

INSTITUTIONAL DIRECTIVE 8-9

December 18, 2006

PURSUANT TO SECTION 41-1-110 OF THE CODE OF LAWS OF SC, AS AMENDED, THE LANGUAGE USED IN THIS DOCUMENT DOES NOT CREATE AN EMPLOYMENT CONTRACT BETWEEN THE EMPLOYEE AND THE COLLEGE.

Title Faculty Evaluation

I. Purpose

This directive sets forth the policies and procedures governing faculty evaluation at Piedmont Technical College.

II. Policy

It is the policy of Piedmont Technical College that all faculty members be evaluated annually. New faculty serve in a probationary status for 24 months and will receive a formal evaluation at the end of the probationary period. A performance evaluation will be completed during each of the first three quarters.

III. Philosophy

Piedmont Technical College supports a participatory management philosophy (Institutional Directive 2-2) that involves employees in planning their annual program of work believing success is measured more accurately by performance in achieving these planned objectives. The faculty evaluation system is consistent with this management philosophy. Faculty evaluation has a fourfold purpose: (1) improvement of instruction, (2) development of the faculty, (3) rewarding meritorious services and effective teaching and (4) assessing satisfactory job performance.

IV. Responsibility

Faculty evaluation is a shared responsibility between faculty, supervisor, division dean and the Vice President of Educational Affairs, with all participants observing the procedures outlined in paragraph V.

Office of Responsibility: Vice President of Educational Affairs

V. **Procedures**

- A. By October 1 of each year faculty members will prepare, in consultation with their division dean and/or supervisor, an annual management plan guided by institutional goals and the faculty job description.
 - 1. The faculty member and dean and/or supervisor will meet to discuss the position description and how it relates to the faculty member's job duties/objectives for the upcoming year. Percentages for each category will be determined mutually.
 - 2. The faculty member and/or supervisor will agree upon specific objectives which the faculty member will undertake between October 1 and July 15 and indicate these objectives on the Performance Appraisal (see Attachment 1). A copy of the Performance Appraisal form is then made for the faculty member's records and is to be used as a working document for the upcoming year.
- B. At midyear (January-February) the faculty member and dean and/or supervisor will review the Performance Appraisal form. The dean or supervisor will, upon receiving a verbal progress report from the faculty member, offer a verbal appraisal of the performance level of the faculty member. The Performance Appraisal form will be modified should circumstances warrant.
- C. By May 31, each faculty member will have submitted any and all instructional development material that will be evaluated by a committee or individual.
- D. By July 15, each faculty member will complete the Performance Appraisal form citing how each objective has been achieved. After reviewing the form the dean and/or supervisor will hold a conference with the faculty member to determine the level of performance.

The numerical ranges for performance levels are:

3.6 - 4.00	(E)	Exceeds Performance Requirements
3.00 - 3.59	(S)	Satisfactory Performance Requirements
0 - 2.99	(B)	Below Performance Requirements

- E. Pay raise will be awarded based upon the performance level. No merit increase will be given for Below Performance Requirements. Persons performing at this level are subject to probation or dismissal.
- F. To the degree that legislative mandates allow, the total merit pay annually designated by the state and from other sources will be allocated using the following procedures:
 - 1. One half of the percent pay raise for faculty will be distributed on a percentage basis. For example, if the state allocates a 6% pay raise for faculty, then each faculty member, with a merit rating index at or above 3.0, will receive a 3% pay increment.
 - 2. The remaining portion of the money will be distributed to divisions based on number of faculty in that division.

3. The merit pay increment will be assigned according to merit rating index within each division using the following formula.

TI = total index for division; add (MRI-3) for all faculty with 3.00 or higher.

