



FORM AF

ANNUAL REPORT OF TEACHING FACULTY

Faculty Name: Jessica Barkl
Academic Division: Liberal Arts and Humanities
Date: May 4, 2018

Please list and describe your activities and accomplishments in as many of the following areas as are appropriate. Attach any applicable documents you wish to include.

1. Teaching Effectiveness

List and describe your specific activities to address the following: Success in securing optimum progress on the part of students, resourcefulness, the ability to vary classroom procedure in order to stimulate the interest and the intellectual curiosity of students, the ability to inspire students to think for themselves, and a genuine and contagious interest in the subjects you teach.

- Rubrics for most assignments on Brightspace (visible to students).
- Learning Outcomes for class and General Education requirements were created by myself and visible to students for all of my Blackboard Shells, but that service has not been updated in Brightspace, yet. The Brightspace Administrator is aware of this bug in the program and has contacted Brightspace about this problem.
- Continued to work on the National Communications Association rubric for speeches with Dr. Paul Reifeneiser and Dr. Lynne Crockett, and piloted other Speech instructors using the rubric in Brightspace for the Persuasive speech in Spring 2017 semester and this was updated and continued for the Gen Ed 10 assessment in Spring 2018, a successful norming of the rubric was facilitated by Dr. Lynne Crockett in Spring 2017, and the Gen Ed 10 assessment was completed by the Speech Instructors.
- Created and taught a Methods of Elementary Theater Education class for Fall 2016, to very good reviews. This class will continue in Fall 2017, with an adjunct professor, Bradley Diuguid, and he used my curriculum and shell for Brightspace.
- Developed a Summer Session and Winter Intersession version of the on-line speech course, and continue to teach it. A Brightspace version was piloted in Summer 2017, the bugs of which were ironed out in the Fall 2017 semester. I continued to teach this in the Winter 2018 Intersession, and will teach again in the Summer 2018 session. Dr. Dani Weber will be using this curriculum to teach the on-line class in Fall 2018.
- The Intercultural Communications class ran in Fall 2016, to good reviews, and was taught again in Fall 2017. It was created in Fall 2015, that did not run, but the LMS shell is ready to go, and it is (also) ready to be taught on-line.
- Helped with the hiring of adjunct professors for Acting I, Acting II, Methods of Elementary Theater Education, Voice and Diction I & II, Physical Theater I & II, Theater History I & II,

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and Classical Acting. This allowed the program to grow and for the students to experience other perspectives in theater. I helped the adjunct professors with Brightspace and in the creation of their shells.

- All classes in the Theater program have distinct shells and are ready for on-line teaching.
- Professional development was strong in Fall 2017, with Aubrey Ellis in the technical theater position. She was able to mentor students in Stage Management, Set Design, Props Design, and Costume Design. In Spring 2018, we budgeted to rent classical 17th century costumes from Marlu Costumes in Port Jervis, NY. Also, in Spring 2018, we hired a professional lighting designer for ANGELS IN AMERICA: MILLENNIUM APPROACHES, the students were treated to a professional development workshop Monday, May 1, as Tlálóc López-Watermann hung, circuited, and focused the lighting plot.
- Continued to research learning opportunities/professional development opportunities in rigging, lighting, and sound; to streamline communication and work force readiness for our students and staff in the theater. We were able to make strong connections with Local 353 IATSE union, and 6 students/alumni will be working as stage hands at Bethel Woods this summer. We also will have students and alumni working the change over's at Shadowland Stages. In addition, one student will be working at the Lansman's Camp as a Theatrical Camp Director.
- Developed a version of Fundamentals of Speech that can be taught at Sullivan County Correctional Facility. It was taught there in Summer 2017.
- Participated in many Welcome Back and Recruiting activities, including Augusto Boal Forum Theater Sessions on Title IV, in Fall 2017.
- Provided private acting and music coaching made available on weekends and during the Winter Intercession for students nominated for the Irene Ryan Scholarship with the Kennedy Center American College Theatre Festival, and for students auditioning for transfer programs and summer acting jobs.
- Recruited and hired professional musicians for the Fall 2017 production of WORKING.
- Maintained the Performing Arts Club all year with two trips to NYC to see professional work on Broadway, in addition to seeing DISGRACED at Shadowland Stages and THE ROCKY HORROR PICTURE SHOW at Forestburgh Playhouse in Fall 2017.
- Provided extra-curricular activities with Karaoke, Improv Nights, and Trivia nights, on most Fridays throughout the school year in the Student Union.
- Had professional development seminars in sound, lighting/projections/set design (Tlálóc López-Watermann came in both semesters, the first with a lecture, the second as a hands-on activity), stage management, cold-reading audition techniques, musical theater dancing through the decades, clown, stage combat, and acrobats.
- Internships and work opportunities made available to students, with e-mail blasts to the Performing Arts Club network.

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- Created a theater program track that has been approved by SUNY, that has 2 articulation agreements (SUNY New Paltz and Buffalo State University), and 10 more in progress.
- A stage combat workshop for short sword and hand-to-hand was held in December 2017, in preparation for HOUSE OF DESIRES, set in 17th Century Mexico.
- SHAKESPEARE'S WILL, was performed for the students in February 2018, a co-production with NACL Theatre and SUNY Sullivan, as an open final dress rehearsal, in preparation for its New York City off-off-Broadway premiere at HERE Arts Center.
- Play readings at the end of the Fall of 2017 Semester of adjunct professor Nick López's new play LORCA EATS BULLETS. May 2018 Spring semester readings included: FUN HOME, MR. BURNS: A POST-ELECTRIC PLAY, THE BELLE'S STRATAGEM, THE ROVER, POLAROID STORIES, and FAR AWAY. Both endeavors help students to work on cold-reading skills and to understand the play development process, as well as season planning.
- Continued to organize and streamline the theater with my work-study students. This provides work experiences and a professional-looking theater for our students to work within. In May 2017, Anthony Rogers and our theater team (Aubrey Ellis and myself) worked to clean up decades of disuse of the sound system: new speaker cables were run, connections were re-soldered, and the system was properly labeled. Over Summer 2017, Aubrey Ellis and I were able to organize the props/costume storage in a more professional/sustainable fashion. Also, in the summer of 2017, Aubrey Ellis and Nick López, with my guidance, serviced the lighting gear for the first time in over 15 years. Each light was cleaned and maintained each light, in addition to creating a proper inventory. Aubrey Ellis also created a small scene shop on the loading dock, and created relationships with the Sustainability program for us to use their workspace and to use the Maker's Lab at the Center for Discovery. In October 2017, four of us (Aubrey and myself, in addition to two Buildings and Grounds members) took a master class on rigging, and started the process of brining our rigging up to code. Also, in October 2017, we purchased 6 LED cyclorama lights, to replace the asbestos strip lights on Electric 3, also fulfilling one of the rigging mandates from our inspection that occurred 12/16/16. We hope to buy and replace the other asbestos strip lights on Electrics 1 & 2 in the coming years.
- Maintained my own professional development throughout the year by training with NACL Theatre and performing in their production of COURAGE at Apple Pond Farm and on Governor's Island in August and September 2017, respectively. I also performed in and walked on stilts at many events throughout Sullivan County and NYC during the Summer of 2017.
- Continued our diversity work with our second Spanish Language play: HOUSE OF DESIRES by Sor Juana Inéz de la Cruz, with supertitles and the Pulitzer-Prize-winning LGTB play ANGELS IN AMERICA: MILLENNIUM APPROACHES. We also had a very diverse cast and crew in all our productions.
- Continued our relationship with Bethel Woods' Performing Arts Department, in order to, hopefully, create job opportunities for our students as Teaching Artists. I have been involved with their newest endeavor of their Main Street Liberty project to involve teens more in the program and to support the engagement of downtown Liberty.

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- I continued my involvement with the Kennedy Center; colleagues from the region adjudicated all productions. I adjudicated one production at SUNY Oneonta, in October 2017, and helped judge the initial rounds of the Irene Ryan Scholarship Regional Competition on February 1, 2018. 10 students were able to attend the Region 1 Festival and competed in acting, technical elements, musical theater, and dramaturgy.
- I have had students and alumni work events in the Seelig Theatre all year, and one alumni, Brett Hughes, worked as a stage hand at Bethel Woods with me during the summer of 2017. Six students will be working at Bethel Woods as stage hands in Summer 2018, on my recommendation.

2. Advising Students and Mentoring

Describe your process in assisting advisees with creating their schedules.

- I e-mail the students and let them know to set up an appointment with me on Registration Day, three weeks out from registration day. I send reminders every week, until that point. The day of I help them decide what classes they want to take and how to keep them on-track to graduate. If a student does not come, I hound them until they do show up for registration. After Fall semester, I had all of my advisees signed up for classes before break. As of right now, I only have one student, that is planning to return, who has not signed up for classes, due to a registration hold on academics and finances.

Provide examples of how you have developed a rapport with your advisees this past year.

- I send my advisees updates on their grades at 3rd, 5th, and Midterm. I let them know that they are doing well, or that they need to set up a meeting with me to go over what they can do to improve. I have walked advisees up to the Learning Center to sign them up for tutoring, when necessary. I offer an open door policy for meetings and free coffee. I know all of my advisees and have a great working relationship with all of them.
- I also made appointments outside of registration day to ensure that students have access to registration.

What efforts did you make to reach out to your advisees prior to and after Registration Day?

- As stated in the first bullet point: I e-mail the students and let them know to set up an appointment with me on Registration Day, three weeks out from registration day. I send reminders every week, until that point. The day of I help them decide what classes they want to take and how to keep them on-track to graduate. If a student does not come, I hound them until they do show up for registration. After Fall semester, I had all of my advisees signed up for classes before break. As of right now, I only have one student, that is planning on returning, who has not signed up for classes, due to a registration hold on academics and finances.

Please add additional information or data to support your successful activities as an advisor.

- I try to go to any and all activities they inform me about that they are involved in, like their Poetry Performance class, and I make a point to say "hello" to them every time I see them in the halls.

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Please list any formal mentoring work done outside of a class and outside of advising

- In Fall semester I piloted and Interpersonal Communications class, where 80% of the students enrolled were on Financial Probation. I was a mentor for the 10+ students on Financial Probation, in that class alongside Tamara Porter. Of the 10, we were able to get 6 off of financial probation, and all but one passed that class. I meet with them weekly and I discuss their life, in addition to their schoolwork. I find that it is their life that is, usually, the problem with their academics. One student was particularly successful this year because we changed his major, and he was much happier in that major. Ms. Porter and I also discovered in this class that it is negative self-talk that is the biggest contributor to their lack of success in their academics.
- I had many students that were transferring to other colleges this semester, and I was a major thorn in their side to get their paperwork in, and helping them navigate Transfer with Klu Padu. Three are transferring to SUNY New Paltz, one more than likely will attend Buffalo State University, and two others are more than likely attending SUNY Oneonta.
- I continue to coach students, not necessarily in the theater program, on speeches and other public events. I coached all ten students that attended KCACTF from September 2017-January 2018, leading up to the event.

3. Continued Specialization in your Field

List and describe your specific professional development activities during this reporting period. You may include the following: Increased command of one's special field through graduate study, independent study, creative work, conferences, research, publication, workshops, webinars, attainment of professional degrees, mentoring of professionals, consulting, travel and related experience.

- May 22-23, 2017, I participated in a master class in sound engineering, while updating the sound system in the Seelig Theatre. This was led by sound engineers Richard and Anthony Rogers.
- I continued to rehearse weekly, NACL Theatre's COURAGE (their updated version of Bertolt Brecht's MOTHER COURAGE), directed by Tannis Kowalchuk, rehearsals had begun in July 2015, with the first performance in July 2016. A remount was scheduled at Apple Pond Farm in August 2018 and on Governor's Island in September 2018. This second rendition also had Academy Award Winning Actress, Debra Winger. We started rehearsals for the remount in September 2017, and continued those weekly through May 2017. In May 2017, we began to have bi-weekly rehearsals, and in July 2017, we had rehearsal 5 days a week. This training included: physical theater training, ensemble and multicultural singing, and stilt walking/circus skills.
- In June 2017, I was a street performer in NYC on stilts for the NACL Theatre's 20th Anniversary performance at The Slipper Room.
- I was in the Trout Parade, as a performer/musician, in Livingston Manor, NY – June 2017.
- In July 2017, I was a stilt performer at NACL Theatre's 20th Anniversary Party at their Highland Lake, NY, theater and residence.

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- In July 2017, I taught a story theater and musical theater camp at the Janice Center for 8-13 year olds.
- I saw every production, except two, of the NACL Theatre Season this year.
- I volunteered for Front-of-House and hospitality at NACL Theatre.
- I worked at Bethel Woods as a stage hand for 7 concerts.
- I worked as a master electrician for two of the productions at Shadowland Stages.
- I auditioned and was called back for two productions in Shadowland Stages' 2017 Season
- I saw DISGRACED by Ayad Akhtar at Shadowland Stages in October 2017.
- I saw THE ROCKY HORROR PICTURE SHOW in October 2017 at Forestburgh Playhouse.
- I saw LATIN HISTORY FOR MORONS on Broadway in December 2017.
- I saw and supervised the technical elements for NACL's SHAKESPEARE'S WILL in February 2018.
- I participated in all of the Faculty Development Days this year (and January 18, 2018).
- Performed in our World AIDS Day event at the Seelig Theatre that helped raise money for the World AIDS Day Foundation.
- Helped with the Walk for a Cure on the NF Day, with the Performing Arts Club.
- I participated in a children's audition workshop with Forestburgh Playhouse on January 19, 2018.
- I hosted and observed the Forestburgh Local Auditions in January 20-21, 2018. I also coordinated the Professional Equity Auditions that occurred on March 25, 2018, while I was on maternity leave.
- I have maintained my relationship with the Kennedy Center American College Theater Festival. I responded to one production at SUNY Oneonta, in October 2017, and participated in 8 workshops at the Region 1 festival, where I took professional development classes in playwrighting, dramaturgy, lighting, physical theater, Meisner, critical feedback, stage combat, and Roy Hart and Kristen Linklater voice/diction.
- Every performance at SUNY Sullivan was responded to this year, and I was privy to dinner and the feedback session of all of my colleagues in the region. For WORKING, we had actress/director Raina Ames from the University of New Hampshire, for HOUSE OF DESIRES we had costume designer Lindsey Vorhees from LeMoyne College, and for ANGELS IN AMERICA: MILLENNIUM APPROACHES we had actor/playwright Christopher J. Jimenez of Queensborough Community College.
- At the KCACTF 2018 Region 1 Festival (January 30- February 4, 2018), I viewed the Keynote addresses by storyteller Mauricio Salgado and props designer Jen McClure, the

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one-woman show by AUNT LEAF, performed by Indira Pensada; I observed 2 rounds of the Design/Technology and Management, 5 rounds of the Irene Ryans, 1 round of the Dramaturgy, and 2 rounds of the Maltby Musical Theater auditions. The students and I also attended the final round of the Irene Ryans, the Maltby's, and the invited scenes from around the region.

- I taught 5 classes at the New York State Theater Education Association for college theater programs at the Villa Roma January 5-7, 2018. 5 classes were the dialects of Scottish and Russian. I (also) participated in the College Fair.
- Was an actor in our annual VDay events, performing February 8-9, 2018. This year marked the 20th Anniversary and the 7th time I have participated in this event since 1997.
- I was the director/choreographer/vocal director for WORKING in Fall 2017. I was the director/designer/fight choreographer/classical movement specialist/production manager/supertitles designer for HOUSE OF DESIRES in Fall 2017 and Spring 2018. I was the production manager and dialect coach for ANGELS IN AMERICA: MILLENNIUM APPROACHES.
- Participated and produced the SUNY Sullivan Reading Series from May 7-18, 2018.
- I taught classes to help transition the faculty from Blackboard to Brightspace in June, July, and August of 2017. I also continued to be a helper to our division and adjuncts struggling with Brightspace.

4. Continued Specialization in the Scholarship of Teaching

List and describe your specific professional development activities during this reporting period. You may include the following: Increased command of one's special field through graduate study, independent study, creative work, conferences, research, publication, workshops, webinars, attainment of professional degrees, mentoring of professionals, consulting, travel and related experience.

- Had two work-study students in Fall 2017 semester that worked 8 hours/week, and two work study students Spring 2018 semester at 8 hours/week.
- I am the advisor of the Performing Arts Club.
- We held 12+ Karaoke/Improv/Open Mic Friday Nights in the Student Union.
- We went on 6 theater enrichment trips: DISGRACED by Ayad Akhtar as Shadowland Stages in October 2017, THE ROCKY HORROR PICTURE SHOW at Forestburgh Playhouse in October 2017, LATIN HISTORY FOR MORONS on Broadway in December 2017, and coordinated the viewings of the Broadway production of COME FROM AWAY (with a talkback after with a graduate student friend of mine, Geno Carr, who was in the production), and coordinated a symposium with Pulitzer-Prize-winning playwright Tony Kushner at Bard College on May 19, 2018, the playwright of the last production in our SUNY Sullivan American Identity Season.
- WORKING book by Stephen Schwartz and Nina Faso, music by Stephen Schwartz, Craig Carnelia, Micki Grant, Lin-Manuel Miranda, James Taylor, Mary Rodgers, and Susan Birkenhead in November 2016.

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- HOUSE OF DESIRES by Sor Juana Inéz de la Cruz in February 2018.
- I was a member of the Student Engagement Committee and participated in our many Wednesday “Hump Day” events, in addition to our Convocation and Trick or Treating events. I also spearheaded our annual Dia De Los Muertos event in November 1, 2017, as well as previews of our Fall and Spring Productions.
- Improv activities during the Welcome Back week in August 2017, highlighting Title IV language.
- Organized and participated in the World AIDS Day Event on December 1, 2017, open to students and the public. Many students performed music, dance, and theater at that event.
- Coached the 6 Irene Ryan Scholarship finalists, the 1 Maltby finalist, the one dramaturgy finalist, the two stage management finalists, and the one costume design finalist for the KCACTF Festival from September 2017 and January 2018 (during Winter break), and chaperoned/organized the entire trip in January 30-February 3, 2018, so that the 10 students could compete and enjoy professional development workshops.
- Organized all of the Seelig Theatre activities and did most of the technical aspects because we did not have a technical assistant after December 2017, this included events for Chris DePew, High School Tours, Faculty Council Meetings, the MET Opera, Student Activities events, and all of the theater events. Organization of the calendar ended in December 2017, when it was given back to the Student Events Coordinator. I also trained the new technical assistant for the two weeks before my maternity leave. He did not end up staying longer than a month.
- Was an actor in our annual VDay events, performing February 8-9, 2018.
- Held a reading series from May 7-18, 2018, open to the community to read potential plays for the SUNY Sullivan Theater Program Season. A survey monkey was sent out to the Sullivan Theater community that I’ve compiled (200+ members) and the SUNY Sullivan community (students/staff) to vote on the productions.
- Facilitated capstone performances for the Musical Theater Class open to the public, in December 2018.
- Served late-night breakfast in December 2018.

Participation and Leadership in Professional Societies

List and describe your work and leadership with professional organizations in your field.

- I have maintained membership with KCACTF (the Kennedy Center American College Theater Festival): “Started in 1969 by Roger L. Stevens, the Kennedy Center’s founding chairman, the Kennedy Center American College Theater Festival (KCACTF) is a national theater program involving 20,000 students from colleges and universities nationwide annually. For 46 years, the organization has served as a catalyst in improving the quality of college theater in the United States. KCACTF has grown into a network of more than 700 academic institutions throughout the country. The goals of the

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Kennedy Center American College Theater Festival are: to encourage, recognize, and celebrate the finest and most diverse work produced in university and college theater programs; to provide opportunities for participants to develop their theater skills and insight; and achieve professionalism; to improve the quality of college and university theater in America; to encourage colleges and universities to give distinguished production of new plays, especially those written by students; the classics, revitalized or newly conceived; and experimental works. Through state, regional, and national festivals, KCACTF student and faculty participants celebrate the creative process and share experiences and insights within the community of theater artists. The KCACTF honors excellence of overall production and offers student artist individual recognition through awards and scholarships in playwrighting, acting, dramatic criticism, directing, and design. The KCACTF is a year-round program in eight geographic regions in the United States. Regional activities are coordinated through eight KCACTF regional administrations. With funding and administrative support from the Kennedy Center, the regional administrations coordinate all aspects of the production process on the local and regional level and supervise regional-level KCACTF award, scholarship, and residency programming. The playwrighting chair works with schools that have entered new and student-written plays by providing mentorship in the development of new scripts – assessment specifically designed for a developing play – and by providing information on the numerous playwrighting awards offered. In January and February of each year, regional festivals showcase the finest of each region's entered productions and offer a wide range of activities, including workshops, symposia, and regional-level scholarship and award programs."

