

Guidelines For Developing A Faculty Evaluation Process

Although the collective bargaining agent has the primary role in evaluation, the Senate has a consultative role in the process. This document will provide some suggestions which a local senate may wish to consider when consulting with the collective bargaining agent on this issue. Since the style will vary from college to college, the models presented here are meant to encourage and stimulate interest in evaluation on the individual campuses. Nothing in this document shall be construed to impinge upon the due process rights of faculty, nor detract from any negotiated agreements between collective bargaining agents and the districts. Faculty evaluation is both a process and a result: a way to determine goals, to appraise the processes for reaching them and to assess the extent to which they have been met.

The Academic Senate encourages faculty evaluation to be done in a non-punitive, collegial atmosphere. Faculty evaluation is a complex process; no single source of data is adequate. The evaluation process should begin with a written self evaluation. This encourages discussion and goal setting, giving increased value to the process. The combined appraisals of students, colleagues, administrators, and faculty member's self assessment are required for reasonably reliable and valid judgments.

Purposes Of Evaluation

- * improvement of teaching and learning
- * retention/promotion
- * systematic and regular review
- * staff development
- * professional growth and development

As guidelines are developed, the purpose of the evaluation must remain clear. The information obtained from the evaluation may be used for any of the above purposes. For some purposes, such as tenure, the evaluation results are shared information; with others, such as professional growth or improvement of instruction, the information should remain confidential.

Guidelines

Evaluation procedures should be developed beforehand. This will give proper direction over the use of the evaluation process and the use of information obtained from its completion.

- * All evaluations of the instructor's professional activities should be conducted openly with the instructor's full knowledge and awareness.
- * Evaluations should include some review of previous evaluations.
- * Evaluation criteria should be determined prior to the start of the evaluation period.
- * The results of the evaluation measures should be communicated and discussed with the faculty member by the evaluator.
- * The person evaluated should have adequate opportunity to discuss the results of the evaluation measures with the evaluator.
- * An evaluation which states the need for improvement should be supported by specific written reasons for such comments and the written response of the evaluatee.
- * With the evaluation, there should be an institutional commitment to help faculty improve with an ongoing staff development program.

Self Evaluation

A good evaluation process begins with a written self evaluation. This should be based on previous evaluations and reflect continuity and reexamination of the goals. The faculty member being evaluated should examine the methods used for effective instruction, the strategies he or she uses

to remain current in the discipline, participation in extracurricular activities as well as required activities and any other pertinent factors related to employment.

Peer Evaluation

The purpose of a peer evaluation is to provide objective, professional assessment of the performance of role responsibilities, professional growth and extracurricular activities. The peer evaluator and evaluatee should meet to discuss the written self study and to decide how to conduct the remaining portions of the evaluation process.

In order to assess how the faculty member is performing his or her responsibilities, the goals, objectives, implementation strategies and follow-up activities need to be discussed beforehand.

One method of evaluating teaching effectiveness is classroom visitation. The following guidelines should be considered when using this method of evaluation.

- * The faculty member should be consulted before the evaluation to establish the appropriate times for visits.
- * The faculty member should supply supportive material that will be helpful, i.e. course outline or handouts.
- * The evaluator stays for the instructional hour.
- * The evaluator meets with the faculty member following the completion of the agreed upon measures of evaluation.
- * The faculty member receives a copy of the evaluation.

An alternative to a classroom visit is a videotaped classroom presentation. For counselors and librarians, parallel activities would be the observation of a counseling activity or reference interview. In addition, other activities should be examined including committee work, professional articles, performances, leadership in professional organizations and volunteer community activities.

Some suggestions for the peer evaluator include:

- * Keep in mind that teaching styles may vary but remain very effective.
- * Observe the total experience.
- * Make criticism constructive by citing concrete examples of a behavior followed by a rationale and specific suggestions for change.
- * Use an observation format that is consistent within the department.

It is also suggested that these resources for evaluation be provided:

- * Training for peer evaluators.
- * Provision for continuance of the evaluator's class.

Administrator Evaluation

Administrators offer a different perspective on the faculty member being evaluated. They should be consulted for information that will contribute to the evaluation in the area of their expertise. Usually quality of service in the discipline is best left to the faculty in the discipline. Administrators are generally best equipped to evaluate the faculty member's service to the broader campus goals and off-campus professional activities.