\$D = total division \$ amount

MR = individual's merit rating above 3.00 (MRI-3)

$$\text{Merit pay raise} = \frac{\$D \times MR}{TI}$$

4. Faculty will receive a percent of salary amount and a dollar amount to constitute total pay raise.
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- G. Prior to meeting with the faculty, deans must forward all Below Performance Requirements ratings to the Vice President of Educational Affairs for review and discussion as to a recommended course of action.
 - H. The final evaluation conference will conclude by signing the Performance Appraisal form which indicates the annual performance level of the faculty member. Each party will sign the form. A summary of the evaluation will be forwarded to the Vice President for Educational Affairs and become a part of the faculty member's personnel record.
 - I. If the dean and faculty member cannot agree on the planning document or the final evaluation, a joint conference with the Vice President of Educational Affairs may be requested by the faculty member.
 - J. The data from the Performance Appraisal will be a significant factor in promotions within the Statewide Compensation Plan.
 - K. Below Performance Requirements requires that advanced written notice be given to the faculty member at least but not more than 120 calendar days in advance along with an opportunity to improve such performance prior to the year-end evaluation. Procedures regarding a Below Performance Evaluation should be coordinated with the personnel office to insure policy is followed and to document the situation in a timely manner.

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Approved for Publication Date

**STATE BOARD FOR TECHNICAL AND COMPREHENSIVE
EDUCATION**

**EMPLOYEE PERFORMANCE MANAGEMENT SYSTEM
PERFORMANCE APPRAISAL (FACULTY)**

Name:
Job Title:
State Employment Date:
Performance Period:

Social Security No.:
Organizational Unit:
Current Job Date:
To:

PERFORMANCE LEVEL DESCRIPTIONS

For Job Duties, Objectives and Overall Ratings:

BELOW PERFORMANCE REQUIREMENTS (B) — Substandard work performance below the job requirements and expectations as evaluated according to the success criteria. (0—2.99)

SATISFACTORY PERFORMANCE REQUIREMENTS (S) — Work that meets the expectations and requirements of the assigned position throughout the rating period as evaluated according to the success criteria. Performance may fluctuate during the rating period to include exceeding job requirements and expectations in some areas. (3.0—3.59)

EXCEEDS PERFORMANCE REQUIREMENTS (E) — Work that is consistently above the expectations and requirements of the job as evaluated according to the success criteria according to the success criteria throughout assigned position throughout the rating period. (3.6—4.0)

For Performance Characteristics:

Acceptable (A)	Meets Requirements
Unacceptable (U)	Fails to Meet Requirements

PLANNING STAGE

I have reviewed my position description, job duties, objectives, performance characteristics and success criteria with my supervisor. I understand that these criteria will be used for my performance appraisal.

Employee's Signature _____ Date _____

Rater's Signature _____ Date _____

Reviewer's Signature _____ Date _____

SIGNATURE AFTER PERFORMANCE APPRAISAL

Employee's Signature _____ Date _____

Rater's Signature _____ Date _____

Reviewer's Signature _____ Date _____

The Planning Stage Process

The rating office initially meets with the faculty member to discuss the position description and how it relates to the faculty member's job duties/objectives for the upcoming year. After this discussion, the rating officer completes the planning stage document. Prior to discussing the completed planning stage with the faculty member, the rating officer presents the final document to the reviewing officer for signature. After the reviewing officer signs the document, the rating officer then completes the process by meeting with the faculty member to discuss the planning stage for the rating period and obtain the faculty member's signature. The completed planning document is used as the evaluation document at the end of the rating period. Rating officers are encouraged to give the faculty member an approved copy of their planning stage.

The Evaluation Stage Process

The rating officer completes the evaluation document based on the faculty member's performance for the rating period. Job duties and objectives are rated on how well the faculty member has met the success criteria as outlined in the planning stage. Performance characteristics are rated "acceptable" or "unacceptable" based on the definitions which were communicated to the faculty member in the planning stage.

Once the rating officer has completed the evaluation document, it is presented to the reviewing officer for signature. After the reviewing office signs the document, the rating officer schedules a meeting with the faculty member to discuss the performance and obtain the faculty member's signature on the appraisal document.

