**MINUTES – SEPTEMBER 9, 2011**

**COASTAL BEND COLLEGE FACULTY SENATE**

**MINUTES for : September 9, 2011**

Minutes taken by: Katie Thomas

<table>
<thead>
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<th>Senate Officers ( / if Present )</th>
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<tr>
<td>President - Donna Atkins</td>
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<tr>
<td>President Elect - Emmanuel Alvarado</td>
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<td>Immediate Past President - Becky Simonson</td>
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<th>Senators ( / if Present )</th>
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<tr>
<td>Andre Barrera- Internet / Distance/ Weekend</td>
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<td>George Kucera - At Large</td>
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<td>Juanita Dominguez – At Large</td>
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<tr>
<td>Ash Garcia - Counselors and Librarians</td>
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<td>Lewis Jaimes - Alice</td>
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<td>Jeanene Jones - Alice</td>
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Quorum is present - 13 members present out of 17 elected senators

**Public (members) comments:**

1. Kevin Behr presented an introduction to the Behavioral Intervention Team (BIT)
   a. Further training with a specialist is scheduled for October 28th from either 9-11:30am or 1:30-4pm.

**Senate President’s report:**

1. Becky gave Presidential out-going report
   a. What was accomplished – President’s Award (Student of the Year), Teacher of the Year Award
   b. Needs work – Evaluation, budget, By-laws
   c. Please sign up for TCCTA and respond to Surveys

2. List of current Senate
   a. Resignation of Matt Schweitzer and Jeanene Jones from Senatorships
   b. Karl Clark to remain TCCTA Representative
   c. Call for Letters of Intent for this year for record-keeping purposes

**New Business for next meeting:**

1. Committee Chairs should submit list of committee members for October meeting
2. Bookstore issues should be directed to Donna for consideration
3. Next meeting is scheduled for October 20, 2011
4. Campus Awards Ceremonies were not discusses as Lauren Denver was not present
## Agenda Item # 1
**Under Old Business – Outstanding Faculty Award**

**Presentation:** Emmanuel Alvarado reported that the committee and process to determine this award are almost complete. He asked for three volunteers to serve on the committee.

**Discussion:** None

**Motion**

**Motion made by:**

**Second by:**

**Vote:**

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<th>Against</th>
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## Agenda Item # 1
**Under New Business—Election of Committee Chairpersons**

**Presentation:** Emmanuel read the list of the Committee Chairs.

**Discussion:** None

**Motion**

**To accept the list of Committee Chairpersons**

**Motion by:** John Fox

**Second:**

**Vote:**

<table>
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<td>13</td>
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## Agenda Item # 1
**Under Other Business—Empty Senate Seats**

**Presentation:** Emmanuel asked for nominations

**Discussion:**
- For Kingsville: Eddie Guidry self-nominated; Rose Skaife nominated Lavinia Issasi; Eddie Guidry withdrew his nomination.
- For Alice: John Fox nominated J.J. Sanchez
- Both Lavinia and J.J. accepted

**Motion**

**To accept Lavinia and J.J. to fill the perspective seats**

**Motion by:** John Fox

**Second:**

**Vote:**

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## Agenda Item # 2
**Under Other Business—Question about Life Insurance**

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Coastal Bend College does not discriminate on the basis of race, creed, color, national origin, gender, age or disability.
Coastal Bend College
Faculty Senate Meeting
October 21, 2010

Presentation: Richard Cowart asked for clarification on life insurance. Becky reported what she learned from the Board.

Discussion:

<table>
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<tr>
<th>Motion</th>
<th>No vote necessary</th>
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Motion made by:

Second::

Vote: For Against

Agenda Item # Adjournment

Presentation:

Discussion:

<table>
<thead>
<tr>
<th>Motion</th>
<th>Emmanuel Alvarado</th>
</tr>
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Motion by:

Second:

Vote: For 13 Against 0

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TEACHER OF THE YEAR

Procedures for Teacher of the Year Award

Candidates for the Teacher of the Year Award are nominated to the Awards Committee by students or faculty. Faculty and students may nominate a fulltime faculty member or adjunct by writing a 200-550 word letter which describes the nominee’s contributions to teaching excellence and student learning. Nominations will be collected at every campus or via Survey Monkey with the assistance of Andre Barrera.