- I am an active member of NYSTEA (New York State Theatre Education Association): "strong, statewide organization to advocate for Drama/Theatre Education in New York State, NYSTEA promotes and supports theatre education in grades K-12 for the betterment of youth and theatre itself. NYSTEA believes theatre is an essential part of a K-12 education for all students, developing abilities needed for the 21st century such as: Creativity & Innovation; Critical thinking & problem solving; Communication & collaboration; Flexibility & cultural skills; Social responsibility.
- I am an active member of LEAD (Leadership Exchange on Arts and Disability): "In August of 2000, a small group of cultural arts administrators – all of whom were responsible for accessibility at their respective cultural arts organization – gathered at the John F. Kennedy Center for the Performing Arts in Washington D.C. to discuss institutional cultural arts and disability issues. While the level of experience among participants ranged from more than 20 years in the field to less than six months on the job, everyone shared one common goal: the desire to create accessible cultural arts programs that are inclusive of people with disabilities and older adults. That initial group has now grown into a professional network focused on expanding the breadth and scope of accessibility services and programming across the country and around the world. The Leadership Exchange in Arts and Disability (LEAD) network: explores practical methods for implementing accessibility in cultural environments; communicates information about arts and accessibility, and; shares resources and knowledge among professionals in the field of accessibility. LEAD accomplishes its objectives through an annual conference, an active communications network, and resources generated by the LEAD network and maintained by the Kennedy Center."

I have also maintained an e-mail membership with The Society of American Fight Directors, UNIMA (Union Internationale de la Marionette), VASTA (Voice and Speech Trainers

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Association), NCA (National Communications Association, Backstage, TCG (Theater Communications Group), LMDA (Literary Managers and Dramaturgs of the Americas), and TDF (Theater Development Fund). Paying for all these memberships became cost-prohibitive this year, due to my pregnancy, but I have many colleagues in these organizations, so I'm kept apprised of their activities.

5. Service to Educational Programs and Administrative Work of the College Beyond Job Description

List and describe your specific activities during this reporting period beyond job description.

- I trained Aubrey Ellis for the theater tech position throughout her time at SUNY Sullivan from April 2017-December 2018.
- I participated in organizing the technical elements for student orientation in August 2017 and January 23, 2018.
- I trained Joseph Comando for the theater tech position in February 2018 – I was only able to do so for two weeks before I gave birth. He was unable to accomplish his duties and had resigned before I returned to work during my maternity leave.
- I coordinated a piano tuner for the theater. The piano should be tuned once a year. This occurred on January 19, 2018.
- I helped develop the Theater Program Track and communicated with other SUNY Theater Programs to achieve articulation agreements with Dr. Paul Reifenheiser. This program was approved in January 2018.
- I helped teach faculty how to use the new LMS (Brightspace) from June-August 2017.
- Met with and coordinated public relations images for the 2017-2018 SUNY Sullivan Theater Season with Tom Ambrosino.
- I attended the Cohort 3 Sullivan County Correctional Facility Graduation in June 2017.
- I participated in the Boot Camp Activities before school in August 2017.
- Had work study students every semester that worked between 8-10 hours/week.
- I was the Parliamentarian of Faculty Council for the entire school year, as well as being a member on the Student Engagement Committee.
- I trained the new tech person on the MET Opera on January 27, and ran two MET Operas with him on February 10, 2018, and February 24, 2018.
- I fulfilled all the technical needs for many events after December 2017 because our Tech Assistant left her position, including stepping in to help with a rental in January 2018.
- Auditions that are open to the community 9 times during the school year.
- I was called into a Theater Staffing meeting, that I thought was an FMLA meeting, on April 6, 2018 (during my maternity leave).
- I ended up doing most of the design and production duties for HOUSE OF DESIRES and ANGELS IN AMERICA, due to the lack of technical assistant and a qualified technical assistant.

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- I facilitated and coordinated the contracts/technical elements of a professional theater production, SHAKESPEARE'S WILL with NACL Theatre and the Frederick Douglass performance by Oliver King for Black History month in February 2018.
- Recruitment: I taught 5 dialect classes at the New York State Theater Education Association for college theater programs at the Villa Roma January 2017. I (also) participated in the College Fair.
- Continued relationships with all Sullivan County and one Ulster County Theaters (professional and community): Shadowland Stages, Forestburgh Playhouse, NACL Theatre, and Sullivan County Dramatic Workshop.
- I was on WJFF, representing the show WORKING with 4 students in the production in November 2017.
- Organized and participated in the World AIDS Day Event on December 1, 2017, open to students and the public.
- Was an actor in our annual VDay events, performing February 8-9, 2018. I also coordinated all of the technical elements, due to our lack of a technical assistant for the theater. I also ensured that it was on the calendar in August 2017. I knew it would be my last month of pregnancy and I wanted to make sure that there was a date set aside for it. Because of my pregnancy, we scheduled the second performance in our SUNY Sullivan Theater Season to occur before I gave birth in February, so I knew the calendar would be tight. Dr. Cindy Linden, who organizes the event, usually doesn't request the theater until Spring Semester, so I made sure all of the dates were set aside in August 2017.
- Coordinated all lighting, sound, sets, costumes, makeup, hair, and reservations, for all theater production all year.
- Held a reading series from May 7-18, 2018, open to the community to read potential plays for the SUNY Sullivan Theater Program Season. A survey monkey was sent out to the Sullivan Theater community that I've compiled (200+ members) and the SUNY Sullivan community (students/staff) to vote on the productions.
- I coordinated and implemented the sound repair work in May 2017.
- I started the conversation with Tannis Kowalchuk to form a Steering/Advisory Committee for the Theater Program. An initial discussion with President Jay Quintaince and VP of Academics, Dr. Keith Pomakoy occurred on January 11, 2018. An interest meeting was held on May 4, 2018:

A Steering/Advisory Committee is not an uncommon thing for many programs and often provides advice on the following items:

1. Keeping curriculum and skill sets up to industry standards.
2. A sounding board, liaison, and advocate between the Theater Program and the community.
3. Supporting the work of the Program Director by providing feedback on program and volunteering for events.
4. Providing support and guidance to the Board and Staff of the Program as they implement the organization's goals and objectives.
5. Advocacy and outreach designed to create appreciation for the Theater Program: opening night receptions, awards nights, and professional development speakers.

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Other auxiliary items could include:

1. Helping host or organize events.
2. Advising on season planning for a college theater program.
3. Advising on grant opportunities to allow for extra-curricular activities such as master classes, regional theater productions, and conference participation.
4. Helping introduce new audiences to the theater program.
5. Helping establish partnerships that will foster co-production and presenting opportunities.

- The interest meeting for the steering/advisory committee in May 2018, summary:

Those in attendance on May 4 were:

- Tannis Kowalchuk - NACL Theatre and Willow Wisp Organic Farm (professional theater that produces and presents contemporary on-the-edge theater and local organic farm committed to social justice and performance).
- Brendan Burke, Artistic Director - Shadowland Stages (an Equity Theater in Ellenville that predominately produces mainstream contemporary plays), also an adjunct theater professor at SUNY New Paltz.
- Franklin Trapp, Artistic Director/Producing Director - Forestburgh Playhouse (an Equity Theater in Forestburgh that predominately produces musical theater)
- Kathleen Christie (and her replacement, not in attendance), Bethel Woods' Arts and Humanities Education Department
- Zoot Dammit - Longtime Local 353 IATSE member, Technical Director for NACL Theatre and other theaters/arts organizations throughout the tri-state area.
- Harold Tighe - Board Member of Sullivan County Dramatic Workshop and also has connections with WJFF and Bold Gold Media Group
- Patricia Adams - Local Board Member for many arts organizations/avid theater attendee, and a board of trustees member for SUNY Sullivan
- Bradley Diuguid - former Executive Director of Catskill Art Society and Managing Director of Shadowland Stages - now, adjunct professor of theater, here, at SUNY Sullivan
- Nick López - adjunct professor of theater, here, at SUNY Sullivan

Could not attend May 4, but want to stay in the loop:

- Chris Armbrister - Stagedoor Manor, Director of Theatrical Programming
- Erin Dudley - Program Director, Hurleyville Arts Centre
- RJ Baker - Beaverkill Studio
- Susan Quinn - owner and programmer of Chi Hive Studio in Narrowsburg and local actor/dancer with A.C.T. Underground
- Bizzy Coy (and her replacement) - Programmer at Delaware Valley Arts Alliance
- Toby Poser - Wonder Wheel Productions, Roscoe, NY

We brainstormed what we would like to focus on and present to you. The interested parties would like to focus on making the program strong with student numbers/recruitment/retention in the first years and then focus on audience development in later years. Suggestions were to garner student retention through professional development and internships:

- Retention/Recruitment: TedTalk-like-professional-development presentations during our Monday Performing Arts Club Meetings (which is also the traditional "dark" day for theater) that each of the major players in the potential steering/advisory committee would each take on, and we could PR to the public, and possibly have a brochure for: a season of professional development opportunities, if you will...
- Retention/Recruitment: Internship opportunities through Bethel Woods (as teaching assistants), a shared internship with Forestburgh/Shadowland Stages in the summers (though they need a class to be developed to make that "legally" happen for them because NY State has some interesting internship rules), and other "ride-along" internships like sitting through auditions at any and all of the theaters and working as a stage hand at Bethel Woods or other places (this is already happening, by the way, through my connections with the local union, but...they want to set up a more formal training process).
- Retention: Attending shows at the local theaters, with discounted rates, and they want to help with transportation. (we've already been doing this, but, again, they would like us to have more...).

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- Retention/Recruitment: Continue to participate in the Kennedy Center American College Theater Festival, KCACTF.
- Recruitment: They also want to set up "rack cards" and attend local high school shows, and give the rack card to students to let them know that we are interested in having a talk with them about the program at SUNY Sullivan.
- Recruitment: Send me and some students to local high schools to teach a class/have an information session.
- Recruitment: Continue to attend NYSTEA (New York State Theater Education Association - a high school theater education association), but have some, if not all, of our potential steering/advisory committee help with that conference for recruitment. I have been going to this and teaching at this conference (which is at the Villa Roma every year in early January) for the past four years. I often teach my "show-off" classes (dialects and physical theater) to tempt students, and I always participate in the round table college discussion and the college fair. This coming year will be the first year I can have formal track sheets, and, maybe, brochures highlighting the program.

Future work included:

- Audience Development: Trying to find cross-overs with our various theaters and organizations, to up our audience numbers.
- Audience Development: A volunteer organization committed to audience development and hospitality for our shows.
- New Play Development: Play Reading Series' of new works.
- Co-productions: presenting and/or producing shows with/at SUNY Sullivan from the local theaters.

6. Collaborative Work

List and describe your collaborative work on campus during this reporting period.

- Was the Parliamentarian for Faculty Council.
- Was a member of the Student Engagement Committee.
- Was on the committee that decided on and implemented our new LMS during the summer of 2017.
- Facilitated and implemented all events in the Seelig Theatre until December 2017, in addition to making the calendar accessible to all on our website.

7. Service to the Division

List and describe your specific division service activities during this reporting period.

- Participated in all Division Faculty Development Days (and January 18, 2018).
- Was our representative on the Student Engagement Committee.
- Represented our Division in the committee that decided on our new LMS, and trained the faculty on those possibilities.
- Attended all of the Division Meetings and all of the Faculty Council Meetings until I went on maternity leave.
- I helped with the hiring of adjunct professors for speech and theater.
- I helped create the Theater Program track with Dr. Paul Reifenhiser, that was approved in January 2018.
- I created and implemented the new classes of: Interpersonal Communications, launched with 80% Financial Probation students in Fall 2018.

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Sustainability

List and describe your specific initiatives or work towards sustainability on campus during this reporting period.

- Sent out props, costumes, and set piece lists to many community members and faculty/staff before purchasing these. Many were donated.
- We re-use as many costume pieces, set pieces, and props that we can for each production. We also borrow from our theater community friends. We borrowed many props and costumes, as well as sound equipment from NACL Theatre and Center for Discovery.
- We shared our storage space with the Sustainability Program and they shared with us their trash bin, when we were cleaning up our space in May 2018.

8. Service to the Community.

List and describe your specific activities in service to the community during this reporting period.

- In June 2017, I was a street performer in NYC on stilts for the NACL Theatre's 20th Anniversary performance at The Slipper Room.
- I was in the Trout Parade, as a performer/musician, in Livingston Manor, NY – June 2017.
- In July 2017, I was a stilt performer at NACL Theatre's 20th Anniversary Party at their Highland Lake, NY, theater and residence.
- In July 2017, I taught story theater and musical theater at the Janice Center in Jeffersonville, NY, for 8-13 year olds.
- I saw every production, except two, of the NACL Theatre Season this year.
- I volunteered for Front-of-House and hospitality at NACL Theatre.
- I continued to rehearse weekly, NACL Theatre's COURAGE (their updated version of Bertolt Brecht's MOTHER COURAGE), directed by Tannis Kowalchuk, rehearsals had begun in July 2015, with the first performance in July 2016. A remount was scheduled at Apple Pond Farm in August 2018 and on Governor's Island in September 2018. This second rendition also had Academy Award Winning Actress, Debra Winger. We started rehearsals for the remount in September 2017, and continued those weekly through May 2017. In May 2017, we began to have bi-weekly rehearsals, and in July 2017, we had rehearsal 5 days a week. This training included: physical theater training, ensemble and multicultural singing, and stilt walking/circus skills.
- I worked at Bethel Woods as a stage hand for 7 concerts.
- I worked as a master electrician for two of the productions at Shadowland Stages.
- I auditioned and was called back for two productions in Shadowland Stages' 2017 Season

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- I saw DISGRACED by Ayad Akhtar at Shadowland Stages in October 2017.
- I saw THE ROCKY HORROR PICTURE SHOW in October 2017 at Forestburgh Playhouse.
- I saw LATIN HISTORY FOR MORONS on Broadway in December 2017.
- Performed in our World AIDS Day event at the Seelig Theatre that helped raise money for the World AIDS Day Foundation.
- Helped with the Walk for a Cure on the NF Day, with the Performing Arts Club.
- I participated in a children's audition workshop with Forestburgh Playhouse on January 19, 2018.
- I hosted and observed the Forestburgh Local Auditions in January 20-21, 2018, and coordinated the Equity Professional auditions that occurred on March 25, 2018, during my maternity leave.
- I taught 5 classes at the New York State Theater Education Association for college theater programs at the Villa Roma January 5-7, 2018. 5 classes were the dialects of Scottish and Russian. I (also) participated in the College Fair.
- Was an actor in our annual VDay events, performing February 8-9, 2018. This year marked the 20th Anniversary and the 7th time I have participated in this event since 1997.
- I was the director/choreographer/vocal director for WORKING in Fall 2017. I was the director/designer/fight choreographer/classical movement specialist/production manager/supertitles designer for HOUSE OF DESIRES in Fall 2017 and Spring 2018. I was the production manager and dialect coach for ANGELS IN AMERICA: MILLENNIUM APPROACHES.
- Participated and produced the SUNY Sullivan Reading Series from May 7-18, 2018.
- Continued our diversity work with our second Spanish Language play: HOUSE OF DESIRES by Sor Juana Inéz de la Cruz, with supertitles and the Pulitzer-Prize-winning LGTB play ANGELS IN AMERICA: MILLENNIUM APPROACHES. We also had a very diverse cast and crew in all our productions.
- Continued our relationship with Bethel Woods' Performing Arts Department, in order to, hopefully, create job opportunities for our students as Teaching Artists. I have been involved with their newest endeavor of their Main Street Liberty project to involve teens more in the program and to support the engagement of downtown Liberty.
- I continued my involvement with the Kennedy Center; colleagues from the region adjudicated all productions. I adjudicated one production at SUNY Oneonta, in October 2017, and helped judge the initial rounds of the Irene Ryan Scholarship Regional Competition on February 1, 2018. 10 students were able to attend the Region 1 Festival and competed in acting, technical elements, musical theater, and dramaturgy.
- I have had students and alumni work events in the Seelig Theatre all year, and one alumni, Brett Hughes, worked as a stage hand at Bethel Woods with me during the

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summer of 2017. Six students will be working at Bethel Woods as stage hands in Summer 2018, on my recommendation.

9. Summary Student Evaluations and Grade Distributions of Instructor.

List your SEEQ scores and grade distributions here and please discuss and explain any anomalies or concerns or triumphs.

Fall 2017 - SEEQ Averages

SUNY Sullivan Average / Division Average / Jessica Barkl

Overall Teaching Effectiveness: 4.39 / 4.55 / 4.88

Overall Quality of Course: 4.30 / 4.50 / 4.84

Fall 2017 - Grade Distribution

College Average / Division Average / Jessica Barkl

Student Success Rates: 63.8% / 65.7% / 69.5%

Withdrawal Rates: 10.0% / 12.2% / 10.2%

I don't see any anomalies, here, except that in the Fall 2017, I piloted an Interpersonal Communications class that was 80% Financial Probation students. I knew that it would affect my statistics, but I believed in the class and all except one passed this class. I will also say that my on-line speech class tends to have a lot of withdrawals because some students sign up for it without having taken an on-line class before, and they often don't like the medium.

10. Classroom observation of faculty and other data regarding classroom instruction, if applicable. (attach)

- In Fall 2017, Dr. Paul Reifenheiser observed the new Interpersonal Communications class, attached.
- In Spring 2018, Dr. Tom Martin observed the rehearsals for HOUSE OF DESIRES, attached.

11. Achievement of Professional Goals from Current Reporting Period.

List and describe the achievement of your goals from the current reporting period. Include how your goals fit with the strategic plan and direction of the division. If you are unsure of the strategic plan and direction of your division, then please consult with your division chair.

Division-Wide Goals for 2017-2018

- Work with the Chair to Standardize Learning Outcomes for all courses.
This was done, and I also had a meeting with the Theater Adjuncts to standardize the Outline of Topics. These will be implemented in our syllabi starting in Fall 2018.
- Assist, where appropriate, in assessing our High School classes.
It did not end up appropriate for me to participate in these, as I was on maternity leave during the time that this occurred.
- Start to use Brightspace. Consider using it to post and submit all major writing assignments (those worth 10% or more of the final grade). And recognize that soon the college will require increased use of Brightspace, including attendance and

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gradebook.

I was a leader in our division for Brightspace, and I followed all of these and created drop boxes for all major writing assignments, I created attendance for every class, and I use gradebook for everything with rubrics for all assignments.

- Take part in the final analysis of all Program Reviews for Liberal Arts and Humanities
This did not occur during the time that I was on campus. I believe it occurred while I was on maternity leave.

Please insert any individual goals here.

12. Professional Goals for the Coming Reporting Period.

List your goals for the coming reporting period and describe your criteria for successful achievement. Include how your goals fit with the strategic plan and direction of the division.

If you are unsure of the strategic plan and direction of your division, then please consult with your division chair.

Division-Wide Goals for 2018-2019

- Work with the Division Dean or Department Chair to Standardize Learning Outcomes for all courses and review course outline templates for all Spring 2019 classes.
- Assist, where appropriate, in assessing our High School classes.
- Continue to use Brightspace. Consider using it to post and submit all major writing assignments (those worth 10% or more of the final grade). Recognize that soon the college may require increased use of Brightspace, including attendance and gradebook.
- Take part in the review and analysis of all Program Reviews (ASLOMS) for Liberal Arts and Humanities Division after a draft has been written.
- Review student evaluations and grade distributions– report back in next AF.

13. Other Assigned Duties

Attach any evaluations/reviews for duties that include a stipend or load reduction. Note: typically/annually assigned duties that carry load reduction or stipend should be evaluated using the Annual Performance Review and Performance Self-Review Assessment form.

- Dr. Paul Reifenheiser and I drafted a document listing the duties of the Theater Arts Coordinator, we have sent it to the union and to the CAO for approval:

Description:

The Theater Arts Coordinator oversees aspects of the theater program, with an emphasis on coordinating productions, acting as a liaison to community partners, and recommending curriculum and staffing. The coordinator shall be given a 15contact hour load reduction, typically 6 hours in the Fall and 9 in the Spring.

