

\*\*\*\*\*This is a sample Peer Evaluation Report\*\*\*\*\*

PALOMAR COLLEGE  
PEER EVALUATION REVIEW REPORT

Semester and Year of Evaluation: \_\_\_\_\_

Evaluee: \_\_\_\_\_

Department: \_\_\_\_\_

Once committee members are finished reviewing and discussing each component of the evaluation, the committee chair will complete the **Peer Evaluation Review Report**.

**Included Components:** a. Self-Evaluation Form, b. Professional Development Contract, c. Course Materials, d. Student Evaluations (method chosen by evaluee), e. Peer Evaluation (method chosen by evaluee), f. Supervisor Evaluation (if appropriate). Please attach supporting documents.

In your comments, please do not refer to student evaluation questions by number. Student evaluations will not accompany this report, so referring to student evaluation questions by number (rather than in words) will not be descriptive.

*Evaluation Category Definitions (based on Standards of Performance for Faculty):*

***High Professional Performance** – Frequently exceeds accepted standards of professional performance. (Check this box when the professor’s professional performance is beyond what is reasonably expected.)*

***Standard Professional Performance** – Regularly meets accepted standards of professional performance. (This is the standard of performance that is expected of all professors when they are hired, and they are expected to maintain this level of performance throughout their tenure at Palomar College.)*

***Performance Needs Improvement** – Does not consistently meet accepted standards of professional performance. (Check this box when the professor’s professional performance is below what is reasonably expected).*

***Unsatisfactory Performance** – Does not meet minimal standards of professional performance. (Check this box when the professor’s professional performance is failing to meet standards of what is reasonably expected).*

\*\*\*\*\*This is a sample Peer Evaluation Report\*\*\*\*\*

*You are encouraged to write comments for each of the following sections.* If “High Professional Performance” or “Standard Professional Performance” is checked, *comments are suggested*. Comments can be used to provide positive feedback and encouragement when applicable. If “Needs Improvement,” “Unsatisfactory Performance,” or “No” is checked, *comments are required*.

*Each section below must be scored. Comments are encouraged for high-performance and standard performance scores. Comments are required for needs improvement and unsatisfactory performance scores. Each question has a short answer (3-5 sentences of content), followed by direct references to student evaluations, class observations, self-evaluation, Professional Development hours, or department involvement.*

**\*\*Pronouns they/them/theirs have been used to anonymize gender-specific pronouns. All scores are referred to as 4.0. Please input professor-specific scores in your evaluation report.**

1. Professor establishes a classroom or online environment that promotes the active role of students as learners, encouraging questions and other forms of participation.

High Professional Performance

Standard Professional Performance

Needs Improvement

Unsatisfactory Performance

Comments:

**a. Class Observation:**

- Teaching evaluation of the [CLASS] noted that the professor engaged students and included the entire course. The professor had a wonderful demeanor and was comfortable in the classroom. Their calm and friendly demeanor put students at ease. The professor used humor and examples to teach students the appropriate course content. The professor knew each student's name and encouraged them to share examples and experiences with the class.

**b. Student Evaluation:**

- For the question regarding “encourages participation, discussions and questions,” [professor's name here] scored 4.00 in their on-campus course and 4.00 in their online course. For their online course, all students either agreed or strongly agreed with most students in disagreement.
- For the question regarding “encourages critical and independent thinking,” [professor's name here] scored 4.00 in their on-campus course and 4.00 in their online course with no students in disagreement.
- Students commented that the inclusion of various readings allowed them to better understand the material. One student in the professor's online course [put course number here] noted the “course had a great balance.” Another noted the course “felt more interactive.” In their on-campus course [course number here] a student commented that the professor provided “thoughtful ideas that helped students connect to insight of historical events.”

**c. Direct quotes from student evaluations:**

- Their whole way of teaching is perfect. It keeps me and others engaged and makes the material easy to learn.
- They are really good at teaching it patiently and having us practice until we understand it.
- They really engage with their students, creating an environment that is so welcoming, making it so much more fun to learn in their class. They teach us ways to remember the information and doesn't make anyone feel bad if they can't remember some information from previous lessons.
- They are kind, patient, and funny.
- The biggest thing I would say is how personable they are with their students. Since starting this class, I have felt welcomed and comfortable when making mistakes in class. They step out of the box to teach us and I would choose this professor for every class I have if I could.

