

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
<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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?**