administrator \_\_\_\_\_ Supervisor \_\_\_\_\_

Position Title \_\_\_\_\_ Date \_\_\_\_\_

Rate  each activity using the scale below to the right. ("n/a" = not applicable)  
\*Comment/s following each section are required if "Does Not Meet Expectations" is checked.

<b>COMMUNICATIONS</b>	<u>MEETS EXPECTATIONS</u>	<u>DOES NOT MEET EXPECTATIONS*</u>	n/a
1. Keeps faculty/staff informed of institutional policies, procedures, and activities. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Explains rationale for administrative actions and decisions. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Acknowledges and considers faculty/staff questions, complaints, suggestions, and requests. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Creates atmosphere of open communication... - downward from administration. - upward from administration/faculty/staff. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>MANAGEMENT</b>	<u>MEETS EXPECTATIONS</u>	<u>DOES NOT MEET EXPECTATIONS*</u>	n/a
1. When appropriate, takes action upon faculty/staff questions, complaints, suggestions, and requests. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Involves individuals or groups in decision making related to their working conditions (e.g. scheduling, physical plant, class size, etc.). <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Knows and makes effective use of talents and interests of his/her staff/faculty. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Acknowledges and rewards competence and dedication with praise and support. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is helpful in the procurement of educational materials. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>LEADERSHIP</b>	<u>MEETS EXPECTATIONS</u>	<u>DOES NOT MEET EXPECTATIONS*</u>	n/a
1. Objectively counsels his/her staff/faculty on work-related problems in a professional manner. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Stimulates creativity and innovation by presenting recommendations to the appropriate administrator. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provides helpful and constructive feedback throughout the year. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrates commitment to the institutional core values, Vision, mission, and goals.. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

DECISION MAKING	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS*	n/a
1. Makes decisions appropriate to the level of responsibility. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is willing to make tough and sensitive decisions. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Accepts accountability for the results of decisions. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Backs up decisions appropriately with logical explanations and meaningful documentation. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Makes timely decisions. <u>Comments</u>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PROFESSIONALISM	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS*	n/a
1. Respects rights and opinions of others. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Actively seeks to stay current on issues which are essential to effective management. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Exhibits poise and good judgment in crucial situations, acting to protect the well-being of the College. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Exercises discretion in handling privileged and sensitive information. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is ethical and professional in relationships with students, faculty, staff, and the public. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**ADD:**  
Additional Supervisor's Comments (e.g. -strengths, needed improvements, strategies suggested for improvement):

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

Administrator's Comments (e.g. response to supervisor's comments, achievements, activities.):

*My signature does not necessarily constitute agreement with the contents of this report but verifies that I have read it and had the opportunity to discuss the contents with the evaluator.*

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

reviewed and revised 5/96, 6/02, 2/03, 1/05, 2/09, 1/10 1/12  
reviewed and not revised 5/97, 6/98, 9/99, 1/01, 1/04, 2/06, 11/06, 1/08, 1/11

**BEAUFORT COUNTY COMMUNITY COLLEGE  
Supervisor Evaluation by Employee**

Periodic Evaluation ( ) Annual Evaluation ( ) EVALUATION TIME PERIOD \_\_\_\_\_  
 Supervisor \_\_\_\_\_ PLEASE RETURN TO: \_\_\_\_\_  
 Position Title \_\_\_\_\_ BEFORE: \_\_\_\_\_  
 Date \_\_\_\_\_

Rate  each activity using the scale below to the right. ("n/a" = not applicable)  
 \*Comment/s following each section are required if "**Does Not Meet Expectations**" is checked.

<b>COMMUNICATIONS</b>	<u>MEETS EXPECTATIONS</u>	<u>DOES NOT MEET EXPECTATIONS*</u>	n/a
1. Keeps faculty/staff informed of institutional policies, procedures, and activities. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Explains rationale for administrative actions and decisions. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Acknowledges and considers faculty/staff questions, complaints, suggestions, and requests. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Creates atmosphere of open communication... - downward from administration. - upward from administration/faculty/staff. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>MANAGEMENT</b>	<u>MEETS EXPECTATIONS</u>	<u>DOES NOT MEET EXPECTATIONS*</u>	n/a
1. When appropriate, takes action upon faculty/staff questions, complaints, suggestions, and requests. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Involves individuals or groups in decision making related to their working conditions (e.g. scheduling, physical facility, class size, etc.). <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Knows and makes effective use of talents and interests of his/her staff/faculty. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Acknowledges and rewards competence and dedication with praise and support. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is helpful in the procurement of educational materials. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>LEADERSHIP</b>	<u>MEETS EXPECTATIONS</u>	<u>DOES NOT MEET EXPECTATIONS*</u>	n/a
1. Objectively counsels his/her staff/faculty on work-related problems in a professional manner. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Stimulates creativity and innovation by presenting recommendations to the appropriate administrator. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Provides helpful and constructive feedback throughout the year. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Demonstrates commitment to the institutional core values, vision, mission, and goals. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**DECISION MAKING**

