Implementation Procedures For Appointment Review Committees

Shoreline Community College
November 2010

in accordance with “Article VIII: Tenure” of the Agreement By and Between the Board of Trustees of Community College District Number VII and the Federation of Teachers Local No. 1950, WFT/AFT/AFL-CIO Effective July 1, 2008 through June 30, 2011
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I. INTRODUCTION

Article VIII: Tenure from the 2008-2011 Agreement by and between the Board and the Shoreline Community College Federation sets out the basic precepts, which are to be followed by the Appointment Review Committees during the tenure process. This document also outlines the reports, which must be submitted each year by each committee. Because Article VIII is the controlling document related to the effective performance of Appointment Review Committees, it is attached in its entirety as Appendix A.

This handbook contains the following: 1) general information that highlights the appointment review process according to Article VIII: Tenure from the 2008-2011 Agreement, 2) guidelines for preparation of the comprehensive and quarterly evaluation reports, 3) appendices that included Article VIII from the 2008-2011 Agreement, sample evaluation forms, and other sample pages for tenure reports.

II. HIGHLIGHTS OF THE APPOINTMENT REVIEW PROCESS

A. Committee formation is to be accomplished by November 15 for all candidates hired fall quarter or by the end of the sixth week for candidates whose appointments begin winter or spring quarter (Agreement, Article VIII, Section D).

B. Appointment Review Committees may meet with or without the candidate, but shall meet with the candidate at least once per quarter (Article VIII, E., 3).

C. Committee membership, both in original formation and replacement of members, is determined through a combination of an appointment and election process.

1. The administrator is appointed by the College President, the student is appointed by the Student Body President, and the three faculty members are determined through a nomination and election process conducted by the Federation.

2. The division submits the names of three or more tenured academic employees and the candidate submits to the division/administrative unit two or more nominees. The division/administrative unit head is responsible for submitting in writing to the Federation President the nominated faculty. The Federation President prepares the ballot for all Appointment Review Committees, and all full-time academic employees vote to select one member from the candidate’s nominees and two faculty from the divisional/unit nominees.

3. Occasionally, there may be difficulty in obtaining full student member participation; therefore it is recommended that notification of meetings be mailed to the student’s home. If the student never attends or indicates he or she can’t continue to serve, the ARC chairperson is to send written
notification to the Student Body President and request a replacement student. The ARC may suggest student members, but the ASB appoints.

D. Classroom observations are to be conducted by committee members every quarter, and a written evaluation shall be completed for each observation and discussed with the candidate within ten working days after the observation (Article VIII, Section F, 4-5).

1. For the first quarter only, classroom observations are made by the administrative member and one faculty member. (Article VIII, Section F, 4).

2. For subsequent quarters, every committee member must do at least one classroom observation.

E. Student evaluations are also to be conducted every quarter for every class the candidate is assigned to teach.

F. A written narrative summary of “all the evaluative observations and judgments” is to be included in the comprehensive annual tenure report (Article VIII, Section F, 7).

G. The 2008-2011 Agreement contains a provision concerning observations by “…the appropriate vice president and/or President may observe the candidate once in the performance of his/her professional duties after the end of the fifth consecutive quarter, provided that advance notification is given to the candidate and the candidate’s committee of such visitation. A written report of such visitation shall be submitted to the committee and the candidate. When areas needing improvement in the performance of a candidate are noted by the appropriate vice president or President, specific areas needing improvement will be communicated to the candidate and the Appointment Review Committee within ten (10) working days of the visitation. Such communication concerning areas needing improvement shall occur no later than ten (10) days before the due date of the final Appointment Review Committee report. Nothing shall preclude the committee and the appropriate vice president or President from mutually agreeing to have additional classroom visits, which shall also include reports to the committee and candidate.” (Article VIII, F, 8).

H. Also in the 2008-2011 Agreement is a provision concerning committee work. “The candidate shall not be required to work on any campus-wide committees during the first year of probation, but shall concentrate on academic requirements and job skills. The candidate shall not normally be required to work on more than one (1) campus-wide committee during the second and third years of probation. The candidate shall be limited to one (1) divisional committee assignment per year during the probationary period. These provisions may be waived upon the request of the appropriate review committee.” (Article VIII, F, 9).
I. Committee members share responsibility for completing the work of the committee. Many committees in the past have designated one member per area of work (i.e., peer evaluations, student evaluations, minutes of the Appointment Review Committee meetings, etc.); however, the whole committee discusses with the candidate the results of those evaluations. The tenure candidate is responsible for developing proposed goals and reporting progress on individual goals, while the entire committee gives guidance in the development of the goals, responds to student/peer/committee evaluations, and discusses areas of improvement with the candidate. The candidate and committee have a joint responsibility for selecting evaluation forms and identifying the process that will be used.

J. The 2008-2011 Agreement contains a provision concerning an extension of the probationary period in cases where the review committee believes the probationary faculty needs additional time to satisfactorily complete a written plan of action already in progress: “…upon formal recommendation of the review committee and with the written consent of the candidate, the appointing authority may extend its probationary period for one (1), two (2), or three (3) quarters, excluding summer quarter, beyond the maximum probationary period established herein.” (Article VIII C, 2).

III. GUIDELINES FOR PREPARATION OF REPORTS

Under the law, the ultimate authority for the granting of tenure is vested in the Board of Trustees. The tenure reports thus become critical to the proper conduct of the tenure process. It is through the analysis of these reports that the Board arrives at the level of understanding of the committee’s work, which enables it to give reasonable consideration to the recommendation.

These tenure reports play a major role in the Board’s decision-making. Therefore, many of the details of format and content have been standardized to assist the Board in its task of reading, digesting, and evaluating the work of the committees. The guidelines that follow are offered as an aid to the committees by describing typical Appointment Review Committee work and the nature of their reports.

A. SUGGESTED CONTENT OUTLINE AND REQUIRED DUE DATES FOR APPOINTMENT REVIEW COMMITTEE REPORTS, BY YEAR

The Office of the VPAA is responsible for maintaining the official report for each candidate and for compiling and providing copies for the Board members, the College President, the ARC chairperson, the candidate, and the vice presidents. Normally, there will be six ARC reports during the probationary period.
Reports 1, 3, 5

These short reports are usually one to three pages long and in memo form addressed to the Board of Trustees, President and Vice President for Academic Affairs. The date should be included at the top of the page. The RE: line is to indicate which report (e.g., Report 1, Report 3, Report 5). The report is to be signed by all Appointment Review Committee members. Signing the report indicates that the signee has read and agrees with the content of the report.

Reports 2, 4, 6

These comprehensive evaluation reports are to be in manuscript form with a cover sheet and table of contents (see Appendix B & C). The comprehensive evaluation reports include the student evaluations and observations for the quarters since the previous comprehensive report, peer observations, and other material as described in the contract. Report sections are to be clearly numbered and titled with divider pages used, if necessary, for clarity. The recommendation page must be signed by all Appointment Review Committee members.

1. **First Report, First Quarter: Short Report in Memo Format**
   **Due on or Before Last Day of Quarter**

   **Committee Activities**
   - report meeting date(s) and activities
   - selection of chairperson
   - selection of evaluation criteria and procedure for evaluation based on candidate’s assignment

   **Committee Findings**
   - outline evaluation process and evaluation results
   - observations by the administrator and one faculty member

   In the past, most committees have found one to three pages sufficient for this report.

   **Due March 1 (Fall Hire), May 20 (Winter Hire), November 15 (Spring Hire)**

   **Cover Sheet** (see Appendix B for sample)
   - list candidate’s position as it is reflected in current teaching load (normally, this includes the original position for which hired and the addition of a second area in which the candidate is qualified and is teaching)
Table of Contents (see Appendix C for sample)
- list page numbers for each section
- blank pages in between sections not necessary

Candidate’s Current Resume or Vita
- education, work history, presentations/publications, special accomplishments, etc.

Committee Activities (See Appendix H for sample)
- report on all formal meetings and conferences since the first report

Summary in Narrative Form and Committee Recommendation
- any changes in the committee membership
- synopsis of committee activities and review/overview of candidate’s progress
- discussion of candidate’s goals, strengths, progress on any early noted areas needing improvement, etc.
- ends with recommendation to the Board of Trustees for continued or non continued probationary status
  signed by all committee members

Committee Minority Recommendation (if any)
- narrative statement explaining the reasons for a minority recommendation
- signed by all concurring committee members

Self Evaluation by Candidate
- statement of goals and plan for achievement of goals
- analysis of strengths and effectiveness of instructional approach
- as needed, responsiveness to and/or progress on student or committee member suggestions for improvement

Peer Evaluations (Appendix D for samples)
An “Academic Employee Peer” shall mean an individual holding a tenured academic employee appointment. (Section VIII, B, 9).
A written summary in narrative form of all evaluative observations and judgments shall be prepared and included in the annual tenure report. (Section VIII, F, 7).
- in the first year peers might be from the same discipline and smaller in number than those included in the second and third year reports
- indicate the number and size of the peer sample and those responding (minimum of three; ordinarily not more than five)
- include all peer evaluations
Student Evaluations for Quarter One (see Appendix E for samples)
A written summary in narrative form of all evaluative observations and judgments shall be prepared and included in the annual tenure report. (Section VIII, F, 7).
- at the beginning of the summary indicate each course section evaluated each quarter, and when presenting results identify course number, title, number of students enrolled and responding
- in a short paragraph, summarize the distribution of ratings and specifically identify any questions with low ratings
- include all student verbatim comments

Committee Member Observations of Candidate’s Teaching (see Appendix F for sample)
A written summary in narrative form of all evaluative observations and judgments shall be prepared and included in the annual tenure report. (Section VIII, F, 7).
“…Additional observations by qualified individuals other than committee members may be requested by the candidate or the committee. Such additional observations shall be limited to specified aspects of the candidate’s role. Qualifications of the individuals selected to observe shall be determined by the Appointment Review Committee.” (Section VIII, F, 4).
- sample instrument with a brief summary that highlights comments from committee member observations for each area being evaluated
- since only two quarters are being reported, it may be appropriate to include the observation reports in their entirety

Narrative Evaluation by Head of Candidate’s Administrative Unit
- brief discussion of candidate’s assignment and activities to date
- assurance that the committee is proceeding as prescribed in Article VIII
- summary of areas of strength, areas needing improvement, and progress on recommended steps to improve

3.

Third Report, Fourth Quarter: Short Report in Memo Format
Due on or Before Last Day of Quarter

Average length approximately one to three pages, depending on findings.

Committee Activities
- meeting dates and activities since second quarter report
- any changes in committee membership
Committee Findings
   - summarize numerical data and student comments from the second and third quarter student evaluations.
   - summary of the third and fourth quarter committee member observations
   - candidate’s strengths (Areas of strength)
   - committee assistance to and candidate progress on any suggestions, or on areas identified as needing improvement. (recommended steps for improvement)

   Due March 1 (Fall Hire), May 20 (Winter Hire), November 15 (Spring Hire)

Cover Sheet (see Appendix B for sample)
   - list candidate’s position as it is reflected in current teaching load
     (normally, this includes the original position for which hired and the addition of a second area in which the candidate is qualified and is teaching)

Table of Contents (see Appendix C for sample)
   - list page numbers for each section

Candidate’s Current Resume or Vita
   - education, work history, presentations/publications, special accomplishments, etc.

Committee Activities (see Appendix H for sample)
   - report on all committee meetings since the second quarter, including dates and activities at each meeting
   - report any changes in committee membership

Summary in Narrative Form and Committee Recommendation
   - report any change in committee membership
   - synopsis of committee activities and candidate’s progress in the five quarters of employment
   - if areas of improvement were noted, summarize them and indicate candidate’s progress on them and the committee’s efforts to assist
   - ends with recommendation to the Board of Trustees concerning continued or non continued probationary status
   - signed by all concurring members
Committee Minority Recommendation (if any)
- narrative statement giving reasons for minority recommendation
  signed by all concurring members

Self Evaluation by Candidate
- discussion of goals and progress on them during the second year
- analysis of strengths and areas needing improvement and action
  plan for making improvement

Peer Evaluations for Current Year (see Appendix D for samples)
A written summary in narrative form of all evaluative observations and
judgments shall be prepared and included in the annual tenure report.
(Section VIII, F, 7.)
- broaden the sample population from the first year
- indicate the number of peers sampled and responding (minimum
  of three; ordinarily not more than 5)
- include all peer evaluations

Student Evaluations for Quarters Two, Three, Four
A written summary in narrative form of all evaluative observations and
judgments shall be prepared and included in the annual tenure report.
(Section VIII, F, 7).
- at the beginning of the summary indicate each course section
  evaluated each quarter, and when presenting results identify
  course number, title, number of students enrolled and responding
- in a short paragraph, summarize the distribution of ratings and
  specifically identify any questions with low ratings
- include all student verbatim comments

Committee Member Observations of Candidate’s Teaching for Quarters
Three, Four and Five
- indicate number of observations and classes observed
- report committee member observations by questions/criteria
- indicate areas of strengths and any areas needing improvement
  and candidate’s progress on them
- generally it’s this section that has a fuller discussion of
  candidate’s areas of strength and progress on recommended steps
  to improve

Narrative Evaluation by Head of Candidate’s Administrative Unit
- indicate candidate’s professional responsibilities for the third,
  fourth and fifth quarters
- summarize the candidate’s areas of strength, areas needing
  improvement, steps that can be taken to improve, and
  candidate’s progress during the five quarters of employment
  with the College
5. **Fifth Report, Seventh Quarter: Short Report in Memo Format**
   **Due on or Before Last Day of Quarter**

Average length might be about one to three pages, depending on findings

**Committee Activities**
- meeting dates and activities since the Fourth Report
- note any change of committee membership

**Committee Findings**
- summarize numerical data and student comments from the fourth, fifth, and sixth quarter student evaluations.
- summary of the sixth and seventh quarter committee member observations
- candidate’s strengths (Areas of strength)
- committee assistance to and candidate progress on any suggestions, or on areas identified as needing improvement. (recommended steps for improvement)

6. **Sixth Report, Eighth Quarter: Comprehensive Evaluation Report**
   **Due February 15 (Fall Hire), May 15 (Winter Hire), November 15 (Spring Hire)**

Normally, this will be the final committee report.

