



SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

Build Your Future

SAN LUIS OBISPO COMMUNITY COLLEGE DISTRICT

TENTATIVE AGREEMENT

March 17, 2021

Pending CCFT Ratification and Board of Trustees Approval

The San Luis Obispo County Community College District and the Cuesta College Federation of Teachers have completed negotiations of Article 7, Evaluation Forms of the Collective Bargaining Agreement for the 2021-2022 year. This article will be amended as follows:


ARTICLE 7

EVALUATION FORMS

Effective Fall 2021, CCFT and the District agree to use the following updated evaluation forms:

- Instructional Peer Evaluation Form (revised spring 2021)
- Dean Evaluation Form (revised spring 2021)
- Student Evaluation Questions (revised spring 2021)

ACCEPTED AND AGREED TO:


Heather Tucker (Mar 18, 2021 09:53 PDT)

Mar 18, 2021

Heather Tucker
Chief Negotiator
CUESTA COLLEGE FEDERATION OF TEACHERS, AFT Local 4909

Date


Melissa Richerson (Mar 18, 2021 10:52 PDT)

Mar 18, 2021

Melissa Richerson
Vice President Human Resources & Labor Relations
SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

Date

Approved Synchronous/Asynchronous Student Evaluation Questions – Revised Fall 2020

Questions in green are unique to asynchronous modality

Synchronous	Asynchronous/Correspondence
<ol style="list-style-type: none"> 1. I attend class regularly. 2. If I miss class, I follow up with my instructor. 3. I keep up with assignments. 4. I communicate with my instructor when I have questions. 5. The syllabus clearly explains what is expected of me in this class. 6. The goals of class sessions are clear. 7. My instructor makes good use of class time. 8. My instructor promotes a positive learning environment. 9. My instructor explains the subject matter well. 10. My instructor assigns coursework that helps me understand the course material. 11. My instructor provides helpful feedback on my work. 12. My instructor makes my grades and other assessments of my progress in the course readily accessible. 13. Tests, papers, projects, and other assessments accurately reflect course content. 14. This course encourages me to think-deeply about the subject matter presented. 15. I am treated with respect by my instructor. 16. In what ways does your instructor teach effectively? 17. Is there anything the instructor could do to improve how the subject matter is taught? 	<ol style="list-style-type: none"> 1. I adhere to the course schedule provided by my instructor. 2. If I miss a due date, I follow up with my instructor. 3. I keep up with assignments. 4. I communicate with my instructor when I have questions. 5. My instructor sent a welcome message (email or announcement) prior to the start of class with important information to help me get started. 6. The Syllabus clearly explains what is expected of me in this class. 7. The class material provides goals that are clear. 8. I find this course well organized and easy to navigate. 9. My instructor provides me with helpful instructions and due dates for assignments. 10. My instructor promotes a positive online learning environment. 11. My instructor’s materials explain the subject matter well. 12. My instructor assigns coursework that helps me understand the course material. 13. My instructor responds to my messages or emails in a timely manner. 14. My instructor provides helpful feedback on my work. 15. My instructor makes my grades and other assessments of my progress in the course readily accessible. 16. This course encourages me to think-deeply about the subject matter presented. 17. I am treated with respect by my instructor. 18. In what ways does your instructor provide effective instruction? 19. Is there anything the instructor could do to improve how the subject matter is taught?

CUESTA COLLEGE
INSTRUCTIONAL FACULTY DEAN EVALUATION FORM

Employee:	Semester/Year:				
Check one: <input type="checkbox"/> Regular Tenured <input type="checkbox"/> Tenure-track <input type="checkbox"/> Temporary Full-time <input type="checkbox"/> Temporary Part-time <input type="checkbox"/> Temp. w/o assignment rights					
Observation Date :	Time :	Room:	Course:	CRN:	Check if DE course <input type="checkbox"/>
<i>For an off-cycle review, indicate below which Sections are under review:</i> <input type="checkbox"/> Instruction (I) <input type="checkbox"/> Interaction with Students (II) <input type="checkbox"/> Professional & Divisional Responsibilities (III)					

INSTRUCTIONS:

The processes and procedures that govern all faculty evaluations are set forth in Article VII of the *SLOCCCD/CCFT Collective Bargaining Agreement (CBA)*. The performance criteria utilized in this document reflect the professional standards established by the Academic Senate of Cuesta College.

All instructional faculty are assessed by their Dean or Director in three performance areas: Assessment of Instruction (Section I), Overall Assessment of Interaction with Students (Section II), and Professional & Divisional Responsibilities (Section III). The evaluator then determines an Overall Assessment of Performance, documented in Section IV.

