

Summary of surveys in the report

Survey	# Pages	# Questions	Date opened	Date closed	Responses	# Complete responses
Faculty Observation Form Review	1	4			73	73



1.

Response counts for survey 'Faculty Observation Form Review'

	Before filtering	After filtering
Partial responses (unique respondents)	0 (0)	0 (0)
Completed responses (unique respondents)	73 (73)	73 (73)

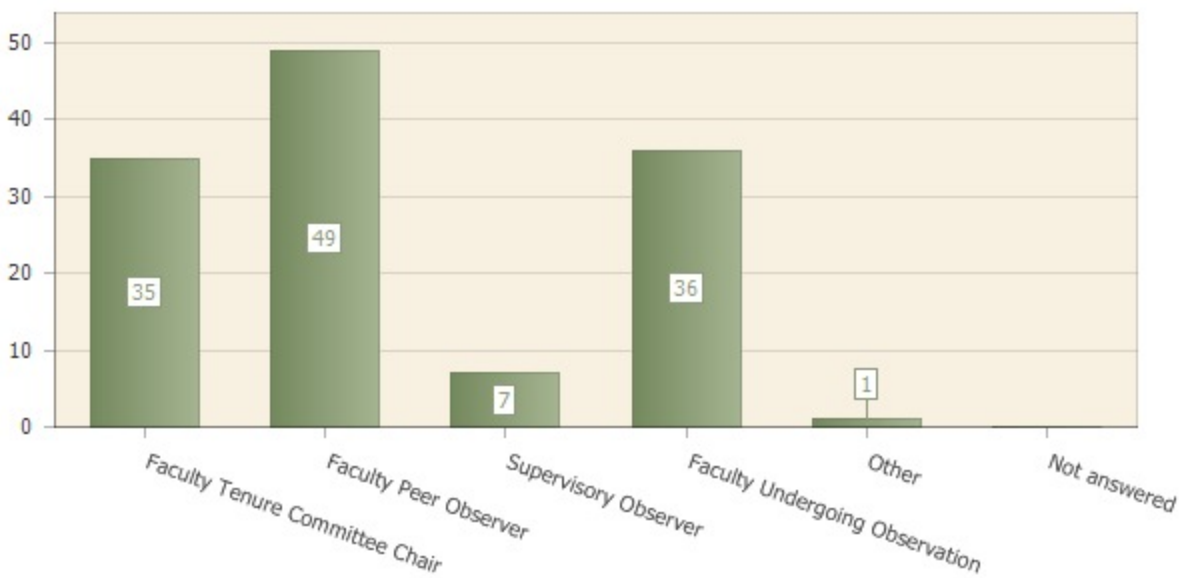
1.1. P1Q1

Please check the roles you play where you use or interact with the faculty observation forms. You may check more than one.

Question type: Multiple choice

Number of responses: 73

Number of respondents: 73



Answer	Count	Percent answer
Faculty Tenure Committee Chair	35	47.9%
Faculty Peer Observer	49	67.1%
Supervisory Observer	7	9.6%
Faculty Undergoing Observation	36	49.3%
Other	1	1.4%
Not answered	0	0%

1.2. P1Q2 – Effectiveness

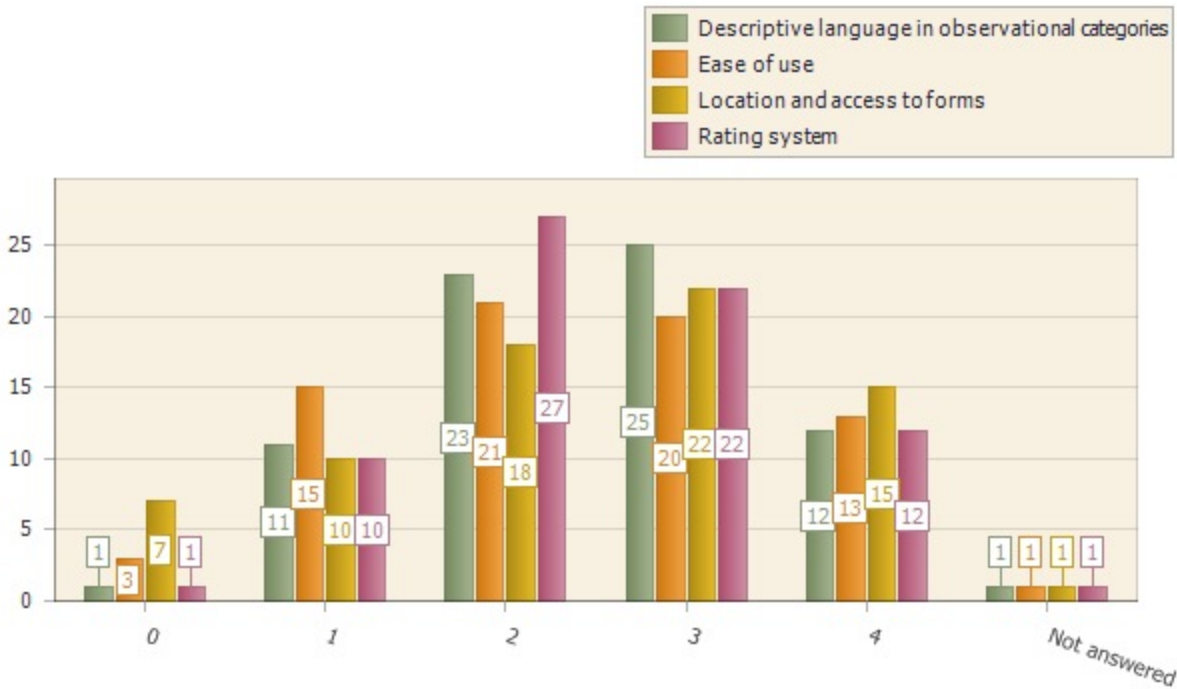
Please rate the faculty observation forms in terms of how effective they are in your role as faculty tenure committee chair, faculty peer observer, supervisory observer, or as the faculty member being observed.

