

**ORANGEBURG-CALHOUN TECHNICAL COLLEGE
FACULTY PERFORMANCE MANAGEMENT REVISION TEAM
Revised Summer 2003**

Attached is the revised format for the Faculty Performance Management System planning document implemented at the beginning of the 2001-2002 academic year. This document is designed for faculty self-evaluation for the organization of Professional Development, Peer Observation, Job Duties, and Performance Characteristics. References could include *Seven Principles for Good Practices in Undergraduate Education* (Chickering and Gamson), *Classroom Assessment* (Angelo and Cross), and *Assessment Essentials* (Palomba and Banta).

The faculty member/employee is responsible for validating the outcomes by collecting documentation in a portfolio to be presented to the rater at the time of the evaluation. The portfolio is the property of the faculty member.

Ratings: E Exceeds S Satisfactory B Below

1. Under each job duty, all "Satisfactory" criteria must be acceptably documented in order for the faculty member to receive an S rating.
2. Suggested methods of documentation (SMD) are provided for each job duty or negotiated between the faculty member and the rater during the planning stage. Note that some duties require (MD) the Student Evaluation of Instruction or a required form (attached). At the beginning of the planning stage, the rater should specify in writing what levels of documentation are required in the portfolio for both S and E components.
3. Failure to meet all of the "Satisfactory" criteria will result in a B rating for that job duty. After a meeting with the rater to discuss the evaluation, the faculty member will be given thirty days to rectify the "B" rating. Exceptions to this thirty-day period may be made under extenuating circumstances by the Vice President of Academic Affairs.
4. The rater shall meet with the faculty member at the beginning of the Spring Semester to discuss progress towards the Planning Stage Goals. Areas of concern will be addressed per SBTCE Procedure Number 8-4-101.1, Section V, Paragraph C (p. 6-8). The Mid-Cycle Review Form should be completed.
5. An E rating cannot be awarded unless all "Satisfactory" criteria under the job duty have been acceptably documented.
6. Before an overall Exceeds can be awarded, the faculty member must meet professional standards such as self-management, quality of work, accuracy of work, leadership, dependability, and reliability as well as achieve an Exceeds on the Teaching Performance (Job Duty #2). An extraordinary event that results in disciplinary action and/or an unacceptable rating in a performance characteristic may affect the overall rating.
7. Summer activities can be included in the following academic year for faculty members. Preliminary planning can be negotiated between the faculty member and the rater to include these activities. Faculty members coming off probation in January may include previous summer/fall activities.

FACULTY MEMBER	RATER	REVIEWER
Instructor	Group Director (or prearranged designee)	Vice President for Academic Affairs
Program Coordinator	Group Director	Vice President for Academic Affairs
Group Director	Vice President for Academic Affairs	President

ACTIVITY	DEADLINE
Planning stage to rater	Monday, September 15, 2003
Preliminary review of FPMS progress	Friday, January 30, 2004
Deadline for Revisions to Planning Stage	Monday, February 16, 2004
Completed portfolio to rater	Monday, April 12, 2004
FPMD and portfolio returned to faculty member	Wednesday, April 21, 2004
FPMD to Human Resources	Friday, April 23, 2004

Faculty Name:	Job Classification:	Job Date: 1984
Organization Unit:	Rater: Walter Tobin	Rating Period: August 9, 2003-May 10, 2004

Job Duty 1: Instructional Development	30%
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- S Organize and prepare for class.
SMD Student Evaluation of Instruction; peer and/or supervisor classroom observation
- S Utilize innovative and creative approaches to instruction.
SMD Selected samples
- S Develop and maintain up-to-date documentation for each course.
SMD Outlines, assessment devices, upgraded syllabi, etc.
- S Review, update, and select instructional materials, such as textbooks, multimedia materials, lab equipment, LRC holdings, etc.
SMD Written communication concerning decision on texts to Program Coordinator/Group Director
All S Instructional Job Duties have been met.

In addition to completing all of the above, the faculty member must document at least one of the following or another option as approved by rater and evaluator to receive an "Exceeds" in this category.

