

Foothill College  
Midterm Accreditation Report Addendum  
Evidence in Support of Meeting

Recommendation 4 - Faculty Evaluation Form

See Section I. B. Professional Contributions

**“2. Participates in special assignments, committees, projects, SLO/SAO processes, research and development areas as needed in the discipline/department/district.”**

Recommendation 4:  
Student Learning Outcomes (SLOs) and Faculty Evaluation

To meet the commission’s 2012 expectation for meeting student learning outcomes standards, the team recommends that the college and the Foothill-De Anza Faculty Association (FA) work together to incorporate student learning outcomes into the faculty evaluation process. (III.A.1.c)

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February 20, 2015

**APPENDIX J1**  
**ADMINISTRATIVE AND PEER EVALUATION FORM**  
**FACULTY**  
**(Article 6 and 6A - Evaluation)**  
 Foothill-De Anza Community College District

FACULTY NAME: \_\_\_\_\_ QUARTER: \_\_\_\_\_

DEPARTMENT/PROG: \_\_\_\_\_ ACADEMIC YR: \_\_\_\_\_

CAMPUS LOCATION:  Foothill  De Anza  Center (specify) \_\_\_\_\_

FACULTY STATUS: (check one)  Full-time  Part-time

If full-time, (check one)  Tenured  Contract (grant-funded/temporary replacement)  
 Probationary Phase I  Probationary Phase II  Probationary Phase III

If part-time, number of service credits in Division (per Article 7.9) \_\_\_\_\_

DUTIES:  Instructor  Counselor  Librarian  Other (specify) \_\_\_\_\_

COURSE/ACTIVITY: \_\_\_\_\_ LENGTH OF VISIT: \_\_\_\_\_

EVALUATION DATE: \_\_\_\_\_ EVALUATOR'S NAME: \_\_\_\_\_  
 (please print)

EVALUATION TYPE:  Administrative  Probationary (Tenure Committee)  Peer

Date: \_\_\_\_\_  
 Signature of Evaluator \_\_\_\_\_ CWID \_\_\_\_\_

Date: \_\_\_\_\_  
 Signature of Division Dean \_\_\_\_\_

Date: \_\_\_\_\_  
 Signature of Vice President for Instruction or  
 Signature of Vice President for Student Services \_\_\_\_\_

I am aware of my rights as provided in the appropriate article of the District Agreement, Article 6 or Article 6A. I have read this report, am aware of the opportunity to add my own comments, and recognize that I have the right to discuss it with the President if I so desire.

\_\_\_\_\_  
 Date Signature of Faculty Member CWID

*The purposes of evaluation are contained in Articles 6 and 6A of the Agreement.*

For Office Use Only:  
 Copy - Instructor \_\_\_\_\_ Update Banner \_\_\_\_\_ PAY? YES or NO DEAN AUTH. \_\_\_\_\_  
 Copy - Division \_\_\_\_\_ To Payroll \_\_\_\_\_ FOAP \_\_\_\_\_ INDEX CODE \_\_\_\_\_  
 Revised 3/2012

**ADMINISTRATIVE AND PEER EVALUATION FORM FOR FACULTY**  
 Foothill-De Anza Community College District

*This form may not be modified unless agreed upon by a majority of the contract and regular faculty employees in a division or department with the mutual approval of the Board and the Faculty Association.*

This form uses both objective and narrative data. Please use the numerical rating system for each applicable criterion. Then, write a brief narrative for each section and, finally, a comprehensive summary statement.