Tentative instructions for nominations:

This academic year we are accepting nominations for Coastal Bend College’s Teacher of the Year awards. This award serves to recognize Coastal Bend College instructors for their contributions to student learning and academic achievement. Students and faculty members may nominate any CBC instructor college-wide. To nominate an instructor, please submit a 200-550 word letter indicating how he or she has contributed to teaching excellence, innovation in the delivery of instruction, student leadership, community involvement, and/or the development of knowledge in his or her field.

Awards Committee

Nominations will be received and assessed by the Awards Committee. Members of the committee will select a short list of candidates and may request interviews or teaching portfolios as part of the process. The committee may award up to three instructors who will attend the NISOD conference in the spring and will be recognized during the commencement ceremony. The members of the Awards Committee are:

Elden Price (Chair)
Katie Thomas
Emmanuel Alvarado
Dr. Patricia Candia
Glynis Strauss

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CHANGE IN TITLE – INSTRUCTOR TO PROFESSOR

October 11, 2011

Dr. Bruce Exstrom, Dean of Instruction
Coastal Bend College
3800 Charco Road
Beeville, TX 78102

Dear Dr. Exstrom:

There has been discussion among faculty for some time regarding the title Instructor vs. Professor. We are all hired as Instructors as stated in our contracts; however, the Faculty Senate finds that the titles are used inconsistently among faculty and this has been a topic of discussion for a while. At a recent Faculty Senate meeting a vote was taken to determine the preferred title. The faculty prefers Professor by unanimous vote.

Therefore, the Faculty Senate is respectfully requesting a change of title or name from Instructor to Professor for all full-time faculty members. We understand this brings no additional salary or tenure benefits.

Respectfully,

Donna Atkins, President
Faculty Senate

Emmanuel Alvarado, President-Elect
Faculty Senate

Katie Thomas, Secretary
Faculty Senate

John W. Fox, Parliamentarian
Faculty Senate

Elizabeth Simonson
Immediate Past-President

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## Proposed Committees

### Nominating and Elections
Rose Skaife, Chair  
Betty Sims - Beeville Workforce  
Irma Treviño - Pleasanton Workforce (Senator)  
Juanita Dominguez - Kingsville Workforce (Senator)  
Victoria Villarreal - Kingsville Workforce  
Jeff Hubbard - Kingsville Academic  
Joel Schmit - Beeville Academic  

### Salary and Benefits
Co-chairs Elden Price (W) & Jeanene Jones (W)  
Becky Simonson - At Large  
Kelly Rea – Beeville Academic  
Katie Thomas – Kingsville Academic (Senator)  
Eddie Rojas – Beeville At Large  
Tim Skaife – Beeville  

### Facilities
Robert Roberts, Chair  

### Bylaws
Joel Schmit, Chair  

### Academic Freedom

### Evaluation of Instruction
Matthew Schweitzer, Chair  
Mark Secord – Beeville Academic  
Terri Nicolau – Beeville Academic  
Idotha Battle – Kingsville Workforce  
Kelly Craft – Beeville Workforce  
LaDella Levy – Pleasanton Academic (at large) (Senator)  
Daniel Vernazza – Beeville Academic (at large)  
Juan Jose Sanchez – Alice (Senator)  

### Ad-hoc Committees

### Campus Awards Ceremony
Lauren Denver – Chair  
David Zimmerman  
Emmanuel Alvarado  
Need additional campus volunteers  

### Teacher of the Year Award
Emmanuel Alvarado – Chair  
Glynis Strauss  
Elden Price  
Katie Thomas  
LaDella Levy  
Dr. Patti Candia
APPOMPTION OF NISOD REPRESENTATIVE

E-mail from Dr. Thomas Baynum to Donna Atkins:

I think it should go through the committee in Faculty Senate that will be dealing with the awards. I’m cc’ing Donna Atkins on this reply so that she can think it over and let me know what she thinks. Thom

From: Sarah Milnarich [mailto:sarahm@coastalbend.edu]
Sent: Monday, October 10, 2011 12:23 PM
To: Thomas Baynum
Subject: FW: NISOD Liaison Update

Thom,

Did you want me to continue to serve in this role or would you prefer to assign someone else?