- E **Develop a new course.**
Plan and finalize the projected implementation of NUR 201 in the spring semester. Work with faculty to coordinate class and clinical schedules to accommodate PN articulation curriculum.
SMD Course evaluations, if available. Course packet.
OUTCOME: The course has been completed and implemented. The schedule has worked well. Faculty teach the same content in NUR 201 as in NUR 111 during the concurrent time period. The LPN students are projected to be successful in the course. At this writing, both are passing.
- E Develop new innovative and creative approaches to instruction, such as developing distance learning classes, service-learning approaches, PowerPoint presentations, critical thinking skills activities; participating in team-teaching; incorporating computer-based instruction. Such approaches should be new to the individual faculty member causing the faculty member to stretch beyond normal teaching practices. These approaches should be defined in the planning stage.
- E Use concepts and experiences gained from "Return to Industry/Workplace" to enhance classroom instruction.
- E Develop Web enhancement to classes by including such activities as virtual office hours, tutorials, study guides, daily updates, assignments, class notes, etc.

Job Duty 2: Teaching Performance	20%
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- S Participate in peer observation.
MD Completed form (attached)

- S Provide students with syllabus within first week of class.
SMD Student Evaluation of Instruction; form signed and dated by students

- S Relate instructional materials and other course activities to course competencies in order to establish and maintain high expectations for learners.
SMD Any documents generated as student aids; Student Evaluation of Instruction; peer and/or supervisor classroom observation; lesson plans; syllabus

- S Demonstrate effective interaction skills.
SMD Peer and/or supervisor classroom observation; Student Evaluation of Instruction

- S Pace instruction over the semester.
SMD Semester schedule for the class; Student Evaluation of Instruction

- S Provide valid assessments.
SMD Assignments, tests, etc.; Student Evaluation of Instruction

- S Return graded assignments within one week.
SMD Student Evaluation of Instruction; notes in grade book

- S Follow grading policies outlined in syllabus.
SMD Samples of graded assignments; Student Evaluation of Instruction

- S Maintain classes as scheduled.
SMD Student Evaluation of Instruction; peer and/or supervisor classroom observation

- S Demonstrate effective instructional strategies to facilitate, monitor, and enhance learning.
SMD Student Evaluation of Instruction; examples of reviews, lesson plans, summaries, activities, tests that promote varied levels of thinking, problem solving skills, and independent and collaborative learning
All S criteria in Job Duty 2 have been met.

In addition to completing all of the above, the faculty member must document at least one of the following or another option as approved by rater and evaluator to receive an "Exceeds" in this category.

- E Show evidence of using retention strategies (counseling/referral slips, tutoring, promotion of study groups, etc.).
- E **Utilize ADN retention plan to increase retention.**
SMD The plan and outcomes, tutoring sessions, tutors for ADN students are located and hired.
OUTCOME: The retention plan was reviewed and updated in August. A copy of the plan is located in the portfolio. Two tutors for ADN students were hired, Yvonne Venable and Elizabeth Hogarth. Additionally, faculty hold individual and group tutoring sessions. These sessions are announced and posted.
- E Provide students with additional information (handouts, study guides, faculty member's notes, etc.) to support student success.
- E Video one class/lab and review with rater.
- E Implement and evaluate innovative and creative approaches to instruction.
- E Implement and evaluate Web enhancements to classes.
- E Implement a variety of innovative assessment methods.

<p>NOTE: Faculty member must receive an Exceeds rating for Teaching Performance (Job Duty #2) to be eligible for an overall Exceeds rating.</p>
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Job Duty 3: Student Advisement**15%**

- S** Post and maintain required office hours.
SMD Clearly posted office hours observed by rater; copy of office hours sheet; copy of advisees' sign-up sheet; Student Evaluation of Instruction
- S** Refer students as appropriate.
SMD Copies of referral forms, notes and dates
- S** Advise in a responsible manner to promote student success.
SMD Folder kept on each advisee
 All S criteria have been met.