Rating system:

- 1. Satisfactory or better
- 2. Satisfactory but needs improvement in specific area(s)
- 3. Unsatisfactory
- N/O Not observed
- N/A Not applicable

**SECTION I. PROFESSIONAL QUALITIES (to be answered for all faculty):**

A. Professionalism

1. Keeps current in discipline.	1	2	3	N/O	N/A
2. Demonstrates cooperation and sensitivity in working with colleagues and staff.	1	2	3	N/O	N/A
3. Accepts criticism.	1	2	3	N/O	N/A
4. Submits required departmental reports/information, including census, and/or positive attendance, and grade sheets on time.	1	2	3	N/O	N/A
5. Maintains adequate and appropriate records.	1	2	3	N/O	N/A
6. Observes health and safety regulations.	1	2	3	N/O	N/A
7. Attends required meetings.	1	2	3	N/O	N/A
8. Maintains office hours and is accessible to students.	1	2	3	N/O	N/A

B. Professional Contributions

1. Contributes academically to the discipline/department/district.	1	2	3	N/O	N/A
2. Participates in special assignments, committees, projects, SLO/SAO processes, research and development areas as needed in the discipline/department/district.	1	2	3	N/O	N/A
3. Shares in faculty responsibilities.	1	2	3	N/O	N/A

**Section I narrative comments on professional qualities, specifying, where relevant, areas of excellence and areas requiring improvement:**

**SECTION II. JOB PERFORMANCE (to be answered in appropriate assignment area):**

<b>A. Classroom Faculty</b>					
1.	Uses current materials and theories.	1	2	3	N/O N/A
2.	Employs multiple teaching approaches when applicable.	1	2	3	N/O N/A
3.	Uses materials pertinent to the course outline.	1	2	3	N/O N/A
4.	Teaches at an appropriate level for the course.	1	2	3	N/O N/A
5.	Communicates ideas clearly, concisely, and effectively.	1	2	3	N/O N/A
6.	Paces classes according to the level and material presented.	1	2	3	N/O N/A
7.	Maintains student-faculty relationship conducive to learning.	1	2	3	N/O N/A
8.	Demonstrates sensitivity to differing student learning styles.	1	2	3	N/O N/A
9.	Stimulates student interest in the material presented.	1	2	3	N/O N/A
10.	Tests student performance in fair and valid ways.	1	2	3	N/O N/A
11.	Uses class time efficiently.	1	2	3	N/O N/A
12.	Provides students with a written explanation of the evaluation process, expectations and requirements, assignments, course content, relevant dates, and other information.	1	2	3	N/O N/A
13.	Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental abilities.	1	2	3	N/O N/A
<b>B. <u>Counselors</u></b>					
1.	Is accessible to students.	1	2	3	N/O N/A
2.	Listens well and provides opportunities for counselees to express their concerns.	1	2	3	N/O N/A
3.	Helps students define and seek solutions to problems.	1	2	3	N/O N/A
4.	Researches questions brought by counselees, or directs counselees to appropriate sources of information/assistance when advisable.	1	2	3	N/O N/A
5.	Keeps current with District classes, programs, and resources for students.	1	2	3	N/O N/A
6.	Keeps current with programs and policies of receiving institutions to which students will transfer.	1	2	3	N/O N/A
7.	Demonstrates knowledge of District policies and procedures affecting students.	1	2	3	N/O N/A
8.	Communicates with the academic community.	1	2	3	N/O N/A
9.	Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental abilities.	1	2	3	N/O N/A
<b>C. <u>Librarians</u></b>					
1.	Promotes access to and use of library.	1	2	3	N/O N/A
2.	Communicates information clearly, concisely, and effectively.	1	2	3	N/O N/A
3.	Assists students in locating appropriate materials.	1	2	3	N/O N/A
4.	Articulates and communicates with the academic community.	1	2	3	N/O N/A
5.	Assists in building, organizing, or maintaining library collection.	1	2	3	N/O N/A
6.	Creates an environment responsive to the curricular and learning needs of the college.	1	2	3	N/O N/A
7.	Keeps current on changes in the field of library and information science.	1	2	3	N/O N/A
8.	Maintains student-faculty relationship conducive to learning.	1	2	3	N/O N/A