GENERAL INSTRUCTIONS

SECTION I contains job duties that describe the tasks that are required of each faculty member to successfully meet the requirements of his or her position. Six (6) job duties are predetermined and apply to all teaching faculty. Up to four (4) optional job duties may be assigned to each individual faculty member. Success criteria must be stated for each job duty. Written documentation in the Performance Comments/Recommendations area of each job duty is required only for management faculty.

SECTION II allows for the identification of objectives for the rating period, documenting any special goals/projects/programs. Objectives are optional for non-management faculty. The supervisor and faculty member may jointly add or delete during the rating period. Additional objectives may be added only if their completion date is within the rating period. Success criteria must be stated for each objective. Written documentation in the Performance Comments/Recommendations area of each objective is required only for management faculty.

ADDITIONAL EXPLANATION OF PERFORMANCE LEVELS

The department heads and academic deans at Piedmont Technical College have adopted the following additional explanations of each rating. Please use these as guidelines. Prior to annual evaluations, the department heads will meet to discuss common understanding of these ratings.

1. ***BELOW PERFORMANCE REQUIREMENTS (B):** This overall rating represents a judgment that the work of this individual does not meet the reasonable performance requirements for the position. Generally speaking, this rating would be assigned if an individual was rated “B” in the areas of Teaching Performance, Professional Development, or Instructional Development. In this rating category, significant numbers of success criteria were frequently or consistently not achieved. The faculty member being rated must be give at least 30 but not more than 120 calendar days advance notice that an overall rating is to be assigned so the remediation can begin immediately. Notice should not be given if only certain elements are rated “B,” but the overall rating is a “Meets” or higher rating.
2. **SATISFACTORY PERFORMANCE REQUIREMENTS (S):** This overall rating represents work that meets the expectations and requirements of the assigned position throughout the rating period although it is recognized that performance may fluctuate from time to time to include exceeding job requirements in some areas as well as showing less than adequate performance in others.
3. **EXCEEDS PERFORMANCE REQUIREMENTS (E):** This overall rating represents work by those individuals whose performance has exceeded expectations in some but not all areas or whose performance has generally been above standard for a significant period of the rating period but not consistently over the entire period. It may also be applied to those whose performance in their regular job duties have excelled, but who did not accomplish the written objectives which they could reasonably have been expected to complete.

OTHER DIRECTIONS

FACULTY: Faculty are responsible for keeping track of their own activities each year and submitting those and other relevant material to their rating supervisor prior to the performance review.

SUCCESS CRITERIA: Under each job duty are listed suggested criteria for success in that job duty. These criteria must be reviewed carefully and agreed upon during the Planning Stage. If some criteria are inappropriate, such as a task not expected, then that item may simply be lined out. If additional success criteria are determined to be needed, they can be added. Whenever a change, line out, or addition is made, both the rater and faculty member must initial where indicated.

2. Job Duty: Teaching Performance _____ (56-81%) Performance Level _____

Teaching Performance will be determined by both student evaluation and supervisor's evaluation of classroom teaching (Supervisor's Rating Form, Part I) with weights allotted to both measures to be negotiated during the planning stage with the ranges not to exceed 60-40.

Success Criteria:

- Effectively communicates course requirements to students
- Relates instructional materials, discussions, and other course activities to course objectives
- Demonstrates effective interaction skills
- Uses practical examples and illustrations
- Paces the instruction over the term providing students with timely evaluations
- Returns test results in a timely manner
- Relates tests and projects to course objectives
- Follows department and college grading policies
- Achieves acceptable student evaluations

Other:

Actual Performance:

Comments on Classroom Observation:

Recommended Improvement/Comments:

3. Job Duty: Student Advisement _____ (0-5%) Performance Level _____

Where applicable, the student evaluation of academic advising will be used in part to determine the performance level.