In addition to completing all of the above, the faculty member must document at least two of the following or another option as approved by rater and evaluator to receive an "Exceeds" in this category.

- E** Be available to advise walk-ins who are not assigned advisees.
 I continue my role as facilitator for the USC-Spartanburg RN-BSN curriculum on campus. This year there is a marked increase in enrollment in the nursing courses. There are presently 8 students prepared to start the nursing curriculum.
SMD Class roll, correspondence with USC Spartanburg.
OUTCOME: The USC-Spartanburg program continues on campus. The program has grown from one-two students to 8 students who are enrolled in nursing classes this year. This has been a bit of a challenge because the library classroom was unavailable due to construction. The relationship with faculty and staff at USC has evolved and we work closely in a collegial manner. Tim Felder and Rutha Dash are a tremendous asset to making this work.
- E** Call advisees who have not made appointments during early registration.
- E** Use innovative approaches to advising (for example, learning styles inventory).
- E** Work in the Advisement Center for a minimum of six hours during the evaluation period.
- E** Collaborate with counselors, student services to simply, streamline the competitive admission process. Guest lecture in AHS 101 sections to explain the process.
SMD Revised admission process. Admission packets. Flyers for information. Class calendar.
OUTCOME: The revised admission process has been beneficial for student services and myself. The explanation given to inquiring students has now become more concrete. They are told that the first thing they must do to gain admission is to attend an information session. This has really streamlined the process for both areas. The transition track has been publicized. This year we admitted 7 LPN students. They were given the three options. Two chose fast track, two the exemption tract and three the generic track. The results of this will offer a small database. The admission criteria was reviewed in committee and changes were made to reflect the new process.

Guest lectured in AHS 101 on January 15th for section one and January 26th for section two. One of these days was a bad weather day, so I repeated this for those not in attendance on February 23rd.

Job Duty 4: College and/or Community Service	10%
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- S Assist with recruitment of students.
SMD Log of informal recruitment contacts and/or participation in one planned recruitment activity
 - S Assist with jobs/transfer placement or recommendations as required.
SMD Provide guidance to students as appropriate
 - S Participate in college activities.
SMD Documentation of college activities to include participation on one team/committee
 - S Collaborate with other instructional or support areas of the College.
SMD Maintenance of a collaborative relationship with other areas through meeting deadlines, returning messages, etc.
- All S criteria have been met.

In addition to completing all of the above, the faculty member must document at least one of the following or another option as approved by rater and evaluator to receive an "Exceeds" in this category.

- E **Participate in at least two different community activities, at least one in the OCtech service area.**
SMD Evidence of monitoring health activities of individual on campus. List of ADN nursing faculty and students' community health activities.
OUTCOME: The ADN group works closely with the hospital to sponsor Safe Kids Super Saturday and Farm Safety Day. Additionally, there are several other service learning projects that take place in area schools.
- E Participate in at least two additional recruitment activities.
- E Sponsor/advise student organizations and activities.
- E **Generate additional outside funds.**
SMD Participate in capital gifts campaign by volunteering as needed to assist the process. Continue to network with individual who contribute to the program by providing updates about the program.
OUTCOME: I attended several college activities that were targeted to community leaders. The recent foundation drop in and the one held in the fall. Additionally, I have networked with TRMC to facilitate their sponsorship of the 20-year reunion. A copy of the check for \$7,850 is in portfolio.

Job Duty 5: Professional Development**10%**

S Develop an annual Professional Development Plan in conjunction with rater.
MD Completed form (attached)

S Attend professional development activities as required or planned.
SMD Participation in OCTech's Fall and Spring Conferences
 All S criteria have been met.

In addition to completing all of the above, the faculty member must document at least one of the following or another option as approved by rater and evaluator to receive an "Exceeds" in this category.

E Attend at least one local, state, regional, or national workshop or conference and share information with colleagues brought back.

SMD Validation of attendance and copies of information received.