	<u>MEETS EXPECTATIONS</u>	<u>DOES NOT MEET EXPECTATIONS*</u>	
1. Makes decisions appropriate to the level of responsibility. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is willing to make tough and sensitive decisions. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Accepts accountability for the results of decisions. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Backs up decisions appropriately with logical explanations and meaningful documentation. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Makes timely decisions. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**PROFESSIONALISM**

	<u>MEETS EXPECTATIONS</u>	<u>DOES NOT MEET EXPECTATIONS*</u>	n/a
1. Respects rights and opinions of others. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Actively seeks to stay current on issues which are essential to effective management. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Exhibits poise and good judgment in crucial situations, acting to protect the well-being of the College. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Exercises discretion in handling privileged and sensitive information. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is ethical and professional in relationships with students, faculty, staff, and the public. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Please use the space below for any comments you may wish to make about any other part (i.e. department or Division including the President's office) of the supervisory chain.**

**BEAUFORT COUNTY COMMUNITY COLLEGE  
Instructor Evaluation by Supervisor**

Periodic Evaluation ( ) Annual Evaluation ( ) EVALUATION TIME PERIOD \_\_\_\_\_

Instructor _____	Date _____
Position Title _____	Announced _____
Course _____	Unannounced _____
Supervisor _____	Invited _____

Rate  each activity using the scale below to the right. ("n/a" = not applicable)  
\*Comment/s following each section are required if "Does Not Meet Expectations" is checked.

INSTRUCTION	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS*	n/a
1. Clarifies learning objectives in verbal or written form. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Selects appropriate mode of instruction and learning activities consistent with the stated learning objectives. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Demonstrates competency in subject matter. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Appears at ease and in control of the learning situation. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Facilitates an atmosphere that encourages students to work effectively. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Uses the class period effectively. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Relates theory to practice. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STUDENT TEACHER RELATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS*	n/a
1. Is accessible to students. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Is professional in dealing with students. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is fair and impartial. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Begins and ends class on time. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Gives feedback in a timely manner. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ORGANIZING AND PLANNING	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS*	n/a
1. Prepares and shares with students a course syllabus which defines learning objectives and schedule of instruction. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Provides a quality program of student evaluation consistent with learning objectives. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Plans for effective use of external resources e.g. advisory committees, live projects, field trips, guest speakers, etc., as appropriate. (Affiliating agencies, if appropriate.) <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Selects teaching materials and resources appropriate to the course. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is prepared for class. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>ADVISORY ROLE</b>	<u>MEETS EXPECTATIONS</u>	<u>DOES NOT MEET EXPECTATIONS*</u>	n/a
1. Aids students with the development and execution of a program of study. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Monitors student progress and maintains appropriate records. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Follows up on student problems and/or makes appropriate referrals. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Serves as a professional reference for students, as appropriate. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>MANAGEMENT</b>	<u>MEETS EXPECTATIONS</u>	<u>DOES NOT MEET EXPECTATIONS*</u>	n/a
1. Submits reports which are accurate and on time. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Manages budgetary resources effectively. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Maintains accurate records as required. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Properly cares for equipment and facilities. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. (If applicable) Applies sound practices in executing his /her supervisory responsibilities and demonstrates skill in generating interest and enthusiasm in instructors. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>PROFESSIONALISM</b>	<u>MEETS EXPECTATIONS</u>	<u>DOES NOT MEET EXPECTATIONS*</u>	n/a
1. Exhibits integrity, judgment, and professional conduct when interacting with students, faculty, staff, and supervisors. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Effectively carries out committee and special assignments. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Accepts feedback from students, fellow faculty, and supervisor in order to improve effectiveness. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Actively seeks to keep current the skills essential for effectively teaching. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Pursues Professional Development Plan, continued education, implementation of new practices/procedures, and awareness of new trends in job area. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Participates in professional/community organizations. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Adheres to safety, security, confidentiality, and other departmental objectives applicable to his/her position. <u>Comments</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