Minimum Qualifications:

- Masters degree in a related field
- Experience working with Community College students

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- Experience producing, directing, and coordinating technical work for theatrical productions

Duties and Responsibilities:

- Produce three productions per academic year that showcase student and local talent and offer wide appeal to the student body, faculty and community. Production work includes the following: choosing productions and securing rights; securing theater space for rehearsals, auditions, and productions; securing props, costumes, sets; hiring musicians, designers, and/or directors; providing material for marketing; coordinating production meetings; and coordinating technical work. When THE 1500 is taught by the Theater Arts Director, it shall be considered part of his/her duties. Thus, the course shall not be cancelled due to low enrollment and it shall not earn any contact hours or credit hours on his/her workload. If taught by any other instructor, THE 1500 shall be subject to typical rules for workloads and enrollment.
- Direct at least two productions per academic year. Directing work includes the following: conducting auditions; organizing rehearsals; conducting rehearsals; overseeing set, costume, lighting, sound, and/or projection designs.
- Act as a liaison between SUNY Sullivan and local theater groups in our region. Liaison work includes serving as a respondent for the Kennedy Center American College Theatre Festival (KCACTF); attending the KCACTF Region 1 festival with nominated students every year; monthly advisory committee meetings, professional development opportunities, theater enrichment, viewing of productions, co-productions, internship opportunities, audience development, and recruitment.
- Make recommendations to the appropriate chair or dean regarding scheduling of theater-related classes, the hiring of theater adjuncts, budgeting for theater productions, and the assessment of theater curriculum.

Faculty Member

Additional Comments: (optional)

Signature _____

Date:

Submit to Division Chair by June 1.

Attachments:

- ☐ Curriculum Vitae
- ☐ Summary Student Evaluations
- ☐ Other supporting documents (if applicable)

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Division Chair

Comments: (optional)

If comments are made, a copy must be directed to the individual faculty members. Chairs are encouraged to comment not just on the content of this form but on character, personality, professionalism, work ethic, and attitude.

Signature _____ Date: _____
Submit to Vice President for Academic and Student Affairs by the end of June.

Vice President for Academic and Student Affairs

Comments: (optional)

If comments are made, a copy must be directed to the individual faculty member.



Signature: _____ Date: _____



CLASSROOM OBSERVATION REPORT

Instructor's Name: Jessica Barkl Program: _____

Course Number & Name: COM 1301 Interpersonal Communications

Date of Observation: 11/30/2017

Lesson Topic & Learning Objectives: Reflection on Group Project using Liz Lerman's Towards a Method of Critical Response

Organization and Administration

1. Content and organization of subject matter (Clearly explained, ordered, coherent and progressive presentation related to material studied)
Comment: Jessica started by pausing class to hold evaluations (SEEQs) for her class, which is required for all classes.

When class resumed, she asked the students to go into a circle. She then did an overview of what would be happening over the remainder of the semester (this class session was in the penultimate week of the semester). She established what they would do for this week and for next.

She told students that they could take the final exam as often as they wanted until they got the grade they wanted. The final was clearly on Brightspace, and the students were aware of this.

Group projects had been completed at the prior class session. She followed a framework where students were asked to give positive feedback on group projects; then they asked the presenters if they wanted to ask any questions of the audience; then students asked neutral questions of the presenters; then she asked if students had opinions they wanted to share. The student were engaged in this process, though they took a bit of time to warm up. Jessica used this method for three different group presentations. It seemed that students did not want to discuss the groups much at first, but Jessica was able to get them to mostly come around. One or two students seemed to not take part at all. And that is one potential flaw with the technique employed. It did make it possible for some students to never take part. While, I understand that students will lose points, the method did not allow for Jessica to directly call on students per se. Still, I found this to be an excellent framework for eliciting substantive feedback from students rather than generalized comments that don't offer much help.

2. Class Environment and administration (Positive, safe atmosphere conducive to learning, efficient use of time, good management of classroom procedures and student behavior)
Comment: Some students on their phone at times and they did this quite openly. Some students were clearly taking part in side-conversations as well. I am not sure if Jessica allows this or has given up on trying to get some of these students to stop using their phones. So at times students were a tad unruly, but Jessica was able to get students through this. NOTE: Jessica and I spoke about this after class. She had tried an experiment with this class and allowed them to have phones out, but would test them them

frequently to make sure they were paying attention. If they were not, then they would lose phone privileges.

3. Use of teaching aids and technology (Computer/projector, document camera, blackboard, whiteboard, Smartboard)

Comment: This class session did not use any technology. However, Jessica did allude to work done via Brightspace.

Teaching Skills

4. Presentation and delivery (Tone of voice, clarity of delivery, mannerisms, use of English, personalizes the subject matter, remains self reliant and confident)

Comment: This is a strength of Jessica's. She alters her delivery to reach students and to, when appropriate, entertain. She was clearly in control of the room and running her class well. She was able to be forceful when needed, but she was soothing and sympathetic when required. She was deft at determining what tone and delivery was required for the situation. She also was willing to discuss herself at times and past experiences to personalize the subject matter.

5. Pedagogy (Use of a variety of instructional strategies and activities to accommodate varied learning styles and ability/comprehension levels, achieves objectives for the day's lesson)

Comment: I liked the technique that Jessica used, because it really helped break down not only how students performed but why they performed that way. So this was a focus not just on the product but on the process used to create the presentations. That was important and helpful. So Jessica and the class were able to use this as a teachable moment; in short she was able to be critical of the student's work without it coming across as too forceful or to condemning. So this approach was a good use of time, and it was a showcase for Jessica to show how best to offer quality feedback to students. This is particularly important, because this class was made up predominantly of FP students. This class was an experiment where the Liberal Arts Division partnered with the Learning Center (Tammy Porter attended all classes) to create a class where FP students could learn key non-cognitive skills needed to thrive in College and abroad.

6. Questioning technique (Adaptable and appropriate, ability to elicit answers when not forthcoming and promote curiosity and learning)
Comment: Jessica asked questions, and she allowed time for the class to answer the questions. She stepped in at times when students seemed not willing to talk. Sometimes Tammy Porter would step in as well, and that could potentially be a concern if it thwarts student conversations. Tammy also took part in a side conversation at one point as well. However, students were sometimes reluctant to answer questions, but Jessica prodded them by noting how they would be graded. This then prompted students to get more involved. However, the core of the class was built around a questioning technique. Jessica seemed to get a bit too involved with the second group; in other words, she allowed for silence with the first group but not as much for the second at first. One interesting example involved a student who seemed to clap or snap during his speech. So the students helped him focus on ways to improve this, since he did some fully aware that he did this.
7. Student involvement (Student interest and motivation demonstrated through classroom participation, homework preparation, exploration, creativity)
Comment: The students all seemed interested and involved, though there seemed to be a lot of students on their phone. At one point three separate students were all texting while Jessica was talking about adrenaline and basketball (or anything performative).
8. Rapport with students (Open and flexible to student input, inclusive, courteous, considerate, sympathetic, helpful, exhibiting a sense of humor)
Comment: Again... this is one the best things that Jessica does. She clearly works effectively with her students and that was diffused throughout the class. It was clear that she wanted to students to do well. And then it was clear that students were looking for ways to improve their own work (and the work of others). That was nice to see.

Quality of Instruction

9. Instructor's knowledge of subject matter (Accuracy and added depth of knowledge, ability to field questions, evident judgment as to appropriate detail and level)
Comment: Jessica knows her material well and she found an effective way to deliver this material to her students.
10. Instructor's interest in subject (Enthusiasm for subject matter and use of relevant material)
Comment: Jessica is clearly enthusiastic about not just her subject but the students in her class. It is quite clear that she believes in what she is teaching, what she is doing, and what the students are doing.
11. Overall evaluation of lesson

Comment:

I have come to expect excellent from Jessica in the classroom and in the Theatre. What I observed was a very strong class that revolved around our most at-risk students. Perhaps what was most impressive to me is that I observed the class at the end of the semester, and almost no one had dropped the course. Furthermore, the students were attentive and engaged. I would not have guessed that this class was comprised predominantly by FP students with a track record of poor academic performance. That is a testament to Jessica's ability to work with all of our students to create working and caring cohorts in the classroom.

Below are a handful of observations about the class session:

Jessica placed a focus on students being pertinent and pithy. Jessica should teach this to members of our division (myself included).

I liked the way that she made sure to note how the work of people in group dynamics is important. If you don't do your work then you drag down others. If you do you work very well but don't work with others then you leave others behind.

Her emphasis on cognitive appraisal abilities and perceptual appraisal abilities was important and well done.

The class had good conversations about dual perspective. Some of the students were talking about how it was tough to have people not pay attention when you had worked hard on a presentation. So Jessica noted that this is how many professors may feel. This was a nice teachable moment.

She offered a nice ending point about self-reflection. She was good about asking students to be specific when they asked questions, including when they questioned themselves.

Jessica made a nice connection between athletic teams and the group project. Many of the students in the class were on athletic teams, and she made a point of making a connection between academic and athletic work.

Attach a brief summary addressing strengths and weaknesses, recommendation for improvement or commendation.

Observer's Name: _____
Please Print

Observer's Signature: _____



SULLIVAN COUNTY COMMUNITY COLLEGE

Course Observation Procedures

- ☐ It is common—but not required -- to give 24 hours' notice prior to an observation.
- ☐ It is common – but not required – that the observer will review the standards in this form with the instructor before the observation. However, this form shall reside in a common shared drive, accessible to all employees.
- ☐ It is common—but not required -- for the observer to meet with the instructor briefly before the observation to discuss objectives of the lesson.
- ☐ The observer should meet with the instructor briefly after the observation to relate general comments.
- ☐ It is common – but not required -- for the observer to meet or talk with the students in the last 5-10 minutes of the class session, with the instructor not present. This may be required only if the observation is done by a supervisor or a supervisor's designee. If this happens, it is common to ask the following questions: 1) Was this class session a typical one or was it unusual or different when the observer was present? 2) What, if any have been the positives of the class? 3) What, if any, have been the negatives of the class.
- ☐ The observer must provide the instructor with an official Observation Report within 30 calendar days and allow the instructor an opportunity to discuss it (in person, by phone, or by email).
- ☐ The instructor must be given the opportunity to respond formally to the observation in writing.



CLASSROOM OBSERVATION REPORT

Instructor's Name: _Jessica Barkl_ Program: Theatre Arts Program _____

Course Number & Name: Play Rehearsal _____

Date of Observation: 2/6/2018 _____

Lesson Topic & Learning Objectives: NA Drama Rehearsal _____

Organization and Administration

1. Content and organization of subject matter (Clearly explained, ordered, coherent and progressive presentation related to material studied)
Comment: From the moment I had entered the theatre, the class seemed to work in unison like a well-oiled machine. Everyone seemed to be on their game and ready to play their individual role. The content matter was a play written in colonial Mexico and it seemed to have been very well explained to the students, that the context was completely comfortable for the students to enact.

2. Class Environment and administration (Positive, safe atmosphere conducive to learning, efficient use of time, good management of classroom procedures and student behavior)
Comment: The environment was as if I were in a theatre in NYC on Broadway. The way everyone respected the order and rules of being a professional actor, gave me a glimpse of behind the scenes in a professional theatre company.

3. Use of teaching aids and technology (Computer/projector, document camera, blackboard, whiteboard, Smartboard)
Comment: I don't know how she does it but students seemed to be already familiar with the equipment of the theatre and the use of theatre technology as if they had been at it for years.

Teaching Skills

4. Presentation and delivery (Tone of voice, clarity of delivery, mannerisms, use of English, personalizes the subject matter, remains self reliant and confident)
Comment: Students told me Jess does not sugar coat anything. But she presents her material in a non-patronizing way, as if she treats students like fellow professionals.

5. Pedagogy (Use of a variety of instructional strategies and activities to accommodate

learning styles and ability/comprehension levels, achieves objectives for the day's lesson)
Comment: A true mix of learning styles. Jess seems to be able to reach students in a true mix of approaches. Students told me that her extremely broad knowledge, and creative approach make learning easy and fun. She seems to try to individually trouble shoot potential problems with students.

6. Questioning technique (Adaptable and appropriate, ability to elicit answers when not forthcoming and promote curiosity and learning)
Comment: Students seemed encouraged to ask questions freely, during the rehearsal, and they did. The discourse between students and Jessica was very fluid.
7. Student involvement (Student interest and motivation demonstrated through classroom participation, homework preparation, exploration, creativity)
Comment: "I am not giving this play, you are". Jess placed the onus of good work on the students. She seemed to get students involved at a level I have rarely witnessed at this college.
8. Rapport with students (Open and flexible to student input, inclusive, courteous, considerate, sympathetic, helpful, exhibiting a sense of humor)
Comment: Funny comments throughout the rehearsal coming from Jess seemed to create a close rapport with the students .

Quality of Instruction

9. Instructor's knowledge of subject matter (Accuracy and added depth of knowledge, ability to field questions, evident judgment as to appropriate detail and level)
Comment: Students told me that her knowledge is breathtaking. That is my general impression from witnessing the observation
10. Instructor's interest in subject (Enthusiasm for subject matter and use of relevant material)
Comment: If Jessica were any more interested in her subject matter, it would seem she would have to be canonized as the patron saint of theatre. She seems to eat, sleep and drink drama. Her enthusiasm is infectious as well. I found myself at the edge of my chair listening to her directions during the rehearsal.
11. Overall evaluation of lesson
Comment: My overall evaluation of Jessica is simply put, that she is among the most highly qualified faculty members at the college. The magnitude of her knowledge, her enthusiasm and her approachability make her an outstanding professor. I honestly could find precious little in what I have observed that I could be critical of, and I would recommend that the committee give her the highest endorsement for tenure at SUNY-Sullivan.

Attach a brief summary addressing strengths and weaknesses, recommendation improvement or commendation. My Brief summary is I can find no area of Jessica's work where I detected any major defects. Her strengths are: her positive upbeat attitude ,her candor, and her ability to create a level maturity in her rehearsal that I have rarely witnessed elsewhere on this campus. I therefore implore the committee to endorse her application for tenure.

Observer's Name: Thomas Martin _____
Please Print

Observer's Signature: _____



SULLIVAN COUNTY COMMUNITY COLLEGE Course Observation Procedures

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- ☐ The observer must provide the instructor with an official Observation Report within 30 calendar days and allow the instructor an opportunity to discuss it (in person, by phone, or by email).
- ☐ The instructor must be given the opportunity to respond formally to the observation in writing.

January 7, 2018

Dear Dr. Pomakoy:

Article 1602.4 of the PSA contract notes the following: "Each person on a term appointment (exclusive of temporary employees) shall receive a written evaluation of his/her work from the Division Tenure Committee each semester. A copy of this evaluation shall be filed with the Vice President for Academic and Student Affairs and retained on file in the Office of Human Resources." This letter constitutes the Liberal Arts Division Tenure Committee's written evaluation of Associate Professor Jessica López-Barkl for the Fall 2017 semester, who contractually is set to earn tenure at the start of the Fall 2018 semester. It is the estimation of this committee that her tenure will be well-deserved and that she has proven herself to be an excellent member of the Division, the College Community, and the Theater Community of our region.

Jessica López-Barkl continues to meet or exceed the following criteria as set forth in the contract for the duties of a faculty member: "Faculty duties include teaching, advising an average of 20 students per semester (or a student success project mutually agreed upon in consultation with the VP in lieu of advising), working toward continuous improvement to pedagogy and discipline specific content (professional development), service to the College through shared governance, and sharing one's expertise in Sullivan County." We base this extremely positive evaluation on her teaching, direct observation of advising by her supervisor, and observation of her work with the Theater Arts Program. Jessica López-Barkl's teaching evaluations highlight her knowledge of subject matter, her excellent rapport with students, and her genuine enthusiasm for the craft of teaching. She was observed in the Fall 2017 Semester by Dr. Reifenheiser, and his observation is attached to this letter and on file. Her work running Theater Program productions can't fully be evaluated through course evaluations and grade distribution reports. However, we have observed both the process she has followed and the finished product of the College's production of *Working* in the Fall 2017 semester.

In the Spring 2017 semester (the most recent for which we have updated information), her student evaluations were among the highest in the division. Her average score for overall teaching was 4.77 out of 5; this exceeds both the scores for the Liberal Arts Division (4.63 out of 5) and the rest of the College (4.39 out of 5), which are significantly lower than both the Liberal Arts Division and of Associate Professor López-Barkl. Her average score for overall quality of course was 4.786 out of 5; these exceed both the scores for the Liberal Arts Division (4.57 out of

5) and the rest of the College (4.31 out of 5), which again are significantly lower than both the Liberal Arts Division and of Associate Professor López-Barkl. Those are very good numbers, which she has consistently maintained throughout her tenure. They show that her students respond well to her approach to teaching and find her classes valuable. She takes the time to teach students more than just the learning outcomes in a specific course. She treats them like young adults worthy of respect, and she takes the time to help our students succeed in and out of the classroom. Her student success rates were 85.3%, and her withdrawal rates were 2.9%. Those numbers exceeded the Division's average of 70.3% and 9.6% and the College averages of 63.7% and 10% during the same time period. These numbers, for Jessica, are higher than usual, but her numbers over the course of her tenure (as our past evaluations show) are on par with the rest of the Division. The observation on file from Dr. Reifenhiser corroborates that her skill in the classroom – as shown in the numbers listed above -- has been evident in the Fall 2018 semester as well.

Jessica López-Barkl continues to take on the role of advisor with great aplomb, immediately organizing her files and seeking out communication with her advisees. She understands that advising is more than just scheduling. She keeps abreast of student success and failures, and she seeks to mentor students and to work with their instructors to maximize the quality of education students obtain at SUNY Sullivan. She routinely ensures that she has contacted all of her advisees and works to have all of her advisees to sign up for classes for the next semester.

The work with students and with the community that Jessica López-Barkl has created has been incredibly impressive. Since her last evaluation, Jessica directed *Working*, which showed an important shift for our theater program. The cast and crew were overwhelmingly made up of our students. Past productions have had to rely heavily on community members for survival. However, Jessica has built up our program so that our level of participation by our students – always our primary target for activity – has increased. She has managed this with limited budgets and without full-time assistance in the theater. This emphasis on students is also evident in her work on the Student Engagement Committee and as the advisor of the Performing Arts Club on campus. She gives up almost every Friday night of the semester to run the club's karaoke and/or improv nights open to all students. We know of no other clubs on campus that offer as much programming open to all students.

Finally, she has worked to develop ties with regional theater groups, including the NACL (working on their productions and hiring members to teach in our program), Shadowlands Theater (bringing our students to one of their productions and hiring a member of their staff to teach), and Forestburgh Playhouse (using our theatre to hold their annual auditions). There has also been great interest in establishing an advisory committee for the Theater Program, which has the potential to make us the center of theater activities in the county.

In summary: Associate Professor López-Barkl continues to be a most welcome addition to our division and to the College as a whole; we whole heartedly welcome her granting of tenure in the 2018-2019 academic year.

Sincerely,

Dr. Paul Reifenheiser, Professor
Chair, Liberal Arts and Humanities

Jessica Lopez-Barkl, Associate Professor

Lisa Caloro, Professor

Dr. Cindy Linden, Professor

Dr. Thomas Martin, Associate Professor

May, 2018

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In the Fall 2018 semester (the most recent for which we have updated information), her student evaluations were among the highest in the division. Her average score for overall teaching was 4.88 out of 5; this exceeds both the scores for the Liberal Arts Division (4.55 out of 5) and the

rest of the College (4.39 out of 5), which are significantly lower than both the Liberal Arts Division and of Associate Professor López-Barkl. Her average score for overall quality of course was 4.84 out of 5; these exceed both the scores for the Liberal Arts Division (4.5 out of 5) and the rest of the College (4.3 out of 5), which again are significantly lower than both the Liberal Arts Division and of Associate Professor López-Barkl. Those are very good numbers, which she has consistently maintained throughout her tenure. They show that her students respond well to her approach to teaching and find her classes valuable. She takes the time to teach students more than just the learning outcomes in a specific course. She treats them like young adults worthy of respect, and she takes the time to help our students succeed in and out of the classroom. Her student success rates were 65.7%, and her withdrawal rates were 10.25%. Those success numbers were on par with the Division's average of 65.7% and 12.2% and a bit above the College averages of 63.8% and 10% during the same time period. However, it is important to note that she taught an Interpersonal Communications class that was designated for FP students. This was part of a pilot program to help FP students gain more interpersonal and non-cognitive skills.

Jessica López-Barkl continues to take on the role of advisor with great aplomb, organizing her files and seeking out communication with her advisees. She understands that advising is more than just scheduling. She keeps abreast of student success and failures, and she seeks to mentor students and to work with their instructors to maximize the quality of education students obtain at SUNY Sullivan. She routinely ensures that she has contacted all of her advisees and works to have all of her advisees to sign up for classes for the next semester. During the Spring 2018 semester, Jessica is on FMLA leave after having given birth to her daughter. However, she has still maintained contact with her advisees when necessary and by her own choice, and Dr. Reifenheiser has worked with them as well to ensure that her students will still have access to the resources they need.