RATING RUBRIC:

Instructors are evaluated in each of the performance areas using criteria specified in each section, and rated according to the following rubric:

	SCALE			
	Excels	Meets Standards	Needs to Improve	Unsatisfactory
Assessing Individual Criteria	The instructor is highly effective.	The instructor is consistently effective.	The instructor is not consistently effective.	N/A
Assessing a Section	A majority of criteria are assessed as “Excels” or one or some criteria are so outstanding as to warrant an “Excels” and there are no criteria assessed below “Meets Standards.”	A majority of criteria are assessed as “Meets Standards.”	A majority of criteria are assessed as “Needs to Improve” or the evaluator deems a “Needs to Improve” is appropriate due to one or more essential criteria.	N/A
Overall Assessment	Two (2) or more sections are assessed as “Excels,” and the remaining section is at least “Meets Standards.”	All sections are assessed as “Meets Standards,” or two (2) are assessed as “Meets Standards” and one (1) is assessed as “Excels.”	One (1) or two (2) sections are assessed as “Needs to Improve.” This will trigger an off-cycle evaluation for sections rated “Needs to Improve.”	Three (3) sections are assessed as “Needs to Improve” or the evaluator deems performance in SECTIONS I or II is gravely deficient. This will at a minimum trigger an off-cycle evaluation and may lead to action pursuant to Education Code Section 87660 et seq. and/or section 87730 et seq.

SECTION I: ASSESSMENT OF INSTRUCTION

For Classroom/Lab/synchronous courses, the course syllabus, a scheduled classroom visit, the Visitation Form, a range of graded work, supplemental material provided to students, and student evaluations, shall be the basis of evaluation for this section. Any other evidence used must be at the agreement of the faculty member being evaluated. For synchronous courses, the course syllabus, a range of graded work, supplemental material provided to students, student evaluations, and examination of the on-line learning environment shall be the basis of evaluation for this section. Any other evidence used must be at the agreement of the faculty member being evaluated. The examination of the on-line learning environment shall be mutually arranged between the faculty member being evaluated and the Dean or Director.

This instructor:

1. **Provides syllabi that clearly explain course requirements, grading policy, and student learning outcomes.**
 Excels Meets Standard Needs to Improve
2. **Presents course material that adheres to the official Course Outlines of Record.**
 Meets Standard Needs to Improve
3. **Clearly articulates goals and objectives for the class session or on-line learning module.**
 Excels Meets Standard Needs to Improve
4. **Makes effective use of class time or initiates regular and effective student contact.**
 Excels Meets Standard Needs to Improve
5. **Is prepared and organized for class or provides on-line course materials in a well-organized, easily-navigable format.**
 Excels Meets Standard Needs to Improve
6. **Presents different perspectives on issues or problem solving methods.**
 Excels Meets Standard Needs to Improve
7. **Creates and maintains a classroom or on-line environment that promotes learning.**
 Excels Meets Standard Needs to Improve
8. **Integrates challenging ideas and critical thinking into the course.**
 Excels Meets Standard Needs to Improve
9. **Promotes the student’s engagement in the subject matter.**
 Excels Meets Standard Needs to Improve
10. **Uses a process to ensure that each student enrolled is positively identified and is the same student who completes the coursework.**
 Meets Standard Needs to Improve
11. **Provides necessary pre-enrollment information such as a Welcome Letter.**
 Excels Meets Standard Needs to Improve N/A (Check if course is not De/Hybrid)

Provide an overall assessment of Instruction.

ASSESSMENT OF SECTION I INSTRUCTION:	Excels	Meets Standards	Needs to Improve	N/A if not required in an off-cycle evaluation
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: *While written comments are encouraged, they are required only if the rating is below Meets Standards.*

SECTION II: OVERALL ASSESSMENT OF INTERACTION WITH STUDENTS

Student evaluations and observation /evidence of student interaction shall be the basis of evaluation for this section. Any other evidence used must be at the agreement of the faculty member being evaluated.

This Instructor:

1. **Provides a syllabus that students perceive clearly explains what is expected of them.**
 Excels Meets Standard Needs to Improve
2. **Provides goals for class sessions or for course materials that are clear to students.**
 Excels Meets Standard Needs to Improve
3. **Is perceived by students to make good use of class time or students perceive the on-line course is well organized and easy to navigate.**
 Excels Meets Standard Needs to Improve
4. **Promotes a learning environment that students perceive as positive.**
 Excels Meets Standard Needs to Improve
5. **Is perceived by students to explain or provide materials that explain the subject matter well.**
 Excels Meets Standard Needs to Improve
6. **Assigns course work that students feel helps them understand the course material.**
 Excels Meets Standard Needs to Improve
7. **Provides feedback that students perceive as helpful.**
 Excels Meets Standard Needs to Improve
8. **Makes grades and other assessments of progress in a manner that students feel is readily accessible.**
 Excels Meets Standard Needs to Improve
9. **Provides tests, papers, projects, and other assessments that students feel accurately reflect course content.**
 Excels Meets Standard Needs to Improve
10. **Is perceived by students to encourage them to think deeply about the subject matter presented.**
 Excels Meets Standard Needs to Improve
11. **Engages with students in a manner they feel is respectful.**
 Excels Meets Standard Needs to Improve

Provide a section assessment of Interaction with Students

ASSESSMENT OF SECTION II: INTERACTION WITH STUDENTS	Excels	Meets Standards	Needs to Improve	N/A if not required in an off-cycle evaluation
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: *Written comments are required. If the overall assessment is not consistent with the student evaluations please explain.*

SECTION III: PROFESSIONAL, DIVISIONAL & COLLEGIAL RESPONSIBILITIES

The Self Evaluation form, the Peer Evaluation form, FLEX contracts, classroom visits, and committee work shall be the basis of evaluation for this section. Any other evidence used must be at the agreement of the faculty member being evaluated.