**Cover Sheet** (see Appendix B for sample)
- list candidate’s position as it is reflected in current teaching load (normally, this includes the original position for which hired and the addition of a second area in which the candidate is qualified and is teaching)

**Table of Contents** (see Appendix C for sample)
- list page numbers for each section

**Committee Activities** (see Appendix H for sample)
- report all committee meetings since the fifth quarter, including dates and activities at each meeting
- report any changes in committee membership

**Candidate’s Current Resume or Vita**
- education, work history, presentations/publications, special accomplishments, etc.
Summary in Narrative Form and Committee Recommendation
- report any change in committee membership
- synopsis of committee activities and summary of candidate’s progress in the eight quarters of employment
- include summary of areas of strength
- if areas needing improvement were noted, summarize them and indicate candidate’s progress on improving them and the committee’s efforts to assist
- recommendation to the Board of Trustees concerning granting of tenure
- recommendation signed by all concurring members

Committee Minority Recommendation (if any)
- narrative statement giving reasons for minority recommendation signed by all concurring committee members

Self Evaluation by Candidate
- discussion of goals for and progress on them for the third year as well as overall progress during the probationary period
- analysis of areas of strength and areas needing improvement and action plan for continuing to grow professionally

Peer Evaluations for Current Year (see Appendix D for samples)
A written summary in narrative form of all evaluative observations and judgments shall be prepared and included in the annual tenure report. (Section VIII, F, 7).
- report the number of peers sampled and responding (minimum of three; ordinarily not more than five)

Student Evaluations for Quarters Five, Six, Seven
A written summary in narrative form of all evaluative observations and judgments shall be prepared and included in the annual tenure report. (Section VIII, F, 7).
- at the beginning of the summary indicate each course section evaluated each quarter, and when presenting results identify the course number, title, number of students enrolled and responding
- in a short paragraph, summarize the distribution of ratings and specifically identify any questions with low ratings
- include all student verbatim comments
Committee Member Observations of Candidate’s Teaching for Quarters Six, Seven and Eight

A written summary in narrative form of all evaluative observations and judgments shall be prepared and included in the annual tenure report. (Section VIII, F, 7).

“…Additional observations by qualified individuals other than committee members may be requested by the candidate or the committee. Such additional observations shall be limited to specified aspects of the candidate’s role. Qualifications of the individuals selected to observe shall be determined by the Appointment Review Committee.” (Section VIII, F, 4).

- indicate number of observations and classes observed
- summarize committee member observations according to the agreed upon evaluation questions/criteria
- indicate areas of strength and candidates progress on any areas needing improvement.

Narrative Evaluation by Head of Candidate’s Administrative Unit

- indicate candidate’s professional responsibilities for the sixth, seventh and eighth quarters
- summarize the candidate’s areas of strength, areas needing improvement, and progress on recommended steps for improvement; note any special achievements and contributions beyond the areas of strength
- because this is normally the last comprehensive evaluation report for a candidate, a discussion of growth throughout the process may be appropriate
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D. FORMAT GUIDELINES FOR PREPARATION OF APPOINTMENT REVIEW COMMITTEE REPORTS

PAPER 8 ½ x 11, white

MARGINS Left, 1 ½”; Right, Top and Bottom, 1”

COPIES Duplicate materials must be on 8 ½” x 11” white paper with 1 ½” left margin

DO Number all pages (bottom center)

SUBMIT One original copy of report to the Vice President for Academic Affairs. This copy will be duplicated for the President, Board of Trustees, Vice Presidents, Appointment Review Committee chair and the candidate

DO NOT - staple, bind, or place report in cover
- use 3-hole punch paper
- re-submit materials contained in previous reports

Reports 1, 3, 5

These short reports are usually one to three pages long and in memo form addressed to the Board of Trustees, President and Vice President for Academic Affairs. The date should be included at the top of the page. The RE: line is to indicate which report (e.g., Report 1, Report 3, Report 5). The report is to be signed by all Appointment Review Committee members. Signing the report indicates that the signee has read and agrees with the content of the report.

Reports 2, 4, 6

These comprehensive evaluation reports are to be in manuscript form with a cover sheet and table of contents (see attached samples). The comprehensive evaluation reports include the student evaluations and observations for the quarters since the previous comprehensive report, peer observations, and other material as described in the contract. Report sections are to be clearly numbered and titled with divider pages used, if necessary, for clarity. The recommendation page must be signed by all Appointment Review Committee members.
APPENDIX A

ARTICLE VIII: TENURE

FROM AGREEMENT BY AND BETWEEN

THE BOARD OF TRUSTEES
OF SHORELINE COMMUNITY COLLEGE
DISTRICT NUMBER VII

AND

THE SHORELINE COMMUNITY COLLEGE
FEDERATION OF TEACHERS

LOCAL NO. 1950
WFT/AFT/AFL-CIO

Effective July 1, 2008
Through June 30, 2011
APPENDIX A

ARTICLE VIII: TENURE

The Federation agrees that the ultimate authority to grant or deny tenure is vested with the Employer subject to the terms of this Article. It is further agreed that any and all decisions relating to the awarding or withholding of tenure or the non-renewal or renewal of tenure candidates shall not be subject to the grievance procedure of this Agreement.

SECTION A. Purpose

The Board of Trustees of Community College District Number Seven hereby establishes (in accordance with RCW 28B.50.850 through RCW 28B.50.869 as it now exists or hereinafter may be amended) the following rules on academic employees’ tenure, the purpose of which is twofold:

1. To protect academic employees’ employment rights and academic employee involvement in the establishment and protection of these rights at Shoreline Community College and any other community college hereafter established within Community College District Number Seven; and

2. To define a reasonable and orderly process for the appointment of academic employees to tenure status, or for the non-renewal of tenure candidates.

SECTION B. Definitions

As used in Articles VIII through XI, the following terms and definitions shall mean:

1. “Appointing Authority” shall mean the Board of Trustees of Community College District Number Seven.

2. “Tenure” shall mean an academic employee appointment for an indefinite period of time, which may be revoked, only for sufficient cause and with due process. RCW 28B.50.851(1)

3. “Faculty Appointment” shall mean full-time employment as a teacher, counselor, librarian, or other position for which the training, experience, and responsibilities are comparable as determined by the appointing authority, except administrative appointments. Academic employee appointment shall also mean department heads, division deans and administrators to the extent that such department heads, division deans or administrators have had or do have status as a teacher, counselor, or librarian. RCW 28B.50.851(2a) The term “academic employee” as used within Articles VIII-XI of the Agreement will imply that such academic employee has a “faculty appointment” per this definition.
4. “Probationary Academic Employee Appointment” shall mean an academic employee appointment for a designated period of time, which may be terminated without cause upon expiration of the candidate’s term of employment. RCW 28B.50.851(3)

5. “Candidate” shall mean any individual holding a probationary academic employee appointment. RCW 28B.50.851(4) uses the word “probationer” and for all purposes, “candidate” will replace “probationer” in this section.

6. “Administrative Appointment” shall mean employment in a specific administrative position as determined by the appointing authority. RCW 28B.50.851(5)

7. “President” shall mean the President of Community College District Number Seven, or in the President’s absence, the Administrator in charge.

8. “College” shall mean Shoreline Community College and any other community college hereafter established in Community College District Number Seven.

9. An “Academic Employee Peer” shall mean an individual holding a tenured academic employee appointment.

10. “Appointment Review Committee” shall mean a committee composed of the candidate’s tenured academic employee peers, a student representative, and a member of the administrative staff of the College, provided that a majority of the committee shall consist of the candidate’s academic employee peers. RCW 28B.50.851(7)

11. “Non-renewal” shall mean the decision of the Board of Trustees not to renew the appointment of a probationary academic employee for the succeeding three (3) -quarter appointments, excluding summer quarter and approved leaves of absence.

12. “Full-time” shall mean an individual assigned a full load for the entire academic year, or, as applicable, three (3) successive quarters for probationary appointments.

SECTION C. Eligibility for Tenure

As stipulated by law RCW 28.B.50.852, tenure shall be granted only to full-time academic employee appointments. The Board of Trustees, acting as the appointing authority, shall provide for the award of academic employee tenure upon one (1) of the following conditions:

1. a probationary period not to exceed successful completion of nine (9) consecutive regular college quarters, excluding summer quarters and approved leaves of absence; or

2. upon formal recommendation of the review committee and with the written consent of the candidate, the appointing authority may extend its probationary period for one (1), two (2), or three (3) quarters, excluding summer quarter, beyond the maximum probationary period established herein. No such extension shall be made, however, unless the review committee’s recommendation is based on its belief that the candidate needs additional time
to complete satisfactorily a written plan of action already in progress and in the committee’s further belief that the candidate will complete the plan satisfactorily. At the conclusion of any such extension, the appointing authority may award tenure unless the candidate has, in the judgment of the committee, failed to complete the professional improvement plan satisfactorily; or

3. any academic employee employed full-time in a temporary academic employee appointment, and subsequently full-time in a probationary appointment, both of whose terms total nine (9) consecutive regular college quarters, excluding summer quarters and approved leaves of absence;

provided that tenure may be awarded at any time as may be determined by the appointing authority after it has given reasonable consideration to the recommendations of the Appointment Review Committee.

SECTION D. Appointment Review Committees: Purpose of the Committee and Selection of Membership

1. A separate five (5)-member Appointment Review Committee shall be established between October 31 and November 15 for:

   a. each candidate in the first year of his/her appointment, or

   b. temporary academic employee appointees (Appendix A, Article III, Section A.3) employed full time for three (3) consecutive regular college quarters, who are subsequently contracted for fourth, fifth and sixth consecutive college quarters, or

   c. candidates appointed at some time other than the beginning of fall quarter, within six (6) weeks of the date of the appointment. Appointment Review Committees shall serve as standing committees until such time as the candidate is either granted tenure or his/her employment in a probationary academic employee appointment is terminated.

2. Each Appointment Review Committee shall be composed of a member of the administrative staff, a student representative, and three (3) tenured academic employees.

   a. The divisional or administrative unit tenured academic employees shall submit a list of three (3) or more nominees who shall be tenured academic employees to serve on the Appointment Review Committee. Insofar as possible, at least one (1) nominee of the committee should be from the candidate’s academic discipline or field of specialization and one (1) nominee from a related discipline or field of specialization. All full-time tenured and tenure track faculty as well as full-time temporary faculty described in Article VIII, Section D.1.b., acting in a body, shall then vote to select two (2) such nominees as members of the Appointment Review Committee.
b. The candidate should submit to the division dean a list of two (2) or more nominees who shall be tenured academic employees to serve on the Appointment Review Committee. The academic employees, acting in a body, shall then vote to select one (1) such nominee as a member of the Appointment Review Committee, provided that in the event the candidate does not submit nominations, all full-time tenured and tenure track faculty as well as full-time temporary faculty described in Article VIII, Section D.1.b., acting in a body, shall then vote to select a third Appointment Review Committee member.

c. The administrative representative on the committee shall be appointed by the College President.

d. The full-time student member on each Appointment Review Committee, and designated alternate(s), shall be appointed by the Student Body Association.

e. If a vacancy occurs during the term of the Appointment Review Committee, a designated alternate student shall be appointed by the Student Body Association, an administrative position shall be appointed by the College President, or in the case of an academic employee vacancy on the committee, the provisions of Article VIII, Section D.2.a and b shall be followed.

3. Training shall be provided for the Appointment Review Committees jointly conducted by the Federation and the District.

SECTION E. Appointment Review Committees: Duties and Responsibilities

1. The general duties and responsibilities of the Appointment Review Committee shall be to:

   a. evaluate the candidate;

   b. advise him/her of his/her strengths and areas needing improvement;

   c. develop with him/her a plan to improve and strengthen performance.

The evaluation process shall place primary importance upon the candidate’s effectiveness in his/her appointment. In accordance with the procedures in Article VIII Section G, the Appointment Review Committee shall be responsible for making a recommendation as to whether the candidate shall be granted renewal or non-renewal of his/her candidate status.

2. The first meeting of the Appointment Review Committee shall be called and chaired by the Vice President for Academic Affairs of the College. A chairperson shall be elected by the committee at the first meeting.

3. All subsequent meetings of the Appointment Review Committee after the first meeting shall be called by the Appointment Review Committee chairperson. Appointment Review
committees may meet with or without the candidate. The committee shall determine whether the candidate’s presence is necessary or advisable; in any event, the committee shall meet with the candidate at least once per quarter until the candidate is granted tenure, tenders resignation, or is notified of non-renewal.

4. Failure of the Appointment Review Committee to perform its responsibilities will not negate the review process of a candidate.

SECTION F. Evaluation of the Candidate

1. Each Appointment Review Committee shall evaluate only the candidate’s effectiveness in his/her appointment.

2. Each committee shall consider the following criteria in the course of evaluating the effectiveness of each full-time candidate:

   a. the candidate’s teaching, advising, and/or counseling skills or skills as librarian;

   b. the candidate’s ability to work with students;

   c. the candidate’s ability to work with academic employees and staff (staff input to be provided through administrative representative on the committee);

   d. the candidate’s knowledge of or competence in subject/discipline area;

   e. the candidate’s adherence to established College policies and procedures;

   f. the candidate’s general College involvement;

   g. the candidate’s action toward professional development and improvement;

   h. the candidate’s participation in curriculum/program development and promotion, which may include up to one-third release time for one (1) or more quarters, as determined by the administrative head and appropriate vice president.