Instructor's Comments (e.g. response to supervisor's comments, achievements, activities.):

**\* ADD:**

**Additional Supervisor's Comments (e.g. -strengths, needed improvements, strategies suggested for improvement):**

<b>Supervisor's Signature</b>	<b>Date</b>
-------------------------------	-------------

*My signature does not necessarily constitute agreement with the contents of this report but verifies that I have read it and had the opportunity to discuss the contents with the evaluator.*

---

Signature	Date
-----------	------

reviewed and revised 5/96, 6/02, 2/03, 1/05, 2/06, 11/06, 2/09, 1/10 1/12  
 reviewed and not revised 5/97, 6/98, 9/99, 1/01, 1/04, 1/08, 1/11

**BEAUFORT COUNTY COMMUNITY COLLEGE  
Staff Performance Evaluation by Supervisor**

Staff \_\_\_\_\_  
 Position Title \_\_\_\_\_  
 Supervisor \_\_\_\_\_  
 Date \_\_\_\_\_

Periodic Evaluation ( )

Annual Evaluation ( )

EVALUATION TIME PERIOD \_\_\_\_\_

Please rate (√) each activity using the rating scale above each section.  
 \*Comment/s following each section are required if “Does Not Meet Expectations” is checked.

**Job Performance**

	Meets Expectations	Does Not Meet Expectations*	Does Not Apply
<b>JOB KNOWLEDGE</b>			
Employee understands and performs all phases of assigned duties and responsibilities.	Comments		
<b>QUALITY OF WORK</b>			
Employee accomplishes assigned job duties thoroughly in an accurate manner.	Comments		
<b>PRODUCTIVITY</b>			
Employee completes job responsibilities in a timely manner.	Comments		
<del><b>RELIABILITY/DEPENDABILITY</b></del>			
<del>Employee can be depended upon to be available for work. <b>Extent to which the employee assumes responsibilities and ensures tasks are followed to completion.</b></del>	Comments		
<b>PLANNING AND ORGANIZATIONAL EFFECTIVENESS</b>			
Employee prioritizes tasks according to importance and meets scheduled deadlines in a timely manner.	Comments		
<b>DECISION MAKING</b>			
Employee demonstrates appropriate judgment when making decisions.	Comments		

**Respect for the Rights of Colleagues and Students**

	Meets Expectations	Does Not Meet Expectations*	Does Not Apply
<b>INTERPERSONAL SKILLS</b>			
Employee gets along well with others; responds positively to direction and adapts well to changes; shows tact, courtesy and effectiveness in dealing with others.	Comments		
<b>COMMUNICATION</b>			
Employee effectively conveys information and ideas to others; <del>clarity of oral and written communications.</del>	Comments		
<b>INITIATIVE AND CREATIVITY</b>			
Employee is self-directed, resourceful, and creative in meeting job objectives; follows through on assignments; initiates or modifies ideas, methods or procedures to meet changing circumstances or needs.	Comments		

**Professional and Ethical Actions**

	Meets Expectations	Does Not Meet Expectations*	Does Not Apply
<b>PROFESSIONALISM</b>			
Employee exhibits integrity, judgment, and professional conduct.	Comments		
<b>PROFESSIONAL DEVELOPMENT</b>			
Employee pursues Professional Development Plan, continued education, implementation of new practices/procedures and awareness of new trends in job area.	Comments		
<b>ETHICS</b>			
Employee maintains adherence to safety, security, confidentiality, and other departmental objectives applicable to his/her position.	Comments		

**Service to the College and the College Community**

	Meets Expectations	Does Not Meet Expectations*	Does Not Apply
<b>SERVICE TO THE COLLEGE</b>			
Employee is involved in campus committees and activities, civic/community activities, and/or state/national associations.	Comments		
<b>SERVICE TO OUR CUSTOMERS</b>			
Employee serves the needs of the customers. (Customer may be students, other employees, members of the community, etc.)	Comments		

	Meets Expectations	Does Not Meet Expectations*	Does Not Apply
<b>SUPERVISORY EFFECTIVENESS (if applicable)</b>			
Employee applies sound practices in executing his/her supervisory responsibilities; demonstrates skill in generating interest and enthusiasm in his/her staff.	Comments		