**d. Self-evaluation form: [details from self-evaluation form].**

- [Professor's name here] per their self-evaluation, prioritized critical thinking skills in their courses, discussions, assignments, and assessments. They promoted a “student-centered learning environment where students supported and learned from one another.”
- [Professor's name here] wrote, “My course design, activities, and class discussions promoted the active role of students as learners, encouraging questions and other forms of participation. For example, during live web lectures, students constantly examined various sources as a

class and analyzed relevant questions. Some in-class group discussions included analyzing music, written documents, video, films, political cartoons, photographs, and more. Aside from in-class group discussions, I also created community spaces where students could learn from one another virtually. For example, students enrolled in my courses were assigned various online group discussions. I also provided opportunities for students to interact with one another during various virtual events and study sessions where students worked and studied together for exams and essay assignments. Consequently, these virtual spaces created an environment that encouraged free discussion of ideas and interests.”

**e. Professional Development contract: [details from PD contract].**

- [Professor’s name here] attended professional development to support student interaction and participation including “Flipped Classroom,” “Teaching Online: Synchronous Classes,” “Teaching Techniques: Blended Learning,” and “Inclusive Instructional Design.”

**f. Recommendations: [if applicable].**

2. The professor treats students with respect, demonstrating a willingness to work with a diverse student body.

High Professional Performance  
 Needs Improvement

Standard Professional Performance  
 Unsatisfactory Performance

Comments:

**a. Class Observation:**

- Teaching evaluation of the course [course number here] noted that the professor engaged the entire class during the lecture. They used various examples and connected with their diverse class. Students were comfortable enough to share, provide personal examples, and respectfully respond to the professor and other students.

**b. Self-Evaluation:**

- Based on information from their self-evaluation, [professor’s name here] stated, “I design my courses with lessons on how to develop tolerance for differences, to understand what is human and what is the same among us all despite superficial differences, and how to overcome the fear of the unknown, which can lead to human conflict. Learning these concepts helps students learn more about themselves and how they think. Not only do I teach these concepts, but I do my best to incorporate them into my own life to role model their benefit.”

**c. Student Evaluation:**

- For the question regarding “established a respectful learning environment,” the professor scored 4.00 in the on-campus course and regarding “treats students with respect,” the professor scored 4.00 in the online course and 3.59 for “encourages students to treat each other with respect”. All students, in both classes, either agreed or strongly agreed. In student comments, [professor’s name here] was described as patient and very kind.

**d. Recommendations:**

3. The professor teaches a course that is appropriately organized and has clearly-stated objectives that keep to the Course Outline of Record.

High Professional Performance  
 Needs Improvement

Standard Professional Performance  
 Unsatisfactory Performance

Comments:

**a. Class Observation:**

- **Course Materials:** Based on the evaluation of syllabi and the teaching evaluation, this professor had a well-organized course with clearly stated objectives that kept with the COR. Both the professor and students shared examples and linked them to course material from the COR.

**b. Student Evaluation:**

- For the online course, regarding “presents material in a clear and well-organized manner,” (question 1) the professor scored 4.00 with all students in agreement. Regarding “develops an online course that is easy to navigate and use,” they scored 4.00, with all students in agreement. Regarding “clearly describes the course grading policy in the syllabus and in other ways,” they scored 4.00, with all students in agreement. In the on-campus course, regarding “clearly articulates course goals, requirements, and grading criteria in the Course Syllabus or other course materials,” they scored 4.00 with all students in agreement. Students frequently noted the professor’s clarity and study tools as being beneficial to their learning.

**c. Direct quotes from student evaluations**

- The professor is very clear on what is needed from their students and provides sufficient resources.

**d. Recommendations:**

4. The professor demonstrates subject matter expertise.

High Professional Performance  
 Needs Improvement

Standard Professional Performance  
 Unsatisfactory Performance

Comments:

**a. Class Observation/Course Materials:**

- The professor's lecture included detailed content from the text as well as detailed examples. The professor is clearly an expert in their field. The professor went above and beyond with course content and included additional topics of interest for their courses. The professor and students shared examples and insight into course material. The students paid close attention and clearly enjoyed interacting with the professor. Students commented on the professor’s ability to engage with the material and go beyond typical course content.