OUTCOME: A list of professional activities attended during the year is in my portfolio. Certificate of completion of Copyright Training in portfolio. Additionally, I am scheduled to attend a conference on May 6 regarding the Diet Revolution. Several of the nursing faculty are going to attend with a target purpose of offering information to faculty and staff on campus perhaps at the fall conference. It seems that obesity has become a major cause of death in the U.S. and this will be our college service for 2004-2005.

E Present at Fall or Spring Conference or other groups or workshops.

E Actively participate in the development and/or presentation of a seminar or workshop for peers and/or student group.

E Participate in professional organization as an officer or committee/team member on the local, state, regional, or national level.

E Participate in "Return to Industry/Workplace."

PROFESSIONAL DEVELOPMENT PLAN

OCtech FPMD 2003-2004 (Job Duty #5) Rev. 2003-2004

Select three objectives from the following categories: Technology, Content, Delivery, Test Construction, Curriculum Design, Internationalizing the Curriculum, Advisement, Retention, Recruitment, Course-specific Evaluation Methods, Student Involvement, Research, Publication, Critical Thinking, Creative Thinking, Test Construction, Outcomes Assessment, ESL, or any other category approved by the Rater and the Reviewer. Fill in the Category name on the Category line after the number (EXAMPLE: Category 1: Technology)

At least one of the three must be short-term. All short-term objectives will be accomplished during this academic year; progress is to be shown toward long-term objectives.

Objective and *Measurement* should be completed by the employee and rater during the planning stage. **Documentation* should be completed by employee and ***Satisfied* by the Rater during appraisal at the end of the rating period.

Category 1:

Objective: Indicate whether Short-term (ST) or Long Term (LT).	Measurement of Accomplishment (ST) or Progress (LT)	*Documentation:	**Satisfied:
(LT) Evaluate the PN/ADN curriculum utilizing data collected from several classes.	(LT) Data is collected and evaluated. Compare success of students entering each of the options.	This is the first year of data collection related to the PN/ADN articulation program. 7 students were admitted. Two elected the fast track. At this time, both are passing, 2 elected to exempt NUR 101 and take NUR 111. At this time both are passing. Three elected the generic route. One withdrew for personal reasons. The other two are passing at this time, with a low 80 average.	✓

Category 2 :

Objective: Indicate whether Short-term (ST) or Long Term (LT).	Measurement of Accomplishment (ST) or Progress (LT)	*Documentation:	**Satisfied:
(LT) Curriculum design: Implement PN/ADN curriculum and evaluate.	(LT) Written evaluation.	The curriculum is implemented. We have mentored the students. Evaluations are not available at this writing. Both have voiced satisfaction with the curriculum and their progress.	✓

Category 3:

Objective: Indicate whether Short-term (ST) or Long Term (LT).	Measurement of Accomplishment (ST) or Progress (LT)	*Documentation:	**Satisfied:
(ST) Participate as a team teacher in NUR 201, Transition Nursing. Evaluate the course and make changes as necessary.	(ST) Student grades, retention, students evaluation of the course.	This has been done. I taught several units. Hematology, caring concepts and roles of the Associate Degree Nurse.	✓

Planning Stage:

<u>9.8.05</u> Date	<u>Week A Jil</u> Faculty Member's Signature	<u>Week A Jil</u> Rater
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Appraisal:

<u>4.26.04</u> Date	<u>Week A Jil</u> Faculty Member's Signature	<u>Week A Jil</u> Rater
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Date	Faculty Member's Signature	Rater
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Job Duty 6: Instructional Management	15%
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S All classes/labs are evaluated via Student Evaluation of Instruction per procedures.
MD Student Evaluation of Instruction

S Submit reports in a timely manner.
SMD Copies of dated reports, including no-shows, drop-adds, and grades; Student Evaluation of Instruction

S Maintain classroom environment appropriate to learning.
SMD Peer and/or supervisor observation

S Maintain accurate records.
SMD Student grade sheets submitted by deadlines; maintain current attendance roll

All S criteria have been met.