Supervisor's Comments (e.g. -strengths, needed improvements, strategies suggested for improvement.):

\_\_\_\_\_  
Supervisor's Signature

\_\_\_\_\_  
Date

Staff Comments (e.g. -response to supervisor's comments, achievements, activities.):

*My signature does not necessarily constitute agreement with the contents of this report but verifies that I have read and had the opportunity to discuss the contents with the evaluator.*

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

reviewed and revised 5/96, 2/02, 10/02, 2/03, 1/05, 11/06, 2/09, 1/10  
reviewed and not revised 5/97, 6/98, 9/99, 1/01, 1/04, 2/06, 1/08, 1/11

1/12

BEAUFORT COUNTY COMMUNITY COLLEGE  
Employee Evaluation

I. PHILOSOPHY

Evaluation is viewed by the administration, faculty, and staff of Beaufort County Community College as a positive, on-going process. The evaluation process reflects the mission of the institution, the goals of each program, and assesses the capabilities and expertise of the personnel.

Employee evaluation is designed and developed to

Promote fairness and equity of performance appraisal and enhance mutual trust and open communication.

Provide information relevant to re-appointment and salary adjustments.

Demonstrate the College's accountability to the citizens of the BCCC service area, the Board of Trustees, and external agencies.

II. OBJECTIVE

To increase employee effectiveness by

Appraising job performance.  
Identifying strengths and weaknesses.  
Documenting improvement.  
Monitoring professional growth.

III. GENERAL GUIDELINES AND PROCEDURES

A. Staff, Instructor, and Administrator Evaluation by Supervisor

Each employee will be evaluated on an annual basis by his/her immediate supervisor according to the level of performance of the employee's duties and responsibilities.

An evaluative conference may be conducted as necessary at any time during the year. These periodic evaluations will address applicable categories whereas annual evaluations must address all evaluative categories. For example, a periodic evaluation of an instructor may address one or more of the six categories included on the "Instructor Evaluation by Supervisor" instrument.

Guidelines are as follows:

1. Each employee is to be evaluated at a minimum of one time per year.

2. Prior to the annual evaluation conference, each employee will update and submit his/her Individual Professional Development Plan for completed activities from the past year. The Plan will be kept by the employee's supervisor and will become an integral part of the employee's annual evaluation. At the time of the annual evaluation conference, each employee and his/her supervisor may also agree upon an Individual Professional Development Plan for planned activities for the upcoming year.
3. At the conclusion of any formal evaluative conference, the appropriate evaluative instrument is to be signed by both the employee who has been evaluated and his/her immediate supervisor.
4. The supervisor will furnish the employee with a copy of the evaluation. This evaluative instrument becomes a permanent part of the employee's personnel file. The original annual evaluation instrument will be forwarded through supervisory channels to the President's office.

Evaluations are confidential. Release of evaluation information to individuals other than to appropriate College administrators will be considered with recognition of individual rights to privacy and according to standard personnel procedures.

#### B. Supervisor Evaluation by Employee

Each supervisor will be evaluated annually by the employee/s who report directly to that supervisor.

Guidelines are as follows:

1. The evaluation instrument is distributed by and returned to the supervisor of the individual being evaluated.
2. The individual's supervisor will develop a summary of the ratings.

For example, during the first week of February, the Dean of Instruction would distribute the "Supervisor Evaluation by Employee" instrument to full-time instructors and staff who report to each of the division chairpersons and the Director of Learning Resources Center. The instructors and staff would return the completed evaluation on their respective supervisors to the Dean of Instruction. The Dean of Instruction would then compile a summary of the ratings, schedule a conference, and share information with the supervisor. The summary would include all comments as written by the employee on the "Supervisor Evaluation by Employee" evaluation instrument with precautions taken to prevent individual identification of the employee.



3. The supervisor will review the summary with the individual being evaluated.
4. The supervisor will forward comments made concerning any other part of the supervisory chain to the President for review and appropriate action.

This procedure would be followed at all levels of the supervisory chain.

The “Supervisor Evaluation by Employee” instrument may also be used at any time during the year at the supervisor’s discretion or by request.

The summary will not become part of the personnel file; however, general findings of the evaluations will be kept by the supervisor and may be included in the annual evaluation report of the supervisor.

