APPENDIX C-5b: PEER OBSERVATION FORM FOR INSTRUCTIONAL

YCCD

FACULTY

□ Modesto Junior College   □ Columbia College

YCCD Faculty Evaluation
Peer Observation Form for Instructional Faculty

Instructor's Name		Peer Evaluator's Name	
Course	Section		Date

Instructions: Record your observations of each of the four major categories listed below. Use the comment box to note both areas of commendation and suggestions for improvement. Be specific and descriptive. **The bullets are *suggested* items for consideration within each category, and therefore should not be construed as a checklist.** Use a separate form for each observation visit. (This form is available electronically at http://www.yosemite.edu/hr/documents.htm)

ORGANIZATION	COMMENTS
- Begins class on time - Gives overview of day's course content - Appears well-prepared for class - Covers an appropriate amount of course material for time allowed - Appears on track to complete required course content by end of term - Clearly organizes and explains assignments - Allows sufficient time for questions - Directs student preparation for next class	
PRESENTATION	COMMENTS
- Speaks audibly and clearly - Presented material is clearly legible - Presentation style facilitates student comprehension - Establishes and maintains eye contact with students - Communicates a sense of enthusiasm and excitement - Uses appropriate instructional tools - Responds to changes in student attentiveness - Use of humor is positive and appropriate - Addresses different learning styles	

INSTRUCTOR-STUDENT INTERACTION	COMMENTS
- Solicits student input - Responds constructively to student questions, opinions, and other input - Knows and uses student names - Treats class members equitably and respectfully - Recognizes and responds when students do not understand - Encourages mutual respect among students - Responds appropriately to distractions - Uses classroom authority to create an environment conducive to learning	
CONTENT	COMMENTS
- Demonstrates appropriate depth of knowledge in the course subject - Content is appropriate to course level - Selects examples relevant to student experiences and course content - Integrates text material into class presentations - Makes course relevant with references to "real world" applications - Explains difficult terms, concepts, or problems in more than one way - Relates assignments to course content	

In addition, please answer the following questions:

1. **What do you believe the instructor has done especially well in conducting this course?**

2. **What might the instructor do to enhance the course?**

3. **Is there anything else you would like to add?**

APPENDIX C-5c: PEER OBSERVATION FORM FOR COUNSELING FACULTY

YCCD

□ Modesto Junior College   □ Columbia College

YCCD Faculty Evaluation
Peer Observation Form for Counseling Faculty

Counselor's Name	Peer Evaluator's Name
Session Type	Date

Instructions: Record your observations of each of the four major categories listed below. Use the comment box to note both areas of commendation and suggestions for improvement. Be specific and descriptive. **The bullets are *suggested* items for consideration within each category, and therefore should not be construed as a checklist.** Use a separate form for each observation visit. (This form is available electronically at http://www.yosemite.edu/hr/documents.htm)

ORGANIZATION	COMMENTS
• Begins session on time • Begins session by clarifying the tasks at hand • Appears well-prepared for the session • Covers an appropriate amount of material for time allowed • Has appropriate resources and materials on hand to serve the student • Arranges office environment in order to involve the student in the process • Allows sufficient time for questions • Summarizes the next steps the student should take	
COMMUNICATION & PRESENTATION	COMMENTS
• Speaks audibly and clearly • Presented material is clearly legible • Presentation style facilitates student comprehension • Establishes and maintains eye contact with the student • Communicates a sense of enthusiasm and excitement • Uses appropriate counseling tools • Responds to changes in student attentiveness • Use of humor is positive and appropriate • Addresses different learning styles	

COUNSELOR-STUDENT INTERACTION	COMMENTS
• Solicits student's input and listens attentively • Responds constructively to student questions, opinions, and other input • Uses the student's name in conversation • Treats the student respectfully • Recognizes and responds when the student doesn't understand • Responds appropriately to distractions • Adjusts the goals of the session to meet the needs of the student • Uses authority appropriately to promote a positive counseling environment	
COUNSELING ABILITY AND KNOWLEDGE	COMMENTS

• Demonstrates appropriate depth of knowledge in:
    o College curriculum
    o Degree requirements
    o Transfer requirements
    o Admissions and registration procedures
    o Career information and resources
    o Interest and ability inventories
    o Current developments in the field	

In addition, please answer the following questions:

1. **What do you believe the counselor did especially well during this session?**