Question type: Matrix & Multimatrix

Number of responses: 72

Number of respondents: 73

Scale: 1 (Not effective) – 4 (Very effective); 0: NA



Matrix row	Not answered	Mean	Std dev	Count and % Rating 1	Count and % Rating 2	Count and % Rating 3	Count and % Rating 4	NA option
Ease of use	4 (5.5%)	2.4	1.0	15 (20.8%)	21 (29.2%)	20 (27.8%)	13 (18.1%)	3 (4.2%)
Descriptive language in observational categories	2 (2.7%)	2.5	1.0	11 (15.3%)	23 (31.9%)	25 (34.7%)	12 (16.7%)	1 (1.4%)
Rating system	2 (2.7%)	2.5	0.9	10 (13.9%)	27 (37.5%)	22 (30.6%)	12 (16.7%)	1 (1.4%)
Location and access to forms	8 (11.0%)	2.6	1.0	10 (13.9%)	18 (25.0%)	22 (30.6%)	15 (20.8%)	7 (9.7%)

Comments

Date	Respondent	Answer
12/2/2016	Anonymous	Many questions are redundant/overlapping; too many overlapping questions; streamline it down to a handful (I have a draft); content of questions could be better, more focused on pedagogy and less focused on metrics/process/modes and materials...

12/5/2016	Anonymous	comments...
12/5/2016	Anonymous	xx
12/5/2016	Anonymous	Many categories could be revised to make it easier to evaluate modern teaching methods; some categories could be blended; the separation of evaluation areas solely for PE classes is odd, as some of it is applicable to other disciplines; forms do not size to allow for in-depth comments; not all categories can be rated A-B-C-D-E; forms are challenging to locate all the parts of; portfolio form seems to require all signatures but only states "committee chair."
12/5/2016	Anonymous	The forms could be more user friendly. Often there is little space for comments and the formatting can be challenging.
12/5/2016	Anonymous	Descriptions in each field can be shortened significantly.
12/5/2016	Anonymous	The District should finish the forms so that they can be easily filled in through Adobe!
12/6/2016	Anonymous	We were promised professional looking,easy to work with forms; we got poorly formatted pdf files. There is not enough room to type comments.
12/6/2016	Anonymous	The forms do not work in general for an adjunct faculty member who is teaching in a clinical area (hospital). The forms are geared toward a classroom situation and many of the items are NA.
12/6/2016	Anonymous	Consistency in the use of the new rating system has been a concern. Does an observation that shows that someone is doing a better than average job warrant "exceeds" or "meets" expectations? Forms are easy to find, but should be posted as individual documents.
12/6/2016	Anonymous	Please, please, please fix the comment boxes. This is a source of constant frustration. More commentary on this below.
12/6/2016	Anonymous	cover page on the observation form does not allow observer to type in information that can be easily read.
12/6/2016	Anonymous	I think some areas in the form, it's easier for the faculty peer observers to mark yes or no, not on a scale. This depends on the question.
12/6/2016	Anonymous	Cannot save or email form which is absolutely necessary when using this form effectively in the evaluative process.
12/6/2016	Anonymous	I have always had the forms sent to me electronically by the dean: I've never had to go find them online myself, so I don't know if they're easily accessible or not!
12/6/2016	Anonymous	too long
12/6/2016	Anonymous	I use a Mac, I can not type on the form with a Mac. Not sure why, but I have to search for a PC to get the job done. Two, I feel some of the categories are redundant. Three, the rating system is too rigid.
12/6/2016	Anonymous	We need to have more faculty working on the forms so that both the categories, their indicators, and the form itself was more informative. And make it EASY to use and fill in.
12/6/2016	Anonymous	Too much language on the forms. Forms not sufficiently expandable. Too many rating boxes on forms. Don't like the A, B, C, D association with earning a grade.
12/6/2016	Anonymous	I would like to see more description of what "meeting" and "exceeding" mean in the eyes of the institution.
12/7/2016	Anonymous	somehow the faculty non-classroom observation forms were missing from the last round of attachments that many committee members received. There was also a section that did not have the fillable text box on the classroom observation form, nor did it have the letter grade drop down menu - I believe it was under "student centeredness"?
		the fillable forms have some real issues as to functionality. some of the fillable boxes are too