Student Evaluation

To quote from Classroom Assessment Techniques: "The quality of student learning is directly--although not exclusively--related to the quality of classroom teaching. Teachers need to receive specific comprehensible feedback on the extent to which they are achieving their goals and objectives."

As a result, the student can give insights into teaching effectiveness. A student evaluation should be conducted in one or more classes with the anonymity of the students being protected. Information of value to the faculty member should be summarized by the faculty member for

inclusion in the final evaluation report.

Summary

To be effective, the purpose of the evaluation needs to be clearly identified; procedures should be jointly established at the start of the process and include input from the self evaluation, peer evaluation, administrator evaluation and student evaluation. Opportunity for discussion and written response to the evaluation measures should be included.

References:

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- Cross, K. Patricia & Angelo, Thomas A. *Classroom Assessment Techniques: A Handbook for Faculty*. National Center for Research to Improve Postsecondary Teaching and Learning, 1988.
- Goodwin, Harold I. *Faculty and Administrator Evaluation*. Morgantown, West Virginia: Dept. of Educational Administration, College of Human Resources and Education, West Virginia University, 1988.
- Gunn, Bruce. *A Participative Management Evaluation System for Appraising Faculty Performance*. Chula Vista, Calif.: Project Innovation, 1985.
- Miller, Richard I. *Developing Programs for Faculty Evaluation*. San Francisco: Jossey—Bass, 1974.
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EXAMPLES OF PEER, SELF, ADMINISTRATIVE AND STUDENT EVALUATIONS

Classroom Visitation Appraisal

Teacher _____ Course _____

Term _____ Academic Year _____

Visitor _____ Title _____

The following appraisal form contains 12 questions, many of which are found on the student appraisal of teaching form. In addition, you may want to develop a narrative description of your visitation.

Directions:

Rate teaching on each item, giving the highest scores for unusually effective performances.

Highest			Average			Lowest	Don't Know
7	6	5	4	3	2	1	X

- ____ 1. Were the major objectives of the course made clear to you?
- ____ 2. How well was the class presentation planned and organized?
- ____ 3. Were important ideas clearly explained?
- ____ 4. How would you judge the professor's mastery of the course content?
- ____ 5. Was class time well used?
- ____ 6. Did the professor encourage critical thinking and analysis?
- ____ 7. Do you believe the professor encouraged relevant student improvement in the class?
- ____ 8. How did the professor react to student viewpoints different from his own?
- ____ 9. How would you describe the attitude of students in the class toward the professor?
- ____ 10. Do you believe that your visitation was at a time when you were able to fairly judge the nature and tenor of the teaching-learning process?
- ____ 11. Considering the previous 10 items, how would you rate this teacher in comparison to others in the department?
- ____ 12. As compared with others in the institution?
- ____ 13.
- ____ 14.

____ Composite rating

Yes ____ No ____ Did you have a preliminary conference with the teacher before the visitation?

Yes ____ No ____ Did you have a follow-up conference?

Comments after class visitation: _____

Comments after follow-up conference: _____

From Changing Practices in Faculty Evaluation, Peter Selden

Report of Classroom Observation

Instructor: _____ Course: _____

Number of students present: _____ Date: _____

Observer(s): _____

INSTRUCTIONS: Several days prior to the classroom observation, the instructor should provide the observer(s) with a copy of the course syllabus containing course objectives, content, and organization. The instructor should explain to the observer(s) the instructional goals and methods of accomplishing them for the class that will be observed.

Within three days after the visit, the observer(s) should meet with the instructor to discuss observations and conclusions.

Please use the reverse side of this page to elaborate on your comments.

1. Describe the lesson taught, including the subject, objectives, and methods used.
2. Describe the instructor's teaching as it relates to content mastery, breadth, and depth.
3. How well organized and clear is the presentation?
4. How appropriate were the teaching techniques used for the instructor's goals for this class?
5. Describe the level of student interest and participation.
6. What are the instructor's major strengths? Weaknesses?
7. What specific recommendations would you make to improve the instructor's teaching in this class?

from Changing Practices in Faculty Evaluation Peter Selden

Classroom Observation Report

Instructor evaluated: _____ Course: _____

Number of students present: _____ Date: _____

Evaluator: _____

Purpose: The purpose of this classroom observation is (1) to provide a data base for more accurate and equitable decisions on tenure, promotion, and merit increase and (2) to improve faculty performance.

