

Checklist of Full-time Faculty Evaluation Forms

Faculty evaluation teams will use the following two (2) required guidelines and forms:

- Form A/FT Coversheet for the Faculty Evaluation Process
- Form Q/FT: Administrative Assessment Review

Below is a checklist of the additional forms that should be included in the Mode A and Mode B Comprehensive evaluation, according to faculty assignment. Mode B Brief adds only the Student Evaluation Forms to the above required forms.

Instructional Faculty

- B/FT: Materials Review and Classroom Instruction Observation
- E/FT: Student Evaluation for Instructional Faculty

Instructional Faculty Open Lab

- B/FT: Materials Review and Classroom Instruction Observation
- G/FT: Materials Review and Open Lab Activity Observation
- H/FT: Student Evaluation for Open Lab Faculty

Instructional Faculty On-line

- C/FT: Materials Review and On-line Instruction Observation
- F/FT: Student Evaluation for On-line Instructional Faculty

Non-Instructional Faculty with Student Contact Hours

- L/FT: Student Evaluation for Non-Instructional Faculty
- I/FT: Student Consent Form for Observation of Faculty/Student Interaction
- J/FT: Observation for Counseling/Non-Instructional Faculty

Non-Instructional Faculty without Student Contact Hours

- P/FT: Faculty Service Surveys that reflect the full range for faculty service

Library Faculty/Non-Instructional

- M/FT: Observation form for Library Faculty
- N/FT: Student Evaluation for Library Faculty

Counseling/Non-Instructional Faculty

- J/FT: Observation for Counseling/Non-Instructional Faculty
- I/FT: Student Consent Form for Observation of Faculty/Student Interaction
- K/FT: Student Evaluation for Counseling Faculty

Faculty with Reassigned Time (not related to Faculty union released time)

- P/FT: Faculty Service Surveys that reflect the full range of reassigned service

Faculty with Reassigned Time for Director Responsibilities

- O/FT: Faculty Director Evaluation

Remediation

- R-1/FT: Mode A Remediation Plan
- R-2/FT: Mode A Remediation Plan Report
- S-1/FT: Mode C Remediation Plan
- S-2/FT: Mode C Remediation Plan Report

Examples of Faculty with Multiple Assignments

Library Faculty/Instructional

- B/FT: Materials Review and Classroom Instruction Observation
- E/FT: Student Evaluation for Instructional Faculty
- M/FT: Observation form for Library Faculty
- N/FT: Student Evaluation for Library Faculty

Counseling Faculty/Instructional

- B/FT: Materials Review and Classroom Instruction Observation
- E/FT: Student Evaluation for Instructional Faculty
- I/FT: Student Consent Form for Observation of Faculty/Student Interaction
- J /FT: Observation for Counseling/Non-Instructional Faculty
- K/FT: Student Evaluation for Counseling Faculty

Guidelines for Faculty Portfolio

The purpose of the Portfolio is to:

- Demonstrate an on-going commitment to professional growth and development
- Provide an opportunity to give voice to a teaching philosophy
- Showcase the progress, best work and achievements of the faculty member
- Document campus, community, professional, and other multidimensional contributions
- Afford the committee a content in which to view their schedule observations
- Present a creative reflection of the faculty member's professional life
- Act as the primary presentation aid and catalyst for the pre-interview

The purpose of the Portfolio **IS NOT TO:**

- Create additional work
- Create additional expectations
- Provide a basis of comparison or competition with other faculty
- Create a huge personnel file (the portfolio is the property of the faculty member and will never leave the faculty member's possession)

Portfolios are developed during the first year of Mode A through training and mentoring, but are required during the second and subsequent years of evaluation. First year faculty should include their teaching philosophy, goals for the year, and a copy of syllabi and course materials. Beginning the second Mode A evaluation and for all Mode B evaluations the following components are required for portfolios; please note the items that must be duplicated for committee members or files/

Required in the portfolio with duplicates for your committee and personnel file:

- Contract-related accomplishments
- Goals for professional growth
- Teaching Philosophy