### C. Instructor and Course Evaluation by Students (Curriculum)

Student evaluations should be conducted during or after the mid-point of the term. The first 15 minutes of the selected class period may be used for completing the evaluation. Each student will complete the form in the classroom. Forms should not be signed.

Guidelines are as follows:

#### TO THE INSTRUCTOR:

1. Distribute the scannable evaluation sheets to the students.
2. Instruct students to fill in the bubbles with #2 pencils (pass out pencils if needed).
3. Read the following statement to the students:

*“At this time, you will have the opportunity to express your opinion of the instruction in this class by completing and returning a short multiple choice survey form. It will take approximately 15 minutes to complete. Your participation is voluntary and your identity is not requested. The opinions you express should be yours only and will be treated confidentially. Please refrain from talking until all evaluations are completed.”*

4. Read aloud the instructor code number and direct students to fill in the number in the upper left-hand corner of the question sheet from top across, left to right, then darken the appropriate bubbles in the grid. (The instructor code is designated on the brown envelope on the label.)

**'Editorial' Change:** *“Darken the appropriate bubbles that follow each question. Use a #2 pencil. Do not mark with an X or a circle. Fill in the bubble completely.”*



5. Students should NOT enter any other information in blocks or grid other than “instructor code” number.

6. Repeat to the students:

~~*“Darken the appropriate bubbles that follow each question. Use a #2 pencil. Fill in the bubble completely. Do not mark with X’s or circles.”*~~

7. Please call attention to questions that are blank.

Those question spaces were intentionally left blank. They were designed for the instructor to add any specific question/s about the course. The questions may be written directly on the scannable evaluation sheet, written on a separate piece of paper, on the chalkboard, or read aloud.

If the instructor does not add any question to those that are blank, ask the students not to mark the bubbles for those questions.

8. Remind students to write comments on the back of the instrument.

NOTE: Instructors will assign an individual to collect the completed question sheets. Instructors are to leave the room while students are completing the evaluation.

9. The individual designated by the instructor will collect the question sheets, pencils, and take them to the appropriate office manager. The evening course evaluations are to be delivered to the Evening Coordinator or receptionist, who will give them to the office manager.

The office manager will send survey question sheets to the office of planning and institutional effectiveness where they will be scanned. Scanned results are then returned to the office manager who will attach comments, make three copies, and forward to the division chair for distribution. One copy will be sent to the instructor, another to the division chair, and the last copy to the Dean of Instruction.

A conference with the instructor may be scheduled to review the student evaluation summary. Results of student evaluations will be shared with instructors by the immediate supervisor with precautions taken to prevent individual identification of the student’s evaluation.

The summary will not become part of the personnel file; however, general findings of the student evaluations may be included in the annual evaluation.

Student evaluation forms are to remain on file for the remainder of the academic year. The instructor may also request an evaluation from another group of students.

D. Instructor and Course Evaluation by Students – Telecourse and Online

Guidelines are as follows:

TO THE DIVISION CHAIR, OFFICE MANAGER, EVENING COORDINATOR,  
OR DESIGNEE:

1. Attach the following statement to the evaluation form:

*At this time, you will have the opportunity to express your opinion of the instruction in this class by completing and returning a short multiple choice survey form. It will take approximately 15 minutes to complete. Your participation is voluntary; your identity is not requested; and opinions you express will be treated confidentially.*

2. Fill in the instructor code located in the upper left-hand corner of the form. The code is designated on the brown envelope on the label.
3. Do not enter any other information in the blocks or grid other than the instructor code.
4. Distribute the scannable evaluation sheet/s to the student/s.
5. Instruct student/s to



~~*Darken the appropriate bubble/s that follow each question. Use a #2 pencil. Fill in the bubble/s completely. Do not mark with X's or circles.*~~

6. Please note the questions that are blank. The survey was designed this way for the instructor to add any additional question/s about the course.

*(Please advise the student/s to fill in the appropriate bubble/s only if they have been given questions for those questions that are blank; if they have not been given questions for those, ask the student/s NOT to fill in the bubble/s.)*

7. Let student/s know that comments may be written on the back of the form.
8. Collect question sheets and send to the office of planning and institutional effectiveness where they will be scanned. Scanned results are then returned to the office manager who will attach comments, make four copies, and distribute. A copy will be sent to the instructor, division chair, dean of instruction, and learning resources center director.

TO THE STUDENT:

(For use with online student if the evaluation instrument is sent to the student by mail or by email.)