In addition to completing all of the above, the faculty member must document at least one of the following or another option as approved by rater and evaluator to receive an "Exceeds" in this category.

E Achieve a score of 4 or greater, on a scale of 1 to 5, on five of the following seven items on the student evaluation of instruction for overall class averages: 1, 2, 3, 5, 9, 13, and/or 17.

OUTCOME: A score of 4 or greater was received in the items designated.

E Create positive classroom ambiance by varying strategies to maintain student interest.

PERFORMANCE CHARACTERISTICS

(Check Those Applicable)

- | | |
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| <p>(✓) 1. TECHNICAL COMPETENCE: Possesses necessary knowledge and skill to effectively perform duties and applies this knowledge appropriately.</p> <p>(✓) 2. SELF-MANAGEMENT: Works with minimal supervision, manages own time effectively, maintains control on all current projects/ responsibilities and ensures follow-up.</p> <p>(✓) 3. PROBLEM ANALYSIS: Identifies problems and relevant issues and breaks problems into components. Sees relationships and alternative solutions and arrives at sound conclusions through logical process.</p> <p>(✓) 4. JOB KNOWLEDGE: Possesses necessary familiarity with assigned position and follows appropriate procedures.</p> <p>(✓) 5. QUANTITY OF WORK: Produces an amount of acceptable work in order to meet schedules over which he/she has control.</p> <p>(✓) 6. QUALITY OF WORK: Neatly, thoroughly and accurately completes job assignments according to established quality standards.</p> <p>(✓) 7. ACCURACY OF WORK: Makes minimum number of mistakes or errors that require correction.</p> <p>(✓) 8. USE OF WORK TIME: Reports for work promptly. Effectively and efficiently uses time to accomplish job tasks.</p> <p>(✓) 9. SAFETY: Follows established safety practices and corrects unsafe work practices.</p> <p>(✓) 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.</p> | <p>(✓) 11. LEADERSHIP: Guides others to the accomplishment of objectives/ responsibilities, develops teamwork and resolves conflict.</p> <p>(✓) 12. INITIATIVE: Starts assignments without prompting and independently contributes ideas and projects. Sees and acts upon new opportunities.</p> <p>(✓) 13. JUDGEMENT: Reasons, compares, understand, and thinks rationally on the job. Makes quality work-related decisions based on sound conclusions and separates facts from opinions.</p> <p>(✓) 14. DEPENDABILITY: Meets work schedules and fulfills job responsibilities and commitments.</p> <p>(✓) 15. RELIABILITY: Consistently delivers what is required within deadlines and instructions.</p> <p>(✓) 16. DELEGATION: Clearly assigns responsibility to others and seeks to provide the appropriate resources.</p> <p>(✓) 17. ACCEPTANCE: Gains confidence of others and earns respect of subordinates, peers and superiors.</p> <p>(✓) 18. INTERNAL RELATIONS: Works effectively and cooperatively with others to achieve organizational goals.</p> <p>(✓) 19. COMMUNICATION ABILITY: Presents clear and accurate information both verbally and written.</p> <p>(✓) 20. ADAPTABILITY: Adapts to job or organizational goals.</p> |
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I have reviewed the job duties and performance characteristics.

FACULTY SIGNATURE/	9-8-03 DATE	Walt A. [Signature] RATER'S SIGNATURE	9-8-03 DATE	[Signature] REVIEWER'S SIGNATURE	9/18/03 DATE
FACULTY SIGNATURE/	8/00/04 DATE	Walt A. [Signature] RATER'S SIGNATURE	4-26-04 DATE	REVIEWER'S SIGNATURE	DATE
FACULTY SIGNATURE/	DATE	RATER'S SIGNATURE	DATE	REVIEWER'S SIGNATURE	DATE

WEIGHTED SYSTEM WORKSHEET OCtech FPMD 2003-2004

JOB DUTY	Choose One		Selected %	Performance Level Achieved	Value (E=3, S=2, B=1)	Numerical Score	
	Absolute	Range					
1 Instructional Development	20%	15-25%	30	E	3		
2 Teaching Performance	30%	25-35%	20	E	* 3		
3 Student Advisement	10%	5-15%	15	E	3		
4 College/Comm. Service	15%	10-20%	10	E	3		
5 Professional Development	10%	5-15%	10	E	3		
6 Instructional Management	15%	10-20%	15	E	3		
TOTALS	100%	Must total 100%	100%			100 / 100	Overall Rating Score

Faculty Member: During the Planning Stage, select the weighting system (absolute or range). If the Range scale is selected, determine a percentage within the range for each Job Duty with the total percentages equaling 100%.