Success Criteria:

- Maintains required office hours consistent with student schedule
- Publicizes office hours and availability
- Refers students to other persons for appropriate assistance
- Maintains appropriate records
- Meets with students in timely manner
- Displays sensitivity to students' needs and problems
- Keeps current on academic policies and procedures
- Maintains equitable advising load
- Presents a positive attitude toward student advisement and becomes pro-active solving problems of advisement

Other:

Actual Performance:

Recommended Improvement/Comments:

**SECTION II
OBJECTIVES
(Optional for Non-Management Faculty)**

Range: 2-10%

<p>1. Objective: _____</p> <p>Success Criteria: _____</p> <p>Performance Comments/Recommendations: _____</p>	<p>Weight _____</p> <p>Performance Level <input type="checkbox"/></p> <p>Rating _____</p>
<p>2. Objective: _____</p> <p>Success Criteria: _____</p> <p>Performance Comments/Recommendations: _____</p>	<p>Weight _____</p> <p>Performance Level <input type="checkbox"/></p> <p>Rating _____</p>
<p>3. Objective: _____</p> <p>Success Criteria: _____</p> <p>Performance Comments/Recommendations: _____</p>	<p>Weight _____</p> <p>Performance Level <input type="checkbox"/></p> <p>Rating _____</p>

Section III
Performance Characteristics (5%)

Check Those B = 1.5 S = 3.3 E = 3.7

Performance Applicable		Level
<input type="checkbox"/> 1.	Technical Competence —Possesses necessary knowledge and skill to effectively perform duties and applies this knowledge appropriately.	()
<input type="checkbox"/> 2.	Self-Management —Works with minimal supervision, manages own time effectively, maintains control on all current projects/responsibilities and ensures follow-up.	()
<input type="checkbox"/> 3.	Job Knowledge —Possesses necessary familiarity with assigned position and follows appropriate procedures.	()
<input type="checkbox"/> 4.	Quantity of Work —Produces an amount of acceptable work in order to meet schedules over which he/she has control.	()
<input type="checkbox"/> 5.	Quality of Work —Neatly, thoroughly, and accurately completes job assignments according to established quality standards.	()
<input type="checkbox"/> 6.	Problem Analysis —Identifies problems and relevant issues and breaks problems into components. Sees relationships and alternative solutions and arrives at sound conclusions through a logical process.	()
<input type="checkbox"/> 7.	Accuracy of Work —Makes minimum number of mistakes or errors that require correction.	()
<input type="checkbox"/> 8.	Use of Work Time —Reports for work promptly. Effectively and efficiently uses time to accomplish job task.	()
<input type="checkbox"/> 9.	Safety —Follows established safety practices and corrects unsafe work practices.	()
<input type="checkbox"/> 10.	Responsibility —The extent to which the employee can be relied upon to perform assigned duties and to be aware of and accepting of accountability for same.	()
<input type="checkbox"/> 11.	Judgment —Reasons, compares, understands, and thinks rationally on the perform job. Makes quality work-related decisions based on sound conclusions and separates facts from opinion.	()
<input type="checkbox"/> 12.	Leadership —Guides others to the accomplishment of objectives/ responsibilities, develops teamwork, and resolves conflict.	()
<input type="checkbox"/> 13.	Initiative —Starts assignments without prompting and independently contributes ideas and projects. Sees and acts upon new opportunities.	()
<input type="checkbox"/> 14.	Dependability —Meets work schedules and fulfills job responsibilities and commitments.	()
<input type="checkbox"/> 15.	Reliability —Consistently delivers what is required within deadlines and commitments. instructions.	()
<input type="checkbox"/> 16.	Delegation —Clearly assigns responsibility to others and seeks to provide the appropriate resources.	()
<input type="checkbox"/> 17.	Acceptance —Gains confidence of others and earns respect of subordinates, peers, and superiors.	()
<input type="checkbox"/> 18.	Internal Relations —Works effectively and cooperatively with others to achieve organizational goals.	()
<input type="checkbox"/> 19.	Adaptability —Adapts to job or organizational changes.	()
<input type="checkbox"/> 20.	Communication Ability —Presents clear and accurate information both verbally and written.	()