Required for portfolio, with duplicates for your committee members for the Material Review:

- Syllabi for courses taught in the current semester
- Samples of assignments/assessment activities for each learning environment that will be evaluated

Guidelines for Faculty Portfolio (continued)

Required for your portfolio, no duplicates necessary:

- Brief statement of your instructional and/or service philosophy
- A brief statement about what you have contributed or gained by your campus/district service in any of the following areas:
 - Committee work (departmental, shared governance, screening, district and state)
 - Staff Development Workshops presented
 - Curriculum Development
 - Program review
- A brief narrative summarizing your student learning outcomes and assessment strategies. Your portfolio should reflect your unique contributions

Portfolio Preparation:

Portfolios may be developed in any appropriate medium, for instance, electronic formats or three-ring binders or other methods appropriate to the evaluatee's assignment. Beyond the above items the portfolio contents will vary from individual to individual and will reflect the personal style and choices of the faculty member. The items you choose should help to showcase your progress and achievements since your last evaluation. Keep in mind that, in terms of your evaluation, your portfolio is simply a presentation aid. Other than the required items, select only the information that you want to discuss in the pre-interview (20-30 minutes). Your portfolio should take no longer than three (3) hours to prepare for your pre-interview. The teaching philosophy will require more reflection.

The purpose of the Portfolio Review with the Evaluation Committee to:

- Explain the evaluation procedure and answer questions about it
- Encourage dialog and make the faculty member part of the evaluation process
- Clarify departmental expectations
- Allow the faculty member to present his or her accomplishments via a portfolio presentation (20-30 minutes)
- Provide the faculty member with an opportunity for self-assessment and goal setting
- Determine who will complete the Campus/Community Inventory evaluation forms for the faculty member (all faculty with reassigned time duties, others optional)
- Answer any unresolved questions from the faculty member



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Article 6 - Form A/FT

- Bakersfield College
- Bakersfield College
- Cerro Coso College
- Porterville College

Full-time Faculty Evaluation Cover Sheet

Name of Faculty Member				<input type="checkbox"/> Fall <input type="checkbox"/> Spring	
Department/Division/Program Area				Total Number of Pages (including cover sheet)	
<input type="checkbox"/> Mode A Year 1	<input type="checkbox"/> Mode A Year 2	<input type="checkbox"/> Mode A Year 3	<input type="checkbox"/> Mode A Year 4		
<input type="checkbox"/> Mode B Brief	<input type="checkbox"/> Mode B Comprehensive	<input type="checkbox"/> Mode C	<input type="checkbox"/> COF or Temporary Faculty Year _____		
Committee Commendation: Recommended as a model for other faculty in the following areas(s).					
<input type="checkbox"/> Discipline Knowledge		<input type="checkbox"/> Facilitating the Learning Environment			
<input type="checkbox"/> Effective Teaching Methods		<input type="checkbox"/> Student Advisement Facilitating			
<input type="checkbox"/> Effective Use of Technology		<input type="checkbox"/> Special Student Needs			
<input type="checkbox"/> Institutional Participation		<input type="checkbox"/> Other _____			
Performance Summary					
<input type="checkbox"/> Satisfactory		<input type="checkbox"/> Needs Improvement		<input type="checkbox"/> Unsatisfactory	
Committee Member					
Faculty Chair (<i>print</i>)		(<i>Signature</i>)		Date	
Faculty Member (<i>print</i>) (<i>department/division chosen</i>) <i>Mode A & C only</i>		(<i>Signature</i>)		Date	
Faculty Member (<i>print</i>) (<i>evaluee chosen</i>)		(<i>Signature</i>)		Date	
Other (specify) (<i>print</i>)		(<i>Signature</i>)		Date	
Educational Administrator (<i>print</i>)		(<i>Signature</i>)		Date	
<i>I certify that this report has been discussed with me and that I am aware it will be placed in my official personnel file. I understand my signature does not necessarily indicate agreement. I also understand I have ten (10) working days to respond to any material in this report and that my response will be attached to this report.</i>					
Evaluatee's Signature		Date	Comments		
<input type="checkbox"/> Evaluation Committee Summary		<input type="checkbox"/> Faculty Service Surveys		<input type="checkbox"/> Administrative Assessment <input type="checkbox"/> Remediation Plan (Mode "A" only, if appropriate; Form R-1/FT) <input type="checkbox"/> Other _____	
<input type="checkbox"/> Portfolio Review Comments (including Goals and Accomplishments)		<input type="checkbox"/> Administrative Assessment			
<input type="checkbox"/> Observations by Peers and Supervisor		<input type="checkbox"/> Remediation Plan (Mode "A" only, if appropriate; Form R-1/FT)			
<input type="checkbox"/> Student Evaluation Summary		<input type="checkbox"/> Other _____			
Vice President's Signature		Date	Comments		
College President's or Designee's Signature		Date	Comments		
Chancellor's or Designee's Signature		Date	Comments		