9.	Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental abilities.	1	2	3	N/O	N/A
D.	<u>Resource Faculty (e.g., health professionals, EOPS professionals, etc.)</u>					
1.	Responds to instructors' resource needs.	1	2	3	N/O	N/A
2.	Develops instructional and institutional resources.	1	2	3	N/O	N/A
3.	Develops students' resources.	1	2	3	N/O	N/A
4.	Demonstrates knowledge of legislation which impacts field of specialization.	1	2	3	N/O	N/A
5.	Provides leadership and coordinates programs effectively.	1	2	3	N/O	N/A
6.	Provides a positive image of and for students in special programs.	1	2	3	N/O	N/A
7.	Communicates information clearly, concisely, and effectively.	1	2	3	N/O	N/A
8.	Articulates services with campus and district programs.	1	2	3	N/O	N/A
9.	Demonstrates sensitivity in working with faculty/students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental abilities.	1	2	3	N/O	N/A
E.	<u>Child Development Center Faculty</u>					
1.	Uses knowledge of early childhood development as theoretical basis for classroom practice.	1	2	3	N/O	N/A
2.	Understands current issues in the field.	1	2	3	N/O	N/A
3.	Plans a daily variety of developmentally appropriate activities which are sensitive to individual learning styles.	1	2	3	N/O	N/A
4.	Develops a long-range plan which promotes readiness for later learning.	1	2	3	N/O	N/A
5.	Uses a variety of positive approaches in guiding children's behavior and assisting children with conflict.	1	2	3	N/O	N/A
6.	Recognizes when to give help and how to encourage self-help.	1	2	3	N/O	N/A
7.	Structures activities which foster independent learning.	1	2	3	N/O	N/A
8.	Maintains awareness of the total group even when dealing with a part of it.	1	2	3	N/O	N/A
9.	Balances the needs of the individual child with those of the group.	1	2	3	N/O	N/A
10.	Effectively supervises and supports student teachers, student assistants, and parents in a classroom setting.	1	2	3	N/O	N/A
11.	Creates a safe and hygienic classroom environment which engages children.	1	2	3	N/O	N/A
12.	Maintains professional ethics, including confidentiality and mandated reporting, in all communication with children, parents, students and colleagues.	1	2	3	N/O	N/A
13.	Demonstrates sensitivity in working with students of diverse racial, ethnic, and socioeconomic backgrounds, sexual orientations, and physical and mental abilities.	1	2	3	N/O	N/A
F.	<u>Supplemental Instruction Faculty</u>					
1.	Listens well.	1	2	3	N/O	N/A
2.	Helps students define and develop solutions to assignments rather than immediately giving them the "the right answer."	1	2	3	N/O	N/A

3. Explains material at an appropriate level for the course.	1	2	3	N/O	N/A
4. Communicates ideas clearly, concisely, and effectively.	1	2	3	N/O	N/A
5. Maintains student-teacher relationship conducive to learning.	1	2	3	N/O	N/A
6. Uses multiple approaches to adapt to differing student learning styles.	1	2	3	N/O	N/A
7. Stimulates student interest in the material presented.	1	2	3	N/O	N/A
8. Uses session time efficiently.	1	2	3	N/O	N/A
9. Demonstrates knowledge of department(s) curriculum and course expectations.	1	2	3	N/O	N/A
10. Demonstrates sensitivity in working with students of diverse racial and ethnic backgrounds, sexual orientations, and physical and mental abilities.	1	2	3	N/O	N/A

**Section II narrative comments on job performance based on observation or evaluation visit(s) specifying, where relevant, areas of excellence and areas requiring improvement:**

**SECTION III. EVALUATOR'S COMPREHENSIVE SUMMARY STATEMENT:**  
(This section may include, in addition to synthesis, professional activities not previously mentioned, suggestions for further growth, and professional contributions to the District.)

**SECTION IV. FACULTY MEMBER'S COMMENTS:**

*July 1, 2013 through June 30, 2016*

*195*

*September 2013*