**b. Student Evaluations:**

- Regarding “communicated enthusiasm for the subject matter”, in the online course [professor name here] scored 4.00 with all students in agreement. Regarding “provides clear explanations of the subject matter”, they scored 4.00 in the same course with all

students in agreement. Students wrote that the professor is “great at breaking down concepts” and can “thoroughly explain concepts.” Another wrote that the professor is “very knowledgeable and passionate about this course.”

- In the on-campus course, regarding “shows interest and enthusiasm for the subject,” the professor scored 4.00 with most students strongly agreeing. Regarding “presents material in a clear and well-organized manner”, they scored 4.00, with nearly all students in agreement. Regarding “goes beyond the textbook content to provide current relevance or deeper insights,” the professor scored 4.00 with nearly all students in agreement. One student wrote the professor “goes beyond the textbook by giving us informative insight that helps students evolve from just knowing important things. They push us to use the information and put in-depth insight about our interpretations and definitions.”

**c. Direct quotes from student evaluations.**

- Their whole way of teaching is perfect it keeps me and others engaged and makes the material easy to learn.
- Instead of teaching us repetition, like just repeating information until we get it, the professor gives us little challenges with information we’ve seen previously. They also help us understand and encourages us to do better without it sounding like they would belittle us.
- I loved your class! Thank you so much for being patient and teaching the class extra information.

**g. PD Contract: [details from PD contract].**

- [Professor’s name here] attended professional development sessions, which continue to support their work as an instructor. This year they attended sessions on Canvas Quizzes, making assignments transparent, and diversity and inclusion. While these relate less to their area of study, they do contribute to their expertise as a teacher.

**d. Self-Evaluation form:**

- [details from self-evaluation form]. Professor continues to read and write in their field, including attending field related workshops and professional workshops [insert name of workshops attended].

**e. Recommendations: [if applicable].**

5. The professor is proficient at integrating appropriate material and methods into the classroom or the online environment.

High Professional Performance  
 Needs Improvement

Standard Professional Performance  
 Unsatisfactory Performance

Comments:

**a. Online Course Observation**

- As noted above, the materials and methods included readings, both primary and secondary resources, textbook readings, video lectures, and critical thinking assessments. The exams were written and required students demonstrate content knowledge and synthesize key topics.

**b. Course Materials (including Course Outline of Record)**

- As noted above, the course materials were appropriate both in terms of engaging students as well as meeting the COR.

**c. Student Evaluations**

- Regarding “provides a variety of learning activities”, they scored 4.00 in the online course with nearly all students in agreement. Students wrote that the professor provided clips, photos, overviews, extra readings, timelines, power points and quizzes, all of which helped to support learning.
- In the on-campus course, regarding “makes course materials available in a timely manner, allowing sufficient time for students to prepare for class,” they scored 4.00 with nearly all students in agreement. Students commented that the study guides were helpful, and that the professor provided outline notes, different types of assignments, and reading material. The professor also encouraged cooperation with classmates.

**d. Recommendations:**

6. The professor communicates in a clear, informative, and professional manner in interactions with both students and colleagues.

- |  |  |
|--|--|
| <input type="checkbox"/> High Professional Performance | <input type="checkbox"/> Standard Professional Performance |
| <input type="checkbox"/> Needs Improvement             | <input type="checkbox"/> Unsatisfactory Performance        |

Comments:

**a. Online Course Observation**

- [Professor’s name here] was very communicative with their students. Observations of the online course showed frequent announcements, clear instruction, and ease of navigation, all of which maintained professional conduct. [Professor’s name here] also checked all boxes regarding accessibility. The only note in observation was to avoid the use of words with all capitalized letters.

**b. Student Evaluations**

- In the online course, regarding “presents material in a clear and well-organized manner” they scored 4.00. Regarding “develops an online course that is easy to navigate and use” they scored 4.00. Regarding “interacts with the class on a regular basis” they scored 4.00 and regarding “responds to my questions and requests for help, they scored 4.00. In these questions, all students agreed. Students described the professor as “kind and personable” and that they “offer support if ever needed.”
- In the on-campus course, regarding “is available for consultation with students during office hours or by appointment”, they scored 4.00. Regarding “demonstrates effective communication skills in the classroom”, they scored 4.00. Regarding “is easy to approach, patient and willing to help”, they scored 4.00. In these questions, all students agreed. Students commented that the professor “always asks if we need help.” Students frequently cited the lectures and instruction as very clear and easy to follow.