12/7/2016	Anonymous	small, and there are even some that don't work. There's no way to find out who to contact about that to fix the forms.
12/8/2016	Anonymous	Confining, not readily expandable boxes nor easy to manipulate.
12/8/2016	Anonymous	Ease of use - horrible. Some parts of the form shrink the print so tiny it can't be read. The portfolio comments allow for one sentence. The section on teacher to student relationships doesn't need to be broken up - one entry is enough. Instead, there could be a section addressing high standards. "Critical Thinking" is vague. In general the form seems repetitious. The rating system should allow for + and -. The title page should allow for a split vote on whether a candidate is outstanding, etc. There should be more definition of what constitutes an A, B, etc. Forms should be easier to detach. Since the dean does his/her assessment separately it should be its own form.
12/8/2016	Anonymous	Sections of forms need to be separated out so as not to be hidden in one big document. Fillable boxes are flawed in that they limit the amount of content within each box. Rating system should exclude the "exceeds expectations" category. "Meets expectations" is good enough. Also, forms for 100% non-instructional, non-coordinator positions are absent. So many observation areas/categories are redundant or overlapping.
12/8/2016	Anonymous	The forms are very poorly converted PDFs that are not accessible. The language is not clear, and is outdated for modern pedagogy.
12/8/2016	Anonymous	Item 1: identify, or describe? Can't rate A-E. Items 2-4: many are yes/no q's, can't rate A-E. Item 4: Many non-discipline experts serve on TRCs. How are they to recognize awareness of recent/current developments or technical understanding? Shouldn't this be vetted upon hiring? If someone doesn't know subject matter, should they have been hired at all? 5c is exceedingly hard to answer for non-technical fields. Item 6)K. Item 7: needs option to evaluate "Instructor gives clear instructions and communicates all stages of an assignment or activity to ensure successful and/or safe learning." This would eliminate the weird Kinesiology-only questions. What is 7c isn't observed in this lesson? Must it occur each class? Does its absence = C/D rating? Must there be a feedback tool or time period for feedback? Can this really be evaluated with this language? Isn't 7d similar to 7c? Item 8a: this is a description with no criteria to rate A-E; it really belongs in 1a/b. Item 8b should be folded into 8a, which should be folded into 1a/b. And why is 8c only applicable to Kinesiology? How is it different from 1b, or 7? Item 9a: can this be qualified? Listens for what? in what contexts? is it getting at respect issues of 9e or 9f? Item 9b is at odds with 9c, and implies that flipped learning or group learning, where you won't see this, would necessitate a negative or did not observe rating here. We need language that evaluates modern styles of teaching. 9e isn't always evident in a class. Could it be combined with class climate/comfort/respect q's? 9f and 9g are so closely related, I often score them the same with same data. Overall, the form seems to validate and encourage a form of teaching that we are moving away from, with the sage on the stage, not the coach in the class. Needs updating.
12/9/2016	Anonymous	The PDF documents are impossible to write in and saving text across computers (i.e. Mac to PC) has not always worked. The rating system includes the meaningless "exceeds expectations"-- meaningless because it has no bearing on tenure or future evaluations.
12/16/2016	Anonymous	It would be great to have the document split into separate forms; the text boxes need to be adjusted so they expand more and there can be more specific feedback included.
1/6/2017	Anonymous	The form is too long, repetitive, and focuses too much on what the faculty does in class, with few categories covering how the students respond. For example: "engagement" by students is not automatically equivalent to "learning" by students.
3/6/2017	Anonymous	The exceeds expectations category is not useful, in general. We don't want to give lower than exceed expectations to hard-working colleagues.
3/6/2017	Anonymous	Put the forms online (or even up in the cloud) as well as on the actual forms this location. I got these from my front office, and had I not - probably wouldn't know where to get them. There's a lot of 'forms' now.