Thank you, 😊

Sarah

From: Powell, Sheryl F [mailto:sfpowell@austin.utexas.edu]
Sent: Monday, October 10, 2011 9:19 AM
To: sarahm@coastalbend.edu
Subject: NISOD Liaison Update

Ms. Milnarich: Please confirm that you will be continuing to serve as the NISOD Liaison. If you would like to designate someone else to serve in this role, please provide me with the individual's name, title, email, and phone number.

Thanks.--

Sheryl F. Powell
Senior Administrative Associate
NISOD | Community College Leadership Program
The University of Texas at Austin
1 University Station, D5600 * Austin, TX 78712-0378
sfpowell@austin.utexas.edu

http://www.facebook.com/nisod
TO: Faculty and Staff

FROM: Karl Clark Your CBC TCCTA Representative. & (TCCTA first responder)

SUBJECT: Key points from the conference

Attending: Donna Atkins, Dr. Emmanuel Alvarado, Mr. George Kucera, & Karl Clark

Beaman Floyd, Our Lobbyist- Session

- Future is dark. Texas legislation will have a significant turn over and real budget cuts are required to balance our budget. Last legislation session merely kicked the budget issues down the road. Leadership positions from presiding officers to committee chairs are unknown. Therefore, it’s hard to predict potential outcomes. We must get involved and communicate positively with this inexperienced congress. Your communication is essential to our future.
- Congress will contemplate:
  - health care
  - retirement
  - supplements to rural areas
  - elimination of institutions.
- Based on the last congressional session there is very little pork left in the education budget.
- Education is being looked at through the business model. What are we getting for our dollar? Remember most Congressman are businessman and lawyers. Some college presidents are adding CEO to their titles. Many in congress do not understand the value we bring to our communities and our state. It’s our responsibility to educate our congress.
- THECB views community colleges as a waste of funds. Only 13% of freshmen from community colleges receive a college degree. We must educate local, state, and national politicians of the VALUE we provide. We provide a mobile ready work force for society. How do we measure success? Remember we are an open door institution? Do we raise the requirements to guarantee success? Can we be doing better—of course there is always room for improvement. We are about supply –supplying human knowledge. This requires a large pool and it is viewed as inefficient, but we are vital to our country.
- Many do not see the unity of higher education. We have a nexus from high schools to universities. Editorial comment: I keep hearing from many colleagues that our students are not ready for college. Honestly were you? I was not! It is our mission to prepare our
students for the future? I have other thoughts and would be glad to hear your views as well.
- Bottom line: We have an enormous task ahead of us to educate and overcome these distorted views of community colleges.

Frank Hill, TCCTA lawyer session

- Frank discussed legal issues regarding your protection under the first amendment.
  - Bottom line different legal circuits are ruling differently. Recommend caution in the classroom and at your job. Third circuit seems to rule more liberal than the fifth circuit.

TCCTA STATE CONVENTION 2012:

- Frisco, Texas March 1-3, 2012
  - Make plans now to attend
  - We had a great turn out last year.
    - Location TBA

- TCCTA nominations for state officers are due by November 1, 2011.
- Note: TCCTA first responder has the responsibility to respond to the TCCTA staff regarding issues that arise affecting our profession.
- Remember to read the TCCTA blog daily to stay current on issues.

Sincerely your obedient servant

Karl Clark
kclark@coastalbend.edu
NEW LEGISLATION REGARDING STUDENT LOANS

Donna, Recommend this is presented to the Senate and Counselors. - Karl
Counselors, FY1

The link has a fact sheet.

Respectfully KARL

Student Loans on Ballot
On November 8, Texas voters will consider a series of state constitutional
amendments proposed by the Texas Legislature during the last Regular Session. Proposition 3 seeks voter authorization for the Coordinating Board to issue
general obligation bonds for the purpose of funding student loans.

Known as the College Access Loan (CAL), the program has served more than
340,000 students with $2 billion in student loans. Because the bonds are repaid
with student payments on their outstanding loans, the bonds do not count toward
the state debt and do not require tax dollars to repay or administer, according to an
official statement.