2. **What might the counselor have done to enhance the counseling session?**

3. **Is there anything else you would like to add?**

APPENDIX C-5c: PEER OBSERVATION FORM FOR COUNSELING FACULTY

□ Modesto Junior College   □ Columbia College

YCCD Faculty Evaluation
Peer Observation Form for Library Faculty

Librarian's Name	Peer Evaluator's Name
Dates of Observations	

Instructions: Record your observations of each of the three major categories listed below. Use the comment box to note both areas of commendation and suggestions for improvement. Be specific and descriptive. **The bullets are** *suggested* **items for consideration within each category, and therefore should not be construed as a checklist.** This form is available electronically at http://www.yosemite.edu/hr/documents.htm)

COMMUNICATION & PRESENTATION	COMMENTS
• Speaks audibly and clearly • Presented material is relevant to students' needs • Presentation style facilitates student comprehension • Establishes and maintains eye contact with students • Communicates a sense of enthusiasm and excitement • Uses appropriate library resources • Responds to changes in student attentiveness • Use of humor is positive and appropriate • Addresses different learning styles • Summarizes the next steps the student should take.	
LIBRARIAN-STUDENT INTERACTION	COMMENTS
• Solicits student input • Responds constructively to student questions, opinions, and other input • Treats students respectfully • Recognizes and responds when students do not understand • Acknowledges other students waiting for assistance • Approaches students to offer assistance • Responds appropriately to distractions • Uses authority appropriately to encourage a respectful learning environment	

KNOWLEDGE OF RESOURCES	COMMENTS

• Demonstrates appropriate depth of knowledge in:
   o Print resources
   o Research databases
   o Online catalogs
   o Internet research tools and techniques
   o Library policies and procedures
   o General college and community information	

In addition, please answer the following questions:

1. **What do you believe the librarian did especially well in his/her interactions with library patrons?**

2. **What might the librarian have done to enhance the patron's library experience?**

3. **Is there anything else you would like to add?**

APPENDIX C-5e: PEER OBSERVATION FORM FOR FACULTY TEACHING ONLINE

YCCD

□ Modesto Junior College   □ Columbia College

YCCD Faculty Evaluation
Peer Observation Form for Faculty Teaching Online

Instructor's Name		Peer Evaluator's Name	
Course	Section		Date

Instructions: In order to evaluate an online course, the peer evaluator must ask the course instructor to be added as an Auditor to the course that is to be evaluated. The peer evaluator may also elect to contact the Coordinator of Distance Education in order to be added to the course. Record your observations of each of the four major categories listed below. Use the comment box to note both areas of commendation and suggestions for improvement. Be specific and descriptive. **The bullets are** *suggested* **items for consideration within each category and therefore should not be construed as a checklist.** Use a separate form for each observation visit.
(This form is available electronically at http://www.yosemite.edu/hr/documents.htm)

NAVIGATION	COMMENTS
• Navigational instructions make the organization of the course easy to follow • Provides orientation to course and its structure • Clearly organizes and explains online assignments and related due dates • Uses modules to organize course content • Clearly presents expectations and grading policies	
COURSE DESIGN	COMMENTS
• Online course design clearly articulates course policies and procedures • Learning modules clearly state learning goals • The course uses a variety of online tools to facilitate student comprehension and engagement • Online course content addresses different learning styles • Online course design describes available technical support • Communicates a sense of enthusiasm and excitement • Use of humor is positive and appropriate	

COMMUNICATION AND INTERACTION	COMMENTS
• Instructor responds to emails within 72 hours or less • Encourages mutual respect among students • Encourages students to interact with one another and with the instructor • Treats class members equitably and respectfully • Recognize and responds when students do not understand • Responds constructively to student questions, opinions and other input • Creates a sense of community in the online course • Effectively handles inappropriate discussion postings or other unacceptable online behavior	
CONTENT	COMMENTS
• Demonstrates appropriate depth of knowledge of course subject • Content is appropriate to course level • Explains difficult terms, concepts, or problems in more than one way • Relates assignments to course content • Includes examples relevant to student experiences and course content • Provides opportunities for students to engage in active learning (i.e., peer review, interactive simulations, Web research, experienced-based projects, and multi-media presentations)	

In addition, please answer the following questions:

1. **What do you believe the instructor has done especially well in conducting this course?**