The work with students and with the community that Jessica López-Barkl has created has been incredibly impressive. Since her last evaluation, Jessica directed *House of Desires*, which required extensive work beyond our typical semester calendar. Jessica sought to finish up her required direction of two student-oriented productions. To accomplish this, she did extra work in the Fall of 2017 and during the break between the Fall 2017 and Spring 2018 semesters. She fulfilled her goal of meeting her primary responsibilities before going on FMLA leave. This was an extraordinary feat worthy of great praise. She could have chosen to only do two plays this semester and skipped *House of Desires*, but that would have taken away an opportunity for students to take part in a classical production. Furthermore, she wanted to honor to vote that the students took last Spring when they chose three shows. In a typical year, Jessica would have gone above-and-beyond to direct and produce all three shows to enhance a fledgling program. However, in this year it was impressive that she was able to meet her required two directorial jobs in a condensed time-frame. Furthermore, she ensured that the vast majority of the production work for *Angels in America* was completed for the show as well. This is actually

common for Jessica, as she often takes on the work of producing a show, directing a show, and performing technical work for a show. The lack of a Theater Technical Assistant for much of this year made that work ever more difficult and impressive. It necessitated that Jessica return from FMLA to help with *Angels in America*, because the College had not yet hired someone to fill the vacant Theater Technical Assistant position. Dr. Martin observed her directing (the report is attached), and all members of the Tenure Committee attended *House of Desires* this semester and were impressed with the results.

This emphasis on students is also evident in her work on the Student Engagement Committee and as the advisor of the Performing Arts Club on campus. She gives up almost every Friday night of the semester to run the club's karaoke and/or improv nights open to all students. We know of no other clubs on campus that offer as much programming open to all students.

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Dr. Lynne Crockett, Professor



Tel: 845-434-5750

Fax: 845-434-4806

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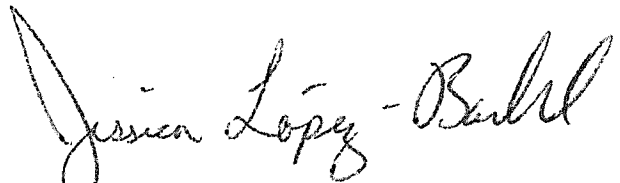
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Chair, Liberal Arts and Humanities



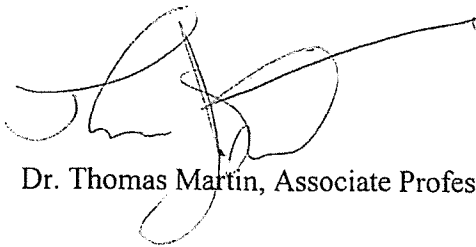
Jessica López-Barkl, Associate Professor



Lisa Caloro, Professor



Dr. Cindy Linden, Professor



Dr. Thomas Martin, Associate Professor



Dr. Lynne Crockett, Professor



CLASSROOM OBSERVATION REPORT

Instructor's Name: _Jessica Barkl_ Program: Theatre Arts Program _____

Course Number & Name: Play Rehearsal _____

Date of Observation: 2/6/2018 _____

Lesson Topic & Learning Objectives: NA Drama Rehearsal _____

Organization and Administration

1. Content and organization of subject matter (Clearly explained, ordered, coherent and progressive presentation related to material studied)
Comment: From the moment I had entered the theatre, the class seemed to work in unison like a well-oiled machine. Everyone seemed to be on their game and ready to play their individual role. The content matter was a play written in colonial Mexico and it seemed to have been very well explained to the students, that the context was completely comfortable for the students to enact.
2. Class Environment and administration (Positive, safe atmosphere conducive to learning, efficient use of time, good management of classroom procedures and student behavior)
Comment: The environment was as if I were in a theatre in NYC on Broadway. The way everyone respected the order and rules of being a professional actor, gave me a glimpse of behind the scenes in a professional theatre company.
3. Use of teaching aids and technology (Computer/projector, document camera, blackboard, whiteboard, Smartboard)
Comment: I don't know how she does it but students seemed to be already familiar with the equipment of the theatre and the use of theatre technology as if they had been at it for years.

Teaching Skills

4. Presentation and delivery (Tone of voice, clarity of delivery, mannerisms, use of English, personalizes the subject matter, remains self reliant and confident)
Comment: Students told me Jess does not sugar coat anything. But she presents her material in a non-patronizing way, as if she treats students like fellow professionals.
5. Pedagogy (Use of a variety of instructional strategies and activities to accommodate

learning styles and ability/comprehension levels, achieves objectives for the day's lesson)
Comment: A true mix of learning styles. Jess seems to be able to reach students in a true mix of approaches. Students told me that her extremely broad knowledge, and creative approach make learning easy and fun. She seems to try to individually trouble shoot potential problems with students.

6. Questioning technique (Adaptable and appropriate, ability to elicit answers when not forthcoming and promote curiosity and learning)
Comment: Students seemed encouraged to ask questions freely, during the rehearsal, and they did. The discourse between students and Jessica was very fluid.
7. Student involvement (Student interest and motivation demonstrated through classroom participation, homework preparation, exploration, creativity)
Comment: "I am not giving this play, you are". Jess placed the onus of good work on the students. She seemed to get students involved at a level I have rarely witnessed at this college.
8. Rapport with students (Open and flexible to student input, inclusive, courteous, considerate, sympathetic, helpful, exhibiting a sense of humor)
Comment: Funny comments throughout the rehearsal coming from Jess seemed to create a close rapport with the students.

Quality of Instruction

9. Instructor's knowledge of subject matter (Accuracy and added depth of knowledge, ability to field questions, evident judgment as to appropriate detail and level)
Comment: Students told me that her knowledge is breathtaking. That is my general impression from witnessing the observation
10. Instructor's interest in subject (Enthusiasm for subject matter and use of relevant material)
Comment: If Jessica were any more interested in her subject matter, it would seem she would have to be canonized as the patron saint of theatre. She seems to eat, sleep and drink drama. Her enthusiasm is infectious as well. I found myself at the edge of my chair listening to her directions during the rehearsal.
11. Overall evaluation of lesson
Comment: My overall evaluation of Jessica is simply put, that she is among the most highly qualified faculty members at the college. The magnitude of her knowledge, her enthusiasm and her approachability make her an outstanding professor. I honestly could find precious little in what I have observed that I could be critical of, and I would recommend that the committee give her the highest endorsement for tenure at SUNY-Sullivan.

Attach a brief summary addressing strengths and weaknesses, recommendation improvement or commendation. My Brief summary is I can find no area of Jessica's work where I detected any major defects. Her strengths are: her positive upbeat attitude ,her candor, and her ability to create a level maturity in her rehearsal that I have rarely witnessed elsewhere on this campus. I therefore implore the committee to endorse her application for tenure.

Observer's Name: Thomas Martin _____
Please Print

Observer's Signature: _____



SULLIVAN COUNTY COMMUNITY COLLEGE Course Observation Procedures

- ☐ It is common—but not required -- to give 24 hours' notice prior to an observation.
- ☐ It is common – but not required – that the observer will review the standards in this form with the instructor before the observation. However, this form shall reside in a common shared drive, accessible to all employees.
- ☐ It is common—but not required -- for the observer to meet with the instructor briefly before the observation to discuss objectives of the lesson.
- ☐ The observer should meet with the instructor briefly after the observation to relate general comments.
- ☐ It is common – but not required -- for the observer to meet or talk with the students in the last 5-10 minutes of the class session, with the instructor not present. This may be required only if the observation is done by a supervisor or a supervisor's designee. If this happens, it is common to ask the following questions: 1) Was this class session a typical one or was it unusual or different when the observer was present? 2) What, if any have been the positives of the class? 3) What, if any, have been the negatives of the class.
- ☐ The observer must provide the instructor with an official Observation Report within 30 calendar days and allow the instructor an opportunity to discuss it (in person, by phone, or by email).
- ☐ The instructor must be given the opportunity to respond formally to the observation in writing.

Course: THE 1800 01 CL Musical Theater I

Total in Class: 7

Question	Responded	Instructor Avg	Division Avg	SUNY Sullivan Avg
You find the course intellectually challenging and stimulating	6	5.00	4.25	4.09
You have learned something which you consider valuable	6	4.83	4.50	4.36
Your interest in the subject has increased as a consequence of this course	6	5.00	4.30	4.10
You have learned and understood the subject materials in this course	6	4.83	4.48	4.29
Instructor is enthusiastic about teaching the course	6	5.00	4.61	4.47
Instructor is dynamic and energetic in conducting the course	6	5.00	4.55	4.39
Instructor enhances presentations with the use of humor	6	4.83	4.49	4.30
Instructor's style of presentation holds your interest during class	6	5.00	4.40	4.22
Instructor is friendly towards individual students	6	5.00	4.51	4.41
Instructor makes students feel welcome in seeking help/advice in or outside of class	6	5.00	4.57	4.45
Instructor has a genuine interest in individual students	5	5.00	4.44	4.29
Instructor is adequately accessible to students during office hours or after class	6	5.00	4.46	4.40
Feedback on examinations/graded materials is valuable	5	4.80	4.48	4.29
Methods of evaluating student work are fair and appropriate	6	5.00	4.49	4.35
Examinations/graded materials test course content as emphasized by instructor	6	5.00	4.47	4.34
Instructor's explanations are clear	6	5.00	4.46	4.35
Course materials are well prepared and carefully explained	6	5.00	4.50	4.37
Proposed objectives agree with those actually taught so you know where the course is going	6	5.00	4.48	4.34
Instructor gives lectures that facilitate taking notes	6	4.83	4.22	4.17
Instructor contrasts the implications of various theories	6	4.83	4.37	4.23
Instructor presents the background or origin or ideas/concepts developed in class	5	5.00	4.45	4.29
Instructor presents points of view other than his/her own when appropriate	5	5.00	4.47	4.31
Instructor adequately discusses current developments in field	5	4.80	4.42	4.30
Students are encouraged to participate in class discussions	6	4.83	4.53	4.39
Students are invited to share their ideas and knowledge	5	4.60	4.54	4.41
Students are encouraged to ask questions and are given meaningful answers	5	4.80	4.55	4.42
Students are encouraged to express their own ideas and/or question the instructor	6	4.83	4.55	4.41
Required readings/texts are valuable	6	4.83	4.23	4.14
Readings, homeworks, etc., contribute to appreciation and understanding of the subject	5	5.00	4.38	4.27
Rate the instructor's overall teaching effectiveness	5	5.00	4.55	4.39
Rate the overall quality of the course	6	5.00	4.50	4.30

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

Correct Mark ● Incorrect Marks ✓ X • •

ID # 5017

Learning/ Academic Value

1. This course is an important part of my education ● () () () () ()
2. This course is an important part of my life ● () () () () ()
3. This course is an important part of my career ● () () () () ()
4. This course is an important part of my future ● () () () () ()
5. This course is an important part of my life ● () () () () ()

Instructor Enthusiasm

1. This instructor is enthusiastic about the course ● () () () () ()
2. This instructor is enthusiastic about the course ● () () () () ()
3. This instructor is enthusiastic about the course ● () () () () ()
4. This instructor is enthusiastic about the course ● () () () () ()
5. This instructor is enthusiastic about the course ● () () () () ()

Individual Rapport

1. This instructor is friendly and approachable ● () () () () ()
2. This instructor is friendly and approachable ● () () () () ()
3. This instructor is friendly and approachable ● () () () () ()
4. This instructor is friendly and approachable ● () () () () ()
5. This instructor is friendly and approachable ● () () () () ()

Examinations/ Grading

1. This instructor's examinations are fair ● () () () () ()
2. This instructor's examinations are fair ● () () () () ()
3. This instructor's examinations are fair ● () () () () ()
4. This instructor's examinations are fair ● () () () () ()
5. This instructor's examinations are fair ● () () () () ()

Organization/ Clarity

1. This instructor's organization is clear ● () () () () ()
2. This instructor's organization is clear ● () () () () ()
3. This instructor's organization is clear ● () () () () ()
4. This instructor's organization is clear ● () () () () ()
5. This instructor's organization is clear ● () () () () ()

Breadth of Coverage

1. This instructor's coverage is broad ● () () () () ()
2. This instructor's coverage is broad ● () () () () ()
3. This instructor's coverage is broad ● () () () () ()
4. This instructor's coverage is broad ● () () () () ()
5. This instructor's coverage is broad ● () () () () ()

Group Interaction

1. This instructor encourages group interaction ● () () () () ()
2. This instructor encourages group interaction ● () () () () ()
3. This instructor encourages group interaction ● () () () () ()
4. This instructor encourages group interaction ● () () () () ()
5. This instructor encourages group interaction ● () () () () ()

Assignments Readings

1. This instructor's assignments are relevant ● () () () () ()
2. This instructor's assignments are relevant ● () () () () ()
3. This instructor's assignments are relevant ● () () () () ()
4. This instructor's assignments are relevant ● () () () () ()
5. This instructor's assignments are relevant ● () () () () ()

Overall Rating

1. This course is an important part of my education ● () () () () ()
2. This course is an important part of my life ● () () () () ()
3. This course is an important part of my career ● () () () () ()
4. This course is an important part of my future ● () () () () ()
5. This course is an important part of my life ● () () () () ()

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

Exceptionally Low

Low

Average

High

Exceptionally High

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
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- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

Correct Mark ● Incorrect Marks ✓ ✗ ○ ●

ID #

5087

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Learning/ Academic Value

1. You find the course intellectually challenging and stimulating
2. You have learned something which you consider valuable
3. Your interest in the subject has increased as a consequence of this course
4. You have learned and understood the subject materials in this course

Instructor Enthusiasm

5. Instructor is enthusiastic about teaching the course
6. Instructor is dynamic and energetic in conducting the course
7. Instructor enhances presentations with the use of humor
8. Instructor's style of presentation holds your interest during class

Individual Rapport

9. Instructor is friendly towards individual students
10. Instructor makes students feel welcome in seeking help/advice in or outside of class
11. Instructor has a genuine interest in individual students
12. Instructor is adequately accessible to students during office hours or after class

Examinations/ Grading

13. Feedback on examinations/graded materials is valuable
14. Methods of evaluating student work are fair and appropriate
15. Examinations/graded materials test course content as emphasized by instructor

Organization/ Clarity

16. Instructor's explanations are clear
17. Course materials are well prepared and carefully explained
18. Proposed objectives agree with those actually taught so you know where the course is going
19. Instructor gives lectures that facilitate taking notes

Breadth of Coverage

20. Instructor contrasts the implications of various theories
21. Instructor presents the background or origin of ideas/concepts developed in class
22. Instructor presents points of view other than his/her own when appropriate
23. Instructor adequately discusses current developments in field

Group Interaction

24. Students are encouraged to participate in class discussions
25. Students are invited to share their ideas and knowledge
26. Students are encouraged to ask questions and are given meaningful answers
27. Students are encouraged to express their own ideas and/or question the instructor

Assignments Readings

28. Required readings/texts are valuable
29. Readings, homeworks, etc., contribute to appreciation and understanding of the subject

Overall Rating

30. Rate the instructor's overall teaching effectiveness
31. Rate the overall quality of the course

Exceptionally Low
Low
Average
High
Exceptionally High

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

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Correct Mark ●

Incorrect Marks



ID #

5087

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

Learning/ Academic Value

1. You find the course intellectually challenging and stimulating
2. You have learned something which you consider valuable
3. Your interest in the subject has increased as a consequence of this course
4. You have learned and understood the subject materials in this course

Instructor Enthusiasm

5. Instructor is enthusiastic about teaching the course
6. Instructor is dynamic and energetic in conducting the course
7. Instructor enhances presentations with the use of humor
8. Instructor's style of presentation holds your interest during class

Individual Rapport

9. Instructor is friendly towards individual students
10. Instructor makes students feel welcome in seeking help/advice in or outside of class
11. Instructor has a genuine interest in individual students
12. Instructor is adequately accessible to students during office hours or after class

Examinations/ Grading

13. Feedback on examinations/graded materials is valuable
14. Methods of evaluating student work are fair and appropriate
15. Examinations/graded materials test course content as emphasized by instructor

Organization/ Clarity

16. Instructor's explanations are clear
17. Course materials are well prepared and carefully explained
18. Proposed objectives agree with those actually taught so you know where the course is going
19. Instructor gives lectures that facilitate taking notes

Breadth of Coverage

20. Instructor contrasts the implications of various theories
21. Instructor presents the background or origin of ideas/concepts developed in class
22. Instructor presents points of view other than his/her own when appropriate
23. Instructor adequately discusses current developments in field

Group Interaction

24. Students are encouraged to participate in class discussions
25. Students are invited to share their ideas and knowledge
26. Students are encouraged to ask questions and are given meaningful answers
27. Students are encouraged to express their own ideas and/or question the instructor

Assignments Readings

28. Required readings/texts are valuable
29. Readings, homeworks, etc., contribute to appreciation and understanding of the subject

Overall Rating

30. Rate the instructor's overall teaching effectiveness
31. Rate the overall quality of the course

Exceptionally Low

Low

Average

High

Exceptionally High

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

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Correct Mark ● Incorrect Marks ✓ X ● ●

ID #

5087

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Learning/ Academic Value

1. You find this course to be intellectually challenging and stimulating
2. You have learned something which you consider valuable
3. Your interest in this subject has increased as a consequence of this course
4. You have learned and understood the subject materials in this course

Instructor Enthusiasm

5. Instructor is enthusiastic about teaching the course
6. Instructor keeps alive and enjoyable in conducting the course
7. Instructor has a good sense of humor with the use of humor
8. Instructor's style of presentation holds your interest during class

Individual Rapport

9. Instructor is helpful to individual students
10. Instructor makes students feel welcome in seeking help/advice in or outside of class
11. Instructor has a good rapport with all students
12. Instructor is adequately available to students during office hours or after class

Examinations/ Grading

13. Examinations and grading procedures are valuable
14. Most of the grading and/or work are fair and appropriate
15. Examinations give adequate emphasis to content as emphasized by instructor

Organization/ Clarity

16. Instructor's explanations are clear
17. Course materials are presented in a carefully explained
18. Proposed objectives agree with what actually taught so you know where the course is going
19. Instructor gives adequate emphasis to learning goals

Breadth of Coverage

20. Instructor covers the applications of various theories
21. Instructor covers the major principles of ideas/concepts developed in class
22. Instructor presents subjects of class other than his/her own when appropriate
23. Instructor is familiar with the current developments in field

Group Interaction

24. Students are encouraged to participate in class discussions
25. Students are encouraged to share their own knowledge
26. Students are encouraged to ask questions and are given meaningful answers
27. Students are encouraged to express their own ideas and/or question the instructor

Assignments Readings

28. Required readings/assignments valuable
29. Readings, assignments, etc. are necessary for reproduction and understanding of the subject

Overall Rating

30. Rate the instructor's overall teaching effectiveness
31. Rate the overall quality of the course

Exceptionally Low
Low
Average
High
Exceptionally High

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

MARKING INSTRUCTIONS

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Correct Mark ● Incorrect Marks ✓ X • •

ID #

5087

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Learning/ Academic Value

1. I am getting a lot out of this course
2. This course has been valuable
3. I have learned a great deal in this course
4. I have learned a great deal in this course

● (A) (B) (C) (D) (E)
● (A) (B) (C) (D) (E)
● (A) (B) (C) (D) (E)
● (A) (B) (C) (D) (E)

Instructor Enthusiasm

5. The instructor is enthusiastic about the course
6. The instructor is enthusiastic about the course
7. The instructor is enthusiastic about the course
8. The instructor is enthusiastic about the course

● (A) (B) (C) (D) (E)
● (A) (B) (C) (D) (E)
● (A) (B) (C) (D) (E)
● (A) (B) (C) (D) (E)

Individual Rapport

9. The instructor is available for help/advice in or outside of class
10. The instructor is available for help/advice in or outside of class
11. The instructor is available for help/advice in or outside of class

● (A) (B) (C) (D) (E)
● (A) (B) (C) (D) (E)
● (A) (B) (C) (D) (E)

Examinations/ Grading

12. The instructor is fair in the grading of this course
13. The instructor is fair in the grading of this course
14. The instructor is fair in the grading of this course

● (A) (B) (C) (D) (E)
● (A) (B) (C) (D) (E)
● (A) (B) (C) (D) (E)

Organization/ Clarity

15. The instructor is clear in the presentation of the course
16. The instructor is clear in the presentation of the course
17. The instructor is clear in the presentation of the course
18. The instructor is clear in the presentation of the course

● (A) (B) (C) (D) (E)
● (A) (B) (C) (D) (E)
● (A) (B) (C) (D) (E)
● (A) (B) (C) (D) (E)

Breadth of Coverage

19. The instructor covers a wide range of topics
20. The instructor covers a wide range of topics
21. The instructor covers a wide range of topics
22. The instructor covers a wide range of topics

● (A) (B) (C) (D) (E)
● (A) (B) (C) (D) (E)
● (A) (B) (C) (D) (E)
● (A) (B) (C) (D) (E)

Group Interaction

23. The instructor encourages group interaction
24. The instructor encourages group interaction
25. The instructor encourages group interaction
26. The instructor encourages group interaction