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Article 6 - Form B/FT

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KCCCD Full-time Faculty Evaluation Materials Review and Classroom Instruction Observation

Evaluee		Evaluator	
Course	CRN	Date	
Topic for the Day			
<input type="checkbox"/> Mode A Year 1	<input type="checkbox"/> Mode A Year 2	<input type="checkbox"/> Mode A Year 3	<input type="checkbox"/> Mode A Year 4
<input type="checkbox"/> Mode B	<input type="checkbox"/> Mode C	<input type="checkbox"/> Temporary Faculty	<input type="checkbox"/> COF Faculty

Materials Review

The evaluee will provide the class materials to the evaluators.

Each evaluator should review a different class syllabus and samples of class materials (where applicable) using the criteria below. Evaluators should review the curriculum document of record relevant to the course materials. The following items should be referred to objectively.

Materials Review:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Course Organization:						
1. The syllabus describes the course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. The syllabus includes an outline or calendar of topics to be covered, in a logical sequence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Time given to course topics and assignments is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. The syllabus effectively describes student assignments, grading criteria, course policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. The faculty member's expectations and policies are appropriate for the course level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. The syllabus states availability of accommodations for students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. The assignments and assessment activities reflect course goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Summary Comments of Materials Review:

B/FT Faculty Materials Review and Classroom Instruction Observation (continued)

Classroom Instruction Observation

Each evaluator should observe a class session and evaluate the following aspects of the learning environment. The following items should be referred to objectively during the observation. If the observation does not include all of the items, use the "Unable to Assess" item.

Classroom Instruction Observation:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Structure and Goals:						
1. Activity shows clear signs of planning and organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Multiple instructional elements (e.g. lecture, handouts, technology) are used, if appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. When multiple instructional elements are used, they are effectively integrated.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Class time is used effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. Faculty creates a learning environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Presentation is clear, and transitions between topics are effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Behaviors:						
7. Delivery is effective and understandable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. Faculty maintains effective eye contact.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. Oral delivery is clear and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10. Rate and tone of oral delivery are effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11. Faculty exhibits a poised demeanor.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12. Faculty is enthusiastic about course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
13. Language used is understandable and at the appropriate level for the course.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Faculty and Student Rapport:						
14. Faculty treats students equitably.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15. Students are attentive.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
16. Questions are encouraged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
17. Questions are answered clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
18. Faculty and students demonstrate respect for each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

B/FT Faculty Materials Review and Classroom Instruction Observation (continued)

Classroom Instruction Observation:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Professional Expertise:						
19. Faculty demonstrates adequate and up-to-date knowledge of the topics presented.	○	○	○	○	○	
20. Material is appropriate for setting and course level.	○	○	○	○	○	

21. What specific strengths did you identify in this instructor?

22. Please list any specific changes needed to strengthen this instructor's effectiveness.

23. List any other suggestions for improvement.

24. Other comments or suggestions?



Materials Review and Classroom Instruction Observation Assessment

Satisfactory Needs Improvement Unsatisfactory

Evaluator's Signature	Date
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Thank you for your participation.