This Instructor:

1. **Maintains currency in his/her academic field (professional development).**
 Excels Meets Standard Needs to Improve

2. **Maintains educational and professional contacts with the community when relevant to professional commitments (not applicable unless specifically required by law or job description).**
 Excels Meets Standard Needs to Improve N/A

3. **Meets college-wide committee/governance obligations (see Article V of current CCFT contract).**
 Excels Meets Standard Needs to Improve

4. **Meets college obligations on time (e.g., flex contracts, grades, early alert, schedules, reports, and requisitions).**
 Meets Standard Needs to Improve

5. **Works collegially with other faculty and staff while conducting college business.**
 Meets Standard Needs to Improve

6. **Maintains standards of professional conduct.**
 Meets Standard Needs to Improve

7. **Maintains currency in pedagogical approaches.**
 Excels Meets Standard Needs to Improve

Provide an overall assessment of Professional, Divisional & Collegial Responsibilities

ASSESSMENT OF SECTION III: PROFESSIONAL & COLLEGIAL RESPONSIBILITIES	Excels	Meets Standards	Needs to Improve	N/A if not required in an off-cycle evaluation
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: *Written comments are required only if the rating is below Meets Standards or if rating is inconsistent with that of the Division Chair. While written comments are encouraged, they are required only if the rating is below Meets Standards.*

SECTION IV. OVERALL ASSESSMENT OF PERFORMANCE

Provide an overall assessment of Sections I-III.

N/A For off-cycle evaluations, check N/A and complete Section II of the Off-cycle Evaluation Form	<input type="checkbox"/>
EXCELS Two (2) or more sections are assessed as “Excels,” and the remaining section is at least “Meets Standards.”	<input type="checkbox"/>
MEETS STANDARDS All sections are assessed as “Meets Standards,” or two (2) are assessed as “Meets Standards” and one (1) is assessed as “Excels.”	<input type="checkbox"/>
NEEDS TO IMPROVE One (1) or two (2) sections are assessed as “Needs to Improve”. This will trigger an off-cycle evaluation for sections rated “Needs to Improve.”	<input type="checkbox"/>
UNSATISFACTORY Three (3) sections are assessed as “Needs to Improve” or the evaluator deems performance in SECTIONS I or II is gravely deficient. This will at a minimum trigger an off-cycle evaluation and may lead to action pursuant to Education Code Section 87660 et seq. and/or section 87730 et seq.	<input type="checkbox"/>

Provide comments that specifically justify the overall evaluation. Attach additional pages if necessary. Written comments are required in at least one area below.

Commendations:

Comments in this area summarize how the instructor has demonstrated an ability that is especially noteworthy, or how the instructor’s performance reflects a high degree of effectiveness.

Considerations

Comments in this area constitute advice to help the instructor surpass standards for specific criteria. They may also represent specific challenges the instructor has had to overcome. However, these suggestions do not require adoption and do not have any bearing on future evaluations.

Required Improvements

*Comments in this area address specific criteria for which the instructor fails to meet standards as enumerated in any of the sections of the evaluation. **These comments will be documented here by the evaluator, and the proposed resolution will be provided by the instructor being evaluated and appended to this evaluation. Additionally, the resolution of these specific deficiencies will be addressed on the self-evaluation form during the next regularly scheduled evaluation cycle.***

Explanation of Overall Assessment of Needs to Improve:

*Comments are required in this area only if the Overall Assessment is “Needs to Improve.” Provide an explanation of the area(s) of substandard performance and recommendations for remediation. **The peer evaluation committee chair will utilize this information to develop a plan for improvement and will document the plan on the Plan for Improvement Form.***

Explanation of Overall Assessment of Unsatisfactory:

*Comments are required in this area if the Overall Assessment of Performance is “Unsatisfactory.” This assessment usually indicates that in the judgment of the evaluator the instructor’s teaching ability and/or interaction with students is gravely deficient. Fully explain the areas of grave deficiency and provide either a recommendation for remediation or explain why remediation in these areas would not be effective. **The peer evaluation committee chair may utilize this information to develop a plan for improvement and document it on the Plan for Improvement Form or may recommend that the Vice President of Academic Affairs (VPAA) initiate action pursuant to Education Code Section 87660 et seq. and/or section 87730 et seq.***

