

**CUESTA COLLEGE**  
**INSTRUCTIONAL FACULTY: PEER REVIEW COMMITTEE EVALUATION FORM**

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

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

**INSTRUCTIONS:**

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

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

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

**RATING RUBRIC:**

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

|  | SCALE  |   |  |  |
|--|--|---|--|--|
|  | Excels   | Meets Standards   | Needs to Improve   | Unsatisfactory   |
| <b>Assessing Individual Section Criteria</b> | The instructor is highly effective.  | The instructor is consistently effective.   | The instructor is not consistently effective.  | N/A  |
| <b>Assessing Each Section</b>                | A majority of criteria are assessed as “Excels” <b>or</b> one or some criteria are so outstanding as to warrant an “Excels” <b>and</b> 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 FOR CLASSROOM/LAB/SYNCHRONOUS MODALITY**

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

**This Instructor:**

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

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

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

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

**SECTION IB: ASSESSMENT OF INSTRUCTION FOR ONLINE/ASYNCHRONOUS MODALITY**

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

**This Instructor:**

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

**Provide an overall assessment of Online/Asynchronous Instruction.**

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

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

**SECTION IC: ASSESSMENT OF INSTRUCTION FOR CORRESPONDENCE MODALITY**

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

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

**This Instructor:**

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

**Provide an overall assessment of instruction.**

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

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

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

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

**This instructor:**

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

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

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

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

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

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

**This instructor:**

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

*Continues on next page...*

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

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

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

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

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

**This instructor's:**

1. **Syllabi clearly explain course requirements, grading policy, and student learning outcomes for the course(s) as developed by the division, and adhere to official Course Outlines of Record.**  
 Excels    Meets Standard    Needs to Improve
2. **Instructional materials are organized and relevant to the subject matter.**  
 Excels    Meets Standard    Needs to Improve
3. **Tests and/or projects accurately reflect the course material.**  
 Excels    Meets Standard    Needs to Improve
4. **Tests and/or projects effectively measure students' knowledge and skills.**  
 Excels    Meets Standard    Needs to Improve
5. **Materials (homework, in-class activities, group work, etc.) clearly relate to course goals and objectives.**  
 Excels    Meets Standard    Needs to Improve
6. **Materials demonstrate currency and depth appropriate to the course level.**  
 Excels    Meets Standard    Needs to Improve
7. **Materials present information and assignments clearly and effectively by utilizing visual, textual, kinesthetic, or auditory activities.**  
 Excels    Meets Standard    Needs to Improve

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

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

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



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

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

**This instructor's:**

1. **Syllabi clearly explain course requirements, grading policy, and student learning outcomes for the course as developed by the division in adherence to official Course Outlines of Record.**  
 Excels    Meets Standard    Needs to Improve
  
2. **Instructional materials are organized and relevant to subject matter.**  
 Excels    Meets Standard    Needs to Improve
  
3. **Tests and/or projects accurately reflect the course material presented.**  
 Excels    Meets Standard    Needs to Improve
  
4. **Tests and/or projects effectively measure students' knowledge and skills.**  
 Excels    Meets Standard    Needs to Improve
  
5. **Materials (homework, readings, projects) clearly relate to course goals and objectives.**  
 Excels    Meets Standard    Needs to Improve
  
6. **The instructor makes course materials readily accessible to students**  
 Excels    Meets Standard    Needs to Improve    May Not be Applicable for CMC courses
  
7. **Materials demonstrate currency and depth appropriate to the course level.**  
 Excels    Meets Standard    Needs to Improve
  
8. **Materials present information and assignments clearly and effectively by utilizing visual, textual, kinesthetic, or auditory activities.**  
 Excels    Meets Standard    Needs to Improve
  
9. **Course materials meet accessibility standards.**  
 Excels    Meets Standard    Needs to Improve    Not Applicable for Correspondence

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

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

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

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

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

**This Instructor:**

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

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

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

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

**This Instructor:**

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

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

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

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

**SECTION VI. OVERALL ASSESSMENT OF PERFORMANCE**

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

|  |                          |
|--|--------------------------|
| <b>N/A</b><br>For off-cycle evaluations, check N/A and complete Section II of the Off-cycle Evaluation Form  | <input type="checkbox"/> |
| <b>EXCELS</b><br>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><br>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><br>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><br>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 instructor has demonstrated an ability that is especially noteworthy, or how the instructor’s performance reflects a high degree of effectiveness.*

Considerations

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

Required Improvements

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

Explanation of Overall Assessment of Needs to Improve:

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

Explanation of Overall Assessment of Unsatisfactory:

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

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

|   |   |  |
|---|---|--|
| <input type="checkbox"/> Self-Evaluation Form | <input type="checkbox"/> Peer Evaluation Form | <input type="checkbox"/> Student Evaluations |
|---|---|--|

**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.**