The CAL program is available to Texas residents who enroll at least half-time at a
Texas college or university. The loans are especially popular with students in
private schools and middle class students who do not qualify for other programs.

Here’s a link with more information.

**College Access Loan (CAL) Fact Sheet**

The College Access Loan (CAL) Program provides an alternative type of educational loans to Texas students that attend colleges and universities in Texas. Students do not have to demonstrate financial need to receive these loans, which may be used to cover all or part of a student’s Expected Family Contribution (EFC).

Deduct your federal aid from the cost of attending your school to determine the amount of the CAL loan you could receive.

**Who can apply?**

Students must:

- Be a Texas resident;
- Be enrolled in:
  - a course of study leading to an associate's or higher degree at least half-time
  - an approved Alternative Educator Certification Program;
- Meet the satisfactory academic progress requirements set by the institution; and
- Receive a favorable credit evaluation or provide a cosigner who has good credit standing and meets other requirements.

**How much can be awarded?**

Students may borrow up to the cost of attendance minus any other financial aid.

The following fee will be deducted from each College Access Loan:

- A 3% origination fee if both the borrower and cosigner have a good credit standing,
- A 5% origination fee if either the borrower or cosigner, but not both, has a good credit standing.

**What requirements are there for cosigners?**

Cosigners must:

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- Be at least 21 years of age,
- Have a regular source of income,
- Not be the borrower or the spouse of the borrower,
- Receive a favorable credit evaluation, and
- Be a permanent U.S. resident or a U.S. citizen and reside in the U.S. or in a U.S. territory.

Cosigning a loan will impact your credit. In line with financial industry practice, THECB reports cosigner account obligations to the credit reporting agency(ies). The reporting is at the loan level, with each loan reported as a tradeline. If you cosign on several loans you will see a negative impact on your credit score since the credit industry views a cosigner obligation as equivalent to that of the actual borrower. If the borrower becomes delinquent or defaults on the loan, those actions will affect your credit as well. As a cosigner, you are required to pay the loan back if the borrower fails to meet his/her repayment obligation.

**2011-2012 INTEREST RATE**

A fixed annual rate of 5.25%

**2010-2011 INTEREST RATE**

A fixed annual rate of 6.00%

**Repayment**

College Access Loans have a six-month grace period from the date a borrower ceases to be enrolled as at least a half-time student at an eligible institution before repayment begins. Loan balances under $30,000 have a ten-year repayment period with minimum monthly payments of $50. Balances of $30,000 or more are paid over 20 years. The loan will not be sold to another lender; THECB will service the loan until it is paid in full. Postponements of loan repayment and income-sensitive or graduated repayment schedules are available.

**How can I apply?**

You can apply on-line now!

**Where can I get more information?**

For more information, see the Coordinating Board Rules, Chapter 21, Subchapter C, the Coordinating Board Rules, Chapter 21, Subchapter X, and the Texas Education Code, Chapter 52.

You may also call our Loan Services department: In Austin, dial 512-427-6340. If you're outside of Austin, you can call us toll-free at 800-242-3062. Or e-mail Loan Services.
TITLE V GRANT

CELEBRANDO EDUCACIÓN
A DEL MAR COLLEGE AND COASTAL BEND COLLEGE PARTNERSHIP GRANT
TITLE V PROJECT ABSTRACT

Del Mar College, lead institution and partner Coastal Bend College will partner to use Title V funds from the U.S. Department of Education: Developing Hispanic-Serving Institutions Program to improve Colleges’ retention and completion rates and increase enrollment in technical and/or professional occupational fields of study.

Activity 1: Improve Colleges’ retention and completion rates. This activity has been designed with the goal of increasing class completion and college graduation rates through intensive tutoring services and enhanced counseling and advising to first time, full-time degree-seeking undergraduates and/or FTIC FTE students. In addition, the grant proposes to increase the number of tutors and Supplemental Instruction (SI) leaders for higher level courses. The use of technology by the Colleges in tutoring facilities and in classrooms is essential to the success of the grant. The grant will provide an Early Alert Retention system, an online tutoring program, laptops and other technology resources for student use.