Actual Performance Comments:

Section IV (10%)

Additional Characteristics for Managers (Department Heads/Coordinators)

B = 1.5

S = 3.3

E = 3.7

Performance
Level

1. **Planning and Organizing** — Establishes a course of action for meeting an objective. Allocates resources and personnel for best effect within budget limits. Develops schedules for activities and projects. Sets and observes priorities in order to avoid backlogged work. Effectively matches short term goals to contribute toward longer range plans. Monitors and regulates employees' activities; establishes and maintains effective procedures to monitor and control activities within the employees' responsibilities; monitors the progress and results of delegated assignments and keeps informed of developments in area of responsibility. ()

2. **Delegating** — Allocates responsibilities to employees to help develop their career potential. Uses staff members effectively by delegating decision making and other responsibilities to the appropriate employee(s). Provides clear instructions and leadership so delegated tasks are properly completed. ()

3. **Motivating** — Creates an organizational environment or climate in which employees can perform to the best of their abilities. Motivates employees by giving employees recognition and feedback for work performed. Ensures that employees are aware of the possibility of advancement and growth. Develops a sense of trust and responsibility. ()

4. **Developing** — Develops positive learning environments for both self and employees by identifying and providing continuing education and training opportunities to stay abreast of the current state of the art in one's field. ()

5. **Promoting Equal Opportunity** — Assists in meeting agency affirmative action goals in hiring and promotion; demonstrates personal and organizational unit commitment to equal opportunity; shows progress toward achieving an integrated/representative workforce. ()

6. **Planning and Appraising Employee Performance** — Administers EPMS/FPMS program as appropriate for subordinate employees on a timely basis. ()

7. **Additional Characteristic:** Accurate Schedules ()
Definition: Produces schedules in a timely manner which require little or no rework.

8. **Additional Characteristic:** _____ ()
Definition: _____

Section IV
Additional Performance Characteristics for Managers
(Use Insert if Applicable)

Section V
Overall Summary

1. Identify the employee's performance strengths and weaknesses.

2. Identify what actions are recommended for the employee and/or the management to undertake in order that the employee's performance and/or potential may be improved.

3. OVERALL PERFORMANCE RATING

_____ Below Performance Requirements (B)*

_____ Satisfactory Performance (S)*

_____ Exceeds Performance Requirements (E)*

*(Detailed explanation in #4 below required to support this rating.)

4. Rater Comments — This space is for justification of an Exceeds, or Meets Performance Requirements, or for an explanation of Below Performance Requirements.

5. Employee's Comments (Optional) — Comments/opinions relative to accuracy, comprehensiveness and helpfulness of this performance review.

Piedmont Technical College Supervisor's Rating of Faculty

Name _____ Date _____

Directions: Using the following scale, rate each item:

O—Non-Applicable 1—Strongly Disagree 2—Disagree 3—Agree 4—Strongly Agree

If a rating of 1 or 2 is assigned, please explain in comments section.

Part I. Classroom Observation

1. The instructor is usually on time to class. (1) _____
2. The instructor usually meets classes for the entire class period scheduled. (2) _____
3. The instructor has available a syllabus for the course (course guide, Level I, Level II, or any written plan). (3) _____
4. The instructor has available specific written instructional objectives for each class period. (4) _____
5. The instructional activity (lecture, film, etc.) is clearly related to the instructional objectives for the period. (5) _____
6. The instructor appears responsive and non-threatening to student questions and comments. (6) _____
7. The materials provided to the students appear to facilitate learning and instruction. (7) _____
8. The instructor conveys a sense of competence to the students. (8) _____
9. The instructor makes effective use of instructional support material/media. (9) _____
10. The instructor has no behavioral mannerisms that interfered with learning. (10) _____
11. Directions and lectures are clear and concise. (11) _____
12. Students are generally active (Example, taking notes or other participation) in the learning process. (12) _____
13. The instructor is sensitive and responsive to students. (13) _____
14. The instructor provides students with specific written instructional objectives. (14) _____
15. The instructor provided students with a comprehensive information sheet at the beginning of the course. (15) _____
16. Test questions are related to course objectives. (16) _____