Rater: At the time of evaluation, complete the chart with the **Performance Level Achieved** for each Job Duty and the corresponding **Value**. Multiply these two amounts to compute the **Numerical Score** for each Job Duty. Total the Numerical Scores and divide by 100 to calculate the **Overall Rating Score**. Consult the chart below to compute the overall rating.

Overall Rating Range	Overall Rating
2.8 – 3.0	E
2.0 – 2.79	S
1.99 and below	B

***NOTE:** Before an overall "Exceeds" can be awarded, the faculty member must meet professional standards such as self-management, quality of work, accuracy of work, leadership, dependability, and reliability as well as achieve an "Exceeds" on the Teaching Performance (Job Duty #2).

APPRAISAL
OCtech FPMD 2003-2004
 (Refer to Planning Stage Document previously completed.)

Faculty Name: <i>[Signature]</i>	Job Classification:	Job Date:
Organization Unit:	Rater:	Rating Period: August 9, 2003-May 10, 2004

JOB DUTIES

From Planning Stage Document; Indicate B, S, or E.

1. E 2. E 3. E 4. E 5. E 6. E

Comments: _____

PERFORMANCE CHARACTERISTICS

Rate agreed upon characteristics either (A) Acceptable or (UA) Unacceptable

- | | | | | | |
|---------------------|----------|---------------------|----------|---------------------------|----------|
| 1. Competence | <u>A</u> | 8. Use of Work Time | <u>A</u> | 15. Reliability | <u>A</u> |
| 2. Self-Management | <u>A</u> | 9. Safety | <u>A</u> | 16. Delegation | <u>A</u> |
| 3. Problem Analysis | <u>A</u> | 10. Responsibility | <u>A</u> | 17. Acceptance | <u>A</u> |
| 4. Job Knowledge | <u>A</u> | 11. Leadership | <u>A</u> | 18. Internal Relations | <u>A</u> |
| 5. Quantity of Work | <u>A</u> | 12. Initiative | <u>A</u> | 19. Communication Ability | <u>A</u> |
| 6. Quality of Work | <u>A</u> | 13. Judgment | <u>A</u> | 20. Adaptability | <u>A</u> |
| 7. Accuracy of Work | <u>A</u> | 14. Dependability | <u>A</u> | | |

STRENGTH, WEAKNESS, AND ANY ACTION REQUIRED BY AGENCY/EMPLOYEE:

OVERALL PERFORMANCE RATING

- B** Below Satisfactory Performance Requirements*
S Meets Satisfactory Performance Requirements
E Exceeds Satisfactory Performance Requirements*

E

*Explanation/Justification required to support these ratings (Use separate sheet if necessary): _____

Employee Comments (Use separate sheet if necessary): _____

FACULTY SIGNATURE <i>[Signature]</i>	DATE 5/10/04	RATER'S SIGNATURE <i>[Signature]</i>	DATE 4.26.04
REVIEWER'S SIGNATURE <i>[Signature]</i>	DATE 5/9/04	OTHER SIGNATURE AS REQUIRED	DATE

PORTFOLIO EVALUATION

OCtech FPMD 2003-2004

(To be placed at front of portfolio by the faculty member before submission of the portfolio and completed by the rater during evaluation of portfolio.) Rev. 2003

Faculty Member: _____

Group: _____

JOB DUTY 1	Below	Meets	Exceeds /
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Comments: _____