3/6/2017	Anonymous	Questions are too long, too repetitive, lack clarity
3/6/2017	Anonymous	See below.
3/6/2017	Anonymous	On some of the forms we were told faculty evaluating us could not evaluate us at the highest level "A" even if we met the criteria. That makes no sense.
3/7/2017	Anonymous	My evaluator had to submit everything to me through email.
3/7/2017	Anonymous	Too much time involved in committee work that is not compensated for.
3/7/2017	Anonymous	I almost never know what rating to give, and I HATE the "exceeds expectations." Who exceeds expectations?
3/8/2017	Anonymous	If an evaluator is observing someone with decades of experience and high level training, outstanding student evaluations, highly motivated and conscientious and that person is doing an outstanding job in their teaching that is observed, then evaluators should feel free to check "exceed expectations" (even if that person is early in tenure review) rather than be pressured not to select that option. Hard working professors need to be acknowledged at the level they are at and encouraged to exceed expectations by recognizing when they do (just as they need to know when they need improvement).
3/8/2017	Anonymous	I do not know where to access or locate the forms.

1.3. P1Q3

What areas in the faculty evaluation form work especially well for you in your role as faculty tenure committee chair, faculty peer observer, supervisory observer, or as the faculty member being observed?

Question type: Open ended

Number of responses: 73

Number of respondents: 73

Not answered: 0

Date	Respondent	Answer
12/2/2016	Anonymous	some of the peer commentaries; student prose comments
12/3/2016	Anonymous	n/a
12/5/2016	Anonymous	areas that work...
12/5/2016	Anonymous	xx
12/5/2016	Anonymous	Having an option to give "needs improvement" and "unsatisfactory," but with options for the Professional Improvement Plan is a wonderful way to culture, not punish, faculty who just need guidance.
12/5/2016	Anonymous	None
12/5/2016	Anonymous	They serve well to carry out the objective - clearly outlines what needs to be evaluated and discussed.
12/5/2016	Anonymous	n/a
12/5/2016	Anonymous	All the areas work well, I just wish it were easier to type in them!
12/6/2016	Anonymous	All areas.
12/6/2016	Anonymous	I like the change in approach to the Self-Assessment.
12/6/2016	Anonymous	I think the evaluation categories cover every possible aspect of the pedagogical experience.
12/6/2016	Anonymous	The open ended questions are helpful.
12/6/2016	Anonymous	7. Student Centeredness 9. Communication with Students and 10. Critical Thinking Skills
12/6/2016	Anonymous	As a faculty member being observed, the forms provide a detailed list of how I will be observed so that I can more accurately prepare for the observation. Prior to my observation, I could pinpoint areas of my teaching I still needed to improve on and could work towards achieving that goal in time for the observation.
12/6/2016	Anonymous	Pull down options are fine.
12/6/2016	Anonymous	Very few work well.
12/6/2016	Anonymous	I don't have to make my own form to do this electronically anymore.
12/6/2016	Anonymous	The observational categories cover necessary elements - expertise, rapport w/ students, referrals, promoting student's critical thinking skills
12/6/2016	Anonymous	The one form itself is easy to find on the district page.
12/6/2016	Anonymous	Descriptive language in observational categories. However, the form restrict the space for typing in comments.
12/6/2016	Anonymous	...

12/6/2016	Anonymous	I find the forms confusing, Summary form doesn't state whether it should be signed by the Chair or all members of the committee for tenure track faculty and tenured faculty. Also, for adjunct evaluation, according to VII B9. prepare, with the Division Dean/Responsible Administrator, a joint evaluation recommendation, VII C7. prepare, with the full-time faculty evaluator, a joint evaluation recommendation; and VII C8. forward the recommendation to the appropriate Vice President. but there is no such form.
12/6/2016	Anonymous	I find most of the prompts quite helpful in organizing my thoughts around the specific aspects of an observation. I can give more detailed feedback after giving thoughtful responses to those prompts, rather than relying on vague feelings and generalizations that are less meaningful and more subjective.
12/6/2016	Anonymous	I am not a fan of the current form.
12/6/2016	Anonymous	n/a
12/6/2016	Anonymous	I like how there are more rating levels than the prior version; I am also pleased that we now have a form for online faculty.
12/6/2016	Anonymous	day, date, time of class, no of students and start time
12/6/2016	Anonymous	Faculty observation form is very comprehensive.
12/6/2016	Anonymous	easy to locate
12/6/2016	Anonymous	The definitions of certain words is helpful.
12/6/2016	Anonymous	glad to be doing this so that faculty get peer observation, review and feedback regularly.
12/6/2016	Anonymous	End comments, locking us in to either (not both) exceeds expectations or meets expectations.
12/6/2016	Anonymous	I feel the form covers a number of important aspects of classroom teaching and student engagement.
12/7/2016	Anonymous	The form clearly indicates what measures we are using for evaluation.
12/7/2016	Anonymous	watching the interaction with faculty and students
12/7/2016	Anonymous	fillable forms are very helpful! Thank you. As are the descriptions of what we're looking for.
12/7/2016	Anonymous	The first page to fill out who is being observed and who is the observer.
12/7/2016	Anonymous	It has been designed in a professional fashion. I didn't see any problem.
12/8/2016	Anonymous	All are ok
12/8/2016	Anonymous	Nothing. It's worse than the other form.
12/8/2016	Anonymous	The timeline information is very helpful.
12/8/2016	Anonymous	Not much of it, honestly. The forms are a pain to manipulate. As one who has been reviewed, I have had to manipulate the document in Adobe Acrobat just so that my evaluator was able to adequately use it.
12/8/2016	Anonymous	Item 10 is the easiest item for me to answer because it has clear criteria and clear descriptions, can be evaluated ABCDE, and E is clearly a negative rating. Also, the fact that we can now determine an entire evaluation as unsatisfactory is a huge improvement over the previous evaluation form.
12/8/2016	Anonymous	I can't think of anything that works especially well except being able to complete the form online.
12/8/2016	Anonymous	The suggested descriptors, categories.
12/8/2016	Anonymous	Kinesiology area