APPLICABLE SIGNATURES

Academic Dean

Date

Faculty Member

Date

The above-signed individuals have read and discussed this evaluation. Faculty member's signature acknowledges receipt of a copy of the evaluation document. It does not necessarily signify agreement. **The faculty member has ten days to respond in writing to this evaluation, if desired and by submission to the Academic Dean or Designee.**

CUESTA COLLEGE
INSTRUCTIONAL FACULTY: PEER REVIEW COMMITTEE EVALUATION FORM

Employee:				Semester/Year:	
<input type="checkbox"/> Regular Tenured <input type="checkbox"/> Tenure-track <input type="checkbox"/> Temporary Full-time <input type="checkbox"/> Temporary Part-time <input type="checkbox"/> Temp. w/o assignment rights					
Evaluators :	Observation Date:	Time:	Modality	Course Name:	CRN:
<i>For an off-cycle review, indicate below the third member of the evaluation team and check which Sections are under review:</i>					
<input type="checkbox"/> Instruction (I) <input type="checkbox"/> Interaction with Students (II) <input type="checkbox"/> Materials (III) <input type="checkbox"/> Chair (IV) <input type="checkbox"/> Responsibilities (V)					

For modality of course evaluated may be one of the following: LEC, LAB, SLEC, SLAB, DLEC, DLAB, CORR

INSTRUCTIONS:

The processes and procedures that govern all faculty evaluations are set forth in Article VII of the *SLOCCCD/CCFT Collective Bargaining Agreement (CBA)*. The performance criteria utilized in this document reflect the professional standards established by the Academic Senate of Cuesta College.

All instructional faculty are assessed by their peers in five performance areas: Instruction (Section I), Interaction with Students (Section II), Instructional Materials (Section III), and Professional & Divisional Responsibilities (Section IV and V). The peer evaluators then determine an Overall Assessment of Performance, documented in Section VI.

The Division Chair (or Manager’s faculty designee where there is no Division Chair) shall provide input into the evaluation by completing Section IV of this form. Section IV should be completed by the Division Chair (or manager’s faculty designee where there is no Division Chair) **in consultation with the chair of the Division Tenure Committee/Peer Review Committee**. The information in Section IV should be taken into consideration by the peer review committee in determining the Section V and in the Overall Assessment of Performance.

RATING RUBRIC:

Instructors are evaluated in each of the performance areas using criteria specified in each section, and rated according to the following rubric:

	SCALE			
	Excels	Meets Standards	Needs to Improve	Unsatisfactory
Assessing Individual Section Criteria	The instructor is highly effective.	The instructor is consistently effective.	The instructor is not consistently effective.	N/A
Assessing Each Section	A majority of criteria are assessed as “Excels” or one or some criteria are so outstanding as to warrant an “Excels” and there are no criteria assessed below “Meets Standards.”	A majority of criteria are assessed as “Meets Standards.”	A majority of criteria are assessed as “Needs to Improve” or the evaluator deems a “Needs to Improve” is appropriate due to one or more essential criteria.	N/A
Overall Evaluation Assessment	Two (2) or more sections are assessed as “Excels,” and the remaining sections are at least “Meets Standards.”	All sections are assessed as “Meets Standards,” or three (3) are assessed as “Meets Standards” and one (1) is assessed as “Excels.”	One (1) or more sections are assessed as “Needs to Improve.” This will trigger an off-cycle evaluation for sections rated “Needs to Improve.”	Three (3) or more sections are assessed as “Needs to Improve” or the evaluator deems performance in SECTIONS I or II is gravely deficient. This will at a minimum trigger an off-cycle evaluation and may lead to action pursuant to Education Code Section 87660 et seq. and/or section 87730 et seq.

SECTION IA: ASSESSMENT OF INSTRUCTION FOR CLASSROOM/LAB/SYNCHRONOUS MODALITY

Scheduled classroom visits, Visitation Form, and student evaluations shall be the basis of evaluation for this section. Any other evidence used must be at the agreement of the faculty member being evaluated.

This Instructor:

- 1. **Clearly articulates goals and objectives for the class session.**
 Excels Meets Standard Needs to Improve
- 2. **Makes effective use of class time.**
 Excels Meets Standard Needs to Improve
- 3. **Is prepared and organized for class.**
 Excels Meets Standard Needs to Improve
- 4. **Presents different perspectives on issues or problem-solving methods.**
 Excels Meets Standard Needs to Improve
- 5. **Creates and maintains a classroom environment that promotes learning.**
 Excels Meets Standard Needs to Improve
- 6. **Provides presentations that demonstrate pedagogical currency and appropriate depth of knowledge in the discipline.**
 Excels Meets Standard Needs to Improve
- 7. **Integrates challenging ideas or critical thinking in classroom presentations.**
 Excels Meets Standard Needs to Improve
- 8. **Promotes students' engagement in the subject matter.**
 Excels Meets Standard Needs to Improve
- 9. **Ensures that each student enrolled in the course is identified on the official course roster.**
 Meets Standard Needs to Improve

Provide an overall assessment of Classroom or Laboratory or Synchronous Instruction.

