Annual Evaluation Standards and Procedures (AESP)
for the Office of Experiential Learning (OEL)

Approved for first use in the 2013-2014 evaluation year.

General Overview

The Office of Experiential Learning provides discipline-related, real-world learning experiences for students to apply classroom theory and develop the knowledge, skills, and attitudes they need to be work-ready and civically engaged citizens upon graduation.

The department supports three forms of experiential learning including co-op, internships, and academic service-learning. Co-op is a developmental program in which students participate in a series of paid, full-time or part time semesters of real-world, major-related learning experiences for credit or not-for-credit. During each semester of participation, students complete learning objectives, reflect on their experiences, and evaluate their learning. Internships are similar to co-op but may be paid or unpaid and are one semester in duration. Service-learning is an educational strategy in which some aspect of the learning objectives of a course are taught through participation in a service-project.

Faculty in the Office of Experiential Learning
1) instruct co-op and internship courses, both web courses and mixed mode for students in most disciplines supported by the university
2) develop and maintain productive educational partnerships with industrial, business, government, and non-profit partners locally, nationally, and internationally to support the department's curricular goals
3) assist and partner with college faculty to improve curriculum and community partnerships in internship and service-learning courses, and increase numbers of students and employers participating in these experiences
4) contribute to data collection on student learning outcomes and employer participation benefits to report to colleges, UCF administration, and external agencies.

Outline of OEL faculty job duties

Teaching
OEL faculty members are instructors in 12-month, non-tenured positions. They teach co-op and internship courses with similar course loads every term: Fall, Spring, and Summer.

Curriculum for co-op and internship courses through OEL is the same over all disciplines. However curriculum development is part of faculty responsibility because each faculty member adds to the basic syllabus depending on how much credit students will be earning per course, the specific needs and interests of individual students, and students in different majors. Also, the entire faculty periodically review and update the basic syllabus. Instruction occurs mostly through the processing of reflection assignments throughout the semester and the incorporation of what is learned into students' academic and professional skills and orientation.

Each faculty member assignment supports majors in one or more colleges based on the faculty member's education and/or work background and expertise, their particular strengths as they relate to working with students, on the relationship among majors even if they are located in different colleges, and on the varying difficulty of working with certain majors vs. others. For instance, a faculty member working with Engineering may also handle Physics and Math even though these majors are in different colleges. Also, a faculty member who is assigned to work with education students, given that the College of Education generally supports its own internships would also work with students in a college in which a large number of students would come through OEL. This also means that the number of students supported by faculty

members may vary widely, from 120/semester in areas where experiential learning is optional to 375/semester in a mandatory program with most faculty dealing with a student load somewhere between these extremes.

Faculty members adjust their work based on the needs of the college(s) with whose majors they work and the needs of the industries related to those disciplines. Therefore, the emphases in job duties and the types of issues that each faculty member may deal with will vary based on these variables but the general skills, attitudes and requirements necessary to do the job are the same for all faculty members. Therefore, even though many duties are consistent for all faculty members, each is unique in the configuration of all of their duties at any given time.

On-campus and off-campus outreach are essential academic supports for experiential learning courses. On-campus, faculty members participate in student and parent outreach such as classroom presentations, orientations and workshops and collaborate with other departments. Other types of on-campus outreach take the form of events, such as the Internship Symposium for faculty, the SL Student Showcase for students, or Co-op and internship Fairs. Off-campus, faculty must effectively and consistently develop and maintain sustainable and productive educational partnerships with industry, business, government, and non-profit agencies locally, nationally and internationally to create strong and appropriate educational experiences for student learning. This may also include participation on advisory boards related to this type of partnership, both within UCF and in the community, professional organizations related to particular disciplines or to outreach to the business community, such as Chambers of Commerce or HR organizations.

At higher levels of functioning, in addition to instruction, there are other duties assigned to faculty members based on their strengths, availability, and the needs of the department that may be on-going or time-limited. Research and assessment efforts, course development, organizing and holding events, and supporting promotional and outside educational activities are all examples of this type of additional activity.

Research
Research and publishing are not requirements for these positions, but supporting research and publishing efforts of the department as a whole is a requirement to which each faculty member contributes. Research, publishing, and obtaining grant funding are encouraged and these efforts, when related directly to the goals of the department, are included as additional duties that contribute to performance that exceeds basic expectations.

Service
Faculty often provide outreach to high schools and local state colleges, provide consulting and additional support to other higher education institutions and our industrial partners, and often support these partners in service and fund-raising efforts for good causes. However, since OEL faculty positions are intricately related to community building, service efforts and curriculum efforts are often blurred. Therefore, this parameter is not stated specifically as a requirement for evaluation but these activities do occur and are considered as activities that contribute to performance that exceeds basic expectations.