Activity 2: Increase enrollment in technical and/or professional occupational fields of study by improving student knowledge through college and career awareness events. This activity has been designed to provide intervention with dual-enrollment students for academic success and retention. The Colleges will outreach to public school districts in the service area offering bridging programs to South Region public school districts. The Colleges will host a Leadership Symposium each fall and coordinate College and Career Fairs for dual enrolled students.

Outcomes: DMC and CBC faculty and staff will be committed to the purpose of the grant. An increased number of students will be successful in class achievement and graduation completion rates for FTIC FTE. More students will be transitioned from high school into dual enrollment courses, retained, re-enrolled, and graduated with a Technical Certificate and/or Associate of Applied Science (AAS) degrees from DMC and CBC. Student attitudes toward their learning experience will definitely be positively impacted.

CBC will receive approximately $ 350,000 annually.
NEW MENINGITIS VACCINATION LAW

Proof of Bacterial Meningitis Vaccination Required for Spring 2012

Beginning with the Spring 2012 semester, a new state law requires all students entering institutions of higher education show evidence of receiving a bacterial meningitis vaccination or booster dose during the five year period prior to enrollment and not less than 10 days before the first day of the semester. Entering students include transfer students from other colleges and returning or continuing students who have had a break in enrollment of at least one fall or spring semester.

The law allows for exceptions for:

- Students 30 years of age or older
- Students who are enrolled only in online or other distance learning courses
- Students who submit an affidavit or a certificate signed by a physician who is duly registered and licensed to practice medicine in the United States, in which it is stated that, in the physician's opinion, the vaccination required would be injurious to the health and well-being of the student
- Students who submit an affidavit signed by the student stating that the student declines the vaccination for bacterial meningitis for reasons of conscience, including religious belief. A conscientious exemption form (“Affidavit Request for Exemption from Immunizations for Reasons of Conscience”) from the Texas Department of State Health Services must be used. Allow several weeks to submit and have form approved by the Texas Department of State Health Services.

To get the vaccine, check with your family doctor or local public health department. Be sure to get your vaccine early as you will need to submit proof of immunization approximately 2-3 days before the start of classes to allow for verification time.

Coastal Bend College is working on a process for submission of immunization documentation and once finalized the process will be posted on the CBC website. Please continue to check for updated information regarding this new requirement on the website.

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BEHAVIORAL INTERVENTION TRAINING

Due to the Presenter’s flight changes the presentation times have changed. The new schedule is as follows:

- First Session - 10:30 a.m. to 12:30 p.m. - Auditorium
- Second Session - 2:30 p.m. to 4:30 p.m. - Auditorium

Coastal Bend College has contracted with The National Center for Higher Education Risk Management (NCHERM) to provide the following professional development opportunity.

*Classroom Management: Preventing and Responding to Disruptive Students In and Out of the Classroom*

Over the last ten years, there has been an increase in the number and severity of behavioral incidents in the classrooms and on campuses. More and more, it is incumbent upon instructors and others to intervene to address behaviors that can interfere with teaching and learning. Using a combination of lecture and case studies taken from actual incidents, this workshop will provide instructors with tools to appropriately address these behaviors. Participants will be provided with skills to prevent disruptive behaviors, to react to them, and tips on how to enhance their own campus procedures to address abhorrent behaviors.

**Learning Outcomes:**

Participants will:

- Gain a perspective on trends in behaviors on higher education campuses
- Gain a perspective on the realities of campus responses to incidents of classroom disruption
- Be able to utilize pedagogical methods and teaching strategies to reduce the probability of disruptive behaviors

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- Be able to develop and/or utilize individualized syllabus statements for class management
- Be able to appropriately respond to disruptive behaviors in and out of the classroom
- Be able to assist their home campuses in policy development in the area of classroom management

**Presenter W. Scott Lewis, J.D.** is a partner with the National Center for Higher Education Risk Management and Associate General Counsel for Saint Mary’s College in Indiana. He recently served as the Assistant Vice Provost at the University of South Carolina. Scott brings over fifteen years of experience as a student affairs administrator, faculty member, and consultant in higher education. He is a frequent keynote and plenary speaker, nationally recognized for his work on behavioral intervention for students in crisis and distress. He is noted as well for his work in the area of classroom management and dealing with disruptive students. He presents regularly throughout the country, assisting colleges and universities with legal, judicial, and risk management issues, as well as policy development and implementation. He serves as an author and editor in a number of areas including legal issues in higher education, campus safety and student development, campus conduct board training, and other higher education issues. He is a member of NASPA, ACPA, CAI, SCCPA, and serves on the Board of Directors for ASCA as its Past-President. He completed his undergraduate work in Psychology and his graduate work in Higher Education Administration at Texas A&M University and received his Law degree and mediation training from the University of Houston.