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Article 6 - Form C/FT

- Bakersfield College
- Cerro Coso College
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KCCCD Full-time Faculty Evaluation Materials Review and Online Instruction Observation

Evaluee		Evaluator	
Course	CRN	Date	
Topic for the Day			
<input type="checkbox"/> Mode A Year 1	<input type="checkbox"/> Mode A Year 2	<input type="checkbox"/> Mode A Year 3	<input type="checkbox"/> Mode A Year 4
<input type="checkbox"/> Mode B	<input type="checkbox"/> Mode C	<input type="checkbox"/> Temporary Faculty	<input type="checkbox"/> COF Faculty

Materials Review

The evaluee will provide the class materials to the evaluators.

Each evaluator should review a different class syllabus and samples of class materials (where applicable) using the criteria below. Evaluators should review the curriculum document of record relevant to the course materials. The following items should be referred to objectively.

Materials Review:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Course Organization:						
1. The syllabus describes the course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. The syllabus includes an outline or calendar of topics to be covered, in a logical sequence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Time given to course topics and assignments is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. The syllabus effectively describes student assignments, grading criteria, course policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. The faculty member's expectations and policies are appropriate for the course level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. The syllabus states availability of accommodations for students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. The assignments and assessment activities reflect course goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Summary Comments of Materials Review:

Online Instruction Observation

Each evaluator should observe the course web site and evaluate the following aspects of the learning environment. The following items should be referred to objectively during the observation. If the observation does not include all of the items, use the "Unable to Assess" item.

Online Instruction Observation	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Structure and Goals:						
1. Site materials show clear signs of planning and organization.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Site contains multiple instructional elements (text, graphics, links, media, chat)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. The site materials are easy to navigate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Content is presented in an effective, understandable manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Behaviors:						
5. Content delivery is clear and easy to follow.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Language used is understandable and at appropriate level for the student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Faculty and Student Rapport:						
7. Faculty treats students equitably.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8. Faculty provides adequate opportunity for communication with students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. The faculty member has offered course materials in a way that offers reasonable accommodation to students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Professional Expertise:						
10. Faculty demonstrates adequate, up-to-date, knowledge of the topics presented.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11. Material is appropriate for setting and course level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12. Site materials utilize appropriate vocabulary and grammar.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

13. What specific strengths did you identify in this instructor?

14. Please list any specific changes needed to strengthen this instructor's effectiveness.

15. List any other suggestions for improvement.

16. Other comments or suggestions?

Materials Review and On-line Instruction Observation Assessment

Satisfactory

Needs Improvement

Unsatisfactory

Evaluator's Signature	Date
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Full-time Faculty Student Evaluation for Instructional Faculty (continued)

	Strongly Agree	Agree	Neither agree nor Disagree	Disagree	Strongly Disagree	Not Applicable
18. The instructor is available during office hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. The instructor treats me courteously and fairly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. The instructor demonstrates respect for individuals, regardless of their cultural background, ethnicity, race, gender, religion, disability, age, sexual orientation, or socioeconomic status.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I would recommend this instructor to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compared to courses you have taken here, or at other colleges, rate the following items in this course with regard to:	Much higher than other courses	Higher than other courses	The same as other courses	Lower than other courses	Much lower than other courses	No other college courses completed
22. Expectations for student work are:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Quality of instructor feedback is:	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS SECTION

24. What specific changes could this instructor make to help future students succeed in this course?

25. List specific course activities that have helped you learn the most.

26. Other comments?

Thank you for your participation.