12/8/2016	Anonymous	I enjoy the conversation between the faculty member being observed and me, especially in meeting after the observation to discuss provisional remarks made on the evaluation form.
12/9/2016	Anonymous	The typos on the earlier forms have been corrected. That's nice.
12/9/2016	Anonymous	Descriptive language in observational categories
12/15/2016	Anonymous	Having descriptive categories to use when taking notes observing tenure-track faculty
12/16/2016	Anonymous	The sections pertaining to methodology, technology and an teaching aids, delivery and class format are useful and easy to ascertain good examples even if you are not a content expert.
1/6/2017	Anonymous	Primarily the actual direct comments from the observation committee.
3/6/2017	Anonymous	Too vague. This doesn't inform how to improve my teaching.
3/6/2017	Anonymous	The boxes are easy to fill out.
3/6/2017	Anonymous	n/a
3/6/2017	Anonymous	Except for the exceeds expectations, the form is fine.
3/6/2017	Anonymous	The forms in general need improvement.
3/6/2017	Anonymous	n/a
3/6/2017	Anonymous	being observed teaching in the classroom and the criteria for being informative to students
3/6/2017	Anonymous	It provides structure and framework for evaluating my peer.
3/6/2017	Anonymous	None
3/6/2017	Anonymous	I would like it to be easier to find.
3/6/2017	Anonymous	The parts of the evaluation centering on student learning are important, and I'm glad they are addressed.
3/6/2017	Anonymous	As a first year faculty the self-evaluation repeats what we have to do in our portfolio. This needs to be corrected.
3/7/2017	Anonymous	Everything was simple and straight forward.
3/7/2017	Anonymous	My organizational skills.
3/7/2017	Anonymous	Too long. Would like to see
3/7/2017	Anonymous	Well - questions about instructor demeanor, organization, knowledge.
3/8/2017	Anonymous	The space where colleagues have gone into detail about the instructional methods and strategies used.
3/8/2017	Anonymous	The format
3/8/2017	Anonymous	Objective questions that require an objective response by the evaluator is helpful.
3/21/2017	Anonymous	n/a

1.4. P1Q4

What areas in the faculty evaluation form could be improved so as to better assist you in your role as faculty tenure committee chair, faculty peer observer, supervisory observer, or as the faculty member being observed?

Question type: Open ended

Number of responses: 73

Number of respondents: 73

Not answered: 0

Date	Respondent	Answer
12/2/2016	Anonymous	see above
12/3/2016	Anonymous	n/a
12/5/2016	Anonymous	ares to be improved
12/5/2016	Anonymous	xx
12/5/2016	Anonymous	I have lots of language change suggestions that would make the categories more relevant and applicable to multiple disciplines; a forum to share this would be helpful.
12/5/2016	Anonymous	How many sub-div are really needed. It's getting (gotten) out of hand. Simplify. Simplify. Simply. I'm having to do more with less resources than ever (so much so, that I'm actually considering an industry job again.) Increasing the burden of these (and I hate to use this term) "instruments" - not helping. Lower the burden. This is the same mistake I see with so many surveys that are created - 1 question is good, 10 must be better, and 100 questions - well, we'll have GREAT DATA! Guess what - you get the opposite.
12/5/2016	Anonymous	Again, just the formatting of the forms. Better fillable forms would be great.
12/5/2016	Anonymous	"Meets" vs. "exceeds" expectations should be eliminated: 1.) It's vague. Expectations can be very different based on where the evaluatees are in their careers, so these do not encourage a fair comparison. The old system (basically, satisfactory or not) was much better and more clear cut. Satisfactory = cleared a minimum bar. Unsatisfactory = needs Performance Improvement Plan with quantified steps to improve. 2.) Since both "meets" and "exceeds" are satisfactory and have no actionable item attached (such as PIP), the designations could be abused to punish/reward faculty peers due to various campus politics and departmental squabbles. There is no way to appeal that you don't exceed someone else's expectations for you. 3.) It is unclear if/how a faculty member benefits from achieving "exceeds" expectations, or conversely is hurt by only "meeting" them. (This has not been made clear, at least to me, by supervisors asking me to perform evaluations.) If an evaluatee's supervisor gets a reference check from an outside job, might it not hurt the evaluatee's chances should they have been deemed as not having achieved the highest evaluation designation, even if there is nothing quantifiably amiss?
12/5/2016	Anonymous	The fillable boxes need to be able to expand in order to fit full comments.
12/6/2016	Anonymous	It is fine now.
12/6/2016	Anonymous	While I appreciate the added ratings to the previous Satisfactory /Unsatisfactory choices , I couldn't help being distracted by the A-B-C-D. In my experience as the faculty member being observed, for example, the peer observer's comments indicated stellar performance, with no areas of criticism; yet, the Rating was "B". This discrepancy gives the impression that the evaluator is indicating, without stating, that "more" could be done on the part of the observee. I don't know what symbols could alleviate the aversion to being graded by a faculty peer but I suggest getting rid of them altogether and keeping the commentary section.
12/6/2016	Anonymous	There should be unlimited space for commentary.