● (A) (B) (C) (D) (E)
● (A) (B) (C) (D) (E)
● (A) (B) (C) (D) (E)
● (A) (B) (C) (D) (E)

Assignments Readings

27. The assignments are well designed
28. The assignments are well designed
29. The assignments are well designed

● (A) (B) (C) (D) (E)
● (A) (B) (C) (D) (E)
● (A) (B) (C) (D) (E)

Overall Rating

30. Overall, I am satisfied with the quality of this course
31. Overall, I am satisfied with the quality of this course

● (A) (B) (C) (D) (E)
● (A) (B) (C) (D) (E)

Exceptionally Low
Low
Average
High
Exceptionally High

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

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Correct Mark  Incorrect Marks    

ID #

5087

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

Learning/ Academic Value

1. You find the course intellectually challenging and stimulating
2. You have learned something which you consider valuable
3. Your interest in the subject has increased as a consequence of this course
4. You have learned and understood the subject materials in this course

Instructor Enthusiasm

5. Instructor is enthusiastic about teaching the course
6. Instructor is dynamic and energetic in conducting the course
7. Instructor enhances presentations with the use of humor
8. Instructor's style of presentation holds your interest during class

Individual Rapport

9. Instructor is friendly towards individual students
10. Instructor makes students feel welcome in seeking help/advice in or outside of class
11. Instructor has a genuine interest in individual students
12. Instructor is adequately accessible to students during office hours or after class

Examinations/ Grading

13. Feedback on examinations/graded materials is valuable
14. Methods of evaluating student work are fair and appropriate
15. Examinations/graded materials test course content as emphasized by instructor

Organization/ Clarity

16. Instructor's explanations are clear
17. Course materials are well prepared and carefully explained
18. Proposed objectives agree with those actually taught so you know where the course is going
19. Instructor gives lectures that facilitate taking notes

Breadth of Coverage

20. Instructor contrasts the implications of various theories
21. Instructor presents the history and/or origin of ideas/concepts developed in class
22. Instructor presents points of view other than his/her own when appropriate
23. Instructor adequately discusses current developments in field

Group Interaction

24. Students are encouraged to participate in class discussions
25. Students are invited to share their ideas and knowledge
26. Students are encouraged to ask questions and are given meaningful answers
27. Students are encouraged to express their own ideas and/or question the instructor

Assignments Readings

28. Required readings/works are valuable
29. Readings, lectures, and other activities contribute to appreciation and understanding of the subject

Overall Rating

30. Rate the instructor's overall teaching effectiveness
31. Rate the overall quality of the experience

Exceptionally Low

Low

Average

High

Exceptionally High

Course: COM 1301 01 CL Interpersonal Communications

Total in Class: 15

Question	Responded	Instructor Avg	Division Avg	SUNY Sullivan Avg
You find the course intellectually challenging and stimulating	14	4.00	4.25	4.09
You have learned something which you consider valuable	14	4.64	4.50	4.36
Your interest in the subject has increased as a consequence of this course	14	4.57	4.30	4.10
You have learned and understood the subject materials in this course	13	4.85	4.48	4.29
Instructor is enthusiastic about teaching the course	14	4.57	4.61	4.47
Instructor is dynamic and energetic in conducting the course	12	4.75	4.55	4.39
Instructor enhances presentations with the use of humor	14	4.79	4.49	4.30
Instructor's style of presentation holds your interest during class	13	4.77	4.40	4.22
Instructor is friendly towards individual students	14	4.36	4.51	4.41
Instructor makes students feel welcome in seeking help/advice in or outside of class	13	4.46	4.57	4.45
Instructor has a genuine interest in individual students	12	4.42	4.44	4.29
Instructor is adequately accessible to students during office hours or after class	13	4.62	4.46	4.40
Feedback on examinations/graded materials is valuable	14	4.36	4.48	4.29
Methods of evaluating student work are fair and appropriate	12	4.58	4.49	4.35
Examinations/graded materials test course content as emphasized by instructor	12	4.67	4.47	4.34
Instructor's explanations are clear	14	4.71	4.46	4.35
Course materials are well prepared and carefully explained	13	4.77	4.50	4.37
Proposed objectives agree with those actually taught so you know where the course is going	13	4.85	4.48	4.34
Instructor gives lectures that facilitate taking notes	13	4.38	4.22	4.17
Instructor contrasts the implications of various theories	13	4.54	4.37	4.23
Instructor presents the background or origin of ideas/concepts developed in class	13	4.62	4.45	4.29
Instructor presents points of view other than his/her own when appropriate	13	4.77	4.47	4.31
Instructor adequately discusses current developments in field	13	4.46	4.42	4.30
Students are encouraged to participate in class discussions	13	4.77	4.53	4.39
Students are invited to share their ideas and knowledge	14	4.64	4.54	4.41
Students are encouraged to ask questions and are given meaningful answers	12	4.83	4.55	4.42
Students are encouraged to express their own ideas and/or question the instructor	13	5.00	4.55	4.41
Required readings/texts are valuable	12	4.58	4.23	4.14
Readings, homeworks, etc., contribute to appreciation and understanding of the subject	11	4.73	4.38	4.27
Rate the instructor's overall teaching effectiveness	14	4.79	4.55	4.39
Rate the overall quality of the course	13	4.69	4.50	4.30

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

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Correct Mark ● Incorrect Marks ✓ ✗ ○ ●

ID #

5081

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Learning/ Academic Value

1. You find the course material very interesting and useful.
2. You have learned something about your chosen field of study.
3. Your interest in the subject has increased.
4. You have learned and understood some important facts about the course.

1 2 3 4 5
A B C D E
A B C D E
A B C D E
A B C D E

Instructor Enthusiasm

5. Instructor is enthusiastic about the subject.
6. Instructor is dynamic and energetic in conducting the course.
7. Instructor exhibits personal interest in the subject.
8. Instructor's style of presenting the subject is interesting.

1 2 3 4 5
A B C D E
A B C D E
A B C D E
A B C D E

Individual Rapport

9. Instructor is friendly and approachable.
10. Instructor makes students feel comfortable in his/her presence outside of class.
11. Instructor knows each student's name.
12. Instructor is adequately accessible to students during office hours or after class.

1 2 3 4 5
A B C D E
A B C D E
A B C D E
A B C D E

Examinations/ Grading

13. Feedback on exams, no improved learning, is helpful.
14. Methods of evaluating student work are fair and understandable.
15. Examinations/graded assignments are clearly stated by instructor.

1 2 3 4 5
A B C D E
A B C D E
A B C D E

Organization/ Clarity

16. Instructor's explanations are clear.
17. Course materials are well organized and easy to follow.
18. Proposed objectives agree with those actually in place and those where the course is going.
19. Instructor gives lecture material in a logical sequence.

1 2 3 4 5
A B C D E
A B C D E
A B C D E
A B C D E

Breadth of Coverage

20. Instructor contrasts the implications of various points of view.
21. Instructor covers the field in a comprehensive and balanced way.
22. Instructor presents points of view other than his/her own.
23. Instructor adequately discusses the most important aspects of the subject.

1 2 3 4 5
A B C D E
A B C D E
A B C D E
A B C D E

Group Interaction

24. Students are encouraged to participate in class discussion.
25. Students are invited to make contributions to the class.
26. Students are encouraged to ask questions and express their opinions.
27. Students are encouraged to work together to solve problems.

1 2 3 4 5
A B C D E
A B C D E
A B C D E
A B C D E

Assignments Readings

28. Required readings/texts are of high quality.
29. Readings, assignments, and projects are relevant to the subject.

1 2 3 4 5
A B C D E
A B C D E

Exceptionally Low
Low
Average
High
Exceptionally High

Overall Rating

30. Rate the instructor's overall performance.
31. Give the course an overall rating.

1 2 3 4 5
A B C D E
A B C D E

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

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Correct Mark ● Incorrect Marks ✓ ✗ ● ○

ID #

5082

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Learning/ Academic Value

1. You find the course intellectually stimulating (A) (B) (C) (D) (E)
2. You have learned something which you will find useful (A) (B) (C) (D) (E)
3. Your interest in the subject has increased (A) (B) (C) (D) (E)
4. You have learned and understood enough to do the work of the course (A) (B) (C) (D) (E)

Instructor Enthusiasm

5. Instructor is enthusiastic about the course (A) (B) (C) (D) (E)
6. Instructor is dynamic and energetic in conducting the course (A) (B) (C) (D) (E)
7. Instructor's enthusiasm promotes learning (A) (B) (C) (D) (E)
8. Instructor's style of presentation leads to a better understanding of the subject (A) (B) (C) (D) (E)

Individual Rapport

9. Instructor is friendly and accessible (A) (B) (C) (D) (E)
10. Instructor makes students feel comfortable by being approachable (A) (B) (C) (D) (E)
11. Instructor has a good sense of humor (A) (B) (C) (D) (E)
12. Instructor is adequately accessible to students during office hours or after class (A) (B) (C) (D) (E)

Examinations/ Grading

13. Feedback on examinations is helpful and constructive (A) (B) (C) (D) (E)
14. Methods of evaluating student work are fair and appropriate (A) (B) (C) (D) (E)
15. Examinations, grades, and other evaluation methods are consistent with instructor's (A) (B) (C) (D) (E)

Organization/ Clarity

16. Instructor's explanations are clear (A) (B) (C) (D) (E)
17. Course materials are well organized (A) (B) (C) (D) (E)
18. Proposed objectives agree with those actually accomplished (A) (B) (C) (D) (E)
19. Instructor gives background information on topics (A) (B) (C) (D) (E)

Breadth of Coverage

20. Instructor contrasts the implications of various theories (A) (B) (C) (D) (E)
21. Instructor presents the history of the subject (A) (B) (C) (D) (E)
22. Instructor presents points of view (A) (B) (C) (D) (E)
23. Instructor adequately discusses (A) (B) (C) (D) (E)

Group Interaction

24. Students are encouraged to participate in class discussions (A) (B) (C) (D) (E)
25. Students are invited to express their own views (A) (B) (C) (D) (E)
26. Students are encouraged to ask questions and are given time to do so (A) (B) (C) (D) (E)
27. Students are encouraged to try to solve problems on their own (A) (B) (C) (D) (E)

Assignments Readings

28. Required readings/assignments are valuable (A) (B) (C) (D) (E)
29. Readings, assignments, and other work are relevant to the subject (A) (B) (C) (D) (E)

Overall Rating

30. Rate the instructor's overall teaching effectiveness (A) (B) (C) (D) (E)
31. Rate the overall quality of the course (A) (B) (C) (D) (E)

Exceptionally Low
Low
Average
High
Exceptionally High

Students' Evaluation of Educational Quality (SEEQ) Sullivan County Community College

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Correct Mark ● Incorrect Marks ✓ ✗ ● ○

ID #

5081

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Learning/ Academic Value

1. You find the course intellectually challenging and relevant to your life.
2. You have learned something which you could not find elsewhere.
3. Your interest in the subject has increased as a result of this course.
4. You have learned and understood the subject matter better than in other courses.

Instructor Enthusiasm

5. Instructor is enthusiastic about teaching the course.
6. Instructor is dynamic and energetic in conducting the course.
7. Instructor encourages presentations with original and creative ideas.
8. Instructor's style of presentation holds your interest during the course.

Individual Rapport

9. Instructor is friendly towards individual students.
10. Instructor makes students feel welcome in asking questions for clarification.
11. Instructor has a genuine interest in individual students.
12. Instructor is adequately accessible to students during office hours or other times.

Examinations/ Grading

13. Feedback on examinations/graded materials is helpful and constructive.
14. Methods of evaluating student work are fair and appropriate.
15. Examinations/graded materials are presented in a logical and consistent manner.

Organization/ Clarity

16. Instructor's explanations are clear.
17. Course materials are well organized and clearly presented.
18. Stated objectives agree with those actually taught and presented in the course.
19. Instructor gives lectures that contain relevant information.

Breadth of Coverage

20. Instructor contrasts the implications of various theories.
21. Instructor presents the background of major concepts.
22. Instructor presents points of view other than his/her own.
23. Treatment adequately discusses various theories and concepts.

Group Interaction

24. Students are encouraged to participate in class discussions.
25. Students are invited to share their ideas and experiences.
26. Students are encouraged to ask questions and give comments.
27. Students are encouraged to express their own ideas and opinions.

Assignments Readings

28. Required readings/papers are valuable.
29. Readings, homeworks, etc., are sufficient in quantity.

Exceptionally Low
Low
Average
High
Exceptionally High

Overall Rating

30. Give the instructor a overall teaching effort rating.
31. Give the overall quality of the course.

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

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Correct Mark ● Incorrect Marks ✓ ✗ ○

ID #

5081

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Learning/ Academic Value

1. You find the course intellectually challenging and stimulating A ● C D E
2. You have learned something which you consider valuable A ● C D E
3. Your interest in the subject has increased as a consequence of this course A B ● D E
4. You have learned and understood the subject materials in this course ● B C D E

Instructor Enthusiasm

5. Instructor is enthusiastic about teaching the course ● B C D E
6. Instructor is dynamic and energetic in conducting the course ● B C D E
7. Instructor enhances presentations with the use of humor ● B C D E
8. Instructor's style of presentation holds your interest during class ● B C D E

Individual Rapport

9. Instructor is friendly towards individual students A ● C D E
10. Instructor makes students feel welcome in seeking help/advice in or outside of class A ● C D E
11. Instructor has a genuine interest in individual students A ● C D E
12. Instructor is adequately accessible to students during office hours or after class A ● C D E

Examinations/ Grading

13. Feedback on examinations/graded materials is valuable A B ● D E
14. Methods of evaluating student work are fair and appropriate A ● C D E
15. Examinations/graded materials test course content as emphasized by instructor ● B C D E

Organization/ Clarity

16. Instructor's explanations are clear ● B C D E
17. Course materials are well prepared and carefully explained ● B C D E
18. Proposed objectives agree with those actually taught so you know where the course is going ● B C D E
19. Instructor gives lectures that facilitate taking notes A B ● D E

Breadth of Coverage

20. Instructor contrasts the implications of various theories A ● C D E
21. Instructor presents the background or origin of ideas/concepts developed in class ● B C D E
22. Instructor presents points of view other than his/her own when appropriate ● B C D E
23. Instructor adequately discusses current developments in field A B ● D E

Group Interaction

24. Students are encouraged to participate in class discussions ● B C D E
25. Students are invited to share their ideas and knowledge ● B C D E
26. Students are encouraged to ask questions and are given meaningful answers ● B C D E
27. Students are encouraged to express their own ideas and/or question the instructor ● B C D E

Assignments Readings

28. Required readings/texts are valuable A ● C D E
29. Readings, homeworks, etc., contribute to appreciation and understanding of the subject A ● C D E

Overall Rating

30. Rate the instructor's overall teaching effectiveness ● B C D E
31. Rate the overall quality of the course A ● C D E

Exceptionally Low
Low
Average
High
Exceptionally High

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

Correct Mark  Incorrect Marks    

ID #

5081

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

Learning/ Academic Value

1. You find the course intellectually challenging and stimulating.
2. You have learned something which you consider valuable.
3. Your interest in the subject has been enhanced by your participation.
4. You have learned and understood the subject matter in this class.

Instructor Enthusiasm

5. Instructor is enthusiastic about teaching the course.
6. Instructor is dynamic and energetic in conducting the class.
7. Instructor enhances presentations with the use of humor.
8. Instructor's style of presentation holds your interest.

Individual Rapport

9. Instructor is friendly toward individual students.
10. Instructor makes students feel welcome in seeking help.
11. Instructor has a genuine interest in individual students.
12. Instructor is adequately accessible to students during office hours.

Examinations/ Grading

13. Feedback on examinations/graded materials is helpful.
14. Methods of evaluating student work are fair and appropriate.
15. Examinations/graded materials test course content adequately.

Organization/ Clarity

16. Instructor's explanations are clear.
17. Course materials are well prepared and clearly organized.
18. Instructor's objectives agree with those actually taught.
19. Instructor gives lectures that facilitate learning.

Breadth of Coverage

20. Instructor contrasts the hypotheticals of various theories.
21. Instructor presents the background & origin of theories.
22. Instructor presents points of view other than his/her own.
23. Instructor adequately discusses current developments.

Group Interaction

24. Students are encouraged to participate in class discussion.
25. Students are invited to share their ideas and knowledge.
26. Students are encouraged to ask questions and are given help.
27. Students are encouraged to express their own knowledge.

Assignments Readings

28. Required readings/assignments are valuable.
29. Readings/assignments are appropriate to course content.

Exceptionally Low

Low

Average

High

Exceptionally High

Overall Rating

30. Rate the instructor's overall teaching effectiveness.
31. Rate the overall quality of the course.

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

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Correct Mark ● Incorrect Marks ✓ ✗ ○ ⊙

ID # 5081

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Learning/ Academic Value

1. You find the course intellectually challenging and stimulating.
2. You have learned something which you consider valuable.
3. Your interest in the subject has increased.
4. You have learned and understood the subject.

Instructor Enthusiasm

5. Instructor is enthusiastic about teaching this course.
6. Instructor is dynamic and energetic in conducting the course.
7. Instructor enhances presentation with effective use of aids.
8. Instructor's style of presentation holds your interest.

Individual Rapport

9. Instructor is friendly towards individual students.
10. Instructor makes students feel welcome in seeking help/professor is approachable.
11. Instructor has a genuine interest in individual students.
12. Instructor is adequately accessible to students during office hours.

Examinations/ Grading

13. Feedback on examinations/graded work is constructive.
14. Methods of evaluating student work are fair and appropriate.
15. Examinations/graded materials are consistently prepared.

Organization/ Clarity

16. Instructor's explanations are clear.
17. Course materials are well prepared and clearly presented.
18. Proposed objectives agree with those actually taught.
19. Instructor gives lectures that challenge students.

Breadth of Coverage

20. Instructor contrasts the implications of various data.
21. Instructor presents the integrated concepts.
22. Instructor presents points of view other than his/her own.
23. Instructor adequately discusses current developments.

Group Interaction

24. Students are encouraged to participate in class discussion.
25. Students are invited to share their ideas.
26. Students are encouraged to ask questions and give a helpful response.
27. Students are encouraged to express their own ideas.

Assignments Readings

28. Required readings/texts are relevant.
29. Readings, assignments, and examinations are consistent.

Exceptionally Low
Low
Average
High
Exceptionally High

Overall Rating

30. Rate the instructor's overall teaching effectiveness.
31. Rate the overall quality of the course.

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

MARKING INSTRUCTIONS

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Correct Mark ● Incorrect Marks ✓ ✗ ○ ●

ID #

5081

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Learning/ Academic Value

1. You find the course interesting ● ○ ○ ○ ○ ○
2. You have learned something which is useful / important ● ○ ○ ○ ○ ○
3. You are interested in the subject ● ○ ○ ○ ○ ○
4. You have learned and understood a lot of new information / facts ● ○ ○ ○ ○ ○

Instructor Enthusiasm

5. Instructor is enthusiastic (eager) ● ○ ○ ○ ○ ○
6. Instructor is dynamic and energetic (e.g. moving around) ● ○ ○ ○ ○ ○
7. Instructor's enthusiasm promotes learning ● ○ ○ ○ ○ ○
8. Instructor's style of presenting the material is interesting ● ○ ○ ○ ○ ○

Individual Rapport

9. Instructor is friendly / approachable ● ○ ○ ○ ○ ○
10. Instructor makes students feel welcome / at ease / comfortable / at ease ● ○ ○ ○ ○ ○
11. Instructor has a good sense of humor ● ○ ○ ○ ○ ○
12. Instructor is adequately attentive to students' questions / concerns ● ○ ○ ○ ○ ○

Examinations/ Grading

13. Feedback on examinations / papers / assignments ● ○ ○ ○ ○ ○
14. Methods of evaluating student work are fair and appropriate ● ○ ○ ○ ○ ○
15. Examinations / graded material is presented clearly ● ○ ○ ○ ○ ○

Organization/ Clarity

16. Instructor's explanations are clear ● ○ ○ ○ ○ ○
17. Course materials are well presented / organized ● ○ ○ ○ ○ ○
18. Proposed objectives agree with those actually achieved / done where the course is going ● ○ ○ ○ ○ ○
19. Instructor gives helpful / clear / interesting / good ● ○ ○ ○ ○ ○

Breadth of Coverage

20. Instructor contrasts the hypotheticals of various ● ○ ○ ○ ○ ○
21. Instructor presents the subject in a ● ○ ○ ○ ○ ○
22. Instructor presents points of discussion that ● ○ ○ ○ ○ ○
23. Instructor adequately ● ○ ○ ○ ○ ○

Group Interaction

24. Students are encouraged to participate in class / discussion ● ○ ○ ○ ○ ○
25. Students are invited to ask questions / ● ○ ○ ○ ○ ○
26. Students are encouraged to ask questions / ● ○ ○ ○ ○ ○
27. Students are encouraged to ask questions / ● ○ ○ ○ ○ ○

Assignments Readings

28. Required readings / texts are valuable ● ○ ○ ○ ○ ○
29. Readings, assignments ● ○ ○ ○ ○ ○

Exceptionally Low
Low
Average
High
Exceptionally High

Overall Rating

30. Rate the instructor's overall performance ● ○ ○ ○ ○ ○
31. Rate the overall quality of ● ○ ○ ○ ○ ○

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

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- Make no stray marks on this form.