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Article 6 - Form G/FT

- Bakersfield College
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KCCD Full-time Faculty Evaluation Materials Review and Open Lab Activity Observation

Evaluatee	Evaluator	
Type of Session	Date	
<input type="checkbox"/> Mode A Year 1 <input type="checkbox"/> Mode A Year 2 <input type="checkbox"/> Mode A Year 3 <input type="checkbox"/> Mode A Year 4 <input type="checkbox"/> Mode B <input type="checkbox"/> Mode C <input type="checkbox"/> Temporary Faculty <input type="checkbox"/> COF Faculty		

Choose One:

- This faculty member **is not** responsible for development of course materials (Skip Materials Review section)
- This faculty member **is** responsible for development of course materials (Complete Materials Review section)

Materials Review

The evaluatee will provide the class materials to the evaluators.

Each evaluator should review a different class syllabus and samples of class materials (where applicable) using the criteria below. Evaluators should review the curriculum document of record relevant to the course materials. The following items should be referred to objectively.

Materials Review:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Course Organization:						
1. The syllabus describes the course content.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. The syllabus includes an outline or calendar of topics to be covered, in a logical sequence.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Time given to course topics and assignments is appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. The syllabus effectively describes student assignments, grading criteria, course policies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5. The faculty member's expectations and policies are appropriate for the course level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. The syllabus states availability of accommodations for students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. The assignments and assessment activities reflect course goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Summary Comments of Materials Review:

G/FT Faculty Materials Review and Open Lab Activity Observation (continued)

Open Lab Activity Observation

The following items should be referred to objectively during observation. If the observation does not include all of the items, use the "Unable to Assess" item.

Open Lab Activity Observation:	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Structure and Goals:						
1. Activity shows clear signs of planning and organization.	○	○	○	○	○	
2. Multiple informative elements (i.e.. discussion, handouts, technology) are used, if appropriate.	○	○	○	○	○	
3. When multiple informative elements are used, they are effectively integrated.	○	○	○	○	○	
4. Time is used effectively.	○	○	○	○	○	
5. Faculty member maintains learning environment.	○	○	○	○	○	
6. Presentation is clear, and transitions between topics are effective.	○	○	○	○	○	
Behaviors:						
7. Delivery is effective and understandable.	○	○	○	○	○	
8. Faculty maintains effective eye contact.	○	○	○	○	○	
9. Oral delivery is clear and easy to follow.	○	○	○	○	○	
10. Rate and tone of oral delivery are effective.	○	○	○	○	○	
11. Faculty exhibits a poised demeanor.	○	○	○	○	○	
12. Faculty member is enthusiastic and excited about his/her professional assignment and content.	○	○	○	○	○	

G/FT Faculty Materials Review and Open Lab Activity Observation (continued)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
13. Language used is understandable and appropriate level for the student.	○	○	○	○	○	
Faculty and Student Rapport:						
14. Faculty member is approachable.	○	○	○	○	○	
15. Faculty treats students equitably.	○	○	○	○	○	
16. Questions are encouraged.	○	○	○	○	○	
17. Questions are answered clearly.	○	○	○	○	○	
18. Faculty member and student(s) demonstrate respect for each other.	○	○	○	○	○	
Professional Expertise:						
19. Faculty member demonstrates adequate, up-to-date knowledge of the topics discussed.	○	○	○	○	○	
20. Material is appropriate for setting and student level.	○	○	○	○	○	

21. What specific strengths did you identify in this faculty member?

22. Please list any specific changes needed to strengthen this faculty member's effectiveness.

23. List any other suggestions for improvement.

24. Other comments or suggestions?



Materials Review and Open Lab Activity Observation Assessment

Satisfactory

Needs Improvement

Unsatisfactory

Evaluator's Signature	Date
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Thank you for your participation.



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Article 6 - Form H/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Full-time Faculty Evaluation Student Evaluation for Open Lab Faculty

Instructor's Name		
Course	CRN	Date

*Please fill out this brief, anonymous survey and return it to _____
This information is confidential and your responses will be anonymous. FILL IN THE ENTIRE CIRCLE THAT CORRESPONDS TO YOUR ANSWER FOR EACH QUESTION. ERASE MARKS COMPLETELY TO MAKE A CHANGE.*

	Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree	Not applicable
1. The instructor was familiar with the content of the course in which I am enrolled.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The instructor exhibited good communication and listening skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor used sufficient examples to help get the points across.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor emphasized points in a way that will help me remember them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The instructor encouraged questions and answered them clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The instructor provided information in a clear and understandable manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The instructor offered alternative learning methods to help me meet the course goals when appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The instructor respects diverse cultural backgrounds and students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The instructor treated me with courtesy and respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I would feel comfortable seeking this instructor's help again.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

COMMENTS SECTION

11. What specific changes could this instructor make to help future students succeed in this course?

12. List specific course activities that have helped you learn the most.

13. Other comments.

Thank you for your participation.