3. Each Appointment Review Committee shall use a four (4)-part evaluation process, which includes the candidate’s annual self-evaluation, quarterly student evaluations by the candidate’s students in all assigned classes, annual peer evaluations, and an annual administrative evaluation by the head of the candidate’s administrative unit.

4. Observations of the candidate while s/he is performing her/his professional responsibilities also shall be part of the evaluation process. During the first quarter of the probationary appointment, student evaluations shall be conducted for all classes. At any point during the first quarter, there shall be at least two (2) classroom observations, one (1) administrative and one (1) faculty. In all subsequent quarters, a minimum of one (1) observation per committee member shall be conducted each quarter and shall be scheduled
in consultation with the candidate. Additional observations by qualified individuals other than committee members may be requested by the candidate or the committee. Such additional observations shall be limited to specified aspects of the candidate’s role. Qualifications of the individuals selected to observe shall be determined by the Appointment Review Committee.

5. A written evaluation noting the areas of strength and areas needing improvement shall be made for each observation. Within ten (10) working days after the observation, the observer shall meet with the candidate to discuss his/her performance and the observation report.

6. In those areas such as the library and the counseling center wherein teaching observations and/or student class evaluations may be inappropriate or limited, the Appointment Review Committee shall develop and employ alternative techniques and procedures to obtain evaluations by students and committee members of the candidate’s performance of his/her professional responsibilities.

7. A written summary in narrative form of all evaluative observations and judgments shall be prepared and included in the annual tenure report.

8. During a candidate’s employment, the appropriate vice president and/or President may observe the candidate once in the performance of his/her professional duties after the end of the fifth consecutive quarter, provided that advance notification is given to the candidate and the candidate’s committee of such visitation. A written report of such visitation shall be submitted to the committee and the candidate. When areas needing improvement in the performance of a candidate are noted by the appropriate vice president or President, specific areas needing improvement will be communicated to the candidate and the Appointment Review Committee within ten (10) working days of the visitation. Such communication concerning areas needing improvement shall occur no later than ten (10) days before the due date of the final Appointment Review Committee report. Nothing shall preclude the committee and the appropriate vice president or President from mutually agreeing to have additional classroom visits, which shall also include reports to the committee and candidate.

9. The candidate shall not be required to work on any campus-wide committees during the first year of probation, but shall concentrate on academic requirements and job skills. The candidate shall not normally be required to work on more than one (1) campus-wide committee during the second and third years of probation. The candidate shall be limited to one (1) divisional committee assignment per year during the probationary period. These provisions may be waived upon the request of the appropriate review committee.

SECTION G. Communication of Evaluation Results

1. Each Appointment Review Committee, as part of its ongoing evaluation of the candidate, shall meet as a body and prepare report(s) that document the evaluation process of the candidate's strengths and recommendations for improvement as applicable. The
committee will meet with the candidate to discuss the report(s) and furnish the candidate with a copy of the written report(s).

2. Copies of the written report(s) shall be submitted to the Vice President for Academic Affairs and appropriate vice president, who will forward them to the College President. The College President will submit the written report(s) to the Board of Trustees.

3. At a minimum, the following Appointment Review Committee reports will be submitted to the Vice President for Academic Affairs and appropriate vice president on or before the dates specified below:

   a. a written progress report outlining the evaluation process, all evaluation results, areas of strength and those needing improvement, and specific steps that can be taken by the candidate to improve. Submitted by the last day of the first probationary quarter.

   b. a comprehensive evaluation report that includes documentation of the process, all evaluative material collected during the college year, summary of progress, and recommendation for continued probationary status or tenure. Submitted by the dates indicated below:

      (1) for candidates whose appointments begin in fall quarter, by February 15 for evaluation of the sixth, seventh and eighth quarters; by March 1 for evaluation of the third, fourth, and fifth quarters; and by March 1 for evaluation of the first and second quarters.

      (2) for candidates whose appointments begin in winter quarter, by May 15 for evaluation of the sixth, seventh and eighth quarters; by May 20 for evaluation of the third, fourth and fifth quarters; and by May 20 for evaluation of the first and second quarters.

      (3) for candidates whose appointments begin in a spring quarter, by November 15 for evaluation of the sixth, seventh and eighth quarters; by November 15 for evaluation of the third, fourth and fifth quarters; and by November 15 for evaluation of the first and second quarters.

4. When areas needing improvement in the performance of a candidate are noted by the Appointment Review Committee, the following steps will be taken by the committee:

   a. specific areas needing improvement will be outlined in writing and discussed with the candidate within five (5) days of the conclusion of each Appointment Review Committee meeting.

   b. the Appointment Review Committee will develop with the candidate a written plan of action to improve these deficient areas.
c. follow-up conferences (at least one [1] a month) will be held and written progress reports will be prepared by the Appointment Review Committee to help the candidate improve and document progress.

5. The College President may require reports at any time. Such reports shall be submitted by the Appointment Review Committee within fifteen (15) working days of the written request.

SECTION H. Rights and Reasonable Expectations of the Candidate

1. Rapport should be established and maintained between the candidate and his/her Appointment Review Committee so that the purposes of the observations and evaluations are clear.

2. The classroom observations shall be arranged with the candidate so that s/he will be prepared for the visit.

3. The candidate shall be acquainted with all evaluative instruments prior to their use and at the end of the evaluation process all the gathered data and materials shall be returned to the successful candidate. Upon request, the administrative head will have access to primary or “raw” evaluation data.

4. When a disagreement occurs between the candidate and his/her Appointment Review Committee over any area of evaluation, the candidate may submit a written statement of these disagreements and shall be entitled to a timely written response from the committee.

5. If the candidate disagrees with the recommendation of his/her Appointment Review Committee to the Board of Trustees, s/he may request a meeting of the academic employees in a body, to review and approve or disapprove the committee’s recommendation. This request shall be made in writing to the Federation President within five (5) days after the candidate’s receipt of the committee’s recommendation. The Federation President shall call the meeting within ten (10) days of receipt of such request. Within one (1) week of the meeting, the decision of the academic employees in a body, shall be sent, in writing, to the Board of Trustees for the Board’s consideration. This report shall be advisory and shall not be construed to be contrary to or supersede any provisions of RCW 28B.50.850 through RCW 28B.50.869.

6. The candidate must be given the right to review all written material to be seen by the Board and have the opportunity to respond in writing.

SECTION I. Board Decisions Regarding Tenure

1. Upon receiving the President’s or appropriate vice-president’s recommendation regarding the award or non-award of tenure or the non-renewal of a contract of the evaluated candidate(s), the Board of Trustees may meet with the chair of the Appointment Review Committee, Vice President for Academic Affairs or appropriate vice president, and any
representative of a minority report, if applicable, to examine the records of the candidate(s). The Board shall give reasonable consideration to the recommendation of the College President or appropriate vice-president as to the award or non-award of tenure or the non-renewal of a contract to said candidate(s). The Board shall receive recommendations from both the Appointment Review Committee and College President/Vice President for Academic Affairs or appropriate vice-president; provided, however, if the President or Vice President makes a recommendation that is contrary to the recommendation of the Appointment Review Committee, s/he shall discuss such differences with the committee prior to her/his recommendation to the Board.

2. All Board decisions regarding the award or non-award of tenure to candidates considered pursuant to this section shall be accomplished by no later than the end of the eighth probationary quarter. Written notice of such award or non-award shall be transmitted by the Board to the candidate no later than the end of the eighth probationary quarter.
APPENDIX B

SAMPLE COVER SHEET

TO BE USED ON THE
COMPREHENSIVE EVALUATION
REPORTS
SHORELINE COMMUNITY COLLEGE

APPOINTMENT REVIEW COMMITTEE
EVALUATION REPORT

for

John D. Doe, Ph.D.

Academic Appointment and/or
Teaching Field(s)            Engineering, Engineering Tech
Years on Probation:         1
Years on Associate Status:  3

Committee Members

Mable Smith  -  Engineering, Committee Chair
Ronald Jones  -  Engineering
William Davis  -  Physics
Susan Hill  -  Academic Dean, Sciences Division
Jane Adams  -  Student

Month, Date, Year
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TO BE USED FOR ALL COMPREHENSIVE EVALUATION REPORTS
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APPENDIX D

PEER EVALUATIONS

SAMPLES OF
PEER EVALUATION FORMS
NOTE: This form may be used by individual faculty asked to complete peer evaluations, and all the forms can then be summarized using the headings shown here.

Candidate Being Evaluated: ___________________________________________

Evaluator: __________________________________________________________ Date _________

1. Interaction with Peers

1.1 Please add comments here: (Note: please stay within the lines.)

SAMPLE

2. Professional Knowledge

2.1 Please add comments here:
3. Interaction with Students

3.1 Please add comments here:

4. General Comments

4.1 Please add comments here:

SAMPLE
Part I – Instructional Delivery Skills

1. Presents material in an organized and logical manner.
   Comments:
   1 2 3 4 NA

2. Provides clear explanations.
   Comments:
   1 2 3 4 NA

3. Seems interested in the subject presented.
   Comments:
   1 2 3 4 NA

4. Is responsive to student questions and concerns and is willing to help.
   Comments:
   1 2 3 4 NA

5. Makes presentations or performs other activities in an effective manner overall.
   Comments:
   1 2 3 4 NA

Part II – Content Expertise

6. Demonstrates depth, breadth, and currency in content and applications of counseling theory and practice.
   Comments:
   1 2 3 4 NA

7. Knows and can access both college and community resources to assist students and faculty with requests for information, assessment, and referrals to other counseling practitioners.
   Comments:
   1 2 3 4 NA

8. Can be relied upon for professional assistance by instructional faculty when appropriate.
   Comments:
   1 2 3 4 NA
9. Maintains current knowledge of educational programs and instructional changes for his/her advisees.
   Comments:

10. Completes responsibilities unique to his/her position.
    Comments:

11. Has a friendly, approachable manner and communicates effectively.
    Comments:

12. Works well with the diversity of students at Shoreline.
    Comments:

13. Listens carefully to what is being reported or requested and offers assistance when appropriate.
    Comments:

14. Refers students to other available resources as appropriate.
    Comments:

Part IV – Service to College

15. Helps implement Advising and Counseling Center policies and procedures.
    Comments:

16. Attends and prepares for staff meetings.
    Comments:

17. Participates in Advising and Counseling Center projects.
    Comments:

18. Communicates with the campus community to enhance student success.
    Comments:

19. Participates in college committees and activities with the College’s goals and mission statement in mind.
Part V – Professional Development/Recognition

20. Participates in professional development activities by attending conferences, taking classes, or in other ways increasing knowledge about his/her profession.

Comments:

21. Is recognized for leadership, service or other professional contributions.

Comments:

Part VII - Open-ended Questions (please respond on the other side of this sheet)

22. What are this individual's strengths?

23. In what ways could this individual improve?

24. Other comments?
Class Climate Librarian/Media Coordinator - Peer Evaluation Questionnaire - PEER2-FORM

Mark as shown: □ ☐ ☐ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
Correction: □ ☐ ☐ ☐ ☐ Please follow the examples shown on the left hand side to help optimize the reading results.

Librarian/Media Coordinator's Name _______________________________ Quarter: F   W   Sp   S   Year________

Peer Evaluator's Name (optional) ___________________________           Today's Date: ___________

Please evaluate the librarian's or media coordinator's performance by rating each statement below. If you do not have sufficient knowledge/information regarding a specific item, or believe that it is not applicable, you may leave it blank. For each statement, consider whether the instructor performs at a level you would rate:

1 =Poor     2 = Below Average     3 = Average     4 = Above Average    5 = Excellent

The librarian/media coordinator named above:

### 1. Instructional Delivery Skills

1.1 Listens carefully to what is being asked.  ☐  ☐  ☐  ☐  ☐
Comments:

1.2 Has a friendly, approachable manner.  ☐  ☐  ☐  ☐  ☐
Comments:

1.3 Demonstrates that the library is a place for learning.  ☐  ☐  ☐  ☐  ☐
Comments:

1.4 Communicates effectively.  ☐  ☐  ☐  ☐  ☐
Comments:

### 2. Client Consulting and Service Skills

2.1 Has a friendly, approachable manner and communicates clearly and courteously with patrons.  ☐  ☐  ☐  ☐  ☐
Comments:

2.2 Works well with the diversity of students at Shoreline, i.e., high school graduates, returning adults, international students, disabled students, those with low as well as high research and technology competency, etc.  ☐  ☐  ☐  ☐  ☐
Comments:
2. Client Consulting and Service Skills  [Continue]

2.3 Determines whether requests should be satisfied by teaching the patron how to access the information or finding the information for the patron.
Comments:

2.4 Provides assistance in a timely and usable form and, if requested, is available for consultation, bibliographic instruction, etc. at times other than regularly scheduled.
Comments:

2.5 Provides bibliographic instruction to faculty, makes recommendations for improving the collection and helps anticipate the needs of patrons.
Comments:

3. Content Expertise

3.1 Demonstrates breadth in knowledge of different kinds of reference material and depth in areas of specialization.
Comments:

3.2 Accesses information from databases such as WLN, INLEX, Internet, etc.
Comments:

3.3 Is recognized by her/his peers as having depth and breadth of understanding of her/his disciplines(s).
Comments:

3.4 Is frequently asked/relied upon for assistance by other faculty.
Comments:
### 4. Management of Assigned Functions

|   |   |   |   |   |  
|---|---|---|---|---|---
| 4.1 | Completes the special responsibilities unique to her/his position in a thorough and timely manner. | □ | □ | □ | □ | □ |
|   | Comments: |   |
| 4.2 | Helps implement college and Library/Media policies and procedures. | □ | □ | □ | □ | □ |
|   | Comments: |   |

### 5. Service to Students

|   |   |   |   |   |  
|---|---|---|---|---|---
| 5.1 | Communicates frequently with the faculty and staff about the resources and assistance available at the Library/Media Center. | □ | □ | □ | □ | □ |
|   | Comments: |   |
| 5.2 | Serves on college committees. | □ | □ | □ | □ | □ |
|   | Comments: |   |
| 5.3 | Provides support for the basic mission and goals of the college. | □ | □ | □ | □ | □ |
|   | Comments: |   |
| 5.4 | Is able to work democratically and cooperatively. | □ | □ | □ | □ | □ |
|   | Comments: |   |

### 6. Professional Development and Recognition

|   |   |   |   |   |  
|---|---|---|---|---|---
| 6.1 | Regularly reads relevant newspapers, magazines, journals and books to maintain currency and learn more about his/her area of expertise. | □ | □ | □ | □ | □ |
|   | Comments: |   |
| 6.2 | Participates in professional development activities on campus by attending conferences and class preparations, etc., and in other related ways works to increase knowledge in his/her area of expertise. | □ | □ | □ | □ | □ |
|   | Comments: |   |
6. Professional Development and Recognition  [Continue]

6.3 Is recognized by his/her colleagues for professional knowledge, scholarship and leadership.
Comments:

7. Open-ended Questions

7.1 What are this individual's strengths?

SAMPLE
7. Open-ended Questions [Continue]

7.2 In what ways could this individual improve?

7.3 Other Comments?

SAMPLE
NOTE: This is another available peer evaluation form to be used by individual faculty. Then, all responses can be summarized for the report using these headings.

