

Documents in support of Evaluation Process

Based on July 2022 – June 2025

Collective Bargaining Agreement

Overview of Process:

- Step 1: Determine who is due for evaluation this semester. Inform Department Chairs and send list to HR (indicating who is under Tenure Review vs. Regular Evaluation vs. Re-evaluation due to NI or U rating in previous semester)
- Step 2: Conduct observations and hold review meetings as stated in the CBA; complete the attached form and gather signatures. Pull together all documents listed in CBA
- Step 3: Submit through college-level review process (as defined by college)
- Step 4: Check to make sure all of the following items are gathered and signed:
- [FORM C4] President's Summary Evaluation Report
 - [FORM C2] Tenure Review Committee Employment Recommendation for Probationary, Non-Tenured Faculty form
 - OR
 - [FORM C1] Summary Administrator & Peer Evaluation Form
 - [FORM A1] Faculty Self-Appraisal Report (if completed by faculty member)
 - [FORM A2*] Administrator and Peer Evaluation Form
 - Student Evaluation Summary Report or note if they were not valid or not available
 - Confidentiality Agreements for each evaluation committee member
- *This is a newly formatted form that will be used for all faculty evaluations (tenure track and non-tenure track)
- Step 5: Please send this evaluation packet to Human Resources (printed copies are preferred)

Appendix D: Evaluation Forms

Appendix D1: Preamble

The purposes of evaluation are described in Article 11 (Tenure) and Article 12 (Evaluation). The following pages contain the evaluation forms that are to be used in support of these evaluation processes.

Faculty who are being evaluated are to complete their Self-Appraisal Report (Form A1); the Evaluation Committee members are to complete the Administrator and Peer Evaluation Form for Faculty (Form A2). Form A2 is a comprehensive evaluation form that is to be used for the evaluation of non-contract, full-time tenured, full-time temporary, and tenure-track faculty. Complete all sections that pertain to the evaluatee's current assignment.

For those faculty who are going through the tenure process, please be sure to also complete the Tenure Review Committee Employment Recommendation (Form C2); other evaluation committees will complete the Summary Administrator and Peer Evaluation Form (Form C1).

Instructions for Evaluation Committee Members:

- Rate only those areas where you possess first-hand knowledge based on direct observation of evaluatee's performance and/or other substantiated sources.
- You may use the rating system below for each applicable criterion
- Provide a narrative response where applicable.
- You may use the electronic version of this form (comment boxes are expandable) or hard copy to be completed manually. If needed, attach extra sheets of paper to accommodate detailed responses and cite the section and item being addressed.

<u>RATING SYSTEM</u>	
E	Excellent
S	Satisfactory
N	Needs to Improve
U	Unsatisfactory
N/O	Not Observed
N/A	Not Applicable

Appendix D2: For Tenure Review of Probationary Faculty

Overview: This overview is intended to indicate what the committee will be looking for as evidence that candidates have satisfied the tenure criteria listed in the VCCCD/AFT contract.

Tenure Review Process:

The tenure review process should ensure that students have access to the most knowledgeable, talented, creative, and student-oriented faculty available. To that end, an up to four-year probationary period provides sufficient time for contract employees to understand the expectations for tenure, to develop the skills and acquire the experience to participate successfully in the educational process, and to use the District's and other resources for professional growth. The process should promote professionalism and enhance academic growth by providing a useful assessment of performance, using clear evaluation criteria. (Article 11.1 A)

Expectations identified below are divided into "years" to help chart out a typical path to tenure; this is not a rigid timeline for meeting the tenure criteria. Tenure may be granted in any year of the process. The list of considerations is not all-inclusive; there are many additional ways criteria can be fulfilled.

The committee will consider student evaluations (if appropriate to the assignment) peer observations, and the candidate's portfolio as measures of how all criteria have been satisfied.

Year One: The principal focus of evaluation in year one is typically the faculty member's primary assignment (35 hours per week) and professional responsibilities (an average of 5 hours per week.) The evaluation should consider the proportion of the primary assignment to other criteria listed. Typically, this first phase is when the faculty member orients her/himself to the college regulations, to the utilization of services for students, and to the subject discipline as taught by the department or to the service area as provided by the department. The committee will be looking for evidence of the following:

For classroom faculty:

1. Demonstrates knowledge of subject matter and awareness of current developments and research in field.
2. Demonstrates effective communication with students and uses of teaching methods appropriate to the subject matter.
3. Administers appropriate testing and measurement of student progress.
4. Clearly communicates syllabi course objectives and expectations of students.
5. Meets course objectives by implementing requirements listed in the official course outline.

For non-classroom:

6. Demonstrates a good command of the subject matter and awareness of the current developments and research in the field.
7. Demonstrates effective communication with students and effective use of methods appropriate to the area of assignment.
8. Clearly identifies goals and expectations to students.
9. Meets program objectives.

For both classroom and non-classroom:

10. Maintains class, office and/or service hours as scheduled.
11. Accurately reports records, census data, and/or other documentation in a timely manner.
12. Participates in new faculty orientation sessions and/or in the faculty mentoring program.

13. Participates in professional development activities designed to strengthen the ability to work with diverse student populations, to teach effectively and/or to measure student progress.
14. Participates in department and division meetings.
15. Attends graduation, college forums and/ or other campus-wide events.
16. Other activities listed in Article 11

Year Two: The second year should continue to consider the faculty member's primary assignment as emphasized in numbers one through eleven above. This year will focus on the continued development of subject matter expertise. In addition, the faculty member would be expected to begin to play a more active role in department and division meetings and activities.

Beyond the items described under year one, the committee will be looking for evidence that documents some of the following: (average of 5 hours a week for range of activities listed in Article 5)

1. Continued development of subject expertise through, for instance, attending conferences or workshops, subscribing to professional journals, or meeting with faculty counterparts at other institutions.
2. Continued participation in professional development activities designed to strengthen ability to work with diverse student population.
3. (For classroom faculty) improved ability to track student progress and achievement (portfolios, classroom assessment techniques, capstone experiences, etc.)
4. Active participation in department and division meetings and activities.
5. Development of updated course outlines, participation in curriculum review, or development of a new program or service appropriate to the faculty assignment.
6. Active participation on one or more campus committees.
7. Active involvement in one or more community activities or organizations designed to serve the community or to link college students to community resources.

Year Three: In year three, the emphasis (beyond the primary assignment) is on increasing involvement in campus governance and on professional development. In addition, the tenure candidate will be expected to continue actively participating in department and division meetings and activities.

Beyond the items described under the first and second year, the committee will be looking for evidence of some of the following additional kinds of activities:

1. Continued development of subject expertise through attending conferences and/or workshops, or through making presentations at conferences and/or workshops.
2. Continued participation on one or more campus committees.
3. Continued development of skills designed to perform effectively in the classroom or service area and to improve ability to work with a diverse student population.

Year Four: Further development of the areas previously listed.

Form A1: Faculty Self-Appraisal Report for Full/Part Time Faculty

(The purposes of evaluation are described in Article 11 and Article 12 of the VCCCD Agreement)

NAME OF EVALUATEE: _____

DATE: _____

POSITION OF EVALUATEE: _____

Location: Moorpark College Oxnard College Ventura College Other (specify): _____

This form is your self-appraisal report, which is designed to record your own assessment of your performance. *Provide this completed form to the division office before the committee meeting.* The primary purpose of evaluation is to assist in the continuous improvement of faculty performance in service to the students and the district.

This form should be completed and forwarded to your dean. Use of electronic word processing to complete this form is recommended. Space is provided below for each topic/question. If additional space is required a blank page has been added at the end of this document.

1. List those activities and/or recent accomplishments which have contributed to your professional growth. For example, courses you have recently taken, participation in professional associations, conference or workshops you have attended, papers you have delivered or published, community involvement, etc.

2. Cite the goals and plans for professional improvement you listed in your last self-assessment report and describe how you accomplished those goals and plans, or why you did not.

3. What are your goals and plans for professional improvement during the next three years, and how would successfully completing these goals improve your success in working with students?

4. **This question for is Full-Time Faculty Only:** Part of your full-time teaching assignment includes five college service hours per week. Please describe the activities you engaged in since your last evaluation to meet this requirement. If you served on college committees during this evaluation period, what were your contributions and/or professional development outcomes from that involvement?

<input type="checkbox"/> discussing departmental SLOs	<input type="checkbox"/> contributing to grant proposals/research projects
<input type="checkbox"/> continuing professional development	<input type="checkbox"/> recruitment and high school relations
<input type="checkbox"/> sponsorship and support of student activities	<input type="checkbox"/> registration advisement
<input type="checkbox"/> employment interviewing	<input type="checkbox"/> activities of faculty governance
<input type="checkbox"/> college, district, county, regional, state-wide committees	<input type="checkbox"/> preparation and updating of course outlines
<input type="checkbox"/> department and division meetings	<input type="checkbox"/> community outreach and interface
<input type="checkbox"/> curriculum development or review	<input type="checkbox"/> state/federally mandated trainings
<input type="checkbox"/> program development, review, coordination	<input type="checkbox"/> other:
<input type="checkbox"/> articulation and matriculation	

5. What can be done by the college to help improve your services?

Please retain a copy of this form for use in your next evaluation. A copy of your evaluation forms and a summary of your student evaluations will be placed in your personnel file.

Faculty Member's Signature

Date

Form A2: Administrator and Peer Evaluation Form for Faculty

(The purposes of evaluation are described in Article 11 and Article 12 of the VCCCD Agreement)

NAME OF EVALUATEE: _____

EVALUATION PERIOD: Year: _____

Evaluator: _____

Fall: Spring:

Observation Date: _____ **Duration (minutes):** _____

Course (if applicable): _____ **# of students:** _____

Type of Evaluator: *(check one)* Peer Department Chair or Designee Administrator

Location: *(check one)* Moorpark College Oxnard College Ventura College Other *(specify):* _____

POSITION OF EVALUATEE: *(check one)*

Discipline: _____

Non-Contract Full-Time, Tenured Full-Time, Non-Tenure-Track

Tenure-Track: 1st Contract 2nd Contract 3rd Contract: Years 3 and 4

Type of Observation: *(check all that apply and complete appropriate sections)*

Instructor

Athletic Director/Coach

Librarian

Counselor

Coordinator

Counselor/Coordinator

Other *(specify):* _____

Do not sign this form until you have completed the evaluation meeting.

I am aware of my rights as provided in Article 11 and/or Article 12 of the VCCCD Agreement. I have read this report, am aware of the opportunity to add my own comments and recognize that I have the right to discuss it with the college president if I so desire.

Faculty Member's Signature

Date

Evaluator's Signature

Date:

PURPOSE, INSTRUCTIONS, AND DEFINITIONS

(Do not proceed without reading instructions.)

The Purpose of Evaluation is: "...to provide a genuinely useful and substantive assessment of faculty performance, to recognize and acknowledge good performance, to enhance performance, and to help employees further their own growth. The evaluation process should be implemented in a positive, supportive manner that encourages self-improvement and excellence in the faculty member's areas, promotes professionalism and enhances performance." (*From Section 12.1 of the Agreement between the VCCCD and AFT Local 1828.*)

General Reminders:

The following steps will be followed for all evaluations:

- Rate only those areas where you possess first-hand knowledge based on direct observation of evaluatee's performance and/or other substantiated sources.
- Use the rating system on the right for each applicable criterion.
- Provide a detailed response where applicable.
- If needed, attach extra sheets of paper to accommodate detailed responses and cite the section and item being addressed.

<u>RATING SYSTEM</u>	
E	Excellent
S	Satisfactory
N	Needs to Improve
U	Unsatisfactory
N/O	Not Observed
N/A	Not Applicable

For selection of observation dates and times, except for during tenure review observations (which shall follow the procedures as defined in Article 11 and where two evaluators may attend the same section during the first scheduled visit):

- For non-classroom faculty, each faculty committee member will observe a different session (e.g., one-on-one appointments, group appointments, workshops, orientations, class presentations).
- For classroom faculty, each faculty committee member will observe a different section. The Dean or administrative designee may, but is not required to, observe the same session as a faculty committee member.
 - When only two (2) sections are assigned, faculty observers shall observe different sections.
 - When a single (1) section is assigned, faculty committee members shall observe on different dates.
 - When an evaluatee teaches courses in more than one modality, at least two modalities must be observed.
 - The following may be considered separate courses for the purpose of evaluation observations:
 - A lecture and lab list under the same CRN but separate in time and/or space.
 - The in-person and asynchronous components of a hybrid class.

Tenure Review of Probationary Faculty - *Please review Article 11 of the collective bargaining agreement before proceeding.* Pursuant to Article 11.6 B (5) there is a "Difference in [evaluation] Criteria Weighting for First, Second, and Third Contracts." Select and use the appropriate criteria to be weighted the most by Tenure Review Committee members when completing this evaluation process.

- 1st and 2nd contract: All criteria considered, with the primary assignment criteria most important.
- 3rd contract: All criteria considered, with candidate expected to be fully participating member of campus community

Professionalism & Responsibility (All Faculty)		E	S	N	U	NO	N/A
1.	Demonstrates cooperation and sensitivity in working with colleagues and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Willingness and availability to assist students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Submits required departmental reports and other necessary paperwork, including census, and/or positive attendance, student learning outcomes documentation, and grades on time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Orders textbooks, instructional materials, and equipment in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Maintains work schedule and keeps appointments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Exercises good judgment in the use of facilities, equipment, supplies, and VCCCD learning management system (if applicable).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Observes health and safety regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Makes a positive contribution to the department.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Meets flex requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Demonstrates continuing professional development in subject areas of assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Demonstrates progress toward self-determined individual and developmental goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Demonstrates awareness and sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientation, age, socioeconomic status, language, veteran status, religion, political perspective, and/or lifestyle, including responsiveness to the educational needs of diverse students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Professionalism and Responsibility:

(Commendations, recognition, strengths/weaknesses, etc. Please explain how you reached your conclusions where necessary.)

Full-Time Faculty Responsibilities		E	S	N	U	NO	N/A
<i>Please evaluate only the faculty member's participation in the activities they have chosen during the current evaluation period. (Only evaluate areas about which you have direct personal knowledge.) The responsibilities listed below are representational of the different roles faculty may have depending on their discipline and current assignment.</i>							
1.	Maintains office hours and is accessible to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Participation in college, district, regional, and state-wide committees, projects, and/or student organizations in furtherance of the mission of the college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Contributes to curriculum development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Participates in department and division meetings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Participates in overall departmental program development, maintenance, evaluation, updating of course outlines, student learning outcomes documentation, and/or expansion of programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Provides information for the development of departmental, college, and/or district budgets.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Sponsors and provides support for student activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Participates in screening/hiring committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Participates in faculty governance, representation, and advocacy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Participates in community outreach and interface.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Participates in recruitment and high school relations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Conducts registration advisement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.	Participates in articulation and/or matriculation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14.	Writes or contributes to grant proposals and/or research projects.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.	The faculty member has fulfilled commitments with respect to any committees, projects, or activities they have chosen during the current evaluation period.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Full-Time Responsibility:

(Commendations, recognition, strengths/weaknesses, etc. Please explain how you reached your conclusions where necessary.)

OBSERVATION/JOB PERFORMANCE
(Answer all applicable areas)

Nature of Work in Progress (All Faculty)

In the provided space or on attached sheets, describe in detail the content of the lesson, the teaching techniques employed, and the activities of the students. In the case of non-classroom observation, describe the activity and related performance observed. Include specific comments about the appropriateness and effectiveness of what you observed. Where appropriate, note what was commendable, make constructive criticisms about what might be improved, and suggest alternatives. If any ratings below satisfactory were issued, recommendations for improvement are required of the evaluator and should be included in the Overall Summary and Recommendations portion of the main evaluation form. Explain how you reached your conclusions.

Faculty/Student Interaction (All Faculty)		E	S	N	U	NO	N/A
1.	Engages students in lesson(s) taught or services provided.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Demonstrates sensitivity to differing student learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Responsive to the needs of students with physical and/or learning disabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Demonstrates an understanding of student support services by informing students of the resources available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Stimulates student performance in fair and pedagogically sound ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Measures students' comprehension of content/skills in a variety of ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Provides regular and substantive interaction and feedback to students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

All Contract and Non-Contract Classroom Faculty – All Modalities

Instructional Assignment Observation		E	S	N	U	NO	N/A
1.	Demonstrates knowledge of subject matter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Demonstrates enthusiasm for course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The content of the lesson is consistent with the course outline and there is evidence that course objectives are being taught,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Awareness of current developments and research in the discipline/field of study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	The teaching method and techniques observed are effective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	The lesson was at the appropriate level for the course.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Paces class or modules according to the level and material presented.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Communicates ideas clearly, concisely, and effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.	Employs multiple teaching approaches where applicable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.	Voice, delivery, and/or other communication are clear and understandable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.	Conducts class in accordance with instructional schedule.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.	Uses class time effectively; meets contact hour expectations as defined in Course Outline of Record.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Instructional Assignment Observation:

(Commendations, recognition, strengths/weaknesses, etc. Please explain how you reached your conclusions where necessary.)

Distance Education Instruction (if applicable)

<u>DE Observation</u>		E	S	N	U	NO	N/A
1.	Follows VCCCD distance education standards as adopted by Curriculum Committee/Academic Senates within the VCCCD.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Demonstrates competence in current distance education learning management system (LMS)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Evidence of regular, substantive interaction between instructor and students (<i>areas such as announcements, discussions, and assignment feedback</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Evidence of interaction among students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Modules are organized and set paced appropriately for level and material presented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Course Homepage and Introductory Module are organized and welcoming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.	Complies with Course Outline of Record	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.	Complies with the Americans with Disabilities Act, Section 11135 of California Government Code, and policies implemented by California Community Colleges Chancellor's Office and the Governing Board. (Evaluation shall not rely on automated ADA assessment tools).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Distance Education Observation:

(Commendations, recognition, strengths/weaknesses, etc. Please explain how you reached your conclusions where necessary.)

EVALUATOR'S Distance Education Observation Only RATING (Items 1-8 Above), if applicable

- Excellent
- Satisfactory
- Needs Improvement
- Unsatisfactory
- Not Applicable

All Contract and Non-Contract Faculty Counselors and Counselor/Coordinators

Presentation Observation		E	S	N	U	NO	N/A
1.	Presents information and directions to students in a clear and organized way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Advisement methods and techniques utilized are effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Faculty/Student Interaction		E	S	N	U	NO	N/A
1.	Listens well and provides opportunities for students to express their concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Helps students define and seek solutions to problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Gives the student an opportunity for follow-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Directs students to appropriate sources of information/assistance when advisable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Respects students' privacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Content		E	S	N	U	NO	N/A
1.	Demonstrates knowledge of district classes, resources, and programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Demonstrates knowledge of current course articulation and program requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The content of the session observed was consistent with advisement objectives and student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assignment Objectives		E	S	N	U	NO	N/A
1.	Communicates and networks effectively with secondary and four-year schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Researches questions brought by students as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Remote Work (if applicable)		E	S	N	U	NO	N/A
1.	Follows criteria listed in telework agreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments on Counselor Assignment Observation:
(Commendations, recognition, strengths/weaknesses, etc. Please explain how you reached your conclusions where necessary.)

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All Contract and Non-Contract Faculty Coordinators/Department Chairs

Responsibilities	E	S	N	U	NO	N/A
1. Recruitment, selection, and orientation of the new faculty and classified employees who will be assigned to the department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Development of department’s instructional/non-instructional schedule	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Development and revision of curriculum including course outlines and course and catalog descriptions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Evaluation of faculty in the department	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Development and conducting of department meetings, and preparation and distribution of minutes of all such meetings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Communications with students, faculty, and other employees	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Representation of, and liaison/advocacy for, the department within the College/District	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Facilitate processes for program review and student learning outcomes/service unit outcomes assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Suggesting faculty to the Dean for substitute classroom/non-classroom assignments, as the needs arise	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Participate in the department’s budget process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Coordination of review of requisite challenges or course placement exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Comments on Coordinator/Department Chair Assignment Observation: <i>(Commendations, recognition, strengths/weaknesses, etc. Please explain how you reached your conclusions where necessary.)</i></p>

All Contract and Non-Contract Faculty Librarians

Presentation and Content		E	S	N	U	NO	N/A
1.	Communicates information clearly, concisely, and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Utilizes knowledge of current trends and technology in library information science	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Demonstrates knowledge of research methods and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Faculty/Student Interaction		E	S	N	U	NO	N/A
1.	Assists students to reach reference and research objectives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Facilitates self-reliance in library usage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assignment Objectives		E	S	N	U	NO	N/A
1.	Consults with other librarians and departments to provide students with up-to-date information and programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Assists in building, organizing, and maintaining library collection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Remote Work (if applicable)		E	S	N	U	NO	N/A
1.	Follows criteria listed in telework agreement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Comments on Librarian Assignment Observation: <i>(Commendations, recognition, strengths/weaknesses, etc. Please explain how you reached your conclusions where necessary.)</i></p>

All Contract and Non-Contract Athletic Directors and Faculty Coaches

Athletic Director/Coaching Responsibilities		E	S	N	U	NO	N/A
1.	Fulfills specific job description requirements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.	Adheres to CCCAA Rules and Title IX Regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	Consults with appropriate college faculty and staff about related projects and work assignments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.	Supervises the routine security, upkeep, repair, and replacement of facilities and equipment in assigned area of assignment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.	Consults with Dean concerning all expenditures outside of the department budget.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.	Consults with Dean, or in the case of coaches the Dean and Athletic Director, concerning all fundraising activities and contracts with outside vendors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>Comments on Athletic Director/Coaching Assignment Observation: <i>(Commendations, recognition, strengths/weaknesses, etc. Please explain how you reached your conclusions where necessary.)</i></p>

OVERALL COMMENTS / RECOMMENDATION:

Comment on professional performance, specifying, where relevant, areas of excellence and areas requiring improvement. If there are areas requiring improvement, make constructive, specific recommendations to evaluatee. DE-specific comments, where applicable, should be made in a separate

paragraph.

EVALUATOR’S OVERALL RATING (ALL FACULTY)

The DE Rating, if applicable, shall be integrated into the Evaluator’s Overall Rating.

- Excellent
- Satisfactory
- Needs Improvement
- Unsatisfactory

Student Assessment Summaries/Forms

- Viewed, Discussed, and Incorporated into Overall Rating
- Viewed and Discussed
- Unavailable *(Did not receive the minimum number of completed student appraisals, per Article 12.3.B.(5))*