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Article 6 - Form I/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

**KCCD Full-time Faculty Evaluation
Student Consent Form for
Observation of Faculty/Student Interaction**

The following faculty member, _____, is currently undergoing an evaluation process, and needs to be observed while performing professional duties, including individualized meetings with students. You have been chosen to participate as a student who may allow this observation to take place during your meeting today.

I, _____, extend to the Faculty Evaluation Team my permission to observe a meeting between me and _____ as it relates to his/her faculty evaluation. I understand that all information about me will be held in strict confidence, and that I am free to revoke this consent at any time.

Permission to observe:

Signed: _____ Date: _____

Permission denied or revoked:

Signed: _____ Date: _____



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Article 6 - Form J/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Full-time Faculty Evaluation Observation for Counseling/Non-Instruction Activity

Evaluatee	Evaluator
Type of Session	Date
<input type="checkbox"/> Mode A Year 1 <input type="checkbox"/> Mode A Year 2 <input type="checkbox"/> Mode A Year 3 <input type="checkbox"/> Mode A Year 4 <input type="checkbox"/> Mode B <input type="checkbox"/> Temporary Faculty <input type="checkbox"/> COF Faculty	

The following items should be referred to objectively after observing the faculty member in the activity indicated above. In some circumstances observation will not include all of the items; at this time you should use the "Unable to Assess" choice.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Structure and Goals:						
1. Activity shows clear signs of planning and organization.	○	○	○	○	○	
2. Multiple informative elements (i.e. discussion, handouts, technology) are used, if appropriate.	○	○	○	○	○	
3. When multiple informative elements are used, they are effectively integrated.	○	○	○	○	○	
4. Time is used effectively.	○	○	○	○	○	
5. Faculty member maintains learning environment.	○	○	○	○	○	
6. Presentation is clear, and transitions between topics are effective.	○	○	○	○	○	
Behaviors:						
7. Delivery is effective and understandable.	○	○	○	○	○	
8. Faculty maintains effective eye contact.	○	○	○	○	○	
9. Oral delivery is clear and easy to follow.	○	○	○	○	○	
10. Rate and tone of oral delivery are effective.	○	○	○	○	○	
11. Faculty exhibits a poised demeanor.	○	○	○	○	○	
12. Faculty member is enthusiastic and excited about his/her professional assignment and content.	○	○	○	○	○	

Full-time Faculty Observation for Counseling/Non-Instructional Activity (continued)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
13. Language used is understandable and appropriate level for the student.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Faculty and Student Rapport:						
14. Faculty member is approachable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15. Faculty treats student(s) equitably.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
16. Faculty member discusses academic needs, goals, information, and ideas with student(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
17. Questions are encouraged.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
18. Questions are answered clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
19. Faculty member and student(s) demonstrate respect for each other.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Professional Expertise:						
20. Faculty member demonstrates adequate, up-to-date knowledge of the topics discussed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
21. Material is appropriate for setting and student level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

22. What specific strengths did you identify in this faculty member?

23. Please list any specific changes needed to strengthen this faculty member's effectiveness.

24. List any other suggestions for improvement.

25. Other comments or suggestions?



Overall Observation Assessment

- Satisfactory Needs Improvement Unsatisfactory

Evaluator's Signature	Date
-----------------------	------



Thank you for your participation.