Average Rating _____

Part II: General Items

- 1. The instructor supports instructors and courses taught to his/her students in other departments. (1) _____
- 2. The instructor is loyal to his/her associates and institution. (2) _____
- 3. The instructor seeks out and accepts responsibilities. (3) _____
- 4. The instructor approaches the performance of his/her duties with a positive attitude. (4) _____
- 5. The instructor develops correct and logical conclusions. (5) _____
- 6. The instructor is dependable and exhibits thoroughness in meeting responsibilities. (6) _____
- 7. The instructor works in harmony with others. (7) _____
- 8. The instructor expresses himself/herself well orally and/or in writing. (8) _____
- 9. The instructor assumes and performs non-teaching assignments well. (9) _____
- 10. The instructor undertakes self-improvement. (10) _____
- 11. The instructor is prompt and efficient in administrative procedures. (11) _____
- 12. The instructor maintains office hours in accordance with the institutional policy. (12) _____
- 13. The instructor maintains assigned space well. (13) _____

Average Rating _____

Comments:

Faculty Member Date

Supervisor Date

Rating Worksheet

Section	Range	Weight		Section Rating		
I	Instructor: 85—93%		X		=	
	Department Head: 75—83%		X		=	
II	Instructor/Department Head: 2— 10%		X		=	
III	Instructor/Department Head: 5%	5%	X	_____	=	
				(average rating)		
IV	Department Head Only: 10%	10%	X	_____	=	
				(average rating)		
				Total Rating _____ Sum of I, II, III, IV		

5-81, 5-82, 5-83

Questions for the Lecture Survey

My instructor treated our class with respect..

My instructor encouraged me to ask questions.

My instructor is responsive to students' needs.

My instructor deals fairly and impartially with students.

This course helped me to develop the ability to solve real problems in my field of study.

I learned to apply principles from this course to work and life situations.

The course was well organized.

My instructor provided a good mixture of lecture and discussion.

My instructor seemed genuinely interested in what he/she was teaching.

I would take another course from this instructor.

My instructor was readily available for consultation with students.

My exams were returned promptly.

My exams were used to improve my learning as well as to assign grades.

My grades accurately reflected my performance in the course.

I had a opportunity to participate in class discussion.

The course syllabus clearly explains course objectives.

My instructor was clear in explaining requirements, assignments, and expectations

My instructor was clear and understandable in communication course content..

My instructor was effective in summarizing or emphasizing important points in class.

My instructor used scheduled class time appropriately.

Assignments were helpful in helping me meet course objectives..

My instructor used a variety of methods to evaluate student performance.

Tests or exams were very closely related to the stated objectives of the course.

My instructor encouraged independent thought and new ideas.

My instructor was effective in giving oral and/or written comments in reviewing students' work..

.My instructor used examples or illustrations effectively to make course material clear.

My instructor used challenging questions or problems to stimulate students' understanding of course material.

My instructor encouraged class participation.

my instructor encouraged me to develop my learning skills.

My instructor encouraged me to work cooperatively with others..

My instructor encouraged me to use critical thinking and problem-solving skills.

My instructor used technology (computers, Internet, movies, VCR's, etc) effectively to assist students in understanding course material.

My instructor provided opportunities for hands-on practice where applicable.

For me, the pace of the material covered during the term was about right.

My textbook and/or course materials were helpful tools for the course.

My textbook and/or course materials were understandable.

My instructor used outside resources to enhance student learning.

Please indicate your satisfaction with the availability of the instructor outside the classroom by choosing one response for the scale below.

Please indicate your satisfaction with the availability of your academic advisor by choosing one response for the scale below.