JOB DUTY 2	Below	Meets	Exceeds /
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Comments: _____

JOB DUTY 3	Below	Meets	Exceeds /
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Comments: _____

JOB DUTY 4	Below	Meets	Exceeds /
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Comments: _____

JOB DUTY 5	Below	Meets	Exceeds /
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Comments: _____

JOB DUTY 6	Below	Meets	Exceeds /
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Comments: _____

Personal Characteristics	Below	Meets	Exceeds /
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Comments: _____

OVERALL	Below	Meets	Exceeds /
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Comments: _____

To be completed when portfolio is returned to the Faculty Member:

To be included in the next FPMD: _____

Date: 4.26.04 Rater: Walt A. Jodi Faculty Member: Helena Ray

PEER REVIEW FOR TEACHING IMPROVEMENT
OCtech FPMD 2003-2004 (Job Duty #2)
 (This sheet is to be completed by observer and kept by faculty member.)
 Revised July 2000

Date: 8/19/2003	Peer Observer: _____
Faculty Member: Sandra Cheplin	Faculty Member's Discipline: AON
Course/Section: Nur 101	Time: 8:00AM Location: Room 15
Lecture <input checked="" type="checkbox"/>	Lab <input type="checkbox"/> Clinical <input type="checkbox"/> Other: _____

TO BE COMPLETED BY PEER OBSERVER:

1. Identify strategies/activities that the faculty member did well.

Involved students by asking questions and having dialogue.
Asked thought provoking questions.
Has great knowledge in subject area.
Comfortable with content

2. What, if any, suggestions do you have for improving classroom instruction?

no suggestions. Was relaxed and comfortable.

3. What did you learn from this observation experience that will benefit your own teaching?

How to involve students + relax in class.

Date: 8/19/03 Observer: S Cheplin RN

PEER REVIEW FOR TEACHING IMPROVEMENT

OCtech FPMD 2003-2004 (Job Duty #2)

(This sheet is to be completed by the observer and forwarded to the faculty member's group director.)

Revised July 2001

Date:	8-19-03
Faculty Member Observed:	W. ...
Group Director:	Sandra ...
Group:	ADN

This report serves as notice that I have participated in the peer review process with my peer review partner, Sandra ..., and have communicated my findings to him/her verbally and in writing. We have completed the following activities (Check those which apply):

<input checked="" type="checkbox"/>	An initial meeting to discuss the overall approach to the evaluation process
<input checked="" type="checkbox"/>	Class visit(s)
<input checked="" type="checkbox"/>	A review of class materials (e.g. syllabus, handouts, book, etc.)
<input checked="" type="checkbox"/>	Post review discussion of class visit(s)/materials
<input checked="" type="checkbox"/>	A written observation form given to the faculty member
<input type="checkbox"/>	Other:

Observer's Signature: Sandra M. Chaplin
 Printed Name: Sandra M Chaplin
 Group: ADN
 Date: 8-19-03

**NURSING GROUP GOALS
2003-2004**

1. Research and become familiar with copyright laws.

This goal is completed. Pat Macaruso presented information to the faculty, and all faculty have completed the computer program on copyright laws.

2. Investigate the possible inclusion of conversational Spanish in Nursing curriculum.

Several experts have been consulted regarding this topic. All state that a course in conversational Spanish would be of limited value because there would be scant opportunity to utilize this skill. As a result of this investigation, the decision has been made to distribute an Information Packet that directs students and faculty to sources that would be effective and beneficial in lieu of a curriculum inclusion.

3. Schedule First Aid course for Nursing Division.

The course is scheduled for May 18 for all nursing faculty. All have the first aid textbook.

4. Educate faculty regarding HIPAA.

This has been accomplished. All faculty have viewed Media and read information regarding this goal.

04/06/04

ASSOCIATE DEGREE NURSING GOALS 2003 – 2004

1. Explore the feasibility of adding conversational Spanish to the ADN curriculum.

This was addressed in the Nursing Group Goals. Please refer to that.