Candidate Being Evaluated:_____________________________________________________

Evaluator:_______________________________________________________________

1. Faculty member’s effectiveness as a teacher.

2. Faculty member’s effectiveness as a teacher based upon classroom and/or other presentations you have observed.

3. Faculty member’s contribution to the division.

4. Faculty member’s contribution to the campus.

5. Are there any ways in which the faculty member could improve as advisor and/or teacher?

6. What do you think is the faculty member’s strongest point?

7. Are there other comments you wish to make?
A FEW NOTES

- Using the same evaluation form for a number of classes and quarters allows the committee and candidate to see patterns over time.

- Using at least one quantitative evaluation instrument for some of the classes during the probationary period gives the committee and candidate information not necessarily obtained from instruments using only student comments on each question/criterion.

- Shoreline has computerized Student Evaluation Questionnaire forms for all three categories of faculty, i.e., classroom, library/media, and counselor/advisor.

- Any of the current Student Evaluation Questionnaire forms being used for students to evaluate their instructors in face-to-face classes can be used for evaluating on-line instruction.
Instructor's Name __________________________ Quarter: F  W  SP  S  Year ________________
Course Title ___________________________ Section _______________ Date completed ____________

Instructions to Students: Please evaluate the instructor's performance by placing an X in the box corresponding to your rating of each statement. Make corrections by filling box in completely. Select NA if you do not have sufficient knowledge/information regarding a specific item, or believe that it is not applicable. As you respond to each statement, consider whether the instructor performed at a level you would rate:

1 = Strongly Disagree   2 = Disagree   3 = Agree   4 = Strongly Agree   NA = Not Applicable

1. Statements

1.1 The instructor's presentation and explanations are clear.
1.2 The instructor responds clearly to students' questions.
1.3 The instructor has developed good rapport with the class.
1.4 The instructor presents materials in a well-organized manner.
1.5 The instructor listens carefully to me and other students in class.
1.6 The instructor presents a variety of explanations to clarify difficult concepts.
1.7 The course goals and expectations of me are clear.
1.8 The instructor keeps to the stated goals and requirements or explained why a change is necessary.
1.9 The instructor is well prepared for each class.
1.10 The instructor uses a variety of materials and methods to teach this class.
1.11 The instructor's assignments help me gain a better understanding of the course.
1.12 The method of evaluation and grading is clearly explained and presented in writing.
1.13 The instructor starts class on time.
1. Statements [Continue]

1.14 The instructor evaluates and/or grades tests, papers in a timely manner. ☐ ☐ ☐ ☐ ☐

1.15 The instructor provides helpful oral or written feedback on student performance (tests, speeches, papers, projects, etc.) ☐ ☐ ☐ ☐ ☐

1.16 The instructor sought and is responsive to student feedback concerning assignments or other aspects of the course during the quarter. ☐ ☐ ☐ ☐ ☐

1.17 The instructor treats me and the other students with respect. ☐ ☐ ☐ ☐ ☐

1.18 The instructor is readily available for assistance during posted office hours. ☐ ☐ ☐ ☐ ☐

2. Open-ended Questions

2.1 What are the instructor's strengths?

SAMPLE

2.2 In what ways could the instructor improve?

2.3 Other comments?
Mark as shown: ☐ ☐ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
Correction: ☐ ☐ ☐ ☐ Please follow the examples shown to help optimize the reading results.

Instructor's Name _______________________________ Quarter: F W SP S Year ___________
Course Title _______________________________ Section _________ Date Completed _________

Instructions to Students: Please evaluate the instructor's performance by rating each statement below. Place an X in the box corresponding to your rating of each statement. Make corrections by filling box in completely. Select NA if you do not have sufficient knowledge/information regarding a specific item, or believe that it is not applicable. As you respond to each statement, consider whether the instructor performed at a level you would rate:

1 = Strongly Disagree  2 = Disagree  3 = Agree  4 = Strongly Agree  NA = Not Applicable

### 1. Statements

<table>
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<tr>
<th>Statement</th>
<th>Rating</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 The classroom activities are well organized.</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>1.2 The instructor presents the subject matter in an effective manner.</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>1.3 The instructor communicates expectations clearly.</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>1.4 The instructor encourages me to think critically and problem solve.</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>1.5 The instructor is well prepared for each class.</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>1.6 The instructor uses a variety of materials and methods to teach this class.</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>1.7 The assignments and/or tests give me an adequate opportunity to express my knowledge.</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>1.8 The instructor helps broaden my interests.</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>1.9 The instructor is impartial in dealing with students.</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>1.10 The instructor encourages the expression of differing points of view within the bounds of basic material set forth in the texts and lectures.</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>1.11 The assignments and course requirements are graded fairly and objectively.</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>1.12 The instructor is willing to give individual help when requested.</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>1.13 The instructor is prompt in meeting his/her classes.</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>1.14 The instructor is readily available for assistance during posted office hours.</td>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
2. Open-ended Questions

2.1 What are the instructor's strengths?

2.2 In what ways could the instructor improve?

SAMPLE

2.3 Other comments?
Instructor's Name __________________________ Quarter: F W SP S Year ____________

Course Title ______________________________ Section _______________ 

Instructions to Students: Please evaluate the instructor's performance by completing each statement below in writing. If you do not have sufficient knowledge/information regarding a specific item, or believe that it is not applicable, you may leave it blank.

1. Open-ended Statements

1.1 Instructor's enthusiasm is:

SAMPLE

1.2 Instructor's voice clarity, volume, and tone are:

1.3 Explanations are:
1. Open-ended Statements [Continue]

1.4 Use of examples and illustrations is:

1.5 Organization of the class as a whole is:

1.6 Teaching methods are: SAMPLE

1.7 Lecture content and organization are:
1. Open-ended Statements [Continue]

1.8 The activities in the class and assignments are:

1.9 General comments about design skills:

1.10 Answers to students' questions are:

1.11 Availability to students is:
1. Open-ended Statements  [Continue]

1.12 Interest in you as a learner is:

1.13 The instructor readily available for assistance during posted office hours is:

1.14 What are the instructor's strengths?

1.15 In what ways can the instructor improve?
1. Open-ended Statements  [Continue]

1.16 Other comments?

SAMPLE
Instructor's Name __________________________________ Quarter: F W SP S Year ____________
Course Title: ______________________________________ Section _______ Date Completed ____________

Instructions to Students: Please evaluate the instructor’s performance by rating each statement below. Place an X in the box corresponding to your rating of each statement. Make corrections by filling box in completely. Select NA if you do not have sufficient knowledge/information regarding a specific item, or believe that it is not applicable. As you respond to each statement, consider whether the instructor performed at a level you would rate:

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree NA = Not Applicable

1. Statements

1.1 The instructor presents materials in a well-organized manner. 1 2 3 4 NA
1.2 The instructor answers students' questions to the best of his/her ability. 1 2 3 4
1.3 The instructor develops good rapport with the class or seminar and maintains an atmosphere of good feeling. 1 2 3 4
1.4 The instructor's expectations for the project are clear. 1 2 3 4
1.5 The course/project is well-organized. 1 2 3 4
1.6 The instructor uses appropriate ways to evaluate my performance in the course. 1 2 3 4
1.7 The method of evaluation and grading is explained clearly and presented in writing. 1 2 3 4
1.8 The instructor provides the appropriate amount of guidance during this course. 1 2 3 4
1.9 The instructor evaluates and/or grades tests or assignments promptly. 1 2 3 4
1.10 The instructors gives helpful oral or written feedback on student performance. 1 2 3 4
1.11 The instructor treats me and the other students with respect. 1 2 3 4
1.12 The instructor is readily available for assistance during posted office hours. 1 2 3 4

SAMPLE
2. Open-ended Questions

2.1 What do you like about the project?

2.2 When things are going well with the project, what is happening at the time in the team? The project?

2.3 What do you wish you had known ahead of time to prepare you for this project that you were not aware of?

SAMPLE

2.4 How do you solve problems relating to the functioning of the team?
2. Open-ended Questions  [Continue]

2.5 How could the written instructions have been clearer?

2.6 Is there any parts to the assigned project that instructor gave to you in the syllabus that should have been eliminated or added? Which ones?

2.7 Was this a valuable project for you as a student in the program? Should we continue to require this in the curriculum?

2.8 Any other comments you would like to make about this project?
# Class Climate Academic Employee Student Evaluation - Form E Only for ABE & ESL Courses

Mark as shown: [☐ ☐ ☐ ☐] Please use a ball-point pen or a thin felt tip. This form will be processed automatically.

Correction: [☐ ☐ ☐ ☐] Please follow the examples shown to help optimize the reading results.

<table>
<thead>
<tr>
<th>Instructor’s Name</th>
<th>Quarter: F W SP S Year</th>
<th>Course Title</th>
<th>Section</th>
<th>Date Completed</th>
</tr>
</thead>
</table>

Instructions to Students: Please explain how you feel about your teacher by answering the questions below. If you need to erase, do it completely. Choose NA if you do not know the answer. Use the numbers below by putting an X in the box to describe your teacher when you answer the questions. You may use your dictionaries or translators to help you with this form.

1 = Strongly Disagree  2 = Disagree  3 = Agree  4 = Strongly Agree  NA = Not Applicable

## 1. Statements

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 I feel comfortable with the teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 The teacher explains things clearly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 The teacher uses good examples.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 This class is interesting.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 The teacher wants the students to speak and ask questions.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6 The teacher helps students learn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.7 The teacher is ready for each class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.8 The teacher is on time for class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.9 The teacher will help me during office hours if I need it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.10 I am learning a lot in this class.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## 2. Open-ended Questions
2. Open-ended Questions  [Continue]

2.1 What are some good things that this teacher does to help you learn?

2.2 How can the teacher become a better teacher?

SAMPLE

2.3 Do you have anything else to say about the teacher?
Instructor's Name _______________________________ Quarter: F W SP S Year ____________
Course Title _________________________________ Section _______ Date Completed ____________

Instructions to Students: Please rate your teacher by scoring each statement below. If you erase, please erase completely. Select NA if you do not have enough information about a question. Use the numbers below by putting an X in the box. You may use your dictionaries or translators to help you understand the questions.

1 = Strongly Disagree   2 = Disagree    3 = Agree    4 = Strongly Agree    NA = Not Applicable

1. Statements

1.1 The teacher answers my questions in class.
☐ ☐ ☐ ☐ ☐

1.2 The teacher's explanations are clear.
☐ ☐ ☐ ☐ ☐

1.3 The teacher encourages me to learn.
☐ ☐ ☐ ☐ ☐

1.4 The teacher makes the class interesting.
☐ ☐ ☐ ☐ ☐

1.5 The teacher encourages the students to participate in class.
☐ ☐ ☐ ☐ ☐

1.6 The teacher is well prepared for each class.
☐ ☐ ☐ ☐ ☐

1.7 The teacher is on time for class.
☐ ☐ ☐ ☐ ☐

1.8 The teacher is interested in the students' learning.
☐ ☐ ☐ ☐ ☐

1.9 The teacher helps me in his or her office if I need it.
☐ ☐ ☐ ☐ ☐

1.10 I am learning a lot from this class.
☐ ☐ ☐ ☐ ☐

2. Open-ended Questions

Sample
2. Open-ended Questions  [Continue]

2.1 What are some good things that this teacher does to help you learn?

2.2 How can the teacher become a better teacher?

SAMPLE

2.3 Do you have anything else to say about the teacher?
Class Climate | Nursing Department - Student Evaluation Questionnaire - Form G

Mark as shown: ☐ ☒ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
Correction: ☐ ☒ ☐ ☐ Please follow the examples shown to help optimize the reading results.