Instructions: Please consider each item carefully and assign the highest score only for unusually effective performance.

Questions 12 and 13 have been deliberately left blank. You and the instructor being evaluated are encouraged to add your own items.

Each instructor should be observed on two occasions, and the observer(s) should remain in the classroom for the full class period.

It is suggested that the observer(s) arrange a previsit and postvisit meeting with the instructor.

Highest		Satisfactory		Lowest	Not Applicable
5	4	3	2	1	n/a

- ___ 1. Defines objectives for the class presentation.
- ___ 2. Effectively organizes learning situations to meet the objectives of the class presentation.
- ___ 3. Uses instructional methods encouraging relevant student participation in the learning process.
- ___ 4. Uses class time effectively.
- ___ 5. Demonstrates enthusiasm for the subject matter.
- ___ 6. Communicates clearly and effectively to the level
- ___ 7. Explains important ideas simply and clearly.
- ___ 8. Demonstrates command of subject matter.
- ___ 9. Responds appropriately to student questions and
- ___ 10. Encourages critical thinking and analysis.
- ___ 11. Considering the previous items, how would you rate this instructor in comparison to others in the department?
- ___ 12.
- ___ 13.
- ___ 14. Overall rating

Would you recommend this instructor to students you are advising? (Please explain)

What specific suggestions would you make concerning how this particular class could have been improved?

Foothill College
Guidelines For Faculty Evaluation Of Faculty

Purpose of Faculty Evaluation of Tenure Candidate:

To assess strengths and to identify areas of improvement or growth for the faculty members being evaluated.

Procedure

- Make prior arrangements with instructor before observing the lecture or lab
- The number and timing of visits should be worked out between peer evaluators and the instructor being evaluated to assure an adequate evaluation with minimal disruption
- The evaluator and instructor should meet after the observation(s) for feedback and discussion (see Tenure Review Guidelines for timetable)
- Representative samples of student's work, copies of course outlines, green sheets, assignments, tests, and quizzes will be provided by the instructor to the peer evaluator
- These evaluations are confidential information which can only be shared with the instructor and Tenure Review Committee

Evaluation

Please evaluate teaching effectiveness, or performance of other professional duties for non-teachers, in typed, narrative form. The evaluation may include, but is not limited to, such areas as:

- Knowledge of subject
- Organization (course outline, testing methods, etc.)
- Delivery of material
- Basic communication skills
- Clarity of speech
- Rapport with students

Report

Submit to committee chair a written evaluation after the post-evaluation conference with the candidate. This is a confidential report; take precautions to assure its confidentiality.

De Anza College
Guidelines For Faculty Evaluation Of Faculty

Introduction

Evaluators are encouraged to use the appropriate criteria listed below for peer review of classroom instruction and instructional materials. Besides describing teaching strategies and instructional materials, comment on instructor's strengths and make specific recommendations for areas of improvement.

Procedure

- Make prior arrangements with the instructor before observing the lecture or lab.
- The number and timing of visits should be worked out between peer evaluators and instructor being evaluated to assure an adequate evaluation with minimal disruption.
- It is recommended that the evaluator and instructor meet after the observation(s) for feedback and discussion.
- Representative samples of student's work, copies of course outlines, green sheets, assignments, tests, and quizzes will be provided by the instructor to the peer evaluator.
- Peer evaluations are confidential information which can only be shared with the instructor and Tenure Review Committee or Professional Achievement Award Committee.

Instructor Objectives And Activities

- Did the teacher's objectives for the course fit in with the department and college curricula?
- To what extent did the instructor integrate the course with others that preceded it or that will follow it?
- What was the instructor trying to accomplish in the course and what techniques or strategies were used?
- Was there evidence of how well they worked?
- Were there outcomes or circumstances that would not be noticed in other evaluation data collected about the teacher?
- Was there responsiveness to the interests or needs of different kinds of students? What demonstrates this?

Textbooks. Handouts. Reading And Reference Lists. Syllabi

- Are they current and relevant?
- Are they at an appropriate level of difficulty?
- Do they mesh with the course outline, supplement lectures and enhance class discussions?