Please read the following statement:

*At this time, you will have the opportunity to express your opinion of the instruction in this class by completing and returning a short multiple choice survey form. It will take approximately 15 minutes to complete. Your participation is voluntary; your identity is not requested; and opinions you express will be treated confidentially.*

1. Fill in the bubble/s with a #2 pencil, do not mark with X's or circles. Darken the appropriate bubble/s that follow each question.
2. Do not enter any other information in the blocks or grid.
3. Please note the questions that are blank. *Fill in the appropriate bubble/s only if you have been given questions for those questions that are blank; if you have not been given questions for those, do NOT fill in the bubble/s.*
4. Comments may be written on the back of the form.

E. Instructor and Course Evaluation by Students – NC Information Highway

Guidelines are as follows:

TO THE NCIH SITE FACILITATOR:

1. Distribute the scannable evaluation sheets to the students.
2. Instruct students to fill in the bubbles with #2 pencils (pass out pencils if needed).
3. Read the following statement to the students:

*“At this time, you will have the opportunity to express your opinion of the instruction in this class by completing and returning a short multiple choice survey form. It will take approximately 15 minutes to complete. Your participation is voluntary; your identity is not requested; and opinions you express will be treated confidentially.”*

4. Read aloud the instructor code number and direct students to fill in the number in the upper left-hand corner of the question sheet from top across, left to right, then darken the appropriate bubbles in the grid. (The instructor code is designated on the brown envelope on the label.)

5. Students should NOT enter any other information in blocks or grid other than “instructor code” number.

6. Repeat to the students:



~~“Darken the appropriate bubbles that follow each question. Use a #2 pencil. Fill in the bubble completely. Do not mark with X’s or circles.”~~

7. Please call attention to the questions that are blank.

Those question spaces were intentionally left blank. They were designed for you to add any specific question/s you may have about your course. Your questions may be written directly on the scannable evaluation sheet, written on a separate piece of paper, on the chalkboard, or read aloud.

*“If you do not add any questions to those that are blank, ask your students not to mark the bubbles for those four questions.”*

8. Remind students to write comments on the back of the instrument.

NOTE: Instructors are to leave the room while students are completing the evaluation.

9. The NCIH Site Facilitator will collect the question sheets and pencils. The evening course evaluations are to be mailed to the Coordinator of AV/EDL or the receptionist who will give them to the office manager.

#### IV. EVALUATION TIME FRAME

Evaluation should be completed by the dates ~~suggested~~ below:

October 31:

Instructor and Course Evaluation  
by Students

March 8: 

Individual Professional Development  
Plan; Annual Evaluation of Employee  
by Supervisor

March 15: 

Annual Evaluations to the President

reviewed & revised - 8/96, 10 /96, 5/97, 2/00, 9/00, 5/02, 9/02, 2/03, 10/03, 1/04, 1/05, 11/06, 2/09  
reviewed and not revised - 6/98, 9/05, 2/06, 1/08, 1/10, 1/11

