

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” 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 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 DE/Hybrid 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 II 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: *Written comments 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. **Grades students with a consistent and sufficient course grading policy and process as established in the course syllabus.**
 Meets Standard Needs to Improve

2. **Provides timely and helpful feedback on student work.**
 Excels Meets Standard Needs to Improve

3. **Provides timely and helpful feedback on progress in the course.**
 Excels Meets Standard Needs to Improve

4. **Creates a learning environment in the classroom and/or on-line that students consider positive.**
 Excels Meets Standard Needs to Improve

5. **Responds productively to student questions.**
 Excels Meets Standard Needs to Improve

6. **Treats students respectfully.**
 Excels Meets Standard Needs to Improve

7. **Responds appropriately to student concerns.**
 Excels Meets Standard Needs to Improve

8. **Respects student confidentiality.**
 Meets Standard Needs to Improve

Provide a section assessment of Interaction with Students

ASSESSMENT OF SECTION I: 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.*

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.*

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.**