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Article 6 - Form M/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Full-time Faculty Evaluation Observation for Library Faculty

Evaluee	Evaluator
Date	Check the activity below that was observed: <input type="checkbox"/> Student Interaction <input type="checkbox"/> Workshop <input type="checkbox"/> Orientation <input type="checkbox"/> Other _____

The following items should be referred to objectively after observing the faculty member in the activity indicated above. In some circumstances observation will not include all of the items; at this time you should use the "Unable to Assess" choice.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
Reference assistance/one-on-one library instruction:						
1. Determines student's research needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2. Gives clear and thorough instructions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3. Demonstrates currency & knowledge of library resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4. Uses appropriate sources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Group instruction:						
5. Presents material effectively using varied formats.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6. Content is well organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7. Material appropriate to group or assignment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Interactions with students:						
8. Approachable/friendly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9. Treats students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10. Provides opportunity for questions and student engagement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11. Respects diverse cultural backgrounds and students with disabilities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
Professional assignments:						
12. Completes assignments on schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
13. Implements projects that contribute to library development (booklists, reclassification, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

Full-time Faculty Observation for Library Faculty (continued)

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unable to Assess	Comments
14. Participates in collection development.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15. Demonstrates currency and depth of knowledge in librarianship.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
16. Shares in departmental workload.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
17. Participates on campus committees and governance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
18. Works with faculty in developing library activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
19. Acts as a library liaison to assigned departments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
20. Participates in offsite activities that promote the library.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

21. What specific strengths did you identify in this faculty member?

22. Please list any specific changes needed to strengthen this faculty member's effectiveness.

23. List any other suggestions for improvement.

24. Other comments or suggestions?



Overall Observation Assessment

Satisfactory Needs Improvement Unsatisfactory

Evaluator's Signature	Date
-----------------------	------



Thank you for your participation.

- Bakersfield College
- Cerro Coso College
- Porterville College

Article 6 - Form O-1

Kern Community College District
 2100 Chester Avenue
 Bakersfield, CA 93301-4099



**KCCD Faculty Evaluation
 Evaluation Team Summary**

Evaluatee	Date
Assigned Department(s) and/or Program(s)	
<input type="checkbox"/> Mode A Year 1 <input type="checkbox"/> Mode A Year 2 <input type="checkbox"/> Mode A Year 3 <input type="checkbox"/> Mode A Year 4 <input type="checkbox"/> Mode B <input type="checkbox"/> Temporary Faculty <input type="checkbox"/> COF Faculty <input type="checkbox"/> Adjunct Faculty	

The attached NARRATIVE SUMMARY includes comments representing the following areas (check all that apply):

- Materials Supporting Accomplishments & Goals
- Observations by Peers & Supervisor (specify type: _____)
- Student Evaluations
- Faculty Service Surveys
- Administrative Assessment
- General Review of Faculty Member's Overall Effectiveness, including both a "Description of Strengths" as well as "Suggestions of Alternative or Innovative Methods for Consideration."
- Linkage of Review to Staff Development Opportunities (see grid on reverse side)

Evaluation Summary (attach additional pages if needed)

- Bakersfield College
- Cerro Coso College
- Porterville College

Article 6 - Form O-2

Kern Community College District
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 Bakersfield, CA 93301-4099



KCCD Faculty Evaluation Linkage to Staff Development

The following Staff Development Resources are noted by the Evaluation Team for the Faculty Member's consideration because of their support of the faculty member's stated goals and/or the Team's Review. Any item noted within the "Critical" column is seen as necessary and crucial by the Evaluation Team, thereby requiring follow-up between the Faculty Member, Faculty Chair, and Educational Administrator. Any special follow-up parameters are detailed below as needed. Suggested activities are implemented at the faculty member's own discretion with no follow-up by the committee or administrators.