Overall Results:

Students Comments:

Questions for Online Survey

7. The textbook and other materials used in the course were helpful.
8. It was easy to access the information that I needed on the course web site.
9. The information and content present on the course web site was appropriate to the goals of the course.
10. The information and content present on the course web site was accurate.
11. The assignments were related to the goals and objectives of the course.
12. The class activities were effective in helping me to achieve this course's learning objective.
13. The class activities were relevant to the goals and objectives of the course.
14. The amount of course material students were expected to cover in the course was reasonable.
15. The course material was presented at a satisfactory level of difficulty.
16. The course content will be relevant to my educational occupational goals.
17. The course met my expectations.
18. The instructor seemed genuinely interested in what he/she was teaching.
19. The instructor encouraged student participation.
20. The instructor treated me with respect.
21. The instructor responded in a timely and helpful manner to my questions (usually within 3 days).
22. The instructor provided input and feedback that supplemented assigned material.
23. The instructor used technology effectively to help me learn the course material (i.e. e-mail, class bulletin board, chat room).
24. The instructor appeared to have a thorough knowledge of the course content.

25. The instructor clarified course materials and course resources.
26. The instructor related the course content to real world applications or career applications.
27. The instructor provided timely feedback on assignments as specified in syllabus.
28. The instructor accurately graded my performance in this course.
29. The instructor offered feedback on graded assignments.
30. I would take another course from this instructor.
31. Online registration via the college's web site was convenient for enrollment in this online course.
Not Applicable
32. Online orientation processes via the college's web site were helpful to being successful in this course.
Not Applicable
33. It was easy to find the college's WebCT URL (web address) and log into the course.
34. The online college bookstore was convenient and made it easy to purchase my books online.
Not Applicable
35. The testing center's processes for proctored testing were convenient for this course.
Not Applicable
36. The telephone technical support services for this course were helpful.
Not Applicable
37. The online technical support services (i.e Help Desk) were helpful in this course.
Not Applicable
38. The online library services required for this course were helpful.
Not Applicable
39. Overall the technology and support services provided for this course met my needs.
- 40) If you rated any item (Questions 7-39) Below or Notably Below Expectations, please explain why:
- 41) What suggestions do you have to improve technical and support services for this course?

Questions for the Clinical Survey

The teaching done in clinical settings increased my learning.
The instructor provided relevant clinical experiences.

The instructor was helpful when students had questions concerning patient care.

The instructors' questions in clinical discussions were thought provoking.

the instructor observed students' techniques of interviewing.

The instructor helped me develop good clinical techniques.

The instructor observed students' techniques of physical examination.

Overall Results:

Students Comments:

Questions for the Lab Survey

The laboratory instructor adequately prepared me for the material covered in this section.
The laboratory instructor clarified lecture material.

The laboratory quizzes are a good sample of what I was expected to know.

The laboratory increased my competence in using laboratory materials.

The laboratory equipment was, on most occasions, effectively set up and functioning properly.

The laboratory instructor graded me papers (exams, homework, etc.) fairly.

The laboratory instructor extended the coverage of topics presented in lecture.

The laboratory section appeared well integrated with the lecture.

The use of laboratory equipment was satisfactorily explained.

The laboratory section was a great help in learning the material in the course.

The laboratory section clarified lecture material.

Students received individual attention in the laboratory section.

The instructor gave every student a chance to practice.

I generally found the laboratory (recitations, clinical) sessions valuable.

The laboratory (recitations, clinical) instructor related lecture material to real life situations.

The laboratory instructor explained experiments, projects, and/or assignments.

The laboratory instructor deals fairly with students.

The laboratory instructor is available through the lab period.

The laboratory instructor's quizzes stress important points.

The laboratory instructor helps me apply theory for solving problems.

The laboratory instructor shows enthusiasm when teaching.

The laboratory instructor evaluates my work quickly enough to benefit me.

The laboratory instructor plans the lab time effectively.

Generally, the equipment used in the lab was adequate.

The laboratory instructor provided individual instruction on the use of the equipment.

Overall Results:

Students Comments:
