

**CUESTA COLLEGE**  
**Instructional Faculty: Peer Review Committee Evaluation Form**  
**INSTRUCTIONAL DESIGNER**

<b>Employee:</b>			<b>Semester/Year:</b>	
<b>Regular Tenured</b>	<b>Tenure-track</b>	<b>Temporary Full-time</b>	<b>Temporary Part-time</b>	<b>Temp. w/o assignment rights</b>
<b>Evaluators:</b>	<b>Observation Date:</b>	<b>Activity Name:</b>	<b>Room #:</b>	
				<b>Check if DE</b> <input type="checkbox"/>
				<b>Check if DE</b> <input type="checkbox"/>
<i>For an off-cycle review, indicate below the third member of the evaluation team and check which Sections are under review:</i>				
				<b>Check if DE</b> <input type="checkbox"/>
<input type="checkbox"/> Instruction (I) <input type="checkbox"/> Interaction with Faculty (II) <input type="checkbox"/> Materials (III) <input type="checkbox"/> Professional & Divisional Responsibilities (IV)				

**INSTRUCTIONS:**

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

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

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

**RATING RUBRIC:**

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

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

**SECTION IA: ASSESSMENT OF INSTRUCTION: FACE-TO-FACE MODALITY**

*Scheduled face-to-face activity visits, Visitation Form and faculty participant evaluations shall be the basis of evaluation for this section. Any other evidence used must be at the agreement of the faculty member being evaluated.*

**This Instructional Designer:**

**1. Clearly articulates goals and objectives for the activity.**

- Excels    Meets Standard    Needs to Improve

**2. Makes effective use of activity time.**

- Excels    Meets Standard    Needs to Improve

**3. Is prepared and organized for activity.**

- Excels    Meets Standard    Needs to Improve

**4. Presents different perspectives on issues or problem solving methods.**

- Excels    Meets Standard    Needs to Improve

**5. Creates and maintains an environment that promotes learning.**

- Excels    Meets Standard    Needs to Improve

**6. Provides presentations that demonstrate pedagogical currency and appropriate depth of knowledge with the topic.**

- Excels    Meets Standard    Needs to Improve

**7. Integrates challenging ideas or critical thinking in activity/workshop presentations.**

- Excels    Meets Standard    Needs to Improve

**8. Promotes participants' engagement in the subject matter.**

- Excels    Meets Standard    Needs to Improve

**Provide an overall assessment of Instruction.**

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

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

**SECTION IB: ASSESSMENT OF INSTRUCTION: ON-LINE MODALITY**

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

**This Instructional Designer:**

- 1. **Provides necessary pre-enrollment information, such as activity/workshop announcements.**  
 Excels    Meets Standard    Needs to Improve
- 2. **Clearly articulates goals and objectives within a learning module.**  
 Excels    Meets Standard    Needs to Improve
- 3. **Provides instructor-initiated regular and effective contact.**  
 Excels    Meets Standard    Needs to Improve
- 4. **Provides course materials in a well-organized, easily-navigable course delivery system.**  
 Excels    Meets Standard    Needs to Improve
- 5. **Presents different perspectives on issues or problem solving methods.**  
 Excels    Meets Standard    Needs to Improve
- 6. **Creates and maintains an on-line environment that promotes learning.**  
 Excels    Meets Standard    Needs to Improve
- 7. **Provides information that demonstrates pedagogical currency and appropriate depth of knowledge with the topic.**  
 Excels    Meets Standard    Needs to Improve
- 8. **Integrates challenging ideas or critical thinking in activity/workshop design.**  
 Excels    Meets Standard    Needs to Improve
- 9. **Promotes the participants' engagement in the subject matter.**  
 Excels    Meets Standard    Needs to Improve

**Provide an overall assessment of instruction.**

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

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

**SECTION II. OVERALL ASSESSMENT OF INTERACTION WITH FACULTY PARTICIPANTS**

*Faculty participant evaluations and observation of faculty interaction with participants shall be the basis of evaluation for this section. Any other evidence used must be at the agreement of the faculty member being evaluated.*

**This Instructional Designer:**

- 1. **Provides timely and helpful feedback on participants progress in the activity/workshop.**  
 Excels    Meets Standard    Needs to Improve
  
- 2. **Creates a learning environment that participants consider positive.**  
 Excels    Meets Standard    Needs to Improve
  
- 3. **Provides timely and helpful responses to inquiries about instructional design.**  
 Excels    Meets Standard    Needs to Improve
  
- 4. **Treats participants respectfully.**  
 Excels    Meets Standard    Needs to Improve

**Provide an overall assessment of Interaction with Participants.**

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

**Comments:** *Written comments are required. Attach additional pages if necessary.*

**SECTION IIIA. ASSESSMENT OF INSTRUCTIONAL MATERIALS: FACE-TO-FACE MODALITY**

*Review of materials provided to faculty participants shall be the basis of evaluation of this section. Any other evidence used must be at the agreement of the faculty member being evaluated.*

**This Instructional Designer’s:**

- 1. **Instructional materials are organized and relevant to the subject matter.**  
 Excels    Meets Standard    Needs to Improve
  
- 2. **Materials clearly relate to activity/workshop goals and objectives.**  
 Excels    Meets Standard    Needs to Improve
  
- 3. **Materials demonstrate currency and depth appropriate to the topic.**  
 Excels    Meets Standard    Needs to Improve
  
- 4. **Materials present information clearly and effectively by utilizing visual, textual, kinesthetic, or auditory activities.**  
 Excels    Meets Standard    Needs to Improve

**Provide an overall assessment of Instructional Materials.**

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

**Comments:** *Written comments are required only if the rating is below Meets Standard. Attach additional pages if necessary.*

**SECTION IIIB. ASSESSMENT OF INSTRUCTIONAL MATERIALS: ON-LINE MODALITY**

*Review of materials provided to faculty participants shall be the basis of evaluation of this section. Any other evidence used must be at the agreement of the faculty member being evaluated.*

**This Instructional Designer’s:**

1. **Instructional materials are organized and relevant to subject matter.**  
 Excels    Meets Standard    Needs to Improve
  
2. **Materials are readily accessible on-line and clearly relate to activity/workshop goals and objectives.**  
 Excels    Meets Standard    Needs to Improve
  
3. **Materials demonstrate currency and depth appropriate to the topic.**  
 Excels    Meets Standard    Needs to Improve
  
4. **Materials present information clearly and effectively by utilizing visual, textual, kinesthetic, or auditory activities.**  
 Excels    Meets Standard    Needs to Improve
  
5. **Activity/workshop materials meet accessibility standards.**  
 Excels    Meets Standard    Needs to Improve

**Provide an overall assessment of Instructional Materials in the on-line modality.**

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

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

**SECTION IV. ASSESSMENT OF PROFESSIONAL AND DIVISIONAL RESPONSIBILITIES**

*The Self Evaluation form and the Division Chair portion of this evaluation form shall be the basis of evaluation for this section. Any other evidence used must be at the agreement of the faculty member being evaluated.*

**This Instructional Designer:**

- 1. **Maintains currency in his/her academic field (professional development).**  
 Excels    Meets Standard    Needs to Improve
  
- 2. **Demonstrates pedagogical currency in teaching.**  
 Excels    Meets Standard    Needs to Improve
  
- 3. **Maintains educational and professional contacts with the community when relevant to professional commitments (not applicable unless specifically required by law or job description).**  
 Excels    Meets Standard    Needs to Improve    N/A
  
- 4. **Works collegially with other faculty and staff in the division/service area.**  
 Meets Standard    Needs to Improve
  
- 5. **Contributes to the work of the division/service area (development and assessment of SLOs, curriculum development, peer evaluation, hiring committees, etc.).**  
 Excels    Meets Standard    Needs to Improve    N/A

**Provide an overall assessment of professional and divisional responsibilities.**

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

**Comments:** *Written comments are required only if the rating is below Meets Standards or if rating is inconsistent with that of the Division Chair. Attach additional pages if necessary.*

**SECTION V: DIVISION CHAIR OR MANAGER’S FACULTY DESIGNEE EVALUATION**

*The Self Evaluation form, faculty participant evaluations and evidence of participation in divisional and college-wide responsibilities since the last evaluation cycle as required by employee status shall be the basis of evaluation for this section. Any other evidence used must be at the agreement of the faculty member being evaluated.*

**This Instructional Designer:**

- 1. **Works productively with faculty.**  
 Excels    Meets Standard    Needs to Improve
- 2. **Maintains currency in one’s academic field and faculty service area (professional development).**  
 Excels    Meets Standard    Needs to Improve
- 3. **Maintains educational and professional contacts with the community when relevant to professional commitments (not applicable unless specifically required by law or job description).**  
 Excels    Meets Standard    Needs to Improve    N/A
- 4. **Is regularly available for help during posted office hours (not required for part-time faculty).**  
 Meets Standard    Needs to Improve    N/A
- 5. **Meets scheduled service days and hours.**  
 Meets Standard    Needs to Improve
- 6. **Works collegially with other faculty and staff in the division/service area.**  
 Meets Standard    Needs to Improve
- 7. **Contributes to the work of the division/service area (development and assessment of SLOS, curriculum development, peer evaluation, hiring committees, etc.) Not required of part-time faculty.**  
 Excels    Meets Standard    Needs to Improve    N/A
- 8. **Attends required division meetings (not required for part-time faculty).**  
 Meets Standard    Needs to Improve    N/A
- 9. **Meets divisional and college obligations in a timely manner (flex contracts, reports, and requisitions, etc.)**  
 Meets Standard    Needs to Improve
- 10. **Meets college participatory governance committee obligations.**  
 Meets Standard    Needs to Improve    N/A

**Comments:** *Written comments are required only if “Needs to Improve” is indicated in one or more of the criteria. Attach additional pages if necessary.*



**SECTION VI. OVERALL ASSESSMENT OF PERFORMANCE**

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

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

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

Commendations:

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

Considerations

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

Required Improvements

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

Explanation of Overall Assessment of Needs to Improve:

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

Explanation of Overall Assessment of Unsatisfactory:

Comments are required in this area if the Overall Assessment of Performance is "Unsatisfactory."

This assessment usually indicates that in the judgment of the evaluator, the instructional designer's performance is gravely deficient. Fully explain the areas of grave deficiency and provide either a recommendation for remediation or explain why remediation in these areas would not be effective. The peer evaluation committee chair may utilize this information to develop a plan for improvement and document it on the Plan for Improvement Form or may recommend that the Vice President of Academic Affairs (VPAA) initiate action pursuant to Education Code Section 87660 et seq. and/or section 87730 et seq.

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

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

\_\_\_\_\_  
Committee Chair Peer Evaluator Date

\_\_\_\_\_  
Peer Evaluator Date

\_\_\_\_\_  
Peer Evaluator Date

\_\_\_\_\_  
Division Chair (or Designee) Date

\_\_\_\_\_  
Faculty Member Date

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

**\*\*These are the questions from the classroom modality student evaluation forms. These are for faculty reference only. For the actual instructor evaluations, students are given an official evaluation form that is specific to their instructor/CRN.**

**Faculty should not use this form for student evaluations. This form is for informational purposes only.**

<h2 style="margin: 0;">Faculty Participant Evaluation of Instructional Designer</h2> <p style="margin-top: 20px; text-align: center;"><b>Please enter the CRN before proceeding!</b></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th style="text-align: center;">Term</th><th></th></tr> <tr><td>Fall</td><td style="text-align: center;"><input type="radio"/></td></tr> <tr><td>Spring</td><td style="text-align: center;"><input type="radio"/></td></tr> <tr><td>Summer</td><td style="text-align: center;"><input type="radio"/></td></tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr><th style="text-align: center;">Year</th><th></th></tr> <tr><td>2017</td><td style="text-align: center;"><input type="radio"/></td></tr> <tr><td>2018</td><td style="text-align: center;"><input type="radio"/></td></tr> <tr><td>2019</td><td style="text-align: center;"><input type="radio"/></td></tr> </table>	Term		Fall	<input type="radio"/>	Spring	<input type="radio"/>	Summer	<input type="radio"/>	Year		2017	<input type="radio"/>	2018	<input type="radio"/>	2019	<input type="radio"/>	<table border="1" style="width: 100%; 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<p><b>Instructions:</b> Select your answer to the following statements by filling in the bubble of your choice. Mark "Not Applicable" for any of the questions that do not apply.</p>																																																																														
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Not Applicable																																																																							
1. This Instructional Designer makes good use of workshop / activity time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																							
2. This Instructional Designer is prepared and organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																							
3. This Instructional Designer is regularly available for help during posted office hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																							
4. This Instructional Designer's announcements and information about workshops/ activities and/or concepts / topics were appropriate, timely, and inviting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																							
5. This Instructional Designer provides clearly defined goals or course guide for workshops / activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																							
6. Workshop activities (hands-on work, lectures, or critiques) help me master the material.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																							
7. This Instructional Designer provided helpful feedback that assisted my progress through the workshop / activity and/or understanding of the concept / topic.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																							
8. This Instructional Designer develops appropriate, complete and timely resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																							
9. Demonstrates current knowledge in field of Instructional Design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																							
10. This Instructional Designer creates a positive learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																							
11. This Instructional Designer encourages dialog in workshops / activities and asks challenging questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																							
12. This Instructional Designer provided timely and helpful responses to inquires about instructional design.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																							
13. This Instructional Designer presents information and explains new concepts clearly and effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																							
14. This Instructional Designer treats participants respectfully and responds appropriately to participant concerns questions, and/or behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>																																																																							
<p>15. Please respond to the following open-ended questions (you may use the back of this form if needed).</p> <p style="margin-left: 40px;">a. What do you believe the Instructional Designer does especially well?</p>  <p style="margin-left: 40px;">b. What do you believe the Instructional Designer could do to improve?</p>																																																																														