**c. Course Materials**

- Instructions provided for all assessments were clearly written and communicated.

**d. Recommendations:** [if applicable]

7. The professor designs fair and clearly-stated grading policies that promote high standards for student work.

- |  |  |
|--|--|
| <input type="checkbox"/> High Professional Performance | <input type="checkbox"/> Standard Professional Performance |
|--|--|

Needs Improvement

Unsatisfactory Performance

Comments:

**a. Online Course Observation**

- The assessments required students use critical reading and critical thinking skills, as well as applications of learned content, demonstrating higher-order thinking. Assessment instructions were clearly stated and provided students with step-by-step instruction.

**b. Student Evaluations**

- In the online course, regarding “clearly describes course grading policy in the syllabus and in other ways”, they scored 4.00. Regarding “uses fair and clear criteria for grading”, they scored 4.00. For both, all students agreed. Students frequently noted the clarity of instruction and expectations.

**c. Course Materials**

- The smaller assignments, worth 5 percent of the total course grade, did not have rubric, but the step-by-step instructions to complete the assignments were very clear. The more heavily weighted work, such as the midterm, clearly stated expectations of students. However, it was advised that some sort of rubric be provided to students. Otherwise, the expectations were clearly stated and communicated.

**d. Recommendations:** [if applicable]

8. The professor provides fair and reasonably prompt evaluation of student work.

High Professional Performance

Standard Professional Performance

Needs Improvement

Unsatisfactory Performance

Comments:

**a. Online Course Observation**

- I was unable to observe returned graded work, but the Canvas course made instructions and due dates clear to students.

**b. Student Evaluations**

- In the online course, regarding “grades tests and assignments in a reasonably prompt manner”, they scored 4.00 with all students in agreement.
- In the on-campus course, regarding “uses fair procedures for grading”, the professor scored 4.00, with all but two students in agreement. Regarding “is reasonably prompt in evaluation and return of students’ work”, the professor scored 4.00 with all students in agreement. Students frequently noted the clarity of the course, with one specifically saying, “they give us our work within a few days with notes on what to improve on and what we did well, so we understand why we got the grade we have in the class.”

**c. Recommendations:** [if applicable]

9. The professor establishes the appropriate learning outcomes for each course and consistently assesses students’ learning of those outcomes.

High Professional Performance

Standard Professional Performance

Needs Improvement

Unsatisfactory Performance

Comments:

**a. Student Evaluations**

- Based on students' comments and scores mentioned above, [professor's name here] provided much clarity on their expectations for the course, and they aligned with stated learning outcomes in the syllabus.

**b. Course Materials (including Course Outline of Record)**

- The syllabus accurately listed Student Learning Outcomes for the course, and observation of course materials demonstrated a clear link between outcomes and assessments.

**c. Recommendations:** [if applicable]

10. The professor demonstrates continued professional growth by participation in professional development activities.

High Professional Performance  
 Needs Improvement

Standard Professional Performance  
 Unsatisfactory Performance

Comments:

**a. Professional Development Contract**

- The professor exceeded the required amount of PD each year. They completed many workshops on campus, including technical training, department specific external trainings, and internal Palomar College specific training, such as Title XI training, DEIAA training, social justice training, and various PD workshops.

**b. Self-Evaluation Form**

- [Professor's name here] demonstrated a commitment to growth both in the classroom and with their research. The professor took on far more preps than most instructors in their department, teaching [insert specific courses here], in addition to [insert other activities here]. They continued to research and publish in their field.

**c. Recommendations:** [if applicable]

11. The professor demonstrates commitment to the college and to education by service to the college.

High Professional Performance  
 Needs Improvement

Standard Professional Performance  
 Unsatisfactory Performance

Comments:

**a. Professional Development Contract**

- As noted above, [professor's name here] is on track to complete their PD hours, having already attended Fall 23 faculty plenary meetings and presented research at Political Economy days.



**b. Self-Evaluation Form**

- [Professor name here] worked as a sponsor for the [insert organizations and details here].  
[Add other details from self-evaluation].