12/6/2016	Anonymous	Since some of the questions are a little bit repetitive, it may help to consolidate some questions.
12/6/2016	Anonymous	2. Instructional Aids and Classroom Technology
12/6/2016	Anonymous	Perhaps one suggestion would be a more specific rating system of one's observation.
12/6/2016	Anonymous	Comment sections should have (easily) expandable fields.
12/6/2016	Anonymous	The form should focus far more on instructional methods.
12/6/2016	Anonymous	The comment boxes are horrendous. In some programs, they cut off your ability to enter text after a certain number of characters. In other programs, they allow you to enter all the text you want, but then when you print a hard copy (which is the form in which these documents are officially submitted/filed for posterity), only part of the comment box displays. The most helpful part of these evaluations is the written commentary we provide to our colleagues, not the A/B/C rating system. Surely we have the technology to address this.
12/6/2016	Anonymous	It would be nice to be able to save individual forms within the packet.
12/6/2016	Anonymous	It is good that the file is saved in its entirety, but I also think each individual evaluation form should be saved on a subpage. That way evaluators and evaluatees do not waste time or resources printing or looking through the whole long form just to find one page. The PDF form needs larger text-boxes for answers. For example, the mandatory self -evaluation form's text boxes are too small and they should auto adjust to fit what people write (currently they do not). To properly fill out the form, I had to edit the whole file using Acrobat DC, so that the text boxes would be big enough to write my answers.
12/6/2016	Anonymous	Include save, email, and upload to Cloud features to PDF. Provide more typing space for entering comments.
12/6/2016	Anonymous	That one ridiculously long question should be wordsmithed down to say something similar in less than the paragraph it is now. The goal is worthwhile; the question is word salad.
12/6/2016	Anonymous	The forms for librarians are mixed up. There is a mistake on page two of the "DEAN/RESPONSIBLE ADMINISTRATOR'S ASSESSMENT OF PROFESSIONAL RESPONSIBILITIES FORM" for librarians (see http://www.smccd.edu/evaluation-procedures/files/D-Evaluation%20Forms-Librarian.pdf). It looks like the second page is mixed up with librarian's classroom evaluation form.
12/6/2016	Anonymous	I type my responses into the electronic PDF document, and some of the fields are too small to accommodate more than a few words. Single boxes that are designed to contain responses to multiple questions can also be difficult to clearly align with the sub-prompts.
12/6/2016	Anonymous	There are far too many questions. The questions are redundant. The number of questions should be reduced to less than 10. We want to know "is this professor doing a good job in the classroom or not?" We can answer that question by breaking down the general question into three to five sections such as: (1) Communication (clear and compelling); (2) Topic (matches SLOs, appropriate level); (3) Student response (engaged or not). All you need are 3 to 5 general questions like this. The 40+ questions on the current form are overkill; if you cannot get the info you need in less than 10 questions you do not know how to ask questions.
12/6/2016	Anonymous	n/a
12/6/2016	Anonymous	The boxes for the comments need to expand rather than making the font shrink so that we can provide thorough feedback without copying/pasting to a Word document.
12/6/2016	Anonymous	the form does not apply to many situations i.e. studio classes, laboratories
12/6/2016	Anonymous	Student eval: Forms need to be available for students to fill out online. Also, language needs to be adjusted so that ESL students can fully and completely understand the questions and answer appropriately. Faculty eval: not able to type complete comments into form - formatting issue
12/6/2016	Anonymous	length. it seems redundant.