Assignments And Projects

- How do they fit into course objectives?
- Are they an attempt to challenge or stimulate students?
- Are assignments and projects coordinated with the syllabus materials?
- Are sample problems and reports adequately explained?
- Is there an emphasis on developing students' analytic or problem-solving skills?

Examinations And Grading

- Do exams assess a wide range of skills and knowledge?
- Are they used as teaching devices (for example, are wrong answers explained)?
- How are grades assigned - what standards are used? Are students aware of them?
- How do exams relate to course objectives?
- Is there evidence that students have attained desired objectives? What sort?
- Is there an effort to provide students with constructive feedback on their work? How does it occur?

Presentation Of Material

- Was the instructor enthusiastic?
- Did the instructor seem to enjoy teaching and have an interest in students?
- Did the instructor establish a positive learning environment? How?
- Did the instructor elicit participation from students? How?
- Was the material clearly introduced - Were facts and concepts clearly explained and were questions given clear and precise answers?
- Was there a smooth transition from topic to topic?
- Was there a clear outline of discussion apparent to you?
- Did the instructor offer occasional summaries?
- Was a link provided between the familiar and new material - was the next class session's topic introduced?
- Did the class session include useful examples and varying viewpoints?
- Did the presentation reflect current research in the field?

Overall

- Comment on the overall strengths of the instructor.
- Recommendations which will improve performance.

approved Academic Senate 11/2/87; Vice President Instr. 11/3/87

De Anza College
Faculty Evaluation Of Faculty Format

Quarter _____

Academic Year _____

Instructor _____

Class _____

Full time _____ Part time _____ Evaluator: _____

Please print

Date of Evaluation _____ Time _____ Length _____

Materials made available to
evaluator _____

Evaluators are encouraged to use the headings listed below for review of classroom instruction and instructional materials. Because the spaces do not allow adequate comment, attach additional sheets or simply use the same format for computer composition. Refer to the Guidelines For Faculty Evaluation Of Faculty for what each section should address.

Instructor Objectives And Activities

Textbooks, Handouts, Reading And Reference Lists, Syllabi

Assignments And Projects

Examinations And Grading

Presentation Of Materials

Overall

Signature of Evaluator _____ Date _____
Signature of VP of Instruction _____ Date _____

I have read this evaluation and recognize that I have the privilege of attaching a comment and/or discussing it with the appropriate Dean if I so desire.

Signature of Instructor _____ Date _____

Name _____ Department _____ Date _____

1. In which area of your discipline do you consider yourself strongest?
2. What is your greatest strength as a teacher? Your greatest weakness?
3. If you could change one thing, what would you most like to change about your teaching?
4. Compared to others in your department, how do you assess your teaching performance?
5. What was your most important accomplishment as a faculty member in the past year?
6. Compared to others in your department, how do you assess that accomplishment?
7. Compared to others in your department, how do you assess your research and publication activity? Your contribution to the institution? To the community?
8. Considering your answers to the previous questions, how do you assess your overall performance as a faculty member in your department?

from Changing Practices in Faculty Evaluation Peter Selden

Evaluation Procedure

Contract Faculty will complete required two year evaluations according to the following procedure.

- A. Self Evaluation
Each evaluatee shall complete a self evaluation report on a form drafted by a Division Committee. The report shall address such factors as strategies for remaining current in the discipline, participation in extracurricular activities, degree of compliance with required activities, strategies for effective instruction, etc.
- B. Professional Seminar
In January of the year an evaluation is due, all evaluatees and evaluators shall meet for purposes of sharing effective instructional techniques, materials and problem solving strategies. Other Division faculty, including part-time, will be invited to participate in the seminar.
- C. Student Evaluation
Each evaluatee shall conduct a student evaluation in at least two of their courses during the evaluation year. The evaluation shall be conducted in a manner to protect the anonymity of the students.
- D. Other Activities
Other evaluation activities may be included at the request of the evaluatee. These may include classroom visitations.
- E. Final Evaluation Report
The appointed evaluator shall complete the District evaluation report based on the above activities.

from Chaffey College

SELF EVALUATION GUIDELINES

Note: The following information may be presented in written or oral form to assigned evaluator.