Correct Mark ● Incorrect Marks ✓ X ● ●

ID #

3081

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Learning/ Academic Value

1. You find the course intellectually challenging and stimulating. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
2. You have learned something which you consider valuable. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
3. Your interest in the subject has increased as a result of this course. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
4. You have learned and understood the subject. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Instructor Enthusiasm

5. Instructor is enthusiastic about teaching this course. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
6. Instructor is dynamic and energetic in conducting class. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
7. Instructor exchanges conversations with the class after class. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
8. Instructor's style of presentation holds your interest. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Individual Rapport

9. Instructor is friendly toward individual students. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
10. Instructor makes students feel welcome in seeking help/assistance. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
11. Instructor has a genuine interest in all his/her students. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
12. Instructor is adequately accessible to students during office hours or after hours. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Examinations/ Grading

13. Feedback on examinations/graded materials is helpful. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
14. Methods of evaluating student work are fair and appropriate. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
15. Terminology/graded materials are well explained. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Organization/ Clarity

16. Instructor's explanations are clear. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
17. Course materials are well prepared and clearly labeled. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
18. Stated objectives agree with those actually taught. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
19. Instructor gives lectures that facilitate understanding. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Breadth of Coverage

20. Instructor contrasts the implications of various theories. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
21. Instructor provides the background or context of concepts. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
22. Instructor presents points of view other than his/her own. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
23. Instructor adequately discusses current developments. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Group Interaction

24. Students are encouraged to participate in class discussions. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
25. Students are invited to share their ideas and viewpoints. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
26. Students are encouraged to ask questions and are given a helpful response. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
27. Students are encouraged to express their own views. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Assignments Readings

28. Required readings/assignments are valuable. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
29. Textbooks, homeworks, etc. are adequate. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Exceptionally Low
Low
Average
High
Exceptionally High

Overall Rating

30. Rate the instructor's overall teaching effectiveness. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5
31. Rate the overall quality of the course. ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

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Correct Mark  Incorrect Marks    

ID #

5081

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Learning/ Academic Value

1. You find the course intellectually stimulating     
2. You have learned something which you can utilize in your life     
3. You increase in the subject knowledge     
4. You have learned and understood the subject matter in this class     

Instructor Enthusiasm

5. Instructor is enthusiastic about subject     
6. Instructor is dynamic and energetic in teaching     
7. Instructor enhances presentation with appropriate materials     
8. Instructor's style of presentation is lively and humorous     

Individual Rapport

9. Instructor is friendly towards students     
10. Instructor makes students feel welcome here (Glad to be outside of class)     
11. Instructor has a good rapport with students     
12. Instructor is adequately accessible to students during and after class     

Examinations/ Grading

13. Feedback on examinations gives students a chance to improve     
14. Methods of evaluating student work are fair and appropriate     
15. Examinations, graded material, assignments, etc. are fair and of high quality     

Organization/ Clarity

16. Instructor's explanations are clear     
17. Course materials are well organized and easy to follow     
18. Proposed objectives agree with those actually taught except where the course is going     
19. Instructor gives learners the opportunity to ask questions     

Breadth of Coverage

20. Instructor contrasts the implications of various theories     
21. Instructor presents the background and context of the subject     
22. Instructor presents points of view other than the predominant one     
23. Instructor adequately uses the most current information     

Group Interaction

24. Students are encouraged to participate in class discussion     
25. Students are invited to state and defend their own opinions     
26. Students are encouraged to ask questions and express their feelings     
27. Students are encouraged to help one another     

Assignments Readings

28. Required readings/texts are valuable     
29. Readings, films, work, etc. are relevant to the understanding of the subject     

Overall Rating

30. Rate the instructor's overall performance     
31. Rate the overall quality of the course     

Exceptionally Low
Low
Average
High
Exceptionally High

Students' Evaluation of Educational Quality (SEEQ)
Sullivan County Community College

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Correct Mark ● **Incorrect Marks** ✓ ✗ ● ○

ID # 5081

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Learning/
Academic
Value

Instructor Enthusiasm

Individual Rapport

Examinations/ Grading

Organization/ Clarity

Breadth of Coverage

Group Interaction

Assignments
Readings

Exceptionally Low
Low
Average
High
Exceptionally High

Overall Rating

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

MARKING INSTRUCTIONS

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- Make no stray marks on this form.

Correct Mark ● Incorrect Marks ✓ X ● ●

ID #

5081

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Learning/ Academic Value

1. You find the course intellectually challenging and rewarding.
2. You have learned something which you consider valuable.
3. Your interest in the subject has increased.
4. You have learned and understood the subject material.

1 2 3 4 5

Instructor Enthusiasm

5. Instructor is enthusiastic about teaching this course.
6. Instructor is dynamic and energetic in conducting the course.
7. Instructor enhances conversations with an effective use of questions.
8. Instructor's style of presentation holds your interest during the entire class.

1 2 3 4 5

Individual Rapport

9. Instructor is friendly towards individual students.
10. Instructor makes students feel welcome in class.
11. Instructor has a genuine interest in students' progress.
12. Instructor is adequately accessible to students during office hours or after class.

1 2 3 4 5

Examinations/ Grading

13. Feedback on examinations/graded material is helpful.
14. Methods of evaluating student work are fair and appropriate.
15. Examinations/graded materials are clearly marked and easy to read.

1 2 3 4 5

Organization/ Clarity

16. Instructor's explanations are clear.
17. Course materials are well prepared and carefully selected.
18. Prepared objectives agree with those actually taught.
19. Instructor gives learners the opportunity to ask questions.

1 2 3 4 5

Breadth of Coverage

20. Instructor contrasts the implications of various theories.
21. Instructor presents the background of the subject.
22. Instructor presents points of view other than his/her own.
23. Instructor adequately discusses current developments.

1 2 3 4 5

Group Interaction

24. Students are encouraged to participate in class discussions.
25. Students are invited to share their ideas and insights.
26. Students are encouraged to ask questions and are given time to do so.
27. Students are encouraged to express their own ideas and opinions.

1 2 3 4 5

Assignments Readings

28. Required readings/works are valuable.
29. Readings, home works, etc., are clearly explained and easy to do.

1 2 3 4 5

Exceptionally Low
Low
Average
High
Exceptionally High

Overall Rating

30. Rate the instructor's overall teaching effectiveness.
31. Rate the overall quality of the course.

1 2 3 4 5

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

MARKING INSTRUCTIONS

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Correct Mark  Incorrect Marks    

ID #

5081

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

Learning/ Academic Value

1. You find the course intellectually challenging and stimulating
2. You have learned something which you consider valuable
3. Your interest in the subject has increased as a consequence of this course
4. You have learned and understood the subject materials in this course

Instructor Enthusiasm

5. Instructor is enthusiastic about teaching the course
6. Instructor is dynamic and energetic in conducting the course
7. Instructor enhances presentations with the use of humor
8. Instructor's style of presentation holds your interest during class

Individual Rapport

9. Instructor is friendly towards individual students
10. Instructor makes students feel welcome in seeking help/advice in or outside of class
11. Instructor has a genuine interest in individual students
12. Instructor is adequately accessible to students during office hours or after class

Examinations/ Grading

13. Feedback on examinations/graded materials is valuable
14. Methods of evaluating student work are fair and appropriate
15. Examinations/graded materials test course content as emphasized by instructor

Organization/ Clarity

16. Instructor's explanations are clear
17. Course materials are well prepared and carefully explained
18. Proposed objectives agree with those actually taught so you know where the course is going
19. Instructor gives lectures that facilitate taking notes

Breadth of Coverage

20. Instructor contrasts the implications of various theories
21. Instructor presents the background or origin of ideas/concepts developed in class
22. Instructor presents points of view other than his/her own when appropriate
23. Instructor adequately discusses current developments in field

Group Interaction

24. Students are encouraged to participate in class discussions
25. Students are invited to share their ideas and knowledge
26. Students are encouraged to ask questions and are given meaningful answers
27. Students are encouraged to express their own ideas and/or question the instructor

Assignments Readings

28. Required readings/texts are valuable
29. Readings, homeworks, etc., contribute to appreciation and understanding of the subject

Overall Rating

30. Rate the instructor's overall teaching effectiveness
31. Rate the overall quality of the course

Exceptionally Low

Low

Average

High

Exceptionally High

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

MARKING INSTRUCTIONS

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- Make no stray marks on this form.

Correct Mark ● Incorrect Marks ✓ X ○ ●

ID #

5081

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Learning/ Academic Value

1. You find the course intellectually challenging in a positive way.
2. You have learned something which you consider valuable and useful in your life.
3. You improve in the subject matter because of this course.
4. You have learned and understood the subject matter fairly well.

Instructor Enthusiasm

5. Instructor is enthusiastic about teaching the course.
6. Instructor is dynamic and energetic in teaching of the course.
7. Instructor expresses proper attitude when the class is not doing well.
8. Instructor's style of presentation helps you to learn.

Individual Rapport

9. Instructor is friendly towards individual students.
10. Instructor makes students feel welcome in the class.
11. Instructor has a genuine interest in individual students.
12. Instructor is adequately accessible to students during office hours and class time.

Examinations/ Grading

13. Feedback on examinations/written assignments is adequate.
14. Methods of evaluating student work are fair and appropriate.
15. Examinations/graded assignments are well planned and clearly stated.

Organization/ Clarity

16. Instructor's explanations are clear.
17. Course materials are well prepared and carefully planned.
18. Stated objectives agree with those actually accomplished.
19. Instructor gives lectures that facilitate learning.

Breadth of Coverage

20. Instructor contrasts the implications of all facts presented.
21. Instructor presents the background necessary to understand the facts.
22. Instructor presents points of view other than his/her own.
23. Instructor adequately discusses current developments.

Group Interaction

24. Students are encouraged to participate in class discussion.
25. Students are invited to share their ideas with the class.
26. Students are encouraged to ask questions and are given adequate time to do so.
27. Students are encouraged to express their own views on the subject.

Assignments Readings

28. Required readings/writings are valuable.
29. Readings, books, papers, etc. are clearly explained.

Overall Rating

30. Rate the instructor's overall teaching effectiveness.
31. Rate the overall quality of the course.

Exceptionally Low
Low
Average
High
Exceptionally High

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

MARKING INSTRUCTIONS

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- Make no stray marks on this form.

Correct Mark ●

Incorrect Marks ✓ ✕ ○ ●

ID #

5081

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Learning/ Academic Value

1. This course was academically challenging and rewarding
2. You have learned something which you consider valuable
3. Your education has helped you meet as a consequence of this course
4. You have learned and understood the subject materials in this course

1	2	3	4	5
A	B	C	D	E
1	2	3	4	5
A	B	C	D	E

Instructor Enthusiasm

5. Instructor is enthusiastic about teaching this course
6. Instructor is dynamic and energetic in conducting the course
7. Instructor is able to give students with the use of humor
8. Instructor's style of instruction fits with your interest during class

1	2	3	4	5
A	B	C	D	E
1	2	3	4	5
A	B	C	D	E

Individual Rapport

9. Instructor is able to get to know individual students
10. Instructor makes students feel welcome in seeking help/advice in or outside of class
11. Instructor is able to provide help to individual students
12. Instructor is willing to help students during office hours or after class

1	2	3	4	5
A	B	C	D	E
1	2	3	4	5
A	B	C	D	E

Examinations/ Grading

13. Exams and assignments are graded materials in valuable
14. Methods of evaluating student work are fair and appropriate
15. Examinations give an accurate view of course content as emphasized by instructor

1	2	3	4	5
A	B	C	D	E
1	2	3	4	5
A	B	C	D	E

Organization/ Clarity

16. Instructor's explanations are clear
17. Learning objectives are clearly expressed and carefully explained
18. Proposed office hour agree with those actually taught so you know where the course is going
19. Instructor is able to answer the "What's the point" thing

1	2	3	4	5
A	B	C	D	E
1	2	3	4	5
A	B	C	D	E

Breadth of Coverage

20. Instructor covers the implications of various theories
21. Instructor presents the history and/or origin of ideas/concepts introduced in class
22. Instructor presents points of view other than his/her own when appropriate
23. Instructor keeps up to date on current developments in field

1	2	3	4	5
A	B	C	D	E
1	2	3	4	5
A	B	C	D	E

Group Interaction

24. Students are encouraged to participate in class discussions
25. Students are encouraged to share ideas and knowledge
26. Students are encouraged to ask questions and are given meaningful answers
27. Students are encouraged to express their own ideas and/or question the instructor

1	2	3	4	5
A	B	C	D	E
1	2	3	4	5
A	B	C	D	E

Assignments Readings

28. Assignments and readings are valuable
29. Assignments and readings are relevant to your perception and understanding of the course

1	2	3	4	5
A	B	C	D	E
1	2	3	4	5
A	B	C	D	E

Exceptionally Low	Low	Average	High	Exceptionally High
1	2	3	4	5

Overall Rating

30. Rate the overall quality of this class in terms of effectiveness
31. Rate the overall quality of this instructor in terms of effectiveness

1	2	3	4	5
A	B	C	D	E
1	2	3	4	5
A	B	C	D	E

Course: COM 1305 01 CL Intercultural Communication

Total in Class: 14

Question	Responded	Instructor Avg	Division Avg	SUNY Sullivan Avg
You find the course intellectually challenging and stimulating	11	4.64	4.25	4.09
You have learned something which you consider valuable	11	4.82	4.50	4.36
Your interest in the subject has increased as a consequence of this course	11	4.64	4.30	4.10
You have learned and understood the subject materials in this course	11	4.55	4.48	4.29
Instructor is enthusiastic about teaching the course	11	4.64	4.61	4.47
Instructor is dynamic and energetic in conducting the course	11	4.73	4.55	4.39
Instructor enhances presentations with the use of humor	11	4.64	4.49	4.30
Instructor's style of presentation holds your interest during class	11	4.64	4.40	4.22
Instructor is friendly towards individual students	11	4.73	4.51	4.41
Instructor makes students feel welcome in seeking help/advice in or outside of class	11	4.64	4.57	4.45
Instructor has a genuine interest in individual students	11	4.36	4.44	4.29
Instructor is adequately accessible to students during office hours or after class	11	4.45	4.46	4.40
Feedback on examinations/graded materials is valuable	11	4.73	4.48	4.29
Methods of evaluating student work are fair and appropriate	11	4.73	4.49	4.35
Examinations/graded materials test course content as emphasized by instructor	11	4.64	4.47	4.34
Instructor's explanations are clear	11	4.73	4.46	4.35
Course materials are well prepared and caarefully explained	11	4.73	4.50	4.37
Proposed objectives agree with those actually taught so you know where the course is going	11	4.55	4.48	4.34
Instructor gives lectures that facilitate taking notes	11	3.55	4.22	4.17
Instructor contrasts the implications of various theories	11	4.64	4.37	4.23
Instructor presents the background or origin or ideas/concepts developed in class	11	4.55	4.45	4.29
Instructor presents points of view other than his/her own when appropriate	11	4.73	4.47	4.31
Instructor adequately discusses current developments in field	11	4.73	4.42	4.30
Students are encouraged to participate in class discussions	11	4.91	4.53	4.39
Students are invited to share their ideas and knowledge	11	4.82	4.54	4.41
Students are encouraged to ask questions and are given meaningful answers	11	4.82	4.55	4.42
Students are encouraged to express their own ideas and/or question the instructor	11	4.82	4.55	4.41
Required readings/texts are valuable	11	4.45	4.23	4.14
Readings, homeworks, etc., contribute to appreciation and understanding of the subject	11	4.55	4.38	4.27
Rate the instructor's overall teaching effectiveness	10	4.90	4.55	4.39
Rate the overall quality of the course	10	5.00	4.50	4.30

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

MARKING INSTRUCTIONS

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- Make no stray marks on this form.

Correct Mark ● Incorrect Marks ✓ X ● ●

ID #

5083

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Learning/ Academic Value

1. This course has helped me to gain a better understanding of the world around me (A) (B) (C) (D) (E)
2. This course has helped me to gain a better understanding of the world around me (A) (B) (C) (D) (E)
3. This course has helped me to gain a better understanding of the world around me (A) (B) (C) (D) (E)
4. This course has helped me to gain a better understanding of the world around me (A) (B) (C) (D) (E)

Instructor Enthusiasm

1. This instructor is enthusiastic about the course (A) (B) (C) (D) (E)
2. This instructor is enthusiastic about the course (A) (B) (C) (D) (E)
3. This instructor is enthusiastic about the course (A) (B) (C) (D) (E)
4. This instructor is enthusiastic about the course (A) (B) (C) (D) (E)

Individual Rapport

1. This instructor is willing to help me when I need it (A) (B) (C) (D) (E)
2. This instructor is willing to help me when I need it (A) (B) (C) (D) (E)
3. This instructor is willing to help me when I need it (A) (B) (C) (D) (E)
4. This instructor is willing to help me when I need it (A) (B) (C) (D) (E)

Examinations/ Grading

1. This instructor's examinations are fair and appropriate (A) (B) (C) (D) (E)
2. This instructor's examinations are fair and appropriate (A) (B) (C) (D) (E)
3. This instructor's examinations are fair and appropriate (A) (B) (C) (D) (E)
4. This instructor's examinations are fair and appropriate (A) (B) (C) (D) (E)

Organization/ Clarity

1. This instructor's organization is clear (A) (B) (C) (D) (E)
2. This instructor's organization is clear (A) (B) (C) (D) (E)
3. This instructor's organization is clear (A) (B) (C) (D) (E)
4. This instructor's organization is clear (A) (B) (C) (D) (E)

Breadth of Coverage

1. This instructor covers a wide range of topics (A) (B) (C) (D) (E)
2. This instructor covers a wide range of topics (A) (B) (C) (D) (E)
3. This instructor covers a wide range of topics (A) (B) (C) (D) (E)
4. This instructor covers a wide range of topics (A) (B) (C) (D) (E)

Group Interaction

1. This instructor encourages group interaction (A) (B) (C) (D) (E)
2. This instructor encourages group interaction (A) (B) (C) (D) (E)
3. This instructor encourages group interaction (A) (B) (C) (D) (E)
4. This instructor encourages group interaction (A) (B) (C) (D) (E)

Assignments Readings

1. This instructor assigns appropriate readings (A) (B) (C) (D) (E)
2. This instructor assigns appropriate readings (A) (B) (C) (D) (E)
3. This instructor assigns appropriate readings (A) (B) (C) (D) (E)
4. This instructor assigns appropriate readings (A) (B) (C) (D) (E)

Exceptionally Low
Low
Average
High
Exceptionally High

Overall Rating

1. Overall rating of this course (A) (B) (C) (D) (E)
2. Overall rating of this course (A) (B) (C) (D) (E)
3. Overall rating of this course (A) (B) (C) (D) (E)
4. Overall rating of this course (A) (B) (C) (D) (E)

Students' Evaluation of Educational Quality (SEEQ) Sullivan County Community College

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Correct Mark ● Incorrect Marks ✓ ✗ ○

ID # 5083

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Learning/ Academic Value

1. You find the course intellectually challenging and stimulating.
2. You have learned something which you consider a highly valuable experience.
3. Your interest in the subject has increased as a result of this course.
4. You have learned and understood the subject more fully than you could have otherwise.

Instructor Enthusiasm

5. Instructor is enthusiastic about teaching this course.
6. Instructor is dynamic and energetic in conducting the course.
7. Instructor enhances presentations with the use of aids.
8. Instructor's style of presentation is helpful toward effective learning.

Individual Rapport

9. Instructor is friendly towards individual students.
10. Instructor makes students feel welcome in setting helpful for learning.
11. Instructor has a genuine interest in students.
12. Instructor is adequately accessible to students during office hours.

Examinations/ Grading

13. Feedback on examinations/grades is constructive.
14. Methods of evaluating student work are fair and appropriate.
15. Examinations/graded materials test course objectives.

Organization/ Clarity

16. Instructor's explanations are clear.
17. Course materials are well prepared and clearly organized.
18. Proposed objectives agree with those actually taught.
19. Instructor gives lectures that facilitate learning.