12/6/2016	Anonymous	Seems I have more negative comments than positive ones. My main concern is not being able to download the file and type it on my Mac. Some of the categories seem redundant to me. I'd have to look through it to give examples. I'd like to see a different rating system. Needs improvement is relatively clear. Meets expectations is too neutral; i.e. why not say Meets Expectations (very good). At least give us a Plus box to check.
12/6/2016	Anonymous	The form. The content- categories and indicators. The ease of filling out and using. The Timing: having to do to all tenure-track and adjunct faculty in the fall is too much.
12/6/2016	Anonymous	Forms that are word documents so that they expand. More generalized forms (less specialization for Kines.) Less descriptive language in each of the evaluative areas Opportunities for description throughout and not required on specific questions
12/6/2016	Anonymous	I feel that a lot of the feedback I have received is more of a timeline of what I did or did not do in the class session. I would love for the form to also report suggestions in each of the categories. If the observer saw something, what would they recommend the faculty do to change the behavior?
12/7/2016	Anonymous	The first page doesn't allow us to type in the name/basic info. Something is wrong with the formatting so it writes the info twice. The spaces in the form itself are also too short if we want to type our responses.
12/7/2016	Anonymous	not as long less questions
12/7/2016	Anonymous	Please make them easier to find - I know staff who have been teaching for a long time know where this stuff is located, but I looked all over the district sites for them. Didn't occur to me to look on the Union page. It would also be nice if a reminder email with links, dates and deadlines could be sent out at the beginning of the semester. I got some from some of the committee chairs, nothing from others. Oh, if that reminder email could include a checklist for the various roles, I'd be thrilled! I had to chair a committee for the first time and I had no clue as to what I needed to assemble, what communications I should be sending or where to find a written description of the role. I'm on 4 tenure committees, I'm chairing one of them, I teach 12 units, coordinate 4 programs and take work home every night and on weekends - spending time hunting for information is time not spent on too many other tasks!
12/7/2016	Anonymous	The online form. needs to be revamped. closer alignment with part of the OEI rubric. and needs to really look at Regular effective contact and accessibility issues.
12/7/2016	Anonymous	As I mentioned previously, everything looks good.
12/8/2016	Anonymous	Boxed spaces for writing do not expand easily to accommodate need for fuller responses. Or directions about that aren't obvious. Also, too few rankings for assigning "grade" in overall evaluation.
12/8/2016	Anonymous	This version of the observation form is worse than the last; instead of being concise and trimmed, it is bloated and redundant. I would like to see the wording condensed and be made more specific. Get rid of that terrible pdf form so observers have more flexibility in their comments. See #1 for more specifics. If the form can be rewritten, I wouldn't mind serving on that committee.
12/8/2016	Anonymous	Formatting of fillable forms needs work. Make the boxes expand as you type. Currently, the font either gets smaller as the box is filled or a scroll bar appears as the box is filled. If the font decreases as the box fills, it gets to a point where one is unable to read the microscopic font size. On the other hand, if the scroll box appears when the box gets full, it is impossible to print out the document to include the information hidden below the scroll line. It would also be helpful to have the form sections separated out. For example, don't have the face-to-face classroom observation form attached to the online class observation, the dean's assessment, and so on. Portfolio guidelines need to be clearer in limiting the amount of information that is submitted. Though most portfolios I have seen have been comprehensive, well organize, and demonstrative of the scope of faculty's work, a number of them have gone well beyond 200 pages.
		The form needs to be properly created in Word with appropriate formatting, and then converted