YOUR NAME

DATE

1. Please indicate the courses you normally teach in an academic year.
2. Please list and evaluate the objectives of the courses you teach.
3. How have you recently extended your expertise in your discipline?
How have you been able to incorporate this new knowledge into the teaching of the subjects listed above?
4. What methods of classroom instruction are you currently using? What teaching techniques have you found to be successful?
How do these methods of instruction help the students to learn?
5. What kinds of readings do you assign and what is your purpose in assigning them?
6. How do you evaluate student progress in your courses? What tests or other measures do you offer?
What are their advantages or disadvantages?
7. What kinds of writing assignments are required of the students in your courses? By what criteria do you grade student writing assignments?
8. Evaluate your interaction with students. How do you encourage communication in and out of the classroom?
9. Specify the extent to which you are involved in divisional activities, college affairs other than teaching, or other relevant professional activities. Assess your contribution to the activities in which you participate.
10. What specific steps do you plan to take to improve your teaching?
from Chaffey College

Foothill College

Faculty Self Evaluation Sheet

Purpose of Self Evaluation:

To assess strengths and to identify areas of improvement or growth for the faculty member being tenured.

Please evaluate your effectiveness in your teaching or other professional duties in a typed, narrative form. The evaluation may include, but is not limited to the following areas:

1. What do you do most effectively in your teaching? (If non-teaching faculty, in your professional responsibilities?)
2. What do you do to improve your teaching? (If non-teaching faculty, what would you do to improve your professional skills?)
3. What is your professional involvement outside your classroom, or, if non-teaching faculty, outside your regular responsibilities? How do you evaluate your involvement?

De Anza College

Faculty Self Evaluation Sheet

As with the other types of evaluation, the principle aims of self evaluation are the recognition of excellence and the periodic assessment of strengths and weaknesses (with its accompanying opportunity to plan for improvement.) If evaluations are to achieve the goal of providing for improvement, they must be approached in a positive manner.

Especially important to the evaluation process is the kind of constructive introspection that can make important differences in the way we engage students and subject matter.

In order to promote candor and independence in evaluations, your remarks are requested to be submitted after the peer, student, and administrative evaluations have been completed. Questions: (The following are all phrased to cover a broad range of possible responses based on what an individual's responsibilities are. Therefore, you may need to do a certain amount of translating to your own specific situation. If, however, there are any that really do not pertain to you, please explain briefly why they do not.)

1. Choose some important aspect of your work and describe what you have tried to accomplish and techniques and/or strategies you have used.
2. Describe how your work relates to the work of colleagues in your area?
3. Discuss how you deal with the diverse skill levels and cultural backgrounds found among students?
4. If it is important for materials in your area to be current, how do you ensure this?
5. Do you have a means of measuring the difficulty of materials against the entry level abilities of students?
6. Please describe in some detail your purposes in typical assignments and projects & their relationship with other activities.
7.
 - a. What are the purposes of exams you give?
 - b. Describe the relationship between the impact of exams on a student's grade and the total range of activities and goals of a typical course.
8. Describe in some detail your approach to the presentation of information (instructional methodologies) and ideas and what you assess your strengths and weaknesses in this area to be.

De Anza College

Guidelines For Administrative Instructional Evaluation

Introduction

Evaluators are encouraged to use the criteria listed below for administrative review of classroom instruction and instructional materials. Besides describing teaching strategies and instructional materials, comment on instructors' strengths and make specific recommendations for areas of improvement.

Procedure

- Discuss coming visit with the instructor before observing the lecture or lab.
- The number and timing of visit(s) should be worked out between evaluator and instructor being evaluated to assure an adequate evaluation with minimal disruption.
- Evaluator and instructor meet after the observation(s) to give feedback.
- Obtain copies of course outlines, assignments, tests, quizzes, and samples of students' work from the instructor.
- Share evaluations only with the instructor and the Tenure Review or Professional Achievement Award Committees.

Instructor Objectives And Activities

- What was the instructor trying to accomplish in the course and what techniques or strategies were used?
- What evidence shows how well they worked?
- Were there outcomes that would not be noticed in other evaluation data collected about the teacher?
- Did the teacher's objectives for the course fit in with the curricula?
- To what extent did the instructor integrate the course with others that preceded it or that will follow it?
- Is there responsiveness to the interests or needs of different kinds of students? What demonstrates this? (e.g., listening to student's questions and responding in an informative and supportive manner).

Textbooks. Handouts. Reading And Reference Lists. Syllabi

- Are they current and relevant?
- Are they at an appropriate level of difficulty and challenge for the class?
- Do they fit in with the course outline, supplement lectures and class discussions

Assignments And Projects

- How do they fit into course objectives?
- Are they an attempt to challenge or stimulate students intellectually?
- Are assignments and projects coordinated with the rest of the syllabus materials?
- Are sample problems and lab reports adequately presented to broaden the students?
- Is there an emphasis on developing students' analytic or problem-solving skills?
- How good is the quality of student projects and reports?

Examination And Grading

- Do exams assess a wide range of skills and knowledge?
- Are they used as teaching devices (for example, are wrong answers explained)?
- How are grades assigned - what standards are used? Are students aware of them?
- How do exams relate to course objectives? Do exams measure class presentations and assigned class materials?
- Is there evidence that most students have attained desired objectives? What sort?
- Is there an effort to provide students with constructive feedback on their work? How does it occur?

Presentation Of Material

- Was the instructor enthusiastic - did he seem to enjoy teaching and have a genuine interest in students?
- Does the instructor establish a positive learning environment? How?
- Does the instructor elicit participation from students? How?
- Was there clear introduction of material - Was the instructor able to explain facts and concepts clearly and answer questions precisely?
- Was there a smooth transition from topic to topic?
- Was there clear outline of discussion apparent?
- Did the instructor offer occasional summaries?
- Was a link provided between the familiar and new material - was the next day's topic introduced?
- Did the class session include useful examples and varying viewpoints?
- Did the instructor's presentation reflect current research in the field?

Professional Considerations

- Does the instructor make him/herself available to students?
- Does the instructor handle forms and records clearly, completely, and in a timely manner?
- Does the instructor contribute positively and substantially to the work of the department, the division, and the college?
- Is the instructor pursuing professional development? How is this accomplished? Is there a plan or program?

Overall

- Specific strong points
- Specific weak points
- Recommendations which will improve instruction

approved by: Academic Senate November 2, 1987

approved by: Barbara Reid, Vice President of Instruction November 3, 1987

De Anza College

Administrative Instructional Evaluation Format

Quarter _____ Academic Year _____

Instructor _____ Class _____

Full time _____ Part time _____ Evaluator: _____

Date of Evaluation _____ Time _____ Length _____

Materials made available to
evaluator _____

Evaluators are encouraged to use the headings listed below for administrative review of classroom instruction and instructional materials. Because the spaces do not allow adequate comment, attach additional sheets or simply use the format for computer composition. Refer to the Administrative Instructional Evaluation Guidelines for what each section should address.

Instructor Objectives And Activities

Textbooks, Handouts, Reading And Reference Lists, Syllabi

Assignments And Projects

Examinations And Grading

Presentation Of Materials

Professional Considerations

Overall

Signature of Evaluator _____ Date _____

Signature of VP Instruction _____ Date _____

I have read this evaluation and recognize that I have the privilege of attaching a comment and/or discussing it with the appropriate dean if I so desire.

Signature of Instructor _____ Date _____

Foothill College
Classroom Instruction Evaluation Sheet
Certificated Personnel Evaluation

Quarter _____ Academic Year _____

Instructor _____ Class _____

Years of teaching experience at Foothill _____ (first, second, third, or total)

Full time _____ Part time _____ Evaluator: _____

Date of Evaluation: _____ Time: _____ Length: _____

Purpose and guidelines for faculty evaluation

1. Planning for Instruction: (e.g., planned relationship between class meeting, outline, activities related to purpose, assignment)

2. Instructional ability in class: (e.g., mastery of subject, methods, illustrations, appropriate to course and lesson, purposes, pace, focused discussions involving whole class, instructor's manner, student reactions)

3. Administrator's summary statement:

Date _____ Name of Evaluator (please print) _____

Signature of evaluator _____

Date _____ Signature of Dean of Instruction _____

Instructor's Comments:

I have read this report and recognize that I have the privilege of discussing it with the President if I so desire.

Date _____ Signature of Instructor _____

For Office use Only:

Copy to Instructor _____ Update HRS _____ Pay – Yes _____ No _____

Copy to division _____ Update XT _____ To Payroll _____

Written Evaluation:

26. What particular aspect(s) of this course did you like?
27. What specific things do you feel the instructor might do to improve the teaching of this course?
28. Please make any additional comments or suggestions about this course and/or this instructor.

From Foothill College