Individual Objectives
Many aspects of this work are not within the control of faculty, but each year achievable individual objectives are set by each faculty member to aim for intentional growth in areas in which there is some control. These can be amended by mutual consent during the year due to changing priorities and external factors.

Process
The annual evaluation timeline shall commence on or about May 8 each year for the previous academic year (for example, May 8, 2013 for the Summer 2012 – Spring 2013 academic year), but no earlier than

10 business days after all externally-produced materials are made available to employees, and no earlier than 14 days after the end of the Spring semester.

Every year, each Faculty member shall submit to the Director of OEL (hereafter, "evaluator") a report of their performance in each area of assignment by May 31. The employee annual report may include any interpretive comments and supporting data that the employee deems appropriate for evaluating their performance. The report may outline accomplishments, goals, and challenges for the evaluation period, as well as goals for the next evaluation period.

In turn, the evaluator will conduct a comprehensive, objective, balanced review of the faculty member's performance, achievements and challenges over the evaluation period, along with supporting data and other relevant information.

The Faculty member shall be offered the opportunity to discuss the evaluation with the evaluator prior to its being finalized and placed in the employee's evaluation file. The evaluation shall be signed and dated by the evaluator and by the employee, to acknowledge receipt of it. The employee may attach a concise comment to the evaluation. A copy of the evaluation shall be provided to the employee.

Office of Experiential Learning - Faculty Annual Evaluation Form

Supervisor _____ **Date** _____

	Outstanding	Above Satisfactory	Satisfactory	Conditional	Unsatisfactory	N/A
Provides academic/career advising						
Promotes student learning/skill development through reflection and feedback on course assignments						
Facilitates resume and interview preparation						
Interacts well with/relates to students						
Maintains realistic/reasonable quantity levels						
Promotes OEL programs to students						
Maintains confidentiality (FERPA compliance)						
Handles exceptions to policy appropriately						
Monitors student progress						
Accomplishes all aspects of course management						

Comments

Promotes OEL programs to employers						
Researches and develops employer partnerships						
Maintains rapport/productive partnerships with employers						
Develops relevant student learning opportunities						
Maintains realistic/reasonable quantity levels						
Reviews/posts positions correctly and efficiently						
Makes appropriate and timely referrals						

Comments

Promotes OEL programs to faculty						
Develops new/creative partnerships with faculty						
Maintains rapport and productive partnerships with faculty						
Provides feedback on student learning/employer perspectives						

Comments

Facilitates teamwork/collaboration/cooperation						
Maintains rapport and productive partnerships with colleagues						
Communicates at appropriate levels/shares information						
Keeps supervisor informed						
Follows instructions/adheres to schedules/plans						
Supports new ideas/methods						
Constructively participates in staff meetings						

Comments

Individual Objectives								
	Comments							

SKILLS		

Relevant Skills	*	Is ethical and honest in dealings with all constituencies						
	*	Communicates professionally (written/verbal, listening/ questioning for understanding						
	*	Reliable/keeps commitments/meets deadlines/punctual						
	*	Analyzes/resolves problems/issues/conflicts effectively						
	*	Applies appropriate knowledge of the field						
		Takes initiative/works independently						
		Recognizes opps./challenges and responds appropriately						
		Displays attention to detail/thorough						
		Provides timely responses to all types of correspondence						
		Flexible/responsive/adapts to change						
		Displays vision/strategic thinking						
	Comments							

Strengths / Accomplishments: Faculty member's most significant strengths and accomplishments during this rating period

Areas of Improvement: Areas in which the faculty member should take special care to address professional weaknesses or to prepare for professional advancement.

Objectives: Major objectives for the next rating period. Includes task, strategy for accomplishment, and how it will be measured.

Overall Comments:

Critical Tasks		Outstanding: _____ Above Satisfactory: _____ Satisfactory: _____ Conditional: _____ Unsatisfactory: _____	
Other Tasks		Outstanding: _____ Above Satisfactory: _____ Satisfactory: _____ Conditional: _____ Unsatisfactory: _____	
Critical Skills		Outstanding: _____ Above Satisfactory: _____ Satisfactory: _____ Conditional: _____ Unsatisfactory: _____	
Other Skills		Outstanding: _____ Above Satisfactory: _____ Satisfactory: _____ Conditional: _____ Unsatisfactory: _____	
Individual Oblectives		Outstanding: _____ Above Satisfactory: _____ Satisfactory: _____ Conditional: _____ Unsatisfactory: _____	