Instructor's Name __________________________________________ Quarter F W Sp Year __________
Course Title/Number __________________________________________

Instructions to Students: Please evaluate the instructor's performance by rating each statement below. Use the numbers below by putting an X in the box. Select NA if you do not have sufficient knowledge/information regarding a specific item, or believe that it is not applicable. As you respond to each statement, consider whether the instructor performed at a level you would rate:

1 = Strongly Disagree   2 = Disagree   3 = Agree   4 = Strongly Agree   NA = Not Applicable

1. Statements

1.1 The instructor's explanations are clear.
1.2 The instructor helps the students to develop problem-solving skills.
1.3 The instructor shows interest in clients/patients and their care.
1.4 The instructor provides helpful responses to students' questions.
1.5 The instructor assists students in their understanding of course content.
1.6 The instructor shares own ideas/gives suggestions to broaden student awareness.
1.7 The instructor requires the standards of practice expected in this profession.
1.8 The instructor encourages students to perform at their highest potential.
1.9 Expectations of student performance are written and verbally reinforced.
1.10 The instructor assists students to apply underlying theory to clinical situations.
1.11 The instructor identifies areas for student improvement and assists the student in a plan for correcting them.
1.12 The instructor identifies student errors and misperceptions in a respectful manner.
1.13 The instructor respects differing viewpoints and is open to questions, discussion and expressions of feelings.
1.14 The instructor is objective with feedback and grading.

SAMPLE
<table>
<thead>
<tr>
<th>Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.15 The instructor is readily available for assistance during posted office hours.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Open-ended Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 What are the instructor's strengths?</td>
</tr>
<tr>
<td>SAMPLE</td>
</tr>
<tr>
<td>2.2 What are the ways the instructor can be of more assistance to student learning?</td>
</tr>
<tr>
<td>SAMPLE</td>
</tr>
<tr>
<td>2.3 Other comments?</td>
</tr>
</tbody>
</table>
Instructions to Students: Please evaluate the instructor's performance by rating each statement below. Use the numbers below by putting an X in the box. Select NA if you do not have sufficient knowledge/information regarding a specific item, or believe that it is not applicable. As you respond to each statement, consider whether the instructor performed at a level you would rate:

1 = Strongly Disagree   2 = Disagree   3 = Agree   4 = Strongly Agree   NA = Not Applicable

1. Statements

1.1 The instructor is clear and organized in his/her explanations.

1.2 The instructor asks thought-provoking questions to improve problem-solving skills.

1.3 The instructor provides clear answers to students' questions during class.

1.4 The instructor shares his or her own ideas and suggestions to give new viewpoints.

1.5 The instructor relates underlying theory to clinical/practicum situations.

1.6 The instructor requires the high standards expected in this profession.

1.7 The instructor encourages the student to perform at the highest possible level.

1.8 The instructor identifies student problems and assists students to correct them.

1.9 The instructor shows interest in student progress and is willing to provide help when requested.

1.10 The instructor showed respect for questions/opinions and is open to discussion and venting of feelings.

1.11 The instructor is fair and impartial in grading.

1.12 The instructor is readily available for assistance during posted office hours.

2. Open-ended Questions
2. Open-ended Questions  [Continue]

2.1 What are the instructor's strengths?

2.2 What are the ways could the instructor improve?

SAMPLE

2.3 Other comments?
Instructor's Name ___________________________ Quarter F W Sp Year __________
Course Title/Number ________________________________________________________

Instructions to Students: Please evaluate the instructor’s performance by rating each statement below. Use the numbers below by putting an X in the box. Select NA if you do not have sufficient knowledge/information regarding a specific item, or believe that it is not applicable. As you respond to each statement, consider whether the instructor performed at a level you would rate:

1 = Strongly Disagree   2 = Disagree   3 = Agree   4 = Strongly Agree   NA = Not Applicable

1. Statements

1.1 The instructor's presentation and explanations related to course objectives and expectations are clear.

1.2 The instructor provides helpful responses to students' questions.

1.3 The instructor helps the students to develop problem-solving skills.

1.4 The internship/practicum provides a balance of experiences appropriate to the level of student abilities.

1.5 The instructor provides an appropriate, timely schedule for site visits by students.

1.6 Expectations of student performance are written and verbally reinforced.

1.7 During seminar sessions or individual conferences, the instructor relates underlying theory to clinical situations.

1.8 The instructor requires standards of practice expected in this profession.

1.9 The instructor encourages each student to perform at the students' highest potential.

1.10 The instructor assists the students with identifying strategies to improve their performance in the clinical setting.

1.11 The instructor intervenes on problems with site supervisors, as appropriate, in a timely fashion.
### 1. Statements [Continue]

1.12 The instructor addresses student errors and misperceptions in a respectful manner.  
1.13 The instructor demonstrates professional interactions with facility preceptors.  
1.14 The instructor respects differing viewpoints and is open to questions, discussion and expressions of feeling.  
1.15 The instructor assists students with different learning styles and speeds to adapt to the clinical or business environment.  
1.16 The instructor is objective with feedback and grading.

### 2. Open-ended Questions

2.1 What are the college instructor's strengths?

**SAMPLE**

2.2 What are the ways the instructor could be of more assistance to student learning and provide more service to students in the clinical or business environment?

2.3 Other comments?
Shoreline Community College – eLearning
Student Evaluation Questionnaire - Form J

Name: Final Course Evaluation, Shoreline Community College

Description: This online survey will provide you with an opportunity to evaluate your online class as well as your instructor. All information submitted from this survey is anonymous.

Instructions: Please start by typing in your instructor's name, your course name and number, and the quarter of the class. Then for each item below, please indicate the extent to which you agree with the statements by clicking the appropriate button. Click "Not applicable," if the statement does not apply, if you don't know the answer, or if you don't understand the statement. Please click "Submit" when you have completed the evaluation.

1. Question: List the instructor and class you are evaluating and which quarter you are taking this class (example: Joan Smith, English 101, Spring 2004).
   Answer:

2. Question: The content of the course was appropriate and useful to learning.
   Answer:
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree
   - Not applicable

3. Question: Your instructor effectively answered student questions.
   Answer:
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree
   - Not applicable

4. Question: The organization of the materials presented in this class was clear and useful.
   Answer:
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree
   - Not applicable

5. Question: The instructor kept to the stated goals and requirements of the course.
   Answer:
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree
   - Not applicable

3/17/2009
6. **Question**: The instructor provided an explanation of why changes were necessary to the goals and requirements of the course.
   **Answer:**
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree
   - Not applicable

7. **Question**: The instructor was effective in making accommodations for technological mishaps.
   **Answer:**
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree
   - Not applicable

8. **Question**: The assignments helped you understand the subject matter.
   **Answer:**
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree
   - Not applicable

9. **Question**: The assignments were appropriate for this course.
   **Answer:**
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree
   - Not applicable

10. **Question**: The tests were appropriate for this course.
    **Answer:**
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree
    - Not applicable

11. **Question**: The instructor clearly defined how you would be graded in this course.
    **Answer:**
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree
    - Not applicable
12. Question: The instructor was sufficiently responsive to your questions.
   Answer:
   
   Strongly disagree
   Disagree
   Agree
   Strongly agree
   Not applicable

13. Question: The instructor provided ample opportunities to interact with other students in this course.
   Answer:
   
   Strongly disagree
   Disagree
   Agree
   Strongly agree
   Not applicable

14. Additional comments: Please add any additional comments you would like to make about the quality of instruction, course design, and/or organization of this course. If you are providing additional comments on any of the questions above, please include the question number (for example, #11) in your comments.
Name: Final Course Evaluation, Shoreline Community College

Description: This online survey will provide you with an opportunity to evaluate your online class as well as your instructor. All information submitted from this survey is anonymous.

Instructions: Please start by typing in your instructor's name, your course name and number, and the quarter of the class. Then for each item below, please indicate the extent to which you agree with the statements by clicking the appropriate button. Click "Not applicable," if the statement does not apply, if you don't know the answer, or if you don't understand the statement. Please click "Submit" when you have completed the evaluation.

1. Question: List the instructor and class you are evaluating and which quarter you are taking this class (example: Joan Smith, English 101, Spring 2004).
   Answer:

2. Question: The instructor presented clear course objectives.
   Answer:
   
   Strongly disagree
   Disagree
   Agree
   Strongly agree
   Not applicable

3. Question: There was agreement between the course schedule/syllabus and what was presented throughout the course.
   Answer:
   
   Strongly disagree
   Disagree
   Agree
   Strongly agree
   Not applicable

4. Question: The instructor provided sufficient time to complete assignments.
   Answer:
   
   Strongly disagree
   Disagree
   Agree
   Strongly agree
   Not applicable

5. Question: Students were evaluated on topics or skills taught.
   Answer:
   
   Strongly disagree
   Disagree
   Agree
   Strongly agree
   Not applicable

6. Question: The instructor graded and returned assignments and tests in a timely manner.
   Answer:
   
   Strongly disagree
   Disagree
   Agree
   Strongly agree

3/17/2009
7. **Question:** The instructor provided guidance on course navigation (for example, on how to get started in Blackboard and how to navigate throughout Blackboard using the main menu buttons in the classroom).

   **Answer:**
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree
   - Not applicable

8. **Question:** The instructor presented material in an organized manner.

   **Answer:**
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree
   - Not applicable

9. **Question:** The course content was available on time throughout the course (excluding delays caused by technical difficulties).

   **Answer:**
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree
   - Not applicable

10. **Question:** The instructor kept the class on task during interactive or discussion assignments.

    **Answer:**
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree
    - Not applicable

11. **Question:** The instructor provided guidelines for avoiding disruptive online behavior.

    **Answer:**
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree
    - Not applicable

12. **Question:** The instructor provided information on how to get help with technical issues.

    **Answer:**
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree
    - Not applicable
13. **Question:** The instructor was readily available by phone, e-mail, or in person.
   **Answer:**
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree
   - Not applicable

14. **Question:** The instructor provided constructive feedback to students.
   **Answer:**
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree
   - Not applicable

15. **Question:** The instructor encouraged student contributions to class discussions (for example, discussions on the Web, e-mail exchanges, etc.).
   **Answer:**
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree
   - Not applicable

16. **Question:** The instructor was helpful when additional information was requested.
   **Answer:**
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree
   - Not applicable

17. **Question:** The instructor encouraged a climate where I felt free to ask questions.
   **Answer:**
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree
   - Not applicable

18. **Question:** The instructor responded to questions within 48 hours excluding weekends/holidays or prior notification.
   **Answer:**
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree
   - Not applicable

3/17/2009
19. **Question:** The instructor emphasized the purpose and importance of topics and activities.
   **Answer:**
   - Strongly disagree
   - Disagree
   - Agree
   - Strongly agree
   - Not applicable

20. **Question:** The instructor's assignments were clear.
    **Answer:**
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree
    - Not applicable

21. **Question:** The instructor presented the course material in a clear and understandable manner.
    **Answer:**
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree
    - Not applicable

22. **Question:** The instructor provided other resources (e.g., Web sites, real-life examples, media, etc.) that enriched my understanding of course concepts.
    **Answer:**
    - Strongly disagree
    - Disagree
    - Agree
    - Strongly agree
    - Not applicable

23. **Additional comments:** Please add any additional comments you would like to make about the quality of instruction, course design, and/or organization of this course. If you are providing additional comments on any of the questions above, please include the question number (for example, #11) in your comments.
## DIRECTIONS: For each statement below, put an X in the box according to this scale.

1 = almost never or almost nothing  
2 = seldom or little  
3 = occasionally or moderate  
4 = frequently or much  
5 = almost always or a great deal

### 1. ASSISTANCE

1.1 Have you sought assistance from the Director this quarter?  
<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

### 2. INSTRUCTIONAL DELIVERY

2.1 The Director answered my questions to the best of his ability.  
2.2 The Director was helpful when I was confused.  
2.3 The Director helped me understand Math Learning Center procedures.  
2.4 The Director communicated clearly.  
2.5 The Director helped me understand my assignments.  
2.6 The Director helped me improve my mathematics and/or study skills.  
2.7 The Director listened carefully to what I asked.  
2.8 The Director presented information in a well-organized manner.

### 3. INSTRUCTIONAL DESIGN

3.1 The Director created a welcoming environment.  
3.2 The Director encouraged me to think.  
3.3 The Math Learning Center is well organized.

### 4. SERVICE TO STUDENTS

4.1 The Director was patient.  
4.2 The Director treated me with respect.  
4.3 The Director was readily available to talk with.
## 4. SERVICE TO STUDENTS  [Continue]

<p>| | | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>4.4</td>
<td>The Director demonstrated sensitivity to students' differences and needs.</td>
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<td>4.5</td>
<td>The Director showed interest in helping students to learn.</td>
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<tr>
<td>4.6</td>
<td>The Learning Assistants were friendly.</td>
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<tr>
<td>4.7</td>
<td>The Math Learning Center staff offered realistic encouragement.</td>
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</tbody>
</table>

## 5. OPEN-ENDED QUESTIONS

### 5.1 (a) Which of the Math Learning Center resources (books, packets, solution manuals, calculators) did you use? (b) Did you find them to be helpful?

SAMPLE

### 5.2 Did you use the Math Learning Center website? Did you find it to be helpful?

SAMPLE

### 5.3 In what ways could the Math Learning Center improve? (Consider environment, staff, equipment, hours, etc.)

SAMPLE
5. OPEN-ENDED QUESTIONS  [Continue]

5.4 In what way could the Director improve?

5.5 How has the Math Learning Center been important to your success in a class or at the college?

5.6 What was especially good about the Director's assistance to you?

5.7 Other comments?

Please put your completed evaluation form in the "Evaluations" box
Thank you for completing this evaluation!
Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
Please follow the examples shown to help optimize the reading results.

These are confidential Evaluation Forms. The Math Learning Center Director will not see these forms, but your comments will be typed for his/her review after the quarter has ended.

Date:______________________  Starting date (month/year) in MLC __________________

DIRECTIONS: For each statement below, put an X in the box according to this scale.
1 = almost never or almost nothing
2 = seldom or little
3 = occasionally or moderate
4 = frequently or much
5 = almost always or a great deal

1. Education Course
   1.1 Did you take the Education 199 Course? □ Yes □ No

2. PROGRAM DESIGN & MANAGEMENT: My supervisor —
   2.1 Maintains a work environment that is organized
   2.2 Creates a work environment that encourages staff camaraderie and team work.
   2.3 Does he/she can to make my work experience positive
   2.4 Communicates effectively with staff.
   2.5 Solicits staff input and feedback.
   2.6 Provides enough opportunities for my own self-evaluation.
   2.7 Gives me enough feedback about my work in the Math Learning Center.

3. INTERPERSONAL SKILLS: My supervisor —
   3.1 Is trustworthy.
   3.2 Acts responsibly.
   3.3 Respects me and the other learning assistants.
   3.4 Respects students who use the Math Learning Center.
   3.5 Seems interested in me as an individual.
   3.6 Gives me feedback in a constructive way.
   3.7 Establishes a good rapport with the Math Learning Center staff.
4. LEADERSHIP SKILLS: My supervisor --

4.1 Values my skills and contributions. □ □ □ □ □
4.2 Helps me feel positive about my abilities. □ □ □ □ □
4.3 Clearly communicates his/her expectations of me. □ □ □ □ □
4.4 Handles problems/issues in a timely manner. □ □ □ □ □
4.5 Handles problems/issues effectively. □ □ □ □ □
4.6 Models behavior he expects of his staff. □ □ □ □ □
4.7 Encourages me to develop my skills and knowledge about tutoring. □ □ □ □ □
4.8 Provides resources to develop my skills and knowledge about tutoring. □ □ □ □ □

5. OPEN-ENDED QUESTIONS

5.1 What are your supervisor's strengths? SAMPLE

5.2 In what ways could your supervisor improve?
<p>| | |</p>
<table>
<thead>
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</thead>
<tbody>
<tr>
<td><strong>5. OPEN-ENDED QUESTIONS</strong> [Continue]</td>
<td></td>
</tr>
<tr>
<td><strong>5.3 Comments about #1.1 - 4.8?</strong></td>
<td></td>
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<tr>
<td><strong>5.4 Other comments?</strong></td>
<td>SAMPLE</td>
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</tbody>
</table>
Instructions to Students: Please evaluate the instructor's performance by rating each statement below. Use the numbers below by putting an X in the box. Select NA if you do not have sufficient knowledge/information regarding a specific item, or believe that it is not applicable. As you respond to each statement, consider whether the instructor performed at a level you would rate:

1 = Strongly Disagree  2 = Disagree  3 = Agree  4 = Strongly Agree  NA = Not Applicable

1. Statements

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>NA</th>
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<tbody>
<tr>
<td>The instructor is clear and organized in his/her explanations</td>
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<tr>
<td>The instructor provides clear answers to students' questions during class</td>
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<tr>
<td>The instructor shared his/her own ideas and suggestions to give new viewpoints</td>
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<tr>
<td>The instructor provided avenues for the student to seek clarification of medical records, answer keys, and graded abstracts</td>
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<tr>
<td>The instructor requires the high standards expected in this medical coding practicum</td>
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<tr>
<td>The instructor encourages the student to perform at the highest possible level</td>
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<tr>
<td>The instructor identifies student problems and assists students to correct them</td>
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<tr>
<td>The instructor shows interest in student progress and is willing to provide help when requested</td>
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<tr>
<td>The instructor is fair and impartial in grading</td>
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<tr>
<td>The instructor is readily available for assistance during posted office hours</td>
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<tr>
<td>The medical records presented by the instructor helped form a better understanding of medical coding processes</td>
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</tbody>
</table>

2. Open-ended Question:

...
2. Open-ended Question: [Continue]

2.1 Please add any additional comments you would like to make about the quality of instruction, course design, and/or organization of this course. If you are providing additional comments on any of the questions above, please include the question number (for example, #11) in your comments.
Parent Educators's Name ___________________________ Quarter: F   W   SP   S   Year ______
Course Title ____________________________ Section _______ Date completed ___________

Instructions to Students: Please evaluate the parent instructor's performance by placing an X in the box corresponding to your rating of each statement. Make corrections by filling box in completely. Select NA if you do not have sufficient knowledge/information regarding a specific item, or believe that it is not applicable. As you respond to each statement, consider whether the instructor performed at a level you would rate:

1 = Strongly Disagree  2 = Disagree  3 = Agree  4 = Strongly Agree  NA = Not Applicable

1. Service to Students

1.1 Establishes a mutually respectful relationship with the parents and children.  
1.2 Creates a relaxed, friendly atmosphere.  
1.3 Listens effectively to all.  
1.4 Accepts and supports individual differences/values/lifestyles.  
1.5 Demonstrates an ability to be flexible and adaptable.  
1.6 Projects enthusiasm for the program and the parent educator's role.  
1.7 Gives positive and constructive feedback.  
1.8 Is knowledgeable of topics related to young children, parenting and family relationships.  
1.9 Is responsible, organized and dependable.  
1.10 Is well-prepared for each class session. Starts class on time.  
1.11 Presents subject matter in an interesting, effective manner.  
1.12 Conveys empathy for the feelings and needs of others.  
1.13 Is approachable and receptive to parents' comments, questions, and suggestions.  
1.14 Provides a syllabus that outlines course philosophy and objectives.
1. Service to Students [Continue]

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<tbody>
<tr>
<td>1.15 Communicates course requirements, e.g. class attendance and attendance at evening parent seminars.</td>
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2. Parent Discussion

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<tbody>
<tr>
<td>2.1 Facilitates an effective parent group discussion.</td>
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<tr>
<td>2.2 Adapts discussion topics and methods to the needs of the group.</td>
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<tr>
<td>2.3 Provides information and raises issues about parenting and family life to stimulate and extend interest.</td>
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<tr>
<td>2.4 Presents information in an interesting and concise manner.</td>
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<tr>
<td>2.5 Presents alternate explanations to clarify difficult concepts.</td>
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<td>2.6 Encourages parents to ask questions and participate in discussions.</td>
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<tr>
<td>2.7 Encourages parents to use each other as resources.</td>
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<tr>
<td>2.8 Allows parents to express ideas that may differ from the parent educator's views.</td>
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<tr>
<td>2.9 Provides information on current parenting theories and styles to help parents clarify child rearing values and attitudes.</td>
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<td>2.10 Uses a variety of teaching methods to meet the learning needs of the group.</td>
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3. Preschool Laboratory

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<th>NA</th>
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<tbody>
<tr>
<td>3.1 Establishes a developmentally appropriate preschool environment and curriculum.</td>
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<tr>
<td>3.2 Serves as a positive role model with children.</td>
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<tr>
<td>3.3 Assists and empowers parents in their role as assistant teachers in the preschool laboratory.</td>
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</tbody>
</table>
4. Open-ended Questions

4.1 What are the parent educator’s strengths?

4.2 What suggestions do you have for the parent educator?

4.3 Other comments?

4.4 For parents returning to the program next year: Do you have any needs related to this college class that have not yet been met? How can the parent educator help?
Instructor's Name ________________________________ Quarter F W Sp Year __________
Course Title/Number ____________________________________________

Instructions to Students: Please evaluate the instructor’s performance by rating each statement below. Use the numbers below by putting an X in the box. Select NA if you do not have sufficient knowledge/information regarding a specific item, or believe that it is not applicable. As you respond to each statement, consider whether the instructor performed at a level you would rate:

1 = Strongly Disagree   2 = Disagree   3 = Agree   4 = Strongly Agree   NA = Not Applicable

1. Statements - The librarian/media coordinator -

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
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</thead>
<tbody>
<tr>
<td>1.1 Listened carefully to what was being asked.</td>
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<tr>
<td>1.2 Was friendly, approachable and respectful.</td>
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<tr>
<td>1.3 Presented information in a well-organized way.</td>
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<tr>
<td>1.4 Communicated clearly.</td>
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<tr>
<td>1.5 Provided useful, accurate information.</td>
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<tr>
<td>1.6 Used good examples and illustrations to clarify material.</td>
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<tr>
<td>1.7 Was a good source of information and provided techniques on how to use the library.</td>
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<tr>
<td>1.8 Answered questions and explained material when appropriate.</td>
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<tr>
<td>1.9 Showed interest in helping me to learn.</td>
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</table>

2. Open-ended Questions
2. Open-ended Questions  [Continue]

2.1 What is especially good about this individual's assistance to you?

2.2 What can this individual do to be more helpful to you?

2.3 Other comments?
Mark as shown: Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
Correction: Please follow the examples shown to help optimize the reading results.

Instructor's Name __________________________________________ Quarter F W Sp Year ___________
Course Title/Number ________________________________________

Instructions to Students: Please evaluate the instructor’s performance by rating each statement below. Use the numbers below by putting an X in the box. Select NA if you do not have sufficient knowledge/information regarding a specific item, or believe that it is not applicable. As you respond to each statement, consider whether the instructor performed at a level you would rate:

1 = Strongly Disagree  2 = Disagree  3 = Agree  4 = Strongly Agree  NA = Not Applicable

1. Statements - The librarian/media coordinator -

1.1 Presented material in an organized and logical way. □ □ □ □ □

1.2 Gave clear explanations and help. □ □ □ □ □

1.3 Used good examples to make material clearer. □ □ □ □ □

1.4 Seemed interested in the material presented. □ □ □ □ □

1.5 Was positive and responded to student questions and concerns. □ □ □ □ □

1.6 Was willing to help when needed. □ □ □ □ □

1.7 Showed interest in helping students to learn. □ □ □ □ □

2. Open-ended Questions
2. Open-ended Questions  [Continue]

2.1 The overall effectiveness of the presentation or activity by the library/media coordinator was:

2.2 What did you find most helpful about this presentation?

2.3 How could this presentation be improved?
2. Open-ended Questions  [Continue]

2.4 Other comments?
Class Climate Learning Assistant Evaluation of Supervisor - Form T

Mark as shown: ☐ ☐ ☐ ☐ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
Correction: ☐ ☐ ☐ ☐ Please follow the examples shown to help optimize the reading results.

Today's Date: ____________________ Quarter: ____________________

Supervisor's name: ________________________________________

DIRECTIONS: For each statement below, put an X in the box 1 to 4 or NA according to this scale:

1 = Strongly Disagree  2 = Disagree  3 = Agree  4 = Strongly Agree  NA = Not Applicable

### 1. PROGRAM DESIGN & MANAGEMENT: My supervisor --

<table>
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<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
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<th>4</th>
<th>NA</th>
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<tbody>
<tr>
<td>1.1 Maintains a work and learning environment that feels safe and friendly.</td>
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<tr>
<td>1.2 Maintains an organized work and learning environment.</td>
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<tr>
<td>1.3 Maintains a learning environment that supports staff camaraderie and team work.</td>
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<tr>
<td>1.4 Maintains a learning environment that encourages student responsibility</td>
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<tr>
<td>1.5 Is willing to help when appropriate.</td>
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<tr>
<td>1.6 Provides opportunities for my own self-evaluation.</td>
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<tr>
<td>1.7 Gives me helpful feedback about my work in the learning center.</td>
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<tr>
<td>1.8 Is open to staff input, suggestions, and feedback.</td>
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<tr>
<td>1.9 Uses staff input, suggestions, and feedback effectively.</td>
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### 2. INTERPERSONAL SKILLS: My supervisor --

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<th>Statement</th>
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<tbody>
<tr>
<td>2.1 Is trustworthy.</td>
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<tr>
<td>2.2 Acts responsibly.</td>
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<tr>
<td>2.3 Communicates effectively.</td>
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<td>2.4 Works well with the diversity of students and staff.</td>
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<tr>
<td>2.5 Has a good rapport with the learning center staff.</td>
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<tr>
<td>2.6 Treats students respectfully.</td>
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</table>
### 3. LEADERSHIP SKILLS: My supervisor --

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<tbody>
<tr>
<td>3.1</td>
<td>Values my skills and contributions.</td>
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<tr>
<td>3.2</td>
<td>Helps me feel positive about my abilities.</td>
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<tr>
<td>3.3</td>
<td>Provides resources for me to further develop my skills and knowledge about tutoring.</td>
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<tr>
<td>3.4</td>
<td>Clearly communicates his/her expectations of me.</td>
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<tr>
<td>3.5</td>
<td>Addresses problems/issues in a timely manner.</td>
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<tr>
<td>3.6</td>
<td>Handles problems/issues effectively.</td>
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### 4. OPEN-ENDED QUESTIONS

**4.1** What are your supervisor's strengths?

**SAMPLE**

**4.2** In what ways could your supervisor improve?
4. OPEN-ENDED QUESTIONS [Continue]

4.3 Comments about #1.1 - 3.6?

4.4 Do you have anything else to say about your supervisor?

SAMPLE
Class Climate Course Evaluation ENG 089 or 099 - Form U

Mark as shown: □ □ □ □ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
Correction: □ □ □ □ Please follow the examples shown to help optimize the reading results.

You may use the final 15 minutes of your lab time to complete this evaluation. Please put your completed evaluation form in the "Evaluations" tray on the lobby table or leave it in your lab folder. WE VALUE YOUR COMMENTS!

DIRECTIONS: For each statement below, place an X in the box corresponding to your rating of each statement. Make corrections by filling box in completely. Select NA if you do not have sufficient knowledge/information regarding a specific item, or believe that it is not applicable. As you respond to each statement, consider whether the instructor performed at a level you would rate:

1 = Strongly Disagree  2 = Disagree  3 = Agree  4 = Strongly Agree  NA = Not Applicable

### 1. Course

1.1 Please check the appropriate course.
- ENG 089
- ENG 099

1.2 Which quarter?
- Fall
- Winter
- Summer

### 2. Instructional Delivery

2.1 The instructor helped me understand Eng 089/099 course requirements.

2.2 The instructor's assignments helped me improve my writing, reading/ and/or learning skills.

2.3 I was satisfied with the instructor's effort to answer my questions.

2.4 The learning assistants communicated clearly.

2.5 The learning assistants helped me understand my assignments.

2.6 The learning assistants helped me improve my writing, reading, and/or learning skills.

### 3. Instructional Design

3.1 The instructor created a welcoming environment.
3. Instructional Design  [Continue]

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<tbody>
<tr>
<td>3.2 The instructor created assignments for me to support my own interests and needs.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3.3 My English 089/099 program encouraged me to think.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3.4 The course's goals and expectations of me were clear.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3.5 The Academic Skills Center has helpful books and handouts.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>3.6 It's easy to find books and handouts in the ASC.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

4. Service to Students

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>4.1 The instructor was friendly.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4.2 The instructor was patient.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4.3 The instructor treated me with respect.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4.4 The instructor was readily available to talk with.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4.5 The instructor demonstrated sensitivity to students' differences and needs.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4.6 The learning assistants were friendly.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4.7 The learning assistants treated me with respect.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4.8 The learning assistants were patient.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>4.9 The Academic Skills Center staff helped me feel positive about my abilities.</td>
<td>□</td>
<td>□</td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>

5. Open-ended Questions

5.1 What do you especially like about the instructor?
5. Open-ended Questions  [Continue]

5.2 If you could change one thing about the instructor, what would it be?

5.3 How could the Academic Skills Center improve? (Consider environment, staff, equipment, hours, etc.)

5.4 Should the college continue providing money to keep the ASC open? Why or why not?

5.5 Other comments?
DIRECTIONS: For each statement below, place an X in the box corresponding to your rating of each statement. Make corrections by filling box in completely. Select NA if you do not have sufficient knowledge/information regarding a specific item, or believe that it is not applicable. As you respond to each statement, consider whether the instructor performed at a level you would rate:

1 = Strongly Disagree   2 = Disagree   3 = Agree   4 = Strongly Agree   NA = Not Applicable

1. Instructional Delivery

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 The instructor answered students' questions to the best of his/her ability.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1.2 The instructor was helpful when students were confused.</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>1.3 The instructor provided clear answers to students' questions.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1.4 The instructor developed good rapport with the class and maintained an effective learning environment.</td>
<td></td>
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</tr>
<tr>
<td>1.5 The instructor showed enthusiasm when teaching.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6 The instructor presented materials in a well-organized manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.7 The instructor listened carefully to me and other students.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1.8 The instructor gave helpful oral and written feedback on student coursework (e.g., journal entries, homework assignments, assisting)</td>
<td></td>
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</tbody>
</table>

2. Instructional Design

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1 The course goals and expectations of me were clear.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2.2 The instructor was well prepared for each class.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2.3 The course textbook helped me gain a better understanding of tutoring strategies and techniques.</td>
<td></td>
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</tr>
</tbody>
</table>
2. Instructional Design  [Continue]

2.4 The assigned articles and handouts provided useful information for helping me understand factors related to student learning.  

2.5 The weekly seminars helped me understand and integrate course content.  

2.6 My work experience in the learning center helped me understand and integrate course concepts.  

2.7 The instructor used appropriate ways to evaluate my performance in the course.  

2.8 The method of evaluation and grading was explained clearly and presented in writing.  

2.9 The course was well organized.  

2.10 The instructor encouraged students to perform at their highest possible level.

3. Service to Students

3.1 The instructor showed interest in the students, providing help when requested.  

3.2 The instructor showed respect for questions/opinions and was open to discussion.  

3.3 The instructor sought and was responsive to student feedback concerning assignments or other aspects of the course during the quarter.  

3.4 The instructor treated students with respect.  

3.5 The instructor was readily available for assistance outside of class if needed.  

3.6 The instructor was concerned whether or not students learned the material.  

3.7 The instructor demonstrated sensitivity to students' differences and their needs.
4. Open-ended Questions

4.1 What are the instructors strengths?

4.2 In what ways could your instructor improve?

SAMPLE

4.3 Wha did you especially like about the Education 199 course?
4. Open-ended Questions [Continue]

4.4 If you could change the Education 199 course, what would you do?

4.5 Is there anything else you'd like to say about this course or the instructor?

SAMPLE
Counselor's Name ____________________________________________

Quarter: F W Spr. Su Year ___________ Date Completed ___________

1. I consulted with this counselor for the following assistance: (Mark all that apply)

<p>| | | | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>1.1 Advising and/or educational concern (program/class advising, academic skills, transfer, educational planning, etc...)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>1.2 Vocational/Career concern (career choice and decision-making, skills and/or interest assessment)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>1.3 Personal concern (relationships, anxiety, stress, depression, etc...)</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Instructions to Students: Please evaluate the counselor or academic advisor's performance by rating each statement below. If you do not have sufficient knowledge/information regarding a specific item or believe that it is not applicable, you may mark the NA box. Please put an "X" in the selected rating. As you respond to each statement, consider whether the counselor or academic advisor performed at a level you would rate:

1= Strongly Disagree  2= Disagree  3= Agree  4= Strongly Agree  NA= Not Applicable

2. Instructional Delivery

<p>| | | | |</p>
<table>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2.1 The counselor seemed knowledgeable in my area of concern.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2.2 The counselor provided useful, accurate information.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2.3 The counselor explained test results so that I could understand them.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2.4 The counselor made me aware of alternatives for personal decisions.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>2.5 The counselor aided me to understand myself better.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
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</table>

3. Service to Students

<p>| | | | |</p>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3.1 The counselor showed a real interest in me and my concerns.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>3.2 The counselor listened to me carefully.</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>
3. Service to Students  [Continue]

3.3 The counselor was accepting of me as a person.  □ □ □ □ NA

3.4 The counselor helped me in troubling situations. □ □ □ □ □

3.5 The counselor referred me to another resource if appropriate. □ □ □ □ □

3.6 In general, the outcomes from the meetings with this counselor were very satisfactory. □ □ □ □ □

4. Open-ended Questions

4.1 What was especially good about this individual's assistance to you?

4.2 How could this individual have been more helpful to you?

SAMPLE

4.3 Other Comments?
Mark as shown:  □ □ □ □ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
Correction:  □ □ □ □ Please follow the examples shown to help optimize the reading results.

**Counselor’s Name __________________________ Quarter: F W SP S Year ____________**

**Course Title __________________________ Section _______________ Date completed __________**

Instructions to Students: Please evaluate the counselor's performance by placing an X in the box corresponding to your rating of each statement. Make corrections by filling box in completely. Select NA if you do not have sufficient knowledge/information regarding a specific item, or believe that it is not applicable. As you respond to each statement, consider whether the counselor performed at a level you would rate:

1 = Strongly Disagree  2 = Disagree  3 = Agree  4 = Strongly Agree  NA = Not Applicable

<table>
<thead>
<tr>
<th>Statement</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Instructional Delivery Skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.1 The counselor presented materials in an organized and logical manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 The counselor gave clear explanations and guidance.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3 The counselor seemed interested in the materials presented.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.4 The counselor was positive and responsive to student questions and concerns.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.5 The counselor was willing to help when appropriate.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6 The overall assessment of the presentation or activity by this counselor was effective.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Open-ended Questions

2.1 What did you find most helpful about this presentation/group?

2.2 How could this presentation be improved?

SAMPLE

2.3 Other comments?

SAMPLE
Class Climate | International Programs Advisor Student Evaluation - Form Y

Mark as shown: □ □ □ □ Please use a ball-point pen or a thin felt tip. This form will be processed automatically.
Correction: □ □ □ □ Please follow the examples shown to help optimize the reading results.

Advisor's Name ______________________ Quarter: F W SP S Year ____________

Date completed ____________

1. The issues I discussed with my advisor today included:

1.1 Click all that apply:
☐ Academic Advising
☐ Transfer Planning
☐ Personal or non-academic
☐ Immigration
☐ Probation
☐ Other

Instructions to Students: Please evaluate the advisor's performance by placing an X in the box corresponding to your rating of each statement that best describes your agreement with each of the following statements. Be careful to review the scale and choices carefully! Make corrections by filling box in completely. Select NA if you do not have sufficient knowledge/information regarding a specific item, or believe that it is not applicable. As you respond to each statement, consider whether the advisor performed at a level you would rate:

1 = Strongly Disagree  2 = Disagree  3 = Agree  4 = Strongly Agree  NA = Not Applicable

2. Statements

2.1 The advisor provided useful, accurate, helpful information to me.
2.2 The advisor clearly communicated the information to me.
2.3 The advisor seemed knowledgeable on the topic(s) we discussed.
2.4 The advisor explained the different options and resources available to me.
2.5 The advisor provided more information or assistance than I expected.
2.6 I felt comfortable interacting with the advisor.
2.7 I felt the advisor listened to me and understood my needs/questions.
2.8 I felt the advisor was interested in me as a person.
2.9 I felt the advisor showed a genuine interest in helping me.
2.10 In general I was satisfied with my advising appointment today.
2. Statements [Continue]

2.11 The length of time I had to wait to get an appointment with an advisor was acceptable to me.

3. Open-ended Questions

3.1 What did you find most helpful about your advising appointment today?

SAMPLE

3.2 How could the advisor been more helpful to you?
APPENDIX F

COMMITTEE MEMBER CLASSROOM OBSERVATIONS

SAMPLES OF
COMMITTEE MEMBER CLASSROOM OBSERVATION FORMS

AND

COMMITTEE MEMBER CLASSROOM OBSERVATION SUMMARY FORM
SAMPLE CLASSROOM OBSERVATION FORM

NOTE: This form could be completed by committee members or other colleagues invited to observe and evaluate and also be used later to give summary comments and average ratings.

Instructor:__________________________________________ Rating:  4 = Superior
Course:____________________________________________   3 = Good
Time/Date:_________________________________________   2 = Adequate
Evaluator:__________________________________________   1 = Poor
0 = No opinion

<table>
<thead>
<tr>
<th>RATING</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

I. Content
1. Evidence of preparedness
2. Organization of material
3. Clarity of presentation
4. Pacing of presentation
5. Level of presentation
6. Overall content evaluation

II. Presentation
1. Effective utilization of time
2. Clarity of speech
3. Clarity of handwriting/graphics
4. Effective use of teaching aids
5. Detracting habits
6. Overall presentation

III. Relationship with Students
1. Responsiveness to questions
2. Effectiveness of answers
3. Rapport with students
4. General class atmosphere
5. Overall relationship

IV. Student Evaluation Tools
1. Appropriateness of assignments
2. Tests: relevance to objectives, Frequency, clarity

V. Course Critique
1. Organization and pacing throughout quarter
2. Attainment of course goals

VI. Overall Evaluation

VII. Further Comments:
NOTE: Some committees have used this format for individual observation reports and then summarized all responses into these categories.

Faculty Member Observed:
Observer:
Course Number and Section:
Quarter:
Date:
Number of Students Present:

I. Lesson Content and Design

II. Learning Environment

III. Strengths

IV. Effectiveness of Instructional Approach

V. Other Suggested Approaches for Enhancing Student Learning

VI. Areas Needing Improvement
<table>
<thead>
<tr>
<th>OBSERVER</th>
<th>DATE OF OBSERVATION</th>
<th>CLASS OBSERVED</th>
<th>LECTURE TOPIC</th>
<th>TEACHING METHODS USED IN CLASS</th>
<th>EFFECTIVENESS OF TEACHING METHODS</th>
<th>OVERALL EFFECTIVENESS IN THE CLASSROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11/27/10</td>
<td>Nursing 202 Pregnancy and Family Health</td>
<td>Conception control, contraceptive methods, premenstrual syndrome</td>
<td>Lecture, discussion, handout, overheads</td>
<td>Lecture/discussion: responsive to all questions and comments offered; cited current literature and research frequently, handout: listed information re contraceptives. Much information useful in patient teaching</td>
<td>Provided an open discussion of a sensitive issue. Open to all questions and opinions - responded with rationale for her views. Voice level easily heard and clear. Eye contact consistent. Came out from behind podium frequently. Aware of community resources.</td>
</tr>
<tr>
<td></td>
<td>11/27/10</td>
<td>Nursing 202 Pregnancy and Family Health</td>
<td>Exploring current contraceptive methods</td>
<td>Lecture, class participation, overhead, classroom handout</td>
<td>Relaxed and confident. Showed respect for the students in answering their questions and concerns. Some of this material was very controversial and she was clear about her responsibilities in covering it. Clarified any misunderstandings with statements such as &quot;the literature doesn't support that.&quot;</td>
<td>Very effective. Helped students to relax and encouraged them to ask questions. Since she is teaching nurses who will need to teach this material, she stressed the importance of being knowledgeable about the subject as well as to be comfortable about discussing these subjects with clients.</td>
</tr>
<tr>
<td></td>
<td>2/7/11</td>
<td>Nursing 202 Pregnancy and Family Health</td>
<td>Pregnancy induced hypertension, pre-eclampsia and eclampsia</td>
<td>Lecture, overhead projector, slide projector, class participation, student demonstration</td>
<td>Lecture well-researched, well-organized, clearly presented. Discussed information noted in recent medical and nursing literature. Most overheads were clear and readable, some print too small. Slides illustrated subject well. Class discussions relaxed and informative and appropriate in amount. Allowed student volunteer to demonstrate reflexes.</td>
<td>Excellent. Appeared to be very knowledgeable in her subject and seemed to enjoy discussing the material.</td>
</tr>
<tr>
<td></td>
<td>3/7/11</td>
<td>GWS 283 Women of Power</td>
<td>Birth control techniques</td>
<td>Lecture with discussion, showed samples</td>
<td>Used an outline to keep her on track with the material. Handled the fact that it was a new group of students (to her) very professionally. She had to teach a subject that was unknown to the majority of the students and had to dispel many myths. Able to field questions in the middle of the lecture. Relaxed and confident in her lecture.</td>
<td>Very effective. Students were very impressed with her knowledge and very appreciative of her expertise. Made them feel comfortable with the subject immediately which allowed them to ask questions without being embarrassed. Clear and concise, honest in her answers, gave excellent demonstrations. Made the topic fun to discuss.</td>
</tr>
<tr>
<td>OBSERVER</td>
<td>Observer's Name</td>
<td>Observer's Name</td>
<td>Observer's Name</td>
<td>Observer's Name</td>
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<tr>
<td><strong>MAJOR STRENGTHS</strong></td>
<td>Very positive interaction with the class. States own opinion, but leaves room for those of others. STRONG knowledge base - comfortable with material. Includes much current research data.</td>
<td>Able to share her knowledge in a non-threatening way. Honest about her attitudes and beliefs. Makes the information clear. Not afraid to share personal life in an appropriate manner. Asked for questions. Was firm in answering controversial questions without putting the student down who was misinformed. Handout made it easy to take notes and get back on track. Compliments students by stating &quot;you bring up an important concern.&quot;</td>
<td>Very articulate. Answers questions easily and concisely. Good eye contact. Used a variety of teaching methods to present information. Took a complex subject and broke it down into meaningful units for discussion. Lecture pace appropriate for note-taking.</td>
<td>Base of knowledge very strong. Extensive experience allowed her to cover some important issues which might be missed by someone without her level of expertise. Able to give a great deal of information in a short period of time and still answer important questions raised by students. Good comfort level in speaking about this topic. Clearly the level of a Master Teacher.</td>
<td></td>
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</tr>
<tr>
<td><strong>SUGGESTIONS FOR IMPROVEMENT</strong></td>
<td>Limit discussion in order to cover material in its entirety (did not complete discussion of information on handout). Perhaps limit HOW MUCH information given about any one topic (she knows so much) in order to move through outline in more orderly and expedient fashion.</td>
<td>Allow more time for the subject within the course syllabus. Possibly use plastic models.</td>
<td>Use large enough print on all overheads for readability in the back rows of the room. Use light pen to point out pertinent areas on the screen when slides are used.</td>
<td>Allow more time for her in the course and will ask her to elaborate on some of the issues.</td>
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APPENDIX G