Measure	Purpose	Description	Methodology <span style="float: right; border: 1px solid black; padding: 2px;">more</span>
<b>Basic Skills Student Progress</b>	To ensure adults with low literacy skills are progressing academically toward basic skill attainment necessary for employment and self-sufficiency	Percentage of students post-tested during a program year who progress.	<p><i>Denominator:</i> Basic skills students attempting 60 or contact hours during program year. Excludes compensatory education students.</p> <p><i>Numerator:</i> Basic skills students attempting 60 or contact hours during program year, who post test at a greater score than their pre-test. Excludes compensatory education students.</p> <p><i>Note:</i> Pre-test is considered if it occurs up to 90 days prior to program year</p>
<b>GED Diploma Passing Rate</b>	To ensure quality GED preparation and high levels of GED attainment	Percentage of GED students who attempt all subtests over two years who receive a GED Diploma.	<p><i>Denominator:</i> GED students attempting at least one GED subtest during current calendar year who attempt all subtests over two calendar years</p> <p><i>Numerator:</i> GED students attempting at least one GED subtest during current calendar year who attempt all subtests over two calendar years and receive a GED diploma</p>
<b>Developmental Student Success Rate in College-Level English Courses</b>	To ensure remedial English and reading coursework prepares students to succeed in credit-bearing English courses	Percentage of previous developmental English and/or reading students who successfully complete a credit English course with a "C" or better upon the first attempt.	<p><i>Denominator:</i> All students enrolled in their first attempted credit English course during an academic year who enrolled in developmental English and/or reading students in the current or previous academic year. Does not include students who do not attend the class (ie transfer credit, credit by exam, etc).</p> <p><i>Numerator:</i> All students earning a "C" or better in their first attempted credit English course during an academic year who enrolled in developmental English and/or reading students in the current or previous academic year. Does not include students who do not attend the class (ie transfer credit, credit by exam, etc).</p>
<b>Developmental Student Success Rate in College-Level Math Courses</b>	To ensure remedial math coursework prepares students to succeed in credit-bearing math courses	Percentage of previous developmental math students who successfully complete a credit math course with a "C" or better upon the first attempt.	<p><i>Denominator:</i> All students enrolled in their first attempted credit math course during an academic year who enrolled in developmental math students in the current or previous academic year. Does not include students who do not attend the class (ie transfer credit, credit by exam, etc).</p> <p><i>Numerator:</i> All students earning a "C" or better in their first attempted credit math course during an academic year who enrolled in developmental math students in the current or previous academic year. Does not include students who do not attend the class (ie transfer credit, credit by exam, etc).</p>
<b>First Year Progression</b>	To ensure first-year students reach an academic momentum point that helps predict future credential completion	Percentage of first-time fall credential-seeking students attempting at least twelve hours within their first academic year who successfully complete ("C" or better) at least twelve of those hours	<p><i>Denominator:</i> A fall cohort of credential-seeking students (program code A, D, C) enrolled in curriculum courses at a college for the first time after high school graduation. Must attempt at least twelve hours (including developmental and withdraw) within the first year fall, spring, and summer semesters. Includes those dually enrolled previously at the same institution and excludes students previously enrolled at another college. Does not include students who do not attend the class (ie transfer credit, credit by exam, etc).</p> <p><i>Numerator:</i> Those within the cohort above who complete at least twelve hours (including developmental) with a "C" or better within the first year fall, spring, and summer semesters.</p>
<b>Curriculum Completion</b>	To ensure student completion and persistence toward a post-secondary credential	Percentage of first-time fall credential-seeking students who graduate, transfer, or are still enrolled with 36 hours after six years	<p><i>Denominator:</i> A fall cohort of credential-seeking students (program code A, D, C) enrolled in curriculum courses at a college for the first time after high school graduation. Must attempt at least twelve hours (including developmental) within the first year fall, spring, and summer semesters. Includes those dually enrolled previously at the same institution and excludes students previously enrolled at another college.</p> <p><i>Numerator:</i> Those within the cohort above who by the fall that occurs six years after original cohort designation either graduate (A, D, or C), transfer to a four year institution, or are still enrolled during that sixth fall semester previously completing 36 non-developmental hours.</p>
<b>Licensure and Certification Passing Rate</b>	To ensure programmatic coursework prepares students to competently practice in their chosen profession	Aggregate institutional passing rate of first time test-takers on licensure and certification exams. Exams included in this measure are state mandated exams which candidates must pass before becoming active practitioners.	<p><i>Denominator:</i> All licensure and certification exams taken for the first time by students during the licensure agency's designated time period. Only includes state mandated exams which candidates must pass before becoming active practitioners.</p> <p><i>Numerator:</i> Licensure and certification exams passed by students on their first attempt during the licensure agency's designated time period.</p> <p><i>Note:</i> Passing rates for individual exams will be provided for informational purposes only.</p>
<b>College Transfer Performance</b>	To ensure the academic success of community college students at a four-year university or college	Percentage of community college associate degree completers and those who have completed 30 or more credit hours who earn a GPA of 2.00 or better after two consecutive semesters within the academic year.	<p><i>Denominator:</i> Community college students enrolled in the fall, spring, or summer semesters enrolling in the subsequent fall and spring semesters at a four-year institution transferring with an associate degree or at least 30 articulated transfer credits. Only includes North Carolina based four-year institutions and four-year institutions which the individual community college has an articulated transfer agreement.</p> <p><i>Numerator:</i> Students included in the denominator who have earned a GPA of 2.00 or better aggregated over the fall and spring semesters at the transfer institution following transfer.</p> <p><i>Note:</i> System office will work with private colleges to collect performance data and community colleges will have to supplement data with results from out of state institutions which they have articulated agreements.</p>