Overall rating: Outstanding: _____ Above Satisfactory: _____ Satisfactory: _____ Conditional: _____ Unsatisfactory: _____

Supervisor Signature: _____ Date: _____ Faculty Signature: _____ Date: _____

Faculty response / comments:

Calculating Overall Ratings

In considering the relative importance of accomplishing tasks, including working with constituencies, related duties, and individual objectives listed in the performance evaluation form, skills are considered to be overarching requirements and therefore are evaluated separately to weigh them higher than the other areas. In fact, it is considered the case that an individual's ability to apply these skills is in some ways inherent to their ability to accomplish the duties of the position effectively. Also, though all areas are considered necessary to be rated satisfactory, there are some tasks and some skills that are considered to be critical and therefore more essential than others. These are marked with an asterisk and considered separately and higher in the overall rating. Lastly, in working with constituencies and related duties, though populations, situations, and assignments vary, expectations for skills are uniform across all tasks. In this way, the evaluation form reflects the relationship between the skills and the application of these skills in the specific tasks required in the job.

The following chart provides the definition used for each of the rating levels as follows:

Overall rating	Description
Outstanding	Consistently exceeds expectations and does much more than is required. Demonstrates superior level of expertise. Performance is at least satisfactory or above in all areas and outstanding in most areas.
Above Satisfactory	Exceeds many expectations. Regularly does more than is required. Demonstrates advanced skill and abilities. Performance is at least satisfactory or above in all areas and at least above satisfactory in most areas.
Satisfactory	Consistently meets expectations and occasionally exceeds some expectations. Performs at an effective and satisfactory level. Demonstrates required skills and abilities. Performance must be at the satisfactory level in all areas with the exception of one at the conditional level.
Conditional	Meets some expectations of the position. Demonstrates some of the required skills or abilities. Performance is below the satisfactory level in two or more areas.
Unsatisfactory	Does not meet expectations. Does not demonstrate the required skills or abilities in job responsibilities. Performance is below the satisfactory level in most areas.

Scores in categories (Critical Tasks, Remaining Tasks, Critical Skills, Remaining Skills, individual Objectives) will be calculated using the above definitions and the table parameters below to arrive at the overall rating which is the average of the five subscales.

Overall	Critical Tasks	Other Tasks	Critical Skills	Other Skills	Indiv. Objectives
Outstanding O	O in 90%	O in 65%; rest at least AS	O in 100%	O in 70%; rest t least AS	At least two O and 1 AS
Above Satisfactory	AS or better in 85%; rest at least S	AS or better in 65%; rest at least S	AS or better 85%; rest at least S	AS or better in 70%; rest at least S	At least two AS and 1 S
Satisfactory S	No more than one C; all the rest at least S				
Conditional C	No more than two Cs; all the rest at least S				
Unsatisfactory U	Below S in three or more areas				

EXAMPLES:

These are examples only and therefore do not cover all the various tasks and skills or all of the possible permutations of how faculty might operate in their own area. These examples do reflect however the flavor of the difference between satisfactory performance in which tasks are done and skills expressed enough for the job to be done but at a rudimentary level and outstanding performance which is done with a very high level of engagement, effort, and skill level to accomplish much higher outcomes.

1) A faculty member functioning at a satisfactory level communicates appropriately with constituencies so that they are assisted to get what they need. Participation in outreach to students and employers produces awareness and students pursuing participation. Students are seen when they come to our department and are referred to places for which they qualify when they state their interest in a particular position. Courses are monitored and assignments are noted as received. Some effort is made to interact with students to reflect on their assignments. Positions are posted and referrals are made so that an acceptable number of students participate each semester. Problems are basically addressed, with occasional intervention from a supervisor. Reports are completed and other requested information is provided in a timely manner, often with extra effort to provide additional relevant information beyond what was asked, an area that exceeds expectations. Records are kept enough to follow student and employer progress. However, the information in the online database system is incomplete and sometimes inaccurate, a conditional issue that would need to be improved in a given timeframe.

2) In outstanding performance levels, students and employers are quick to offer accolades about the excellent assistance they are receiving from this faculty member. Outreach efforts are done enthusiastically with messages tailored extremely well to each audience. Extra time is taken to reach out to students who are pursuing positions and ensuring that students in OEL courses are getting in-depth advising and feedback on reflection assignments. Efforts are made to learn more about the field and suggestions and questions are offered about processes and policies to contribute to improvements and new ideas and methods. Records are kept up-to-date and are correct and complete most of the time. Extra effort to reach out to students and employers increases diversity in participation and improves finding opportunities that match specific student interests. Extra projects are suggested and taken on by request as needed and problems are resolved effectively. The supervisor is kept informed of potential problems as well current ones.