ASSESSMENT OF SECTION IA: INSTRUCTION: CLASSROOM/LAB MODALITY	Excels	Meets Standards	Needs to Improve	N/A if a traditional course was not observed or not required in an off- cycle evaluation
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: *Written comments are required only if the rating is below Meets Standards.*

SECTION IB: ASSESSMENT OF INSTRUCTION FOR ONLINE/ASYNCHRONOUS MODALITY

Examination of the online learning environment, Visitation Form, and student evaluations shall be the basis of evaluation for this section. Any other evidence used must be at the agreement of the faculty member being evaluated. The examination of the online learning environment shall be mutually arranged between the faculty member being evaluated and the peer evaluation committee.

This Instructor:

1. **Provides necessary pre-enrollment information, such as a course welcome letter.**
 Excels Meets Standard Needs to Improve
2. **Clearly articulates goals and objectives within a learning module or unit.**
 Excels Meets Standard Needs to Improve
3. **Provides instructor-initiated regular and effective contact.**
 Excels Meets Standard Needs to Improve
4. **Provides course materials in a well-organized, easily-navigable course delivery system.**
 Excels Meets Standard Needs to Improve
5. **Presents different perspectives on issues or problem-solving methods.**
 Excels Meets Standard Needs to Improve
6. **Creates and maintains an online environment that promotes learning.**
 Excels Meets Standard Needs to Improve
7. **Provides information that demonstrates pedagogical currency and appropriate depth of knowledge in the discipline.**
 Excels Meets Standard Needs to Improve
8. **Integrates challenging ideas or critical thinking in course design.**
 Excels Meets Standard Needs to Improve
9. **Promotes the student’s engagement in the subject matter.**
 Excels Meets Standard Needs to Improve
10. **Ensures that each student enrolled in the course is positively identified and is the same student who completes the coursework.**
 Meets Standard Needs to Improve

Provide an overall assessment of Online/Asynchronous Instruction.

ASSESSMENT OF SECTION IB: INSTRUCTION: ONLINE MODALITY	Excels	Meets Standards	Needs to Improve	N/A if DE course was not observed or not required in an off-cycle evaluation
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: *Written comments are required only if the rating is below Meets Standards.*

SECTION IC: ASSESSMENT OF INSTRUCTION FOR CORRESPONDENCE MODALITY

Examination of the correspondence learning environment (course design, content, and communication), Planned Interaction Form, and student evaluations shall be the basis of evaluation for this section. Any other evidence used must be at the agreement of the faculty member being evaluated. The examination of the correspondence learning environment shall be mutually arranged between the faculty member being evaluated and the peer evaluation committee.

Reviewers will be given access to 2 complete learning units or projects, including syllabus, provided course content, course calendar or schedule, assignments, examples of graded work, communications between faculty and students, and how interim course progress is communicated to students.

This Instructor:

1. **Provides a syllabus that clearly explains course requirements, grading policies, and student learning outcomes.**
 Excels Meets Standard Needs to Improve
2. **Clearly articulates goals and objectives within a learning unit.**
 Excels Meets Standard Needs to Improve
3. **Provides course materials in a well-organized, structured manner.**
 Excels Meets Standard Needs to Improve
4. **Facilitates a progression of learning through an established cycle of assignment submissions.**
 Excels Meets Standard Needs to Improve
5. **Engages in regular and effective (timely and detailed) asynchronous contact with students.**
 Excels Meets Standard Needs to Improve
6. **Engages in communication that promotes a positive learning experience.**
 Excels Meets Standard Needs to Improve
7. **Presents different perspectives on issues or problem-solving methods.**
 Excels Meets Standard Needs to Improve
8. **Provides information that demonstrates pedagogical currency and appropriate depth of knowledge in the discipline.**
 Excels Meets Standard Needs to Improve
9. **Integrates challenging ideas or critical thinking in course design.**
 Excels Meets Standard Needs to Improve
10. **Promotes the student’s engagement with the subject matter.**
 Excels Meets Standard Needs to Improve

Provide an overall assessment of instruction.

	Excels	Meets Standards	Needs to Improve
ASSESSMENT OF SECTION IB: INSTRUCTION: CORRESPONDENCE MODALITY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: *Written comments are required only if the rating is below Meets Standards.*

**SECTION IIA. OVERALL ASSESSMENT OF INTERACTION WITH STUDENTS:
CLASSROOM/LAB/SYNCHRONOUS INSTRUCTION**

Student evaluations and observation of student interaction shall be the basis of evaluation for this section. Any other evidence used must be at the agreement of the faculty member being evaluated.

