

CITRUS COMMUNITY COLLEGE DISTRICT HUMAN RESOURCES

AP 7203 Evaluation: Full-Time Faculty¹

References: Education Code Sections 87610.1, 87663, and 87664

I. INTRODUCTION

The evaluation process is designed to promote professionalism, enhance performance and be closely linked with staff development efforts. The evaluation process should be effective in yielding a genuinely useful and substantive assessment of performance. Among other things, this requires an articulation of clear, relevant criteria on which evaluations will be based.

The principal purposes of the evaluation process are to recognize and acknowledge good performance, to enhance satisfactory performance, to help employees who are performing satisfactorily further their own growth, to identify weak performance, to assist employees in achieving needed improvement and to document unsatisfactory performance.

Participants in the evaluation process must be sensitive to the diversity of California and the community served by the District.

A faculty member's students, administrators, and peers should all contribute to his or her evaluation, but the faculty should play a central role in the evaluation process and, together with appropriate administrators, assume principal responsibility for the effectiveness of the process.

This Administrative Procedure supersedes any previous policies, procedures, and/or other documents related to faculty evaluation.

II. DEFINITIONS

Regular Faculty: