

**\*\*\*This is a sample Probationary Tenure and Evaluations Report\*\*\***

**PALOMAR COLLEGE  
PROFESSOR TENURE AND EVALUATIONS REVIEW REPORT**

1<sup>st</sup> Year Report       2<sup>nd</sup> Year Report       3<sup>rd</sup> Year Report       4<sup>th</sup> Year Report

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

**Probationary Professor:** \_\_\_\_\_

**Evaluator:** \_\_\_\_\_

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

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

**Included Components:** a. Self-Evaluation Form b. Professional Development Contract  
c. Course Materials d. Student Evaluations e. Classroom or Workplace Observations f. Letter from Department Chair or Program Director g. Supervisor Evaluations (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 Professor Tenure and Evaluations Report\*\*\***

**You are required to write comments for each of the following sections. 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. The 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  
 Needs Improvement

Standard Professional Performance  
 Unsatisfactory Performance

Comments:

**a. Classroom Observations:**

- [Professor's name here] observed an online, asynchronous course and noted that "while it was an asynchronous course, students were invited to attend live review sessions via Zoom." Though discussions were assigned, none were open for students during their week of observation.
- [Professor's name here] also observed an online, asynchronous course and the course's live exam reviews via Zoom. They observed that students' completed discussion posts about every other week, which were "varied and interesting. For example, one discussion asked students to view a video on a debate. Students then engaged in a discussion of the debate."
- [Professor's name here] observed a live, online course. They attended one session and observed that [professor's name here] kept track of the chat, repeated student comments, and answered questions. "After 48 minutes of lecture, they asked for volunteers to read and then asked for comments about the reading. Students could type their responses in the chat or to speak out if they were comfortable. The professor then asked for deeper analysis."

**b. 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."

**c. Student Evaluations:**

- On the question regarding "encourages discussion and questions," [professor's name here] scored a 4.00, 4.00, 4.00, and 4.00. Nearly all students responded either with "Strongly Agree" or "Agree," with just one student in disagreement. On the question regarding "provides opportunities for students to learn from each other," [professor's name here] scored 4.00, 4.00, 4.00, and 4.00 with most students in agreement. On the question regarding "promotes critical and independent thinking," [professor's name here] scored 4.00, 4.00, 4.00, and 4.00 with most students in strong agreement. Students commented that [professor's name here] provided sources and activities to help them learn the course content.

**d. Professional Development 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.”

**Recommendations:**

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. Classroom Observations:**

- [Professor’s name here] observed that their course had an extensive list of Student Success Resources with included descriptions, links and phone numbers to Academic Counseling, Tutoring, Mental Health, Nutrition & Housing Support, Disability Resource Center, Veterans Resource Center, T.R.I.O., E.O.P.S. and the Palomar Pride Center. Additionally, there was information on technology resources to help students with software and Internet connectivity. In addition, [professor’s name here] was very encouraging and included lots of positive statements in their announcements and Canvas pages, such as “You are all amazing: keep up the hard work and let me know if you have any questions” and “just breathe in and breathe out, everyone! You all got this!”
- [Professor’s name here] observed that [professor’s name here] frequently contacted students via Canvas announcements with reminders. They also provided clearly labeled office hours with varied times so students had many opportunities to receive help. [Professor’s name here] also held optional—though highly attended—live exam reviews over Zoom. In addition, their Canvas home page included a welcome video, several links to help students contact the professor, and information for students to become acquainted with both the course and the college. Students were invited to meet the instructor over Zoom with any questions they had for getting started.

**b. Student Evaluations:**

- On the question, regarding “treats students with respect,” the professor scored 4.00, 4.00, 4.00, and 4.00 with a great majority of students in strong agreement. On the question, regarding “encourages students to treat each other with respect,” the professor scored 4.00, 4.00, 4.00, and 4.00, again with many students in strong agreement.
- One student commented, “You can tell they care about their students.” Another wrote, “They are kind and understanding.”

**c. Recommendations:**

3. The professor teaches a course that is appropriately organized, with clearly stated objectives in keeping with the Course Outline of Record.

- High Professional Performance  
 Needs Improvement

- Standard Professional Performance  
 Unsatisfactory Performance

Comments:

**a. Classroom Observations and Course Materials:**

- [Professor’s name here] observed that the course objectives were listed clearly in the syllabus and course content was delivered through weekly modules that were easy to navigate. Expectations and grading rubrics were also well explained. In addition, tutorial materials were clearly labeled, and navigation of the course was consistently structured and sequenced.
- [Professor’s name here] also observed the course was organized by weekly modules that included weekly lectures and assignments. Based on an observation of the Canvas course, the professor is in line with the COR. [Professor’s name here] found the organization and easy navigation of the course to be most noteworthy.
- [Professor’s name here] observed in the live class that [professor’s name here] provided an agenda and explained what would be covered that day in class.

**b. Student Evaluations:**

- On the question, regarding “presents material in a clear and well-organized manner,” [professor’s name here] scored 4.00, 4.00, 4.00, and 4.00 with most students in strong agreement or agreement. On the question, regarding “develops an online course that is easy to navigate and use,” [professor’s name here] scored 4.00, 4.00, 4.00, and 4.00, again with a great majority in agreement.
- Students frequently commented on the organization of the class as a teaching strength for [professor’s name here], and one student wrote “they are very well organized.”

**c. Recommendations:**

4. The professor demonstrates subject matter expertise.

- High Professional Performance
- Needs Improvement

- Standard Professional Performance
- Unsatisfactory Performance

Comments:

**a. Professional Development 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.

**b. Classroom Observations and Course Materials:**

- [Professor's name here] noted that the preparation material for the midterm exam, along with the essay, clearly demonstrated it was a challenging course. [Professor's name here] wrote, "[professor's name here] has a strong handle on the material and presented accurately, clearly, and appropriately for student consumption." [Professor's name here] added, "the professor has a great mastery of the material and could make very sophisticated connections on the fly. It's obvious they have a love for this subject and for teaching." "The professor had a good grasp of the material and made good connections to course material."

**c. Student Evaluations:**

- On the question, regarding "provides clear explanations of the subject matter," [professor's name here] scored 4.00, 4.00, 4.00, and 4.00. Nearly all students agreed or strongly agreed. It seems of the four classes evaluated, there were only 2 or 3 students who disagreed. With exception to what may be a couple of disgruntled students, the classes were entirely in agreement for each question.
- Students commented that [professor's name here] was passionate and enthusiastic about the content and frequently cited their video lectures as a helpful tool for learning. One of the most frequent student comments regarding their teaching strengths was clarity in course content. Students wrote, "very thorough, detailed lectures," "made learning material easy to understand," "It was much easier to learn from somebody that is passionate in their subject," "provided lots of knowledge within their lectures," "connected the learning material to easy to identify connections and relatable information," and "very engaging and well versed on subject."

**d. Recommendations:**

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

High Professional Performance

Standard Professional Performance

Needs Improvement

Unsatisfactory Performance

Comments:

**a. Classroom Observations and Course Materials:**

- [Professor's name here] observed "clear video lectures that were prepared along with other resources that provided different perspectives on topics." Regarding previous requests for improvement, [professor's name here] wrote, "I did notice that their narration seemed to be improved from what I had seen previously and appreciated their occasional injection of humor." They found the video lectures to be noteworthy and wrote the lectures were "interesting and informative, and just the right length to hold students' attention."
- [Professor's name here] observed, "in the modules were pages with lists of readings and a video

that explained the main topics for that week. This was typically followed by four or more short videos made by [professor's name here], which totaled about two hours each week. Some weeks, students completed additional assignments that required them to view outside videos or the professor's instructional videos." Regarding the lecture videos, [professor's name here] wrote, they were "very well done. They were uploaded to YouTube, included closed captioning, and were embedded in the Canvas page. Each individual video did not appear to exceed 45 minutes and began with [professor's name here] summarizing key points. [Professor's name here]'s videos were clear, included appropriate images and quotes, and were not overrun by excessive text." [Professor's name here] found the videos and varied assignments to be noteworthy.

- [Professor's name here] observed that a "PowerPoint lecture was used to organize the lecture material. There was a good use of images and text. [Professor's name here] did a good job making connections with past material." However, music was played at the start of videos, which overlapped with their introduction. [Professor's name here] felt the song drowned them out and was played a bit too long, potentially losing student interest.

**b. Student Evaluations:**

- On the question regarding "provides a variety of learning activities," [professor's name here] scored 4.00, 4.00, 4.00, and 4.00. Here, [professor's name here] scored the lowest, in comparison to scores on other questions. Still, most students agreed. As our committee has noted in previous years, we feel this question is inadvertently unfair, as students prefer and do better when online classes have some consistency in weekly assignments. Students seem to interpret this question to ask if there are many different types of assignments and we feel, based on our observations, [professor's name here] certainly has a strong variety of assessments and learning activities which promote various skill and knowledge development.

**c. Recommendations:**

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

High Professional Performance  
 Needs Improvement

Standard Professional Performance  
 Unsatisfactory Performance

Comments:

**a. Classroom Observations and Course Materials:**

- As noted above, both professors observed clear communication with students in terms of what is to be expected, how to navigate Canvas, and in the frequency of announcements.
- [Professor's name here], as mentioned above, observed that [professor's name here] started each class with an outline of topics that would be covered. All three observers found the lecture material itself (live and video) to be clear and saw no behavior indicating a lack of professionalism.

**b. Student Evaluations:**

- On the question regarding "responds to my questions and my requests for help," [professor's name here] scored 4.00, 4.00, 4.00, and 4.00. In their comments, students frequently cited their communication as a teaching strength. Clear communication was one of the most commonly noted strengths in student comments writing that they were "clear," "very well organized," and

“very communicative.”

**c. Recommendations:**

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

High Professional Performance  
 Needs Improvement

Standard Professional Performance  
 Unsatisfactory Performance

Comments:

**a. Classroom Observations and Course Materials:**

- Professor’s name here] wrote, “Course expectations and grading policies were clearly explained in the course syllabus. The course seemed to be very well organized with clear expectations, detailed grading rubrics, and outlined goals for the students. Students were assessed through a variety of methods including exams and through other assignments.”
- [Professor’s name here] agreed and observed that “assignments (reviews and discussions) had very clear grading. The exam instructions were clear and included a video that provided reminders, rubrics, breakdowns, and examples. It was very clear what students should expect on the exam, both in terms of what would be asked and what was expected of them in terms of grading.”
- [Professor’s name here] was unable to observe grading policies from the live web observation but noted the professor begins and ends each class with material reviews.

**b. Student Evaluations:**

- On the question regarding “clearly describes the course grading policy in the syllabus and other ways,” [professor’s name here] scored 4.00, 4.00, 4.00 and 4.00, with all but one student in agreement. On the question regarding “uses fair and clear criteria for grading,” [professor’s name here] scored 4.00, 4.00, 4.00, and 4.00 with all but two students in agreement. Students did not comment negatively on the grading, though some students suggested not only having a mid-term and final, and instead, adding smaller quizzes or assignments. Additionally, they asked that material be made available sooner. One student wrote, “They were very detailed in giving instructions.” Other students wrote the professor set “clear expectations for the class.”

**c. Recommendations:**

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

High Professional Performance  
 Needs Improvement

Standard Professional Performance  
 Unsatisfactory Performance

Comments:

**a. Classroom Observations:**

- Beyond what is mentioned above, in terms of clarity regarding their expectations, no observer was able to view graded work nor determine the promptness of return.

**b. Student Evaluations:**

- On the question, regarding “grades tests and assignments in a reasonably prompt manner,” [professor’s name here] scored 4.00, 4.00, 4.00, and 4.00, with all but one student in agreement. Students did not comment on the promptness of grading and seem to have no negative feelings about it. One student wrote, “they grade quickly and give feedback.”

**c. Recommendations:**

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

High Professional Performance  
 Needs Improvement

Standard Professional Performance  
 Unsatisfactory Performance

Comments:

**a. Student Evaluations:**

- Based on the scores presented above, students seemed to approve of the course expectations. There were no negative student comments regarding course content or learning outcomes.

**b. Course Materials and Course Outline of Record:**

- Based on [professor’s name here] syllabus, not only were appropriate SLOs listed, but the professor also explained to students how each assessment and activity contributed to achieving each learning outcome.

**c. Recommendations:**

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:**

- [Professor’s name here] has been very active in their professional development. Fall 2023 they attended senate and department meetings and co-hosted the department’s Speech Showcase. Spring 2022, [professor’s name here] attended several professional development sessions as well. For 2022, they have 72 hours of professional development. Of these hours, approximately 12 have been completed for the 2022-23 academic year.

**b. Self -Evaluation Form:**

- [Professor’s name here] participated in various training and conferences to better their own work at Palomar College, particularly as it relates to better understanding and serving students. [write specifics from self-evaluation form as it relates to serving students].

**c. Recommendations:**

11. The professor demonstrates commitment to the college and to education by service to the college. Spring 2020 “VP revision.” Approved by: TERB April 2020, PFF May 2020, and District September 2020.



- |  |  |
|--|--|
| <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:**

- As stated above, [professor's name here] is on track to fulfill their professional development hours. Last year they attended twice as many hours as required.

**b. Self-Evaluation Form:**

- [Professor's name here], in their self-evaluation, noted [add specific details from the self-evaluation form].

**c. Recommendations:**

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:                     

Comments (if the response is negative, comments are required):

**a. Professional Development Contract:**

- [Professor's name here] continues to attend Professional Development and is on track to complete their required hours for the 2022-23 academic year.

**b. Institutional Service:**

- [Professor's name here] has demonstrated continued institutional service. [write details about the professor's institutional service].

**c. Self-Evaluation Form:**

- As discussed above, [professor's name here] has demonstrated a strong commitment to Palomar College, completing and exceeding professional development and service contractual requirements.

**d. Letter from the Department Chair:**

- [Professor's name here, in their Department Chair letter to the TEC, [write specifics from the department chair letter].

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:

[Professor's name here is professional and dependable as a colleague. They are very kind and welcoming to everyone and add positivity to the department. They are communicative and always willing to help and support the department and their colleagues.

**a. Letter from Department Chair:**

- [Professor's name here wrote, [add specifics from the department chair letter].

**b. Professional Development Contract:**

- [Professor's name here] attends all department-wide meetings and has also attended division and senate meetings.

**c. Institutional Service:**

- [Professor's name here] supports our department as the lead in their discipline.

**d. Recommendations:**

**13. Summary Comments and Recommendations (required):**

We are impressed with the improvements [professor's name here] has made over the past year. Students continue to enjoy and benefit from their classes. Their enthusiasm, willingness to support students, and course organization once again rise to the top in student comments. As a colleague, [professor's name here] continues to be gracious, kind, and communicative. Their continued efforts outside of the classroom with organizing events on campus and working to support Palomar's Hispanic student population are evident and appreciated. [Professor's name here] holds strong content knowledge and acts as the discipline lead in our department. We recommend [professor's name here].

**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*

Spring 2020 "VP revision." Approved by: TERB April 2020, PFF May 2020, and District September 2020.

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

Date: \_\_\_\_\_

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

Date: \_\_\_\_\_

**Administrative Signatures**

My signature acknowledges that I have reviewed the materials.

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

Date: \_\_\_\_\_

My signature acknowledges that I have reviewed the materials.

Vice President: \_\_\_\_\_  
(print name): \_\_\_\_\_

Date: \_\_\_\_\_

**Evaluation Meeting Confirmation:**

Length of Meeting with Evaluatee: \_\_\_\_\_

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

Date: \_\_\_\_\_

**TERB Coordinator Signature**

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

Date: \_\_\_\_\_