This instructor:

1. **Provides a syllabus that students perceive clearly explains policies and expectations.**
 Excels Meets Standard Needs to Improve
2. **Provides goals for class sessions that are clear to students.**
 Excels Meets Standard Needs to Improve
3. **Is perceived by students to make good use of class time.**
 Excels Meets Standard Needs to Improve
4. **Promotes a learning environment that students perceive as positive.**
 Excels Meets Standard Needs to Improve
5. **Is perceived by students to explain the subject matter well.**
 Excels Meets Standard Needs to Improve
6. **Assigns course work that students feel helps them understand the course material.**
 Excels Meets Standard Needs to Improve
7. **Provides feedback that students perceive as helpful.**
 Excels Meets Standard Needs to Improve
8. **Provides grade updates or other assessments of progress in a manner that students feel is readily accessible.**
 Excels Meets Standard Needs to Improve
9. **Provides tests, papers, projects, and other assessments that students feel accurately reflect course content.**
 Excels Meets Standard Needs to Improve
10. **Is perceived by students to encourage them to think deeply about the subject matter presented.**
 Excels Meets Standard Needs to Improve
11. **Treats students in a manner they feel is respectful.**
 Excels Meets Standard Needs to Improve

Provide an overall assessment of Interaction with Students.

ASSESSMENT OF SECTION IIA: INTERACTION WITH STUDENTS	Excels	Meets Standards	Needs to Improve	N/A if not required in an off-cycle evaluation
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: *Written comments are required. If the overall assessment is not consistent with the student evaluations please explain.*

**SECTION IIB. OVERALL ASSESSMENT OF INTERACTION WITH STUDENTS:
ASYNCHRONOUS/CORRESPONDENCE INSTRUCTION**

Student evaluations and observation of student interaction shall be the basis of evaluation for this section. Any other evidence used must be at the agreement of the faculty member being evaluated.

This instructor:

1. **Sent a welcome message (email or announcement) with important information to help students get started.**
 Excels Meets Standard Needs to Improve
2. **Provides a syllabus that students perceive clearly explains what is expected of them.**
 Excels Meets Standard Needs to Improve
3. **Provides course material with goals that are clear to students.**
 Excels Meets Standard Needs to Improve
4. **Provides a course that students perceive as well organized and easy to navigate.**
 Excels Meets Standard Needs to Improve
5. **Provides helpful instructions and due dates for assignments that students perceive as helpful.**
 Excels Meets Standard Needs to Improve
6. **Promotes an online learning environment that students perceive as positive.**
 Excels Meets Standard Needs to Improve Not Applicable for Correspondence
7. **Is perceived by students to provide materials that explain the subject matter well.**
 Excels Meets Standard Needs to Improve
8. **Assigns course work that students feel helps them understand the course material.**
 Excels Meets Standard Needs to Improve
9. **Provides feedback that students perceive as helpful.**
 Excels Meets Standard Needs to Improve
10. **Responds to student messages or emails in a manner consistent with the course syllabus.**
 Excels Meets Standard Needs to Improve
11. **Provides grade updates or other assessments of progress in a manner that students feel is readily accessible.**
 Excels Meets Standard Needs to Improve Not Applicable for Correspondence
12. **Provides tests, papers, projects, and other assessments that students feel accurately reflect course content.**
 Excels Meets Standard Needs to Improve
13. **Is perceived by students to encourage them to think deeply about the subject matter presented.**
 Excels Meets Standard Needs to Improve
14. **Engages with students in a manner they feel is respectful.**
 Excels Meets Standard Needs to Improve

Continues on next page...

Provide an overall assessment of Interaction with Students.

ASSESSMENT OF SECTION IIB: INTERACTION WITH STUDENTS	Excels	Meets Standards	Needs to Improve	N/A if not required in an off-cycle evaluation
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: *Written comments are required. If the overall assessment is not consistent with the student evaluations please explain.*

SECTION IIIA. ASSESSMENT OF INSTRUCTIONAL MATERIALS FOR CLASSROOM/LAB /SYNCHRONOUS MODALITY

Review of syllabi, a range of graded student work, and supplemental material provided to students shall be the basis of evaluation of this section. Any other evidence used must be at the agreement of the faculty member being evaluated.

This instructor's:

1. **Syllabi clearly explain course requirements, grading policy, and student learning outcomes for the course(s) as developed by the division, and adhere to official Course Outlines of Record.**
 Excels Meets Standard Needs to Improve

2. **Instructional materials are organized and relevant to the subject matter.**
 Excels Meets Standard Needs to Improve

3. **Tests and/or projects accurately reflect the course material.**
 Excels Meets Standard Needs to Improve

4. **Tests and/or projects effectively measure students' knowledge and skills.**
 Excels Meets Standard Needs to Improve

5. **Materials (homework, in-class activities, group work, etc.) clearly relate to course goals and objectives.**
 Excels Meets Standard Needs to Improve

6. **Materials demonstrate currency and depth appropriate to the course level.**
 Excels Meets Standard Needs to Improve

7. **Materials present information and assignments clearly and effectively by utilizing visual, textual, kinesthetic, or auditory activities.**
 Excels Meets Standard Needs to Improve

Provide an overall assessment of Instructional Materials.