2. **What might the instructor do to enhance the course?**

3. **Is there anything else you would like to add?**

APPENDIX C-5f: PEER OBSERVATION FORM FOR ARTICULATION OFFICER

□ Modesto Junior College   □ Columbia College

YCCD Faculty Evaluation
Peer Observation Form for Articulation Officer

Articulation Officer's Name	Peer Evaluator's Name
Session Type	Date

Instructions: Record your observations of each of the three major categories listed below. Use the comment box to note both areas of commendation and suggestions for improvement. Be specific and descriptive. **The bullets are *suggested* items for consideration within each category, and therefore should not be construed as a checklist.**

ORGANIZATION	COMMENTS
- Addresses articulation responsibilities in a timely manner throughout the year - Meets CSU, UC, Private Institution, ASSIST and MJC deadlines - Appears well-prepared in Curriculum Committee meetings - Clearly organizes and communicates effectively with stake-holders via phone, email, newsletter, or office setting - Collaborates with Instruction Office staff to develop catalog, reference, curriculum and articulation resources - Exhibits time-management and multi-tasking skills - Has appropriate resources and materials on hand to support communication with stakeholders - Implements monitoring and tracking grids of Curriculum decisions, general education and C-ID for historical and planning purposes - Exhibits flexibility with the ever changing needs of the stakeholders	

KNOWLEDGE OF RESOURCES	COMMENTS
Demonstrate appropriate depth of knowledge in: • Articulation process • College curriculum • Degree requirements • Transfer requirements • ASSIST/OSCAR submissions • C-ID and TMC programs/process • CSU Executive Orders, IGETC Standards • Title 5	
COMMUNICATION & PRESENTATION	**COMMENTS**
• Speaks audibly and clearly • Presented material is well researched and legible • Presentation style facilitates instructional faculty, counselor and dean comprehension. • Exhibits a positive/approachable demeanor • Communicates a sense of enthusiasm, excitement and competence • Addresses different learning styles • Establishes and maintains eye contact • Use of humor is positive and appropriate • Returns calls and emails in a timely manner • Presents articulation information/process at various venues • Advocates for faculty and academic program concerns • Serves as liaison to the segmental system-wide offices	

In addition, please answer the following questions:

1. **What do believe the Articulation Officer did especially well during the time you observed or interacted with him/her?**

2. **What might the Articulation Officer have done to enhance the presentation or interaction?**

3. **Is there anything else you would like to add?**

APPENDIX C-5G: PEER OBSERVATION FORM FOR HEALTH SERVICES COORDINATOR/FACULTY

□ Modesto Junior College   □ Columbia College

YCCD Faculty Evaluation
Peer Observation Form for Health Services Coordinator/Faculty Member

Name	Peer Evaluator's Name
Dates of Observations	

Instructions: Record your observations of each of the three major categories listed below. Use the comment box to note both areas of commendation and suggestions for improvement. Be specific and descriptive. **The bullets are *suggested* items for consideration within each category, and therefore should not be construed as a checklist.** This form is available electronically at http://www.yosemite.edu/hr/documents.htm)
You may observe student/nurse interactions with the consent of the student.

COMMUNICATION & PRESENTATION	COMMENTS
- Speaks audibly and clearly - Presented material is relevant to students' needs - Presentation style facilitates student comprehension - Establishes and maintains eye contact with students - Communicates a sense of focused care - Uses appropriate community resources - Responds to changes in student attentiveness - Use of humor is positive and appropriate - Summarizes the next steps the student should take. - Maintains confidentiality	
NURSE-STUDENT INTERACTION	COMMENTS
- Solicits student input - Responds constructively to student questions, opinions, and other input - Treats students respectfully - Recognizes and responds when students do not understand - Acknowledges other students waiting for assistance - Approaches students to offer assistance - Responds appropriately to distractions - Offers appropriate level of care up to Emergency response.	

KNOWLEDGE OF RESOURCES	COMMENTS

• Demonstrates appropriate depth of knowledge in:
   o Care of illness or injury
   o Use of office supplies – CLIA (Clinical Laboratory Improvement Amendment) waved laboratory testing, diagnostic tools
   o Health Office Scope of Practice/Title V
   o On-campus student resources
   o Community resources
   o General college and community information
   o Health resources for students including web/print/organizations
   o HIPPA laws
   o Refers to mental health counselor appropriately	

In addition, please answer the following questions:

4. What do you believe the nurse did especially well in his/her interactions with Health Services patrons?

5. What might the nurse have done to enhance the patron's health experience?

6. Is there anything else you would like to add?