**c. Recommendations:** [if applicable]

12. The professor fulfills the contractual requirements of the position. (*Please see Article 4 of the Collective Bargaining Agreement for information about contractual requirements.*)

Yes:   X   No:                   

**Recommendations:** [if applicable]

13. As a department member, the professor maintains a collegial approach to the requirements of a full-time faculty position, contributing to the success of the department or program.

- |  |  |
|--|--|
| <input type="checkbox"/> High Professional Performance | <input type="checkbox"/> Standard Professional Performance |
| <input type="checkbox"/> Needs Improvement             | <input type="checkbox"/> Unsatisfactory Performance        |

Comments:

**a. Professional Development Contract:**

- The professor contributed to the success of the department by being involved in multiple committees, working on annual reports, and serving as Department Chair. They mentored many faculty throughout their time at Palomar, created new curriculum, and was a champion for their department. [insert faculty name here] attended multiple PD workshops offered at Palomar including completing POET and PETAL.

**b. Institutional Service:**

- This professor serves on 3 campus committees, Equivalency, Curriculum, and Faculty Senate, and 2 Tenure evaluation committees. They also offer their time during campus events such as Political Economy Days and Ethnic Studies sponsored events.

**c. Recommendations:** [if applicable]

14. **Summary Comments and Recommendations (required)**

[Professor's name here] greatest asset is their wealth of knowledge. Their expertise in the field is made clear in their lectures and assignments, in which they offer a wide range of primary and secondary sources to their students. Their assignments and exams require students to engage with the material in interesting and challenging ways. Student comments, as well as class observations, demonstrate this. Their course leans on a variety of learning tools and, thus, continues to engage students over the course of the semester. The depth and breadth of topics discussed in the course is phenomenal and adds tremendously to the department. In addition, [professor's name here] is a wonderful colleague, as witnessed in the communication and teamwork within their department as well as Palomar College more broadly. In their commitment to student success, the professor is constantly analyzing their course to better improve the learning environment for their students. They do their best to making their courses both challenging and engaging for students. Our department continues to be grateful for [professor's name here] contributions and expertise.

**Overall Recommendation:**

High Professional Performance

Standard Professional Performance

Performance Needs Improvement

The Tenure & Evaluations Review Board will assist the peer review committee in developing a plan for improvement.

Unsatisfactory Performance

The Tenure & Evaluations Review Board will assist the peer review committee in developing a plan for improvement.

Referral to Tenure & Evaluations Review Board

The Tenure & Evaluations Review Board will reach a consensus with the peer committee for the overall recommendation.

### Signatures

*Committee and Administrative Signatures are obtained before evaluatee signs the document. After committee signatures are obtained, send this report to TERB so executive signatures can be obtained. TERB will then return the report to the Peer Review Committee Chair so the Evaluation Meeting can occur and the evaluatee's signature can be obtained. Send final report and related documents to TERB at that time.*

### Committee Signatures

Committee Chair: \_\_\_\_\_ Date: \_\_\_\_\_  
(print name): \_\_\_\_\_

Committee Member: \_\_\_\_\_ Date: \_\_\_\_\_  
(print name): \_\_\_\_\_

### Administrative Signatures

My signature acknowledges that I have reviewed the materials.

Division Dean: \_\_\_\_\_ Date: \_\_\_\_\_  
(print name): \_\_\_\_\_

My signature acknowledges that I have reviewed the materials.

Vice President: \_\_\_\_\_ Date: \_\_\_\_\_

(print name): \_\_\_\_\_

**Evaluation Meeting Confirmation:**

Length of Meeting with Evaluee: \_\_\_\_\_ Date: \_\_\_\_\_

**Evaluee Signature**

My signature acknowledges that I have met with the committee chair and reviewed my peer review evaluation. It does not mean that I agree or disagree with this evaluation. I am aware that within ten business days I have the right to submit a response to this evaluation. I am also aware that this evaluation and my response, if any, will become part of my personnel file. My signature also acknowledges that I have reviewed the administrative signatures as well as received a copy of my evaluation.

Evaluee: \_\_\_\_\_ Date: \_\_\_\_\_  
(print name): \_\_\_\_\_

**TERB Coordinator Signature**

Tenure and Evaluations  
Review Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_