This will be very powerful in helping us address student behavioral issues. I strongly encourage you to attend one of the presentations.
EVALUATION OF INSTRUCTION

Comments: The Senate President has reviewed the materials from the Evaluation of Instruction Committee. The committee could not reach a group consensus on the policy, administration, or instrument. After visiting with Dr. Bruce Exstrom and Randy Lindeman, the Senate President has taken the recommendations as they currently exist from the committee and published them below in a format as it would appear on Blackboard. Anything added as a result of research is highlighted in yellow. Any items deleted from the original committee materials have been lined out.

WE MUST DO SOMETHING AT THIS MONTH’S MEETING TO MOVE THIS FORWARD.

The Statute:

(h) Institutions of higher education included in this section shall conduct end-of-course student evaluations of faculty and develop a plan to make evaluations available on the institution’s website.

Randy’s interpretation:

I can find nothing that states that the evals have to be published in a particular format – just that the institution must have a plan for publication on the web. Therefore, it would seem your committee has some latitude to create a plan to publish the results. Right now, they don’t even need to be published – just have a plan in place for publishing. The issue for now becomes determining an evaluation plan, as the statute says “end-of-course” which would seem to indicate every semester.....

Randy

Dr. Exstrom wants a single instrument for both academic and workforce for statistical purposes. He wishes faculty to know the evaluation is for improvement of instruction and student success and not for punitive purposes.
Randy Lindeman’s interpretation of the law is that we evaluate every course every semester.
Committee Recommendations

1. We are going to take this completely out of the classroom. We are going to follow other schools’ examples (Texas Tech and TAMUK both do this as well as others). **Students will be required to complete the evaluation instrument as part of the class assignments.** There will be a hold placed on a student’s grades each semester until the student completes the class evaluation on WebCT/Blackboard. Instructors will need to add this clause to their syllabi **beginning spring 2012.** This will ensure compliance. The evaluations will be made available to the students the last three weeks of each Fall/Spring semester and the last week of Summer I/Summer II.

2. The objective, numerically-scored data will be compiled and prepared for posting to the CBC website and given to the department chairs by the **Office of Institutional Effectiveness.** The subjective short answer portion will also be complied and given to department chairs and will be maintained in a secure location by the **Office of Institutional Effectiveness.** These comments will initially be made available only to the Dean of Instruction, department chairs and the individual faculty member.

3. **Quantitative results from evaluations will be posted according to the policy the college adopts. Qualitative data (comments) will not be published but will be made available upon written request with each request reviewed individually for approval. Profanity and offensive language will be redacted before the comments are released.**

4. **Individual campuses will determine a schedule for students to use the computer labs as a class to complete the evaluation. The instrument will be posted to all online classes for completion.**

5. Instructors may remain in the room during the evaluation to help students log in to the instrument but once the evaluation has started the instructor must remain at the front of the room with no view of the computer screens to assure confidentiality for students.

6. **All results will be submitted electronically directly to the Office of Institutional Effectiveness rather than to the instructor. This feature will be set when the instrument is created and published on Blackboard.**
### ONLINE COURSE EVALUATION