Breadth of Coverage

20. Instructor covers the implications of various theories.
21. Instructor presents the background in light of current research.
22. Instructor presents points of view other than his/her own.
23. Instructor adequately discusses current developments.

Group Interaction

24. Students are encouraged to participate in class discussion.
25. Students are invited to share their ideas.
26. Students are encouraged to ask questions and give feedback.
27. Students are encouraged to express their own views.

Assignments Readings

28. Required readings/books are valuable.
29. Readings, homeworks, etc., contribute to learning.

Exceptionally Low
Low
Average
High
Exceptionally High

Overall Rating

30. Rate the instructor's overall teaching effectiveness.
31. Rate the overall quality of the course.

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

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Correct Mark ● Incorrect Marks ✓ ✗ ○ ●

ID #

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Learning/ Academic Value

1. I am glad this course is already scheduled or for scheduling
2. You have learned something which you consider valuable
3. The information in this syllabus has increased as a consequence of this course
4. You have learned and/or mastered the subject materials in this course

Instructor Enthusiasm

5. Instructor is enthusiastic about teaching this course
6. Instructor is dynamic and energetic in conducting the course
7. Instructor is able to use a variety of methods and use of humor
8. Instructor's style of presentation is like your interest and/or class

Individual Rapport

9. Instructor is friendly and approachable to students
10. Instructor asks students feel welcome in seeking help/advice in or outside of class
11. Instructor is able to give attention to individual students
12. Instructor is adequately accessible to students during office hours or after class

Examinations/ Grading

13. Instructor's evaluation of student work is valuable
14. Methods of evaluating student work are fair and appropriate
15. Grading during this semester is consistent with what is emphasized by instructor

Organization/ Clarity

16. Instructor's objectives are clear
17. Instructor's objectives are specific and readily comprehend
18. Pre word objectives agree with those actually taught so you know where the course is going
19. Instructor's organization of material is clear in this course

Breadth of Coverage

20. Instructor covers the implications of various theories
21. Instructor presents the origin of ideas/concepts developed in class
22. Instructor presents points of view other than his/her own when appropriate
23. Instructor's coverage of the course content is comprehensive in field

Group Interaction

24. Students are encouraged to participate in class discussions
25. Students are encouraged to share ideas and knowledge
26. Students are encouraged to ask questions and are given meaningful answers
27. Students are encouraged to give to one another and/or question the instructor

Assignments Readings

28. Assignments and papers are reasonable
29. Assignments and papers are relevant to the course and understanding of the subject

Overall Rating

30. Rate and rate the overall teaching effectiveness
31. Rate and rate the overall teaching effectiveness

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

1 2 3 4 5

1 2 3 4 5

1 2 3 4 5

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Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

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Correct Mark ● Incorrect Marks ✓ X ○ ●

ID # 5083

Strongly Disagree Disagree Neutral Agree Strongly Agree

1 2 3 4 5

Learning/ Academic Value

1. The instructor is an excellent, challenging, and stimulating teacher ● ○ ○ ○ ○ ○
2. You have learned something which you consider valuable ● ○ ○ ○ ○ ○
3. The instructor is an effective and successful teacher as a consequence of the course ● ○ ○ ○ ○ ○
4. The instructor has well understood the subject materials in this course ● ○ ○ ○ ○ ○

Instructor Enthusiasm

5. The instructor is enthusiastic in teaching the course ● ○ ○ ○ ○ ○
6. Instructor is flexible and energetic in conducting the course ● ○ ○ ○ ○ ○
7. The instructor is cooperative and is more easy to be liked ● ○ ○ ○ ○ ○
8. The instructor is helpful in assisting you during your absence during class ● ○ ○ ○ ○ ○

Individual Rapport

9. Instructor is willing to work individual students ● ○ ○ ○ ○ ○
10. Instructor makes it easy for students to seek help/advice in or outside of class ● ○ ○ ○ ○ ○
11. Instructor is willing to accept and handle individual students ● ○ ○ ○ ○ ○
12. Instructor is friendly and accessible to students during office hours or after class ● ○ ○ ○ ○ ○

Examinations/ Grading

13. Instructor's evaluation of student work is reliable ● ○ ○ ○ ○ ○
14. Methods of evaluating student work are fair and appropriate ● ○ ○ ○ ○ ○
15. Instructor's grading system for the course is fair as emphasized by instructor ● ○ ○ ○ ○ ○

Organization/ Clarity

16. Instructor's explanations are clear ● ○ ○ ○ ○ ○
17. The instructor explains the material in a clear and logical way ● ○ ○ ○ ○ ○
18. The material covered agrees with those actually taught so you know where the course is going ● ○ ○ ○ ○ ○
19. The instructor is able to discuss the material in a clear and logical way ● ○ ○ ○ ○ ○

Breadth of Coverage

20. Instructor covers the implications of various theories ● ○ ○ ○ ○ ○
21. Instructor presents a variety of ideas, concepts, theories ● ○ ○ ○ ○ ○
22. Instructor presents points of view other than his/her own when appropriate ● ○ ○ ○ ○ ○
23. Instructor is able to discuss the material in a clear and logical way ● ○ ○ ○ ○ ○

Group Interaction

24. Students are encouraged to participate in class discussions ● ○ ○ ○ ○ ○
25. Students are encouraged to ask questions and are given meaningful answers ● ○ ○ ○ ○ ○
26. Students are encouraged to ask questions and are given meaningful answers ● ○ ○ ○ ○ ○
27. Students are encouraged to ask questions and are given meaningful answers ● ○ ○ ○ ○ ○

Assignments Readings

28. Assigned readings are reasonable ● ○ ○ ○ ○ ○
29. Assigned readings are reasonable ● ○ ○ ○ ○ ○

Overall Rating

30. Overall rating of the course ● ○ ○ ○ ○ ○
31. Overall rating of the course ● ○ ○ ○ ○ ○

Exceptionally Low Low Average High Exceptionally High

1 2 3 4 5

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

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Correct Mark ● Incorrect Marks ✓ X ● ●

ID #

5083

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Learning/ Academic Value

1. The instructor presents the material in an interesting and stimulating way ● 1 2 3 4 5
2. The instructor makes an attempt when you consider valuable ● 1 2 3 4 5
3. The instructor presents the material in a sequential and appropriate manner ● 1 2 3 4 5
4. The instructor presents the material in a logical and sequential manner ● 1 2 3 4 5

Instructor Enthusiasm

5. The instructor is enthusiastic about the subject ● 1 2 3 4 5
6. The instructor is enthusiastic about the course ● 1 2 3 4 5
7. The instructor is enthusiastic about the subject of the course ● 1 2 3 4 5
8. The instructor is enthusiastic about the subject of the course ● 1 2 3 4 5

Individual Rapport

9. The instructor is willing to help you when you need it ● 1 2 3 4 5
10. The instructor is willing to help you when you need it ● 1 2 3 4 5
11. The instructor is willing to help you when you need it ● 1 2 3 4 5
12. The instructor is willing to help you when you need it ● 1 2 3 4 5

Examinations/ Grading

13. The instructor's examinations are fair and appropriate ● 1 2 3 4 5
14. The instructor's examinations are fair and appropriate ● 1 2 3 4 5
15. The instructor's examinations are fair and appropriate ● 1 2 3 4 5

Organization/ Clarity

16. The instructor's organization is clear and logical ● 1 2 3 4 5
17. The instructor's organization is clear and logical ● 1 2 3 4 5
18. The instructor's organization is clear and logical ● 1 2 3 4 5
19. The instructor's organization is clear and logical ● 1 2 3 4 5

Breadth of Coverage

20. The instructor covers a wide range of topics ● 1 2 3 4 5
21. The instructor covers a wide range of topics ● 1 2 3 4 5
22. The instructor covers a wide range of topics ● 1 2 3 4 5
23. The instructor covers a wide range of topics ● 1 2 3 4 5

Group Interaction

24. The instructor encourages group interaction ● 1 2 3 4 5
25. The instructor encourages group interaction ● 1 2 3 4 5
26. The instructor encourages group interaction ● 1 2 3 4 5
27. The instructor encourages group interaction ● 1 2 3 4 5

Assignments Readings

28. The instructor assigns readings that are relevant ● 1 2 3 4 5
29. The instructor assigns readings that are relevant ● 1 2 3 4 5

Overall Rating

30. Overall rating of the course ● 1 2 3 4 5
31. Overall rating of the course ● 1 2 3 4 5

Exceptionally Low
Low
Average
High
Exceptionally High

Students' Evaluation of Educational Quality (SEEQ) Sullivan County Community College

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Correct Mark ● Incorrect Marks ✓ X ● ●

ID #

5083

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Learning/ Academic Value

1. The instructor's presentation of the subject matter is clear and understandable (A) ● (B) (C) (D) (E)
2. The instructor's presentation of the subject matter is interesting and motivating (A) (B) ● (C) (D) (E)
3. The instructor's presentation of the subject matter is well organized and logical (A) (B) (C) ● (D) (E)
4. The instructor's presentation of the subject matter is well organized and logical (A) (B) (C) (D) ● (E)

Instructor Enthusiasm

5. The instructor is enthusiastic about the subject matter (A) (B) (C) ● (D) (E)
6. The instructor is enthusiastic about the subject matter (A) (B) (C) (D) ● (E)
7. The instructor is enthusiastic about the subject matter (A) (B) (C) (D) (E) ●
8. The instructor is enthusiastic about the subject matter (A) (B) (C) (D) (E) ●

Individual Rapport

9. The instructor is friendly and approachable (A) (B) (C) ● (D) (E)
10. The instructor is friendly and approachable (A) (B) (C) (D) ● (E)
11. The instructor is friendly and approachable (A) (B) (C) (D) (E) ●
12. The instructor is friendly and approachable (A) (B) (C) (D) (E) ●

Examinations/ Grading

13. The instructor's grading is fair and appropriate (A) (B) (C) ● (D) (E)
14. The instructor's grading is fair and appropriate (A) (B) (C) (D) ● (E)
15. The instructor's grading is fair and appropriate (A) (B) (C) (D) (E) ●

Organization/ Clarity

16. The instructor's organization is clear and logical (A) (B) (C) ● (D) (E)
17. The instructor's organization is clear and logical (A) (B) (C) (D) ● (E)
18. The instructor's organization is clear and logical (A) (B) (C) (D) (E) ●
19. The instructor's organization is clear and logical (A) (B) (C) (D) (E) ●

Breadth of Coverage

20. The instructor covers a wide range of topics (A) (B) (C) ● (D) (E)
21. The instructor covers a wide range of topics (A) (B) (C) (D) ● (E)
22. The instructor covers a wide range of topics (A) (B) (C) (D) (E) ●
23. The instructor covers a wide range of topics (A) (B) (C) (D) (E) ●

Group Interaction

24. The instructor encourages group interaction (A) (B) (C) ● (D) (E)
25. The instructor encourages group interaction (A) (B) (C) (D) ● (E)
26. The instructor encourages group interaction (A) (B) (C) (D) (E) ●
27. The instructor encourages group interaction (A) (B) (C) (D) (E) ●

Assignments Readings

28. The instructor assigns readings that are relevant and useful (A) (B) (C) ● (D) (E)
29. The instructor assigns readings that are relevant and useful (A) (B) (C) (D) ● (E)

Exceptionally Low
Low
Average
High
Exceptionally High

Overall Rating

30. Overall, I would recommend this course to other students (A) (B) (C) ● (D) (E)
31. Overall, I would recommend this course to other students (A) (B) (C) (D) ● (E)

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

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Correct Mark ● Incorrect Marks ✓ X ● ●

ID #

5 0 8 3

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Learning/ Academic Value

1. You find this course to be intellectually challenging and stimulating ● (A) (B) (C) (D) (E)
2. You have learned something which you consider valuable ● (A) (B) (C) (D) (E)
3. You have learned a great deal as a consequence of this course ● (A) (B) (C) (D) (E)
4. You have learned how to find and use the subject materials in this course ● (A) (B) (C) (D) (E)

Instructor Enthusiasm

5. Instructor is enthusiastic in presenting material ● (A) (B) (C) (D) (E)
6. Instructor is dynamic and energetic in conducting the course ● (A) (B) (C) (D) (E)
7. Instructor is personable and warm and has the use of humor ● (A) (B) (C) (D) (E)
8. Instructor's style of presentation holds your interest during class ● (A) (B) (C) (D) (E)

Individual Rapport

9. Instructor is friendly to students in and out of class ● (A) (B) (C) (D) (E)
10. Instructor is pleasant and helpful in seeking help/advice in or outside of class ● (A) (B) (C) (D) (E)
11. Instructor is friendly and approachable to individual students ● (A) (B) (C) (D) (E)
12. Instructor is adequately accessible to students during office hours or after class (A) ● (B) (C) (D) (E)

Examinations/ Grading

13. Feedback on your past assignments and trials is valuable ● (A) (B) (C) (D) (E)
14. Methods of evaluating student work are fair and appropriate ● (A) (B) (C) (D) (E)
15. Assignments, projects and/or tests contain content as emphasized by instructor ● (A) (B) (C) (D) (E)

Organization/ Clarity

16. Instructor's explanations are clear ● (A) (B) (C) (D) (E)
17. Course material is well prepared and carefully explained ● (A) (B) (C) (D) (E)
18. Proposed objectives agree with those actually taught so you know where the course is going ● (A) (B) (C) (D) (E)
19. Instructor gives you a clear and definite reading order (A) ● (B) (C) (D) (E)

Breadth of Coverage

20. Instructor compares the implications of various theories ● (A) (B) (C) (D) (E)
21. Instructor gives you a wide range of or a variety of ideas, concepts, developed in class (A) ● (B) (C) (D) (E)
22. Instructor presents points of view other than his/her own when appropriate ● (A) (B) (C) (D) (E)
23. Instructor keeps you apprised of new developments in field ● (A) (B) (C) (D) (E)

Group Interaction

24. Students are encouraged to participate in class discussions ● (A) (B) (C) (D) (E)
25. Students are encouraged to share their own knowledge ● (A) (B) (C) (D) (E)
26. Students are encouraged to ask questions and are given meaningful answers ● (A) (B) (C) (D) (E)
27. Students are encouraged to give their own ideas and/or questions the instructor ● (A) (B) (C) (D) (E)

Assignments Readings

28. Required readings/assignments valuable (A) ● (B) (C) (D) (E)
29. Readings/assignments are pertinent to major theme and goals of the subject (A) ● (B) (C) (D) (E)

Exceptionally Low
Low
Average
High
Exceptionally High

Overall Rating

30. Based on the number of good markings, effectiveness ● (A) (B) (C) (D) (E)
31. Based on the number of good markings, overall rating ● (A) (B) (C) (D) (E)

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

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Correct Mark ● Incorrect Marks ✓ ✗ ○ ●

ID #

5083

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Learning/ Academic Value

1. You find the material intellectually challenging and stimulating
2. You have learned something which you consider valuable
3. The material in this response is a consequence of this course
4. You have learned and understood the subject materials in this course

Instructor Enthusiasm

5. Instructor is enthusiastic and stimulating the entire time
6. Instructor is enthusiastic and energetic in conducting the course
7. Instructor motivates students with the use of humor
8. Instructor's style of presentation holds your interest during class

Individual Rapport

9. Instructor is friendly to individual students
10. Instructor makes students feel welcome in seeking help/advice in or outside of class ...
11. Instructor is friendly to all individual students
12. Instructor is adequately accessible to students during office hours or after class

Examinations/ Grading

13. Familiarity with various types of general materials is valuable
14. Methods of evaluating student work are fair and appropriate
15. Instructor's judgment of student work is consistent with content as emphasized by instructor

Organization/ Clarity

16. Instructor's explanations are clear
17. Instructor's explanations are clear and are usually right on
18. Proposed objectives agree with those actually taught so you know where the course is going
19. Instructor's presentation is well organized and clear

Breadth of Coverage

20. Instructor contrasts the implications of various theories
21. Instructor presents the strengths and weakness of various concepts developed in class ...
22. Instructor presents points of view other than his/her own when appropriate
23. Instructor adequately covers relevant developments in field

Group Interaction

24. Students are encouraged to participate in class discussions
25. Students are encouraged to share their knowledge and knowledge
26. Students are encouraged to ask questions and are given meaningful answers
27. Students are encouraged to express their own ideas and/or question the instructor

Assignments Readings

28. Required reading assignments are valuable
29. Assignments are designed to develop student's knowledge and understanding of the subject

Exceptionally Low
Low
Average
High
Exceptionally High

Overall Rating

30. Rate of instructor's overall teaching effectiveness
31. Rate of instructor's overall teaching effectiveness

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

Correct Mark ● Incorrect Marks ✓ X ○ ●

ID #

5 0 8 3

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	2	3	4	5

Learning/ Academic Value

1. You find the course intellectually challenging and stimulating ● 1 2 3 4 5
2. You have learned something which you consider valuable ● 1 2 3 4 5
3. The classroom and/or subject has been used as a requirement of this course ● 1 2 3 4 5
4. You have learned and understood the subject materials in this course ● 1 2 3 4 5

Instructor Enthusiasm

5. Instructor is enthusiastic about teaching the course ● 1 2 3 4 5
6. Instructor is dynamic and energetic in conducting the course ● 1 2 3 4 5
7. Instructor is comfortable presenting with the use of humor ● 1 2 3 4 5
8. Instructor's style of presentation holds your interest during class ● 1 2 3 4 5

Individual Rapport

9. Instructor is friendly to all individual students ● 1 2 3 4 5
10. Instructor shows interest and welcome in seeking help/advice in or outside of class ● 1 2 3 4 5
11. Instructor is approachable to all individual students ● 1 2 3 4 5
12. Instructor is adequately accessible to students during office hours or after class ● 1 2 3 4 5

Examinations/ Grading

13. Teacher's comments on assignments and/or materials is valuable ● 1 2 3 4 5
14. Methods of evaluating student work are fair and appropriate ● 1 2 3 4 5
15. Fairness in grading for all students in course content as emphasized by instructor ● 1 2 3 4 5

Organization/ Clarity

16. Instructor's explanations are clear ● 1 2 3 4 5
17. Instructor is organized in presentation and delivery of material ● 1 2 3 4 5
18. Proposed objectives agree with those actually taught so you know where the course is going ● 1 2 3 4 5
19. Instructor gives students an opportunity to ask questions ● 1 2 3 4 5

Breadth of Coverage

20. Instructor presents the implications of various theories ● 1 2 3 4 5
21. Instructor presents the historical origin of ideas/concepts developed in class ● 1 2 3 4 5
22. Instructor presents points of view other than his/her own when appropriate ● 1 2 3 4 5
23. Instructor presents the present and future developments in field ● 1 2 3 4 5

Group Interaction

24. Students are encouraged to participate in class discussions ● 1 2 3 4 5
25. Each student is given an opportunity to share knowledge ● 1 2 3 4 5
26. Students are encouraged to ask questions and are given meaningful answers ● 1 2 3 4 5
27. Students are encouraged to ask their own ideas and/or questions the instructor ● 1 2 3 4 5

Assignments Readings

28. Required readings/assignments valuable ● 1 2 3 4 5
29. Assignments/Readings are relevant to the course and understanding of the subject ● 1 2 3 4 5

Exceptionally Low	Low	Average	High	Exceptionally High
1	2	3	4	5

Overall Rating

30. Rate the level of instructor's teaching effectiveness ● 1 2 3 4 5
31. Rate the level of instructor's overall teaching effectiveness ● 1 2 3 4 5

Students' Evaluation of Educational Quality (SEEQ) Sullivan County Community College

MARKING INSTRUCTIONS

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Correct Mark ●

Incorrect Marks ✓ ✕ ○ ●

ID #

5083

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Learning/ Academic Value

1. You find the course work to be really challenging and stimulating (A) (B) (C) (D) (E)
2. You have learned something which you consider valuable (A) (B) (C) (D) (E)
3. The course has been a great experience as a consequence of this course (A) (B) (C) (D) (E)
4. You have learned and understood the subject materials in this course (A) (B) (C) (D) (E)

Instructor Enthusiasm

5. Instructor is enthusiastic about this class/course (A) (B) (C) (D) (E)
6. Instructor is dynamic and energetic in conducting the course (A) (B) (C) (D) (E)
7. Instructor makes use of resources such as use of humor (A) (B) (C) (D) (E)
8. Instructor's style of presentation holds your interest during class (A) (B) (C) (D) (E)

Individual Rapport

9. Instructor is friendly and easy to approach (A) (B) (C) (D) (E)
10. Instructor makes students feel welcome in seeking help/advice in or outside of class (A) (B) (C) (D) (E)
11. Instructor shows genuine interest in individual students (A) (B) (C) (D) (E)
12. Instructor is adequately accessible to students during office hours or after class (A) (B) (C) (D) (E)