12/8/2016	Anonymous	into PDF format. The form fields need to be properly set so that the evaluator simply clicks a box and types in it, without having to think about formatting.
12/8/2016	Anonymous	Language in categories needs to be updated to reflect modern styles of teaching including flipped learning, group learning, experiential learning, and project-based learning. Forms feel spread out all over - as a tenure chair, it's difficult for me to locate and see clearly all the forms I need to use. It's scary because there's no central "list" for chairs to follow, or if it's there, it's hard to find. The linear Word.doc format is unwieldy and difficult to use. The PDF form fields do not size appropriately so that I can write all that I need to write, therefore I continually have to attach an appendix with my detailed comments. So many of the questions are not able to be truly evaluated ABCDF; i.e. Item 3: when evaluating whether an instructor "provides the materials necessary for the lesson to be completed," what does "exceeds expectations" or "meets expectations" look like? how do I evaluate that? either they brought the materials, or they didn't. Either their handwriting is legible, or it isn't. Either their instructional aids support the lesson, or they don't. I can't be expected to choose from four possible ratings on what essentially are yes/no questions, and my evaluatee gets nothing from my putting straight As or Bs or Es because it's not descriptive.
12/8/2016	Anonymous	I would like to see another final rating between Exceeds Expectations and Meets Expectations. I have checked both boxes to get this in-between rating.
12/8/2016	Anonymous	None
12/8/2016	Anonymous	None
12/8/2016	Anonymous	Prompts are often redundant and inelegantly expressed. Further, some of the categories assume that novelty, media, technology are present; if they are not, the response is N/A. It would be better to let the evaluator elaborate than assume the presence of such instructional choices in every class.
12/9/2016	Anonymous	Get rid of "exceeds expectations" unless it serves a purpose.
12/9/2016	Anonymous	Location and Access of forms Rating System?
12/15/2016	Anonymous	The form itself doesn't allow for flexibility in writing comments. It also double types in some areas and prints that way, so you have to print out the form and hand write in some areas.
12/16/2016	Anonymous	Student-centered approaches are a bit more challenging depending in the class you attend - during a lecture you might not see many, in a lab you might see many - can we look to define this differently?
1/6/2017	Anonymous	Shorten the form, with fewer categories (and shorter descriptions), and concentrate on the ones that focus on the students, rather than the faculty. Keep flexibility by the observing committee with comments.
3/6/2017	Anonymous	Evaluations should focus on what students are doing and how they are engaged, not just what the instructor is doing.
3/6/2017	Anonymous	It's too long.
3/6/2017	Anonymous	The forms do not adequately focus on best practices in teaching.
3/6/2017	Anonymous	For peer observer, it helps to have the dean conduct an observation, not just peer faculty.
3/6/2017	Anonymous	There is a mistake on page two of the "DEAN/RESPONSIBLE ADMINISTRATOR'S ASSESSMENT OF PROFESSIONAL RESPONSIBILITIES FORM" for librarians (see http://www.smccd.edu/evaluation-procedures/files/D-Evaluation%20Forms-Librarian.pdf). It looks like the second page is mixed up with librarian's classroom evaluation form. Also, in the Summary Form there is always a problem between "Exceeds expectations" and "Meets expectations." There is no guideline on what is considered as "Exceeds expectations" and faculty being evaluated are very sensitive when they are given "Meets expectations."

3/6/2017	Anonymous	Count the number of pages - out of hand. I really don't think you can get good data when the instrument is so burdensome. If both parties dread the experience, and it's just a matter of punching through to the other side, then where's the energy/time to make meaningful discoveries/connections? Oh yeah - the number of times that I have to re-enter my name/information on multiple pieces of paper. First, couldn't one at the very least enter names, college, division, etc and then check what is being performed (classroom observation, tenure, etc). That way the computer could autofill/gen the proper forms. A lot of time is spent between myself/front office as to which forms I need to use. Basically, you need to do some "dogfooding".
3/6/2017	Anonymous	have faculty list the media equipment that they use regularly, it may not be observed the particular time the observation is being done.
3/6/2017	Anonymous	At surface level the form needs "fixed" so that when we type into the PDF, the font size and centering is uniform. Currently, it isn't. Second, there seems to be overlap in a some of the questions, ex. methods of instruction (1.a.) overlaps with content logic (8.a.). Some questions are Yes/No not A,B,C, & D.
3/6/2017	Anonymous	All of it
3/6/2017	Anonymous	N/A
3/6/2017	Anonymous	The wording is far too lengthy and distracting, and reads like a checklist rather than measuring instructional effectiveness, even on the relevant sections of student learning. Much of the wording continues to be vague and is not directly relevant to educational effectiveness (e.g. Methods of Instruction/Instructional Aids/Technology).
3/6/2017	Anonymous	Same again. As a first year faculty the self-evaluation repeats what we have to do in our portfolio. This needs to be corrected.
3/7/2017	Anonymous	I value the observation, but I feel that the self-assessment heavily values involvement. This is something great for full-time faculty, but as an adjunct that works 10 hours a day, and works part-time at another community college in the East Bay, it seems unfair to rate us on our involvement, when it is almost difficult to fit it into our schedules.
3/7/2017	Anonymous	Should be able to type all that needs to be said and not be limited. ITS to adjust?
3/7/2017	Anonymous	Student surveys are too long, especially for international students. If someone is outstanding in their performance, why does the Division decide to place everyone as satisfactory? Please adjust form to permit unlimited typing.
3/7/2017	Anonymous	Can't really think of any.
3/8/2017	Anonymous	I think when I am evaluating others, I will be better able to answer that question. Right now as someone being evaluated, it all seems very good and useful (but should not be over used).
3/8/2017	Anonymous	The form does not really work for online courses or lab courses.
3/8/2017	Anonymous	1) The question about "office hours" is not applicable for those of us teaching for CSM at Hillsdale High School. While instructors are at the school beyond class time and meet with students, parents, and administrators, this time is not defined as "office hours." Hence, students respond with a "no" when asked if instructors keep "office hours." 2) Students should be asked if they took an exam prior to the evaluation. Some are commenting about tests even when no tests were given yet.
3/21/2017	Anonymous	The information could be updated to reflect some areas for counseling faculty.