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<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Does Not Apply</th>
</tr>
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<tbody>
<tr>
<td>1. The instructor successfully communicated the ideas of importance, standards, and expectations of the course through the online syllabus.</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>2. The instructor was receptive to discussion on class discussion boards and supplied adequate answers and explanations as needed.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>3. The instructor was available during posted office hours.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>4. The instructor responded to e-mail communications in a reasonably prompt manner.</td>
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<td>o</td>
<td>o</td>
<td>o</td>
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<td>5. Written work (including tests) was graded and returned promptly.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>6. The instructor treats all students equally.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>7. Comments on written work are informative, fair, and allowed improvement of performance.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>8. The materials presented in class and in written/electronic forms were consistent with materials over which you were tested.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<td>9. The use of new technology and/or information was integrated into the course materials.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>10. The course syllabus was reviewed during the first or second class session. The course syllabus was available online at the beginning of the class and was complete and easy to understand.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>11. Class procedures for absences, tardiness, late or missing assignments were reviewed during the first or second class session; clearly explained online either in the syllabus or in another location that was easily accessible.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
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<tr>
<td>12. The grading system was clearly explained online either in the syllabus or in another location that was easily accessible.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13. Course objectives and requirements were reviewed clearly explained online either in the syllabus or in another location that was easily accessible.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>14. Outside assignments and homework in this course was useful in my mastery of the material.</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>15. On average, how many hours per week did you spend on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?</td>
<td>0-5</td>
<td>6-10</td>
<td>11-15</td>
<td>16-20</td>
</tr>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>16. What grade do you expect in this course? F D C B A</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>

**Short Answer:**

Assess the strengths of this instructor:

Assess the weaknesses of this instructor:

Assess the strengths of this course:

Assess the weaknesses of this course:

How effective was this as an online course:

Suggestions for improving this course:

Other Comments:
**FACE-TO-FACE COURSE EVALUATION**

<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
<th>No Opinion</th>
<th>Does Not Apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The instructor successfully communicated the ideas of importance, standards, and expectations of the course.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2.</td>
<td>The instructor was receptive to discussion in class and discussion boards and supplies adequate answers and explanations as needed.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>3.</td>
<td>The instructor was available during posted office hours.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>4.</td>
<td>Written work (including tests) was graded and returned promptly.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>5.</td>
<td>The instructor treats all students equally.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>6.</td>
<td>Comments on written work are informative, fair, and allowed improvement of performance.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>7.</td>
<td>The materials presented in class and in written/electronic forms were consistent with materials over which you were tested.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>8.</td>
<td>The use of new technology and/or information was integrated into the course materials.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>9.</td>
<td>The course syllabus was reviewed during the first or second class session.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10.</td>
<td>Outside assignments and homework in this course was useful in my mastery of the material.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>11.</td>
<td>Class procedures for absences, tardiness, late or missing assignments were reviewed during the first or second class session.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>12.</td>
<td>The grading system was discussed in detail.</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>13.</td>
<td>Course objectives and requirements were reviewed.</td>
<td>0</td>
<td>0</td>
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<td>14.</td>
<td>On average, how many hours per week did you spend on this course, including attending classes, doing readings, reviewing notes, writing papers and any other course related work?</td>
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<td>C</td>
</tr>
</tbody>
</table>

**Short Answer:**

| Assess the strengths of this instructor: | |
| Assess the weaknesses of this instructor: | |
| Assess the strengths of this course: | |
| Assess the weaknesses of this course: | |
| How effective was this course: | |
| Suggestions for improving this course: | |
| Other Comments: | |
Results for: Faculty Survey Questionnaire Regarding Student Evaluation of Faculty. October, 2011.

By: Richard Cowart

Overview. This questionnaire was posed to CBC instructors throughout the CBC college system during August – September, 2011. 43 faculty responded to the following questions. The dominant response is shown for each question. This information will be used by the CBC faculty senate in the recommendation to CBC administration for future planning of student evaluations.

1. How many times per year should student evaluation of faculty occur?
   A. Once = 48%

2. Who should be evaluated?
   A. All faculty regardless of class instructional format = 98%

3. How should student evaluations be delivered?
   A. Electronically off-campus only = 37%
      B. Electronically on-campus only = 30%

4. As an instructor do you think that the current method for student evaluation of faculty provides a positive environment where the student can respond honestly to the evaluation questionnaire?
   A. Yes = 70%

5. As an instructor would you like to see any changes to the current instrument being used for student evaluation of faculty?
   A. No = 51%
      B. Yes = 49%

6. Should every section be evaluated for faculty who have consistently received positive feedback for the past five years?
   A. Yes = 56%

7. Should every section be evaluated for faculty who have taught at Coastal Bend for less than 5 years?
   A. Yes = 86%