Staff Development Resources	Critical	Suggested	Possible Sources	Suggested Completion Date
Active Learning Strategies				
Creating Student Exams				
Curriculum Development				
Education Code Issue				
Effective Communication Techniques				
Faculty Best Tips				
Gender Issues				
Incorporating Critical Thinking in Classwork				
Information Competency				
Leadership				
Learning Styles				
Learning Communities				
Managing the Learning Environment				
Measuring Student Outcomes				
On-line Class Development				
Scoring Rubrics				
Specific Computer Courses				
Syllabus Development				
Teaching Methods				
Technology Training				
Time Management				
What Does SCANS Mean?				
Other:				
Other:				
Other:				
Other:				
Other:				
Other:				

- Bakersfield College
- Cerro Coso College
- Porterville College

Article 6 - Form P

Kern Community College District
 2100 Chester Avenue
 Bakersfield, CA 93301-4099



KCCD Faculty Evaluation Faculty Consent for Public Recognition

Faculty Member's Name		Date
Department/Division/Area		Educational Administrator
<input type="checkbox"/> Mode A Year 1 <input type="checkbox"/> Mode A Year 2 <input type="checkbox"/> Mode A Year 3 <input type="checkbox"/> Mode A Year 4 <input type="checkbox"/> Mode B <input type="checkbox"/> Temporary Faculty <input type="checkbox"/> COF Faculty <input type="checkbox"/> Adjunct Faculty		

	Please initial here if you consent.
I consent to the public release of my name as a faculty member identified as a model for fellow faculty in the areas indicated by the evaluation.	
I am willing to make myself available as a mentor for other faculty in the areas indicated below.	
⌘ Recommended as a model for other faculty in the following possible area(s):	
<input type="checkbox"/> Discipline Knowledge <input type="checkbox"/> Effective Teaching Methods <input type="checkbox"/> Effective Use of Technology <input type="checkbox"/> Institutional Participation	<input type="checkbox"/> Facilitating the Learning Environment <input type="checkbox"/> Student Advisement <input type="checkbox"/> Facilitating Special Student Needs <input type="checkbox"/> Other _____



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Article 6 - Form P/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Full-time Faculty Evaluation Faculty Service Survey

Faculty/Community To:	Leadership Position
From: Faculty Evaluation Committee	Date
Subject: Faculty Service Evaluation	
Evaluation of Faculty Service For	Dates of Services Beginning _____ Ending _____

The faculty evaluation committee is currently evaluating _____ . The evaluation committee would like to ask your help in assessing his/her contribution to the KCCD community from the unique perspective you provide in the capacity listed above. Responses in any or all of the following categories are optional. Please return this form to the person who sent it to you. Thanks for your help!

	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
1. Attends meetings of the above group regularly	○	○	○	○	○
2. Contributes to the overall efficacy of the above group.	○	○	○	○	○
3. Deals in a professional manner with colleagues.	○	○	○	○	○

4. What positive contributions has this individual made?

5. What, if anything, could this person do to contribute more?

Comments (feel free to attach additional comments)

Signature	Date
Position	

Thank you for your participation in this survey.



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Article 6 - Form Q/FT

- Bakersfield College
- Cerro Coso College
- Porterville College

KCCD Full-time Faculty Evaluation Administrative Assessment Review

Evaluatee		Date		
Department/Division/Area		Educational Administrator		
<input type="checkbox"/> Mode A Year 1 <input type="checkbox"/> Mode A Year 2 <input type="checkbox"/> Mode A Year 3 <input type="checkbox"/> Mode A Year 4 <input type="checkbox"/> Mode B <input type="checkbox"/> Temporary Faculty <input type="checkbox"/> COF Faculty				
Evaluation Categories	Satisfactory	Requires Improvement	Unsatisfactory	Remarks or suggestions for improvement (Required for any area evaluated as "Requires Improvement" or "Unsatisfactory")
A. Adheres to district & campus policies				
B. Makes self available to students and colleagues				
C. Communicates with students and staff in a professional manner				
D. Is prompt and timely regarding meetings, deadlines and responsiveness to others				
E. Participates in department and campus activities				
F. (For applicable programs only) Complies with any vocational or licensing board mandates.				
GENERAL COMMENTS:				
Educational Administrator's Signature			Date	
Title				