2. Begin the planning process for the Orangeburg-Calhoun Technical College Associate Degree Nursing Program Alumni Day, 2004.

The reunion will be held on the weekend of April 23 and 24. TRMC is funding this event. We are on target with this event.

3. Become more knowledgeable of the Copyright Laws.

This too was addressed in the outcomes of the Nursing Group Goals.

4. Investigate the possible sponsorship by our department and the college of a continuing education course/workshop/seminar for nurses.

This was not possible this year. We will continue the idea in the future.

5. Continue to participate and support Safe Kids Super Saturday as a community project.

The program is a MAJOR component in the success of this day. Hundreds of children are educated.

6. Continue to update and maintain the Associate Degree Nursing website.

In progress. The website is monitored on a regular basis.

7. Maintain Associate Degree Nursing visibility in campus-wide activities.

This goal has been met. Nursing faculty participate on teams, on faculty council, and are in attendance at many campus sponsored event.

8. Continue evaluation of the retention plan for the Associate Degree Nursing Program.

This is an ongoing process. Retention has many facets. Students are assisted with as many financial and personal crises as can be accomplished. There are many areas that we have no control over. The tutoring component is working well. Faculty post work sheets on their doors and are available for afternoon tutoring sessions.

9. Strengthen student-writing skills.

We have included several new areas to accomplish this goal. Smart Thinking is utilized as a mandate on several assignments in that the student receives extra points if proof of utilizing this service is presented.

10. Continue to pursue alternative learning and scheduling strategies.

This has been accomplished. One major area has been to include a psychiatric component in Pediatrics. ERI scores indicated that adolescent and child psychiatric concepts were not as strong as other areas. This has worked well in that it gives a preview of the fall psychiatric experience.

11. Review and revise clinical evaluation tools to adjust to suggestions given during our site review.

This has made full cycle. All tools have been leveled and completed.

**Retention Plan
Associate Degree Nursing
2003-2004**

Activity	Responsibility	Outcome	Time Frame
Review admission criteria annually using statistical data.	Group Director. Program Coordinator. Dean of Student Services.	The admission criteria have been reviewed. This year the NET test was added to the criteria to facilitate targeting students with academic weaknesses in reading and writing.	Fall 2003.
Identify at-risk students and refer to appropriate resources.	Program Coordinator. Instructors.	At-risk students are identified in several ways. The aforementioned NET scores, and by utilizing early intervention to refer students to tutoring.	Fall 2003.
Provide impetus for and implementation of study groups for students.	Program Coordinator. Instructors.	Study groups are encouraged, posted, and managed by the class officers.	Fall 2003.
Provide lab practice time for students outside of class time.	Program Coordinator. Instructors.	Lab practice time was more efficient this year, because students were given appointments at their request. This assured that faculty was there to help on one on one if necessary.	Fall 2003.
Provide faculty/student service tutoring for students outside of class time.	Program Coordinator. Instructors.	Tutoring has been evident on many afternoons. Faculty who are teaching content, set up times to tutor in the afternoon. Records and rolls and kept on the students who attend.	Fall 2003.
Develop and distribute curriculum information sheets to program applicants during interview.	Program Coordinator. Department Head. Dean of Student Services.	Information sheets are housed in Student Services. These are distributed at information sessions. Address costs, expectations, etc., of the 2-year process.	Summer 2004.
Provide individual orientation sessions for admitted students.	Program Coordinator.	Each student comes for an individual orientation session after admitted. All aspects of the program are discussed and questions are received and answered.	Summer 2004.
Refer students with situational crisis for counseling.	Program Coordinator.	Situational crises are referred appropriately.	Fall 2003.
Continue total testing.	All Faculty.	Total Testing continues.	Fall 2003.
Provide web base materials and study guides for related courses.	Program Coordinator. Instructors.	This has been completed on a trial basis. Students are utilizing this to some extent, but still prefer a more traditional route.	Fall 2003.
Track students who withdraw from the program to determine reasons.	Program Coordinator.	This has been done via the retention data profile.	Fall 2003.

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