Examinations/ Grading

13. Professor's criteria for grading materials is valuable (A) (B) (C) (D) (E)
14. Methods of evaluating student work are fair and appropriate (A) (B) (C) (D) (E)
15. Student's grasp of concepts tested comes content as emphasized by instructor (A) (B) (C) (D) (E)

Organization/ Clarity

16. Instructor's explanations are clear (A) (B) (C) (D) (E)
17. Grades and assignments given are clearly explained (A) (B) (C) (D) (E)
18. Stated objectives agree with those actually taught so you know where the course is going (A) (B) (C) (D) (E)
19. Instructor gives students enough time to take notes (A) (B) (C) (D) (E)

Breadth of Coverage

20. Instructor covers a full facilitation of various theories (A) (B) (C) (D) (E)
21. Instructor gives a clear background or origin of ideas/concepts developed in class (A) (B) (C) (D) (E)
22. Instructor presents points of view other than his/her own when appropriate (A) (B) (C) (D) (E)
23. Instructor covers a wide range of current developments in field (A) (B) (C) (D) (E)

Group Interaction

24. Students are encouraged to participate in class discussions (A) (B) (C) (D) (E)
25. Instructor encourages students to bring ideas and homework (A) (B) (C) (D) (E)
26. Students are encouraged to ask questions and are given meaningful answers (A) (B) (C) (D) (E)
27. Students are encouraged to give and receive feedback and/or question the instructor (A) (B) (C) (D) (E)

Assignments Readings

28. Regular assignments are valuable (A) (B) (C) (D) (E)
29. Assignments are well designed and help in the development and understanding of the subject (A) (B) (C) (D) (E)

Exceptionally Low
Low
Average
High
Exceptionally High

Overall Rating

30. Based on first 29 items, how would you rate your overall effectiveness (A) (B) (C) (D) (E)
31. Based on first 29 items, how would you rate your overall understanding of the subject (A) (B) (C) (D) (E)

Course: THE 1500 01 CL SpTp:Theater Production/Technology Total in Class: 6

Question	Responded	Instructor Avg	Division Avg	SUNY Sullivan Avg
You find the course intellectually challenging and stimulating	6	4.67	4.25	4.09
You have learned something which you consider valuable	6	5.00	4.50	4.36
Your interest in the subject has increased as a consequence of this course	6	4.50	4.30	4.10
You have learned and understood the subject materials in this course	6	4.67	4.48	4.29
Instructor is enthusiastic about teaching the course	6	5.00	4.61	4.47
Instructor is dynamic and energetic in conducting the course	6	4.83	4.55	4.39
Instructor enhances presentations with the use of humor	6	4.50	4.49	4.30
Instructor's style of presentation holds your interest during class	5	4.80	4.40	4.22
Instructor is friendly towards individual students	6	4.50	4.51	4.41
Instructor makes students feel welcome in seeking help/advice in or outside of class	6	5.00	4.57	4.45
Instructor has a genuine interest in individual students	6	4.50	4.44	4.29
Instructor is adequately accessible to students during office hours or after class	6	4.67	4.46	4.40
Feedback on examinations/graded materials is valuable	6	4.50	4.48	4.29
Methods of evaluating student work are fair and appropriate	6	4.67	4.49	4.35
Examinations/graded materials test course content as emphasized by instructor	6	4.67	4.47	4.34
Instructor's explanations are clear	6	4.83	4.46	4.35
Course materials are well prepared and caarefully explained	6	4.83	4.50	4.37
Proposed objectives agree with those actually taught so you know where the course is going	6	4.83	4.48	4.34
Instructor gives lectures that facilitate taking notes	6	4.17	4.22	4.17
Instructor contrasts the implications of various theories	6	4.50	4.37	4.23
Instructor presents the background or origin or ideas/concepts developed in class	6	4.83	4.45	4.29
Instructor presents points of view other than his/her own when appropriate	6	4.67	4.47	4.31
Instructor adequately discusses current developments in field	6	4.83	4.42	4.30
Students are encouraged to participate in class discussions	6	4.83	4.53	4.39
Students are invited to share their ideas and knowledge	6	4.83	4.54	4.41
Students are encouraged to ask questions and are given meaningful answers	6	4.83	4.55	4.42
Students are encouraged to express their own ideas and/or question the instructor	6	4.83	4.55	4.41
Required readings/texts are valuable	6	4.33	4.23	4.14
Readings, homeworks, etc., contribute to appreciation and understanding of the subject	6	4.83	4.38	4.27
Rate the instructor's overall teaching effectiveness	6	4.83	4.55	4.39
Rate the overall quality of the course	6	4.67	4.50	4.30

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

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Correct Mark ● Incorrect Marks ✓ ✗ ○ ●

ID #

5085

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Learning/ Academic Value

1. You find the course intellectually challenging and stimulating
2. You have learned something which you consider valuable
3. Your interest in the subject has increased as a consequence of this course
4. You have learned and understood the subject materials in this course

Instructor Enthusiasm

5. Instructor is enthusiastic about teaching the course
6. Instructor is dynamic and energetic in conducting the course
7. Instructor enhances presentations with the use of humor
8. Instructor's style of presentation holds your interest during class

Individual Rapport

9. Instructor is friendly towards individual students
10. Instructor makes students feel welcome in seeking help/advice in or outside of class
11. Instructor has a genuine interest in individual students
12. Instructor is adequately accessible to students during office hours or after class

Examinations/ Grading

13. Feedback on examinations/graded materials is valuable
14. Methods of evaluating student work are fair and appropriate
15. Examinations/graded materials test course content as emphasized by instructor

Organization/ Clarity

16. Instructor's explanations are clear
17. Course materials are well prepared and carefully explained
18. Proposed objectives agree with those actually taught so you know where the course is going
19. Instructor gives lectures that facilitate taking notes

Breadth of Coverage

20. Instructor contrasts the implications of various theories
21. Instructor presents the background or origin of ideas/concepts developed in class
22. Instructor presents points of view other than his/her own when appropriate
23. Instructor adequately discusses current developments in field

Group Interaction

24. Students are encouraged to participate in class discussions
25. Students are invited to share their ideas and knowledge
26. Students are encouraged to ask questions and are given meaningful answers
27. Students are encouraged to express their own ideas and/or question the instructor ...

Assignments Readings

28. Required readings/texts are valuable
29. Readings, homeworks, etc., contribute to appreciation and understanding of the subject

Overall Rating

30. Rate the instructor's overall teaching effectiveness
31. Rate the overall quality of the course

Exceptionally Low
Low
Average
High
Exceptionally High

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

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Correct Mark ●

Incorrect Marks



ID #

5085

Learning/ Academic Value

1. You find the course intellectually challenging and stimulating
2. You have learned something which you consider valuable
3. Your interest in the subject has increased as a consequence of this course
4. You have learned and understood the subject materials in this course

Instructor Enthusiasm

5. Instructor is enthusiastic about teaching the course
6. Instructor is dynamic and energetic in conducting the course
7. Instructor enhances presentations with the use of humor
8. Instructor's style of presentation holds your interest during class

Individual Rapport

9. Instructor is friendly towards individual students
10. Instructor makes students feel welcome in seeking help/advice in or outside of class
11. Instructor has a genuine interest in individual students
12. Instructor is adequately accessible to students during office hours or after class

Examinations/ Grading

13. Feedback on examinations/graded materials is valuable
14. Methods of evaluating student work are fair and appropriate
15. Examinations/graded materials test course content as emphasized by instructor

Organization/ Clarity

16. Instructor's explanations are clear
17. Course materials are well prepared and carefully explained
18. Proposed objectives agree with those actually taught so you know where the course is going
19. Instructor gives lectures that facilitate taking notes

Breadth of Coverage

20. Instructor contrasts the implications of various theories
21. Instructor presents the background or origin of ideas/concepts developed in class
22. Instructor presents points of view other than his/her own when appropriate
23. Instructor adequately discusses current developments in field

Group Interaction

24. Students are encouraged to participate in class discussions
25. Students are invited to share their ideas and knowledge
26. Students are encouraged to ask questions and are given meaningful answers
27. Students are encouraged to express their own ideas and/or question the instructor

Assignments Readings

28. Required readings/texts are valuable
29. Readings, homeworks, etc., contribute to appreciation and understanding of the subject

Overall Rating

30. Rate the instructor's overall teaching effectiveness
31. Rate the overall quality of the course

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

Exceptionally Low

Low

Average

High

Exceptionally High

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

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Correct Mark ●

Incorrect Marks



ID #

5085

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree

Learning/ Academic Value

1. You find the course intellectually challenging and stimulating ● (1) (2) (3) (4) (5)
2. You have learned something which you consider valuable ● (1) (2) (3) (4) (5)
3. Your interest in the subject has increased as a consequence of this course (1) ● (2) (3) (4) (5)
4. You have learned and understood the subject materials in this course (1) ● (2) (3) (4) (5)

Instructor Enthusiasm

5. Instructor is enthusiastic about teaching the course ● (1) (2) (3) (4) (5)
6. Instructor is dynamic and energetic in conducting the course (1) ● (2) (3) (4) (5)
7. Instructor enhances presentations with the use of humor (1) ● (2) (3) (4) (5)
8. Instructor's style of presentation holds your interest during class (1) X ● (2) (3) (4) (5)

Individual Rapport

9. Instructor is friendly towards individual students (1) ● (2) (3) (4) (5)
10. Instructor makes students feel welcome in seeking help/advice in or outside of class ... ● (1) (2) (3) (4) (5)
11. Instructor has a genuine interest in individual students ● (1) (2) (3) (4) (5)
12. Instructor is adequately accessible to students during office hours or after class (1) (2) ● (3) (4) (5)

Examinations/ Grading

13. Feedback on examinations/graded materials is valuable ... (1) (2) ● (3) (4) (5)
14. Methods of evaluating student work are fair and appropriate (1) ● (2) (3) (4) (5)
15. Examinations/graded materials test course content as emphasized by instructor (1) ● (2) (3) (4) (5)

Organization/ Clarity

16. Instructor's explanations are clear (1) ● (2) (3) (4) (5)
17. Course materials are well prepared and carefully explained ... X ● (1) (2) (3) (4) (5)
18. Proposed objectives agree with those actually taught so you know where the course is going (1) ● (2) (3) (4) (5)
19. Instructor gives lectures that facilitate taking notes (1) ● (2) (3) (4) (5)

Breadth of Coverage

20. Instructor contrasts the implications of various theories (1) ● (2) (3) (4) (5)
21. Instructor presents the background or origin of ideas/concepts developed in class ● (1) (2) (3) (4) (5)
22. Instructor presents points of view other than his/her own when appropriate (1) ● (2) (3) (4) (5)
23. Instructor adequately discusses current developments in field (1) ● (2) (3) (4) (5)

Group Interaction

24. Students are encouraged to participate in class discussions (1) ● (2) (3) (4) (5)
25. Students are invited to share their ideas and knowledge (1) ● (2) (3) (4) (5)
26. Students are encouraged to ask questions and are given meaningful answers (1) ● (2) (3) (4) (5)
27. Students are encouraged to express their own ideas and/or question the instructor ... (1) ● (2) (3) (4) (5)

Assignments Readings

28. Required readings/texts are valuable ● (1) (2) (3) (4) (5)
29. Readings, homeworks, etc., contribute to appreciation and understanding of the subject ● (1) (2) (3) (4) (5)

Overall Rating

30. Rate the instructor's overall teaching effectiveness (1) ● (2) (3) (4) (5)
31. Rate the overall quality of the course (1) ● (2) (3) (4) (5)

Exceptionally Low
Low
Average
High
Exceptionally High

Students' Evaluation of Educational Quality (SEEQ)
Sullivan County Community College

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Correct Mark ● Incorrect Marks ✓ ✗ ○ ●

ID #



5085

Strongly Disagree

Disagree

Neutral

Agree

Strongly Agree

Learning/
Academic
Value

1. You find the course intellectually challenging and stimulating ☒ A ☐ B ☐ C ☐ D ☐ E
2. You have learned something which you consider valuable ☒ A ☐ B ☐ C ☐ D ☐ E
3. Your interest in the subject has increased as a consequence of this course ☒ A ☐ B ☐ C ☐ D ☐ E
4. You have learned and understood the subject materials in this course ☒ A ☐ B ☐ C ☐ D ☐ E

Instructor Enthusiasm

5. Instructor is enthusiastic about teaching the course ☒ (A) ☐ (B) ☐ (C) ☐ (D)
6. Instructor is dynamic and energetic in conducting the course ☒ (A) ☐ (B) ☐ (C) ☐ (D)
7. Instructor enhances presentations with the use of humor ☒ (A) ☐ (B) ☐ (C) ☐ (D)
8. Instructor's style of presentation holds your interest during class ☒ (A) ☐ (B) ☐ (C) ☐ (D)

Individual Rapport

9. Instructor is friendly towards individual students (4) (5) (6) (7)
10. Instructor makes students feel welcome in seeking help/advice in or outside of class ... (5) (6) (7) (8)
11. Instructor has a genuine interest in individual students (5) (6) (7) (8)
12. Instructor is adequately accessible to students during office hours or after class (5) (6) (7) (8)

Examinations/ Grading

13. Feedback on examinations/graded materials is valuable ☒ F ☐ I ☐ G ☐ E
14. Methods of evaluating student work are fair and appropriate ☒ H ☐ C ☐ D ☐ E
15. Examinations/graded materials test course content as emphasized by instructor .. ☒ E ☐ I ☐ G ☐ F

Organization/ Clarity

Breadth of Coverage

- | | | | | | |
|---|------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 20. Instructor contrasts the implications of various theories | <input checked="" type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 |
| 21. Instructor presents the background or origin of ideas/concepts developed in class | <input checked="" type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 |
| 22. Instructor presents points of view other than his/her own when appropriate | <input checked="" type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 |
| 23. Instructor adequately discusses current developments in field | <input checked="" type="radio"/> 5 | <input type="radio"/> 4 | <input type="radio"/> 3 | <input type="radio"/> 2 | <input type="radio"/> 1 |

Group Interaction

24. Students are encouraged to participate in class discussions ☒ (b) ☐ (c) ☐ (d) ☐ (e)
25. Students are invited to share their ideas and knowledge ☒ (b) ☐ (c) ☐ (d) ☐ (e)
26. Students are encouraged to ask questions and are given meaningful answers ☒ (b) ☐ (c) ☐ (d) ☐ (e)
27. Students are encouraged to express their own ideas and/or question the instructor ☒ (b) ☐ (c) ☐ (d) ☐ (e)

Assignments
Readings

Overall Rating

30. Rate the instructor's overall teaching effectiveness 
31. Rate the overall quality of the course 

Exceptionally Low

Low

Average

High






Exceptionally High

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

MARKING INSTRUCTIONS

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- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.

Correct Mark  Incorrect Marks    

ID #

5085

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Learning/ Academic Value

1. You find the course intellectually challenging and stimulating ☐ A ☐ B ☒ C ☐ D ☐ E
2. You have learned something which you consider valuable ☒ A ☐ B ☐ C ☐ D ☐ E
3. Your interest in the subject has increased as a consequence of this course ☐ A ☒ B ☐ C ☐ D ☐ E
4. You have learned and understood the subject materials in this course ☐ A ☒ B ☐ C ☐ D ☐ E

Instructor Enthusiasm

5. Instructor is enthusiastic about teaching the course ☒ A ☐ B ☐ C ☐ D ☐ E
6. Instructor is dynamic and energetic in conducting the course ☒ A ☐ B ☐ C ☐ D ☐ E
7. Instructor enhances presentations with the use of humor ☐ A ☐ B ☒ C ☐ D ☐ E
8. Instructor's style of presentation holds your interest during class ☐ A ☒ B ☐ C ☐ D ☐ E

Individual Rapport

9. Instructor is friendly towards individual students ☒ A ☐ B ☐ C ☐ D ☐ E
10. Instructor makes students feel welcome in seeking help/advice in or outside of class ☒ A ☐ B ☐ C ☐ D ☐ E
11. Instructor has a genuine interest in individual students ☐ A ☐ B ☒ C ☐ D ☐ E
12. Instructor is adequately accessible to students during office hours or after class ☒ A ☐ B ☐ C ☐ D ☐ E

Examinations/ Grading

13. Feedback on examinations/graded materials is valuable ☐ A ☒ B ☐ C ☐ D ☐ E
14. Methods of evaluating student work are fair and appropriate ☐ A ☒ B ☐ C ☐ D ☐ E
15. Examinations/graded materials test course content as emphasized by instructor ☐ A ☒ B ☐ C ☐ D ☐ E

Organization/ Clarity

16. Instructor's explanations are clear ☒ A ☐ B ☐ C ☐ D ☐ E
17. Course materials are well prepared and carefully explained ☒ A ☐ B ☐ C ☐ D ☐ E
18. Proposed objectives agree with those actually taught so you know where the course is going ☒ A ☐ B ☐ C ☐ D ☐ E
19. Instructor gives lectures that facilitate taking notes ☐ A ☐ B ☒ C ☐ D ☐ E

Breadth of Coverage

20. Instructor contrasts the implications of various theories ☐ A ☒ B ☐ C ☐ D ☐ E
21. Instructor presents the background or origin of ideas/concepts developed in class ☒ A ☐ B ☐ C ☐ D ☐ E
22. Instructor presents points of view other than his/her own when appropriate ☒ A ☐ B ☐ C ☐ D ☐ E
23. Instructor adequately discusses current developments in field ☒ A ☐ B ☐ C ☐ D ☐ E

Group Interaction

24. Students are encouraged to participate in class discussions ☒ A ☐ B ☐ C ☐ D ☐ E
25. Students are invited to share their ideas and knowledge ☒ A ☐ B ☐ C ☐ D ☐ E
26. Students are encouraged to ask questions and are given meaningful answers ☒ A ☐ B ☐ C ☐ D ☐ E
27. Students are encouraged to express their own ideas and/or question the instructor .. ☒ A ☐ B ☐ C ☐ D ☐ E

Assignments Readings

28. Required readings/texts are valuable ☐ A ☐ B ☐ C ☒ D ☐ E
29. Readings, homeworks, etc., contribute to appreciation and understanding of the subject ☐ A ☒ B ☐ C ☐ D ☐ E

Exceptionally Low	Low	Average	High	Exceptionally High
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Overall Rating

30. Rate the instructor's overall teaching effectiveness ☒ A ☐ B ☐ C ☐ D ☐ E
31. Rate the overall quality of the course ☒ A ☐ B ☐ C ☐ D ☐ E

Students' Evaluation of Educational Quality (SEEQ)

Sullivan County Community College

MARKING INSTRUCTIONS

- Use a No. 2 pencil only.
- Do not use ink, ballpoint, or felt tip pens.
- Make solid marks that fill the response completely.
- Erase cleanly any marks you wish to change.
- Make no stray marks on this form.





















Correct Mark  Incorrect Marks   

ID #





















5085

Strongly Disagree
Disagree
Neutral
Agree
Strongly Agree





















Learning/ Academic Value

1. You find the course intellectually challenging and stimulating     
2. You have learned something which you consider valuable     
3. Your interest in the subject has increased as a consequence of this course     
4. You have learned and understood the subject materials in this course     
















Instructor Enthusiasm

5. Instructor is enthusiastic about teaching the course     
6. Instructor is dynamic and energetic in conducting the course     
7. Instructor enhances presentations with the use of humor     
8. Instructor's style of presentation holds your interest during class     





















Individual Rapport

9. Instructor is friendly towards individual students     
10. Instructor makes students feel welcome in seeking help/advice in or outside of class     
11. Instructor has a genuine interest in individual students     
12. Instructor is adequately accessible to students during office hours or after class     





















Examinations/ Grading

13. Feedback on examinations/graded materials is valuable     
14. Methods of evaluating student work are fair and appropriate     
15. Examinations/graded materials test course content as emphasized by instructor     





















Organization/ Clarity

16. Instructor's explanations are clear     
17. Course materials are well prepared and carefully explained     
18. Proposed objectives agree with those actually taught so you know where the course is going     
19. Instructor gives lectures that facilitate taking notes     

Breadth of Coverage

20. Instructor contrasts the implications of various theories     
21. Instructor presents the background or origin of ideas/concepts developed in class     
22. Instructor presents points of view other than his/her own when appropriate     
23. Instructor adequately discusses current developments in field     











Group Interaction

24. Students are encouraged to participate in class discussions     
25. Students are invited to share their ideas and knowledge     
26. Students are encouraged to ask questions and are given meaningful answers     
27. Students are encouraged to express their own ideas and/or question the instructor     

Assignments Readings

28. Required readings/texts are valuable     
29. Readings, homeworks, etc., contribute to appreciation and understanding of the subject     

Overall Rating

30. Rate the instructor's overall teaching effectiveness     
31. Rate the overall quality of the course     

Exceptionally Low
Low
Average
High
Exceptionally High