ASSESSMENT OF SECTION IIIA: INSTRUCTIONAL MATERIALS CLASSROOM/LAB MODALITY	Excels	Meets Standards	Needs to Improve	N/A if a traditional course was not observed or not required in an off- cycle evaluation
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: *Written comments are required only if the rating is below Meets Standards*

SECTION IIIB. ASSESSMENT OF INSTRUCTIONAL MATERIALS FOR ONLINE/ASYNCHRONOUS/CORRESPONDENCE MODALITY

Review of syllabi, a range of graded student work, and supplemental material provided to students shall be the basis of evaluation of this section. Any other evidence used must be at the agreement of the faculty member being evaluated.

This instructor's:

1. **Syllabi clearly explain course requirements, grading policy, and student learning outcomes for the course as developed by the division in adherence to official Course Outlines of Record.**
 Excels Meets Standard Needs to Improve

2. **Instructional materials are organized and relevant to subject matter.**
 Excels Meets Standard Needs to Improve

3. **Tests and/or projects accurately reflect the course material presented.**
 Excels Meets Standard Needs to Improve

4. **Tests and/or projects effectively measure students' knowledge and skills.**
 Excels Meets Standard Needs to Improve

5. **Materials (homework, readings, projects) clearly relate to course goals and objectives.**
 Excels Meets Standard Needs to Improve

6. **The instructor makes course materials readily accessible to students**
 Excels Meets Standard Needs to Improve May Not be Applicable for CMC courses

7. **Materials demonstrate currency and depth appropriate to the course level.**
 Excels Meets Standard Needs to Improve

8. **Materials present information and assignments clearly and effectively by utilizing visual, textual, kinesthetic, or auditory activities.**
 Excels Meets Standard Needs to Improve

9. **Course materials meet accessibility standards.**
 Excels Meets Standard Needs to Improve Not Applicable for Correspondence

Provide an overall assessment of Instructional Materials in the online modality.

ASSESSMENT OF SECTION IIIB: INSTRUCTIONAL MATERIALS ONLINE MODALITY	Excels	Meets Standards	Needs to Improve	N/A if a DE Course was not observed or not required in an off-cycle evaluation
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: *Written comments are required only if the rating is below Meets Standards.*

SECTION IV: DIVISION CHAIR (OR MANAGER'S FACULTY DESIGNEE) EVALUATION OF FACULTY

The Self-Evaluation form, student evaluations and evidence of participation in divisional and college-wide responsibilities since the last evaluation cycle as required by employee status shall be the basis of evaluation for this section. Any other evidence used must be at the agreement of the faculty member being evaluated. This page is to be completed by the Division Chair (or by a FT faculty-member selected by a manager if the faculty does not have a division chair).

This Instructor:

1. **Works productively with students.**
 Excels Meets Standard Needs to Improve
2. **Maintains currency in one's academic field and faculty service area (professional development).**
 Excels Meets Standard Needs to Improve
3. **Maintains educational and professional contacts with the community when relevant to professional commitments (not applicable unless specifically required by law or job description).**
 Excels Meets Standard Needs to Improve N/A
4. **Is regularly available for help during posted office hours. (Check N/A for PT faculty teaching less than a 20% load and thus are not compensated for office hours).**
 Meets Standard Needs to Improve N/A
5. **Meets the scheduled class or service days and hours.**
 Meets Standard Needs to Improve
6. **Works collegially with other faculty and staff in the division/service area.**
 Meets Standard Needs to Improve
7. **Contributes to the work of the division/service area (development and assessment of SLOS, curriculum development, textbook selection, peer evaluation, hiring committees, etc.) Not required of part-time faculty.**
 Excels Meets Standard Needs to Improve N/A
8. **Attends those meetings necessary to participate in college or division business. (not required for part-time faculty).**
 Meets Standard Needs to Improve N/A
9. **Meets divisional and college obligations in a timely manner (textbook orders, flex contracts, grades, reports, and requisitions, etc.)**
 Meets Standard Needs to Improve
10. **Meets college participatory governance committee obligations.**
 Meets Standard Needs to Improve N/A
11. **Gives final exams in accordance with the official schedule unless permission has been received from the area Dean or Director to do otherwise.**
 Meets Standard Needs to Improve N/A

Comments: *Written comments are required only if "Needs to Improve" is indicated in one or more of the criteria.*

SECTION V. ASSESSMENT OF PROFESSIONAL AND DIVISIONAL RESPONSIBILITIES

To be completed by the Peer Committee. The Self-Evaluation form and the Division Chair portion of this evaluation packet (Section IV) is used to form the basis of evaluation for this section. Any other evidence used must be at the agreement of the faculty member being evaluated.

This Instructor:

1. **Maintains currency in his/her academic field (professional development).**
 Excels Meets Standard Needs to Improve

2. **Demonstrates pedagogical currency in classroom teaching.**
 Excels Meets Standard Needs to Improve

3. **Maintains educational and professional contacts with the community when relevant to professional commitments (not applicable unless specifically required by law or job description).**
 Excels Meets Standard Needs to Improve N/A

4. **Works collegially with other faculty and staff in the division/service area.**
 Meets Standard Needs to Improve

5. **Contributes to the work of the division/service area (development and assessment of SLOs, curriculum development, textbook selection, peer evaluation, hiring committees, etc.).**
 Excels Meets Standard Needs to Improve N/A

Provide an overall assessment of professional and divisional responsibilities.

ASSESSMENT OF SECTION V: PROFESSIONAL AND DIVISIONAL RESPONSIBILITIES	Excels	Meets Standards	Needs to Improve	N/A if not required in an off-cycle evaluation
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: *Written comments are required only if the rating is below Meets Standards.*

SECTION VI. OVERALL ASSESSMENT OF PERFORMANCE

Provide an overall assessment of Sections I-V, taking into consideration the findings of the Division Chair (or Designee) as indicated in Section V.

N/A For off-cycle evaluations, check N/A and complete Section II of the Off-cycle Evaluation Form	<input type="checkbox"/>
EXCELS Two (2) or more sections are assessed as “Excels,” and the remaining sections are at least “Meets Standards.”	<input type="checkbox"/>
MEETS STANDARDS All sections are assessed as “Meets Standards,” or three (3) are assessed as “Meets Standards” and one (1) is assessed as “Excels.”	<input type="checkbox"/>
NEEDS TO IMPROVE One (1) or more sections are assessed as “Needs to Improve”. This will trigger an off-cycle evaluation only for sections rated “Needs to Improve.”	<input type="checkbox"/>
UNSATISFACTORY Three (3) or more sections are assessed as “Needs to Improve” or the evaluator deems performance in SECTIONS I or II is gravely deficient. This will at a minimum trigger an off-cycle evaluation and may lead to action pursuant to Education Code Section 87660 et seq. and/or section 87730 et seq.	<input type="checkbox"/>

Provide comments that specifically justify the overall evaluation. Attach additional pages if necessary. Written comments are required in at least one area below.

Commendations:

Comments in this area summarize how the instructor has demonstrated an ability that is especially noteworthy, or how the instructor’s performance reflects a high degree of effectiveness.

Considerations

Comments in this area constitute advice to help the instructor surpass standards for specific criteria. They may also represent specific challenges the instructor has had to overcome. However, these suggestions do not require adoption and do not have any bearing on future evaluations.

Required Improvements

Comments in this area address specific criteria for which the instructor fails to meet standards as enumerated in any of the sections of the evaluation. These comments will be documented here by the evaluator, and the proposed resolution will be provided by the instructor being evaluated and appended to this evaluation. Additionally, the resolution of these specific deficiencies will be addressed on the self-evaluation form during the next regularly scheduled evaluation cycle.

Explanation of Overall Assessment of Needs to Improve:

Comments are required in this area only if the Overall Assessment is “Needs to Improve.” Provide an explanation of the area(s) of substandard performance and recommendations for remediation. The peer evaluation committee chair will utilize this information to develop a plan for improvement and will document the plan on the Plan for Improvement Form.

Explanation of Overall Assessment of Unsatisfactory:

Comments are required in this area if the Overall Assessment of Performance is “Unsatisfactory.” This assessment usually indicates that in the judgment of the evaluator, the instructor’s teaching ability and/or interaction with students is gravely deficient. Fully explain the areas of grave deficiency and provide either a recommendation for remediation or explain why remediation in these areas would not be effective. The peer evaluation committee chair may utilize this information to develop a plan for improvement and document it on the Plan for Improvement Form or may recommend that the Vice President of Academic Affairs (VPAA) initiate action pursuant to Education Code Section 87660 et seq. and/or section 87730 et seq.

Upon completion of this form (with all signatures), the chair of the DTC/Peer Review Committee must submit the following items to the Dean/Director's office:

<input type="checkbox"/> Self-Evaluation Form	<input type="checkbox"/> Peer Evaluation Form	<input type="checkbox"/> Student Evaluations
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APPLICABLE SIGNATURES:

Committee Chair Peer Evaluator Date

Peer Evaluator Date

Peer Evaluator Date

Division Chair (or Designee) Date

Faculty Member Date

The above-signed individuals have read and discussed this evaluation. The faculty member's signature acknowledges receipt of a copy of the evaluation document. It does not necessarily signify agreement. The Division Chair's (or Designee) signature does not necessarily indicate agreement with the findings of the peer review committee; only that consultation between the Division Chair (or Designee) and the chair of the peer review committee has occurred. **In compliance with Articles 7.7 through 7.7.2 of the CBA, the faculty member may attach written comments to this evaluation prior to its submission to the Academic Dean.**