ADMINISTRATOR EVALUATION

SAMPLE QUESTIONNAIRE FORMS WHICH COULD BE USED TO SUPPORT THE NARRATIVE SUMMARY

- CLASSROOM ACADEMIC EMPLOYEE (FT)
- COUNSELOR OR ACADEMIC ADVISOR
- LIBRARIAN/MEDIA COORDINATOR
Please evaluate the classroom academic employee's performance by rating each statement below. If you do not have sufficient knowledge/information regarding a specific item, or believe that it is not applicable, leave it blank. For each statement, consider whether the instructor performs at a level you would rate:

1 = Needs Development           2 = Is Developing          3 = Proficient          4 = Advanced         NA=Not Applicable

Part I - Content Expertise

1. Course syllabi, course materials and master course outlines show strong grasp of discipline content.
   Comments:  
   1 2 3 4 NA

2. Is respected by peers for her/his depth and breadth of knowledge in her/his disciplines. 
   Comments:  
   1 2 3 4 NA

3. Explains advanced as well as elementary aspects of the discipline(s) in ways that students and colleagues in other disciplines can understand.
   Comments:  
   1 2 3 4 NA

Part II - Course Management

4. Prepares course syllabi and materials that are current and distributed in a timely manner.
   Comments:  
   1 2 3 4 NA

5. Course syllabi comply with Policy #6100 "Required Syllabi for Credit Courses" and adhere to the relevant master course outlines unless it is determined that the master course outlines are out of date or in error, in which case revises master course outlines.
   Comments:  
   1 2 3 4 NA

6. Maintains accurate records of student performance and grades awarded for each course taught.
   Comments:  
   1 2 3 4 NA

7. Meets classes on time and as scheduled, distributes syllabus and assignments in a timely manner. 
   Comments:  
   1 2 3 4 NA
Instructor's Name

Part III - Service to Students

8. Is available to students for regularly scheduled office hours.
   Comments: 1 2 3 4 NA

9. As necessary, is available to students for assistance outside class time and regularly scheduled office hours.
   Comments: 1 2 3 4 NA

10. Is available for student advising and provides students with accurate information regarding course selection and degree requirements.
    Comments: 1 2 3 4 NA

11. Refers students to other individuals/services on campus or elsewhere if he/she is unable to provide the kind of assistance the student needs.
    Comments: 1 2 3 4 NA

12. Shows respect for students and a desire to help them succeed.
    Comments: 1 2 3 4 NA

Part IV - Service to College

13. Attends department and division meetings regularly; participates in discipline/department and division projects.
    Comments: 1 2 3 4 NA

14. Contributes and prepares well for meetings; assumes share of departmental, divisional and college responsibilities; assists in mentoring new faculty.
    Comments: 1 2 3 4 NA

15. Participates in identifying and solving divisional and institutional concerns.
    Comments: 1 2 3 4 NA

16. Responds to requests with helpful information and suggestions within timelines.
    Comments: 1 2 3 4 NA

17. Is able to work democratically and cooperatively; seeks to resolve conflict; shows respect for others’ time and views.
    Comments: 1 2 3 4 NA
18. Assists in promoting the program to students, the public, and businesses and governmental agencies.
   Comments: 1 2 3 4 NA

Part V - Professional Development and Recognition

19. Regularly reads relevant journals and books to maintain currency and learn more about her/his discipline.
   Comments: 1 2 3 4 NA

20. Participates in professional development activities on campus, by attending conferences, taking classes, or in other ways to increase knowledge about his/her discipline(s) and the teaching and learning process.
   Comments: 1 2 3 4 NA

21. Is recognized by his/her colleagues off campus as well as on campus for professional scholarship, etc.
   Comments: 1 2 3 4 NA

Part VI - Program Leadership and Performance of Administrative Reassigned Time
(Do not complete Part VI if This individual is not a Program Chair or other Administrative Released Time.)

22. Coordinates with other faculty in the program to see that program is current and new faculty (associate or full-time) get the kinds of assistance needed.
   Comments: 1 2 3 4 NA

23. If serving as program chair, works cooperatively with other faculty to develop quarterly class schedules, prioritize equipment purchases, assist in hiring associate faculty, etc.
   Comments: 1 2 3 4 NA

24. Attends to details as needed in preparing and proofing catalog and class schedule copy, flyers, etc.
   Comments: 1 2 3 4 NA

25. Performs other assignments as requested by division dean.
   Comments: 1 2 3 4 NA

Part VII - Open-ended Questions (please respond on the other side of this sheet)

26. What are this individual's strengths?
27. In what ways could this individual improve?
28. Other comments?
Please evaluate the classroom academic employee's performance by rating each statement below. *If you do not have sufficient knowledge/information regarding a specific item, or believe that it is not applicable, leave it blank.* For each statement, consider whether the instructor performs at a level you would rate:

1 = Needs Development    2 = Is Developing    3 = Proficient    4 = Advanced    NA= Not Applicable

**Part I - Content Expertise**

1. Demonstrates depth, breadth, and currency in content and applications of counseling theory and methodology.  
   **Comments:**
   
2. Can access both college and community resources to assist students and faculty with requests for information, assessment, and referrals to other counseling practitioners.  
   **Comments:**
   
3. Can be relied upon for professional assistance by instructional changes for his/her advisees.  
   **Comments:**
   
4. Remains current with educational programs and instructional changes for his/her advisees.  
   **Comments:**

**Part II – Management of Assigned Functions**

5. Completes special responsibilities unique to her/his position in a thorough and professional manner.  
   **Comments:**
   
6. Is conscientious and responsible in carrying out specific assigned duties.  
   **Comments:**
   
7. Demonstrates expertise in areas of specific assigned duties.  
   **Comments:**
Administrator Evaluation Questionnaire

Instructor's Name

Part III - Service to College

8. Helps implement Advising and Counseling Center policies and procedures.
   Comments:
   1  2  3  4  NA

9. Attends and prepares for staff meetings.
   Comments:
   1  2  3  4  NA

10. Participates in Advising and Counseling Center projects.
    Comments:
    1  2  3  4  NA

11. Communicates with the campus community to enhance student success.
    Comments:
    1  2  3  4  NA

12. Participates in college committees and activities with the College’s goals and mission statement in mind.
    Comments:
    1  2  3  4  NA

Part IV – Professional Development/Recognition

13. Participates in professional development activities by attending conferences, taking classes, or in other ways increasing knowledge about his/her profession.
    Comments:
    1  2  3  4  NA

14. Is recognized for leadership, service, or other professional contributions.
    Comments:
    1  2  3  4  NA

Part V - Open-ended Questions  (please respond on the other side of this sheet)

15. What are this individual's strengths?
16. In what ways could this individual improve?
17. Other comments?
Librarian/Media Coordinator
Administrator Evaluation Questionnaire

Librarian/Media Coordinator’s Name ___________________________    Quarter:  F  W  SP  S  Year ________________
Administrative Evaluator’s Name  ___________________________  Today’s Date:  ___________________________

Please evaluate the librarian’s or media coordinator’s performance by rating each statement below. If you do not have sufficient knowledge/information regarding a specific item, or believe that it is not applicable, mark it as NA. For each statement, consider whether the librarian or media coordinator performs at a level you would rate:

1 = Needs Development                2 = Is Developing              3 = Proficient               4 = Advanced                NA = Not Applicable

Part I – Client Consulting and Service Skills

1. Has a friendly, approachable manner and communicates clearly and courteously with patrons.   1     2     3     4     NA
   Comments:

2. Works well with the diversity of students at Shoreline, i.e. high school graduates, returning adults, international students, disabled students, those with low as well as high research and technology with competency, etc.           1     2     3     4     NA
   Comments:

3. Listens carefully to what is being asked and determines whether the request should be satisfied by teaching the patron how to access the information or finding the information for the patron.   1     2     3     4     NA
   Comments:

4. Provides assistance in a timely manner and usable form and, if requested, is available for consultation, bibliographic instruction, etc. at times other than regularly scheduled.     1     2     3     4     NA
   Comments:

5. Provides bibliographical instruction to faculty, makes recommendations for improving the collection and helps anticipate the needs of patrons.        1     2     3     4     NA
   Comments:

Part II – Content Expertise

6. Demonstrates breadth in knowledge of different kinds of reference material and depth in areas of specialization. 1 2 3 4 NA
   Comments:

7. Has a good knowledge of non-print and print material that is available both in and outside of the Shoreline Library/Media Center for the client’s use. 1 2 3 4 NA
   Comments:
8. Is frequently asked/relied upon for assistance by other faculty.  
   Comments:  
   1 2 3 4 NA

Part III – Management of Assigned Functions

9. Completes the special responsibilities unique to her/his position in a thorough and timely manner.  
   Comments:  
   1 2 3 4 NA

10. Helps implement college and Library/Media policies and procedures.  
    Comments:  
    1 2 3 4 NA

11. Participates fully in Library/Media Center discussions and decision-making.  
    Comments:  
    1 2 3 4 NA

12. Takes initiative in identifying potential concerns or problems and recommending solutions.  
    Comments:  
    1 2 3 4 NA

Part IV – Service to College

13. Communicates frequently with the faculty and staff about the resources and assistance available in the Library/Media Center.  
    Comments:  
    1 2 3 4 NA

    Comments:  
    1 2 3 4 NA

15. Provides support for the basic mission and goals of the college.  
    Comments:  
    1 2 3 4 NA

16. Represents the college well to the general public.  
    Comments:  
    1 2 3 4 NA

Part V – Professional Development and Recognition

17. Regularly reads relevant newspapers, magazines, journals and books to maintain currency and learn more about his/her area of expertise.  
    Comments:  
    1 2 3 4 NA

18. Participates in professional development activities on campus by attending conferences and class presentations, etc., and in other related ways works to increase knowledge in his/her area of expertise.  
    Comments:  
    1 2 3 4 NA
19. Is recognized by his/her colleagues for professional knowledge, scholarship and leadership.  
   
   Comments:  

Part VI – Open-ended Questions (Please respond on other side of this sheet)  

20. What are this individual’s strengths?  
21. In what ways could this individual improve?  
22. Other comments?
APPENDIX H

SCHEDULE OF
CONFERENCES/MEETINGS

SAMPLE OF
SCHEDULE FOR CONFERENCES/MEETINGS
The following is a record of the conferences that have been held to date regarding the review of the appointment of (probationer’s name) for the tenured position, Professor of _____________, at Shoreline Community College.

<table>
<thead>
<tr>
<th>Conference Date</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 17, 2010</td>
<td>The purpose of this first meeting of the Appointment Review Committee for (probationer’s name) was to allow the members to become acquainted with each other; to elect a chairperson; to review and discuss with the Vice President for Academic Affairs the contractual responsibilities of the Committee; and to discuss the procedural guidelines to be followed by the Committee.</td>
</tr>
<tr>
<td>November 29, 2010</td>
<td>The purpose of this meeting of the Committee with (probationer’s name) was to relay the Board’s expectations of the Committee and candidate; to review the criteria for determining tenure as recorded in the faculty working agreement; to establish a mutually agreeable time of day for future committee meetings; and to discuss procedures to be followed in conducting and reporting on classroom teaching observations.</td>
</tr>
<tr>
<td>December 6, 2010</td>
<td>The purpose of this meeting of the Committee with (probationer’s name) was to review the classroom teaching observations made by committee members. A further purpose of this meeting was to arrange for a self-evaluation to be written and submitted to the Committee. A third purpose of this meeting was to finalize the first report on the progress of the candidate and the Committee for the Vice President for Academic Affairs and the Board of Trustees by the end of Fall Quarter.</td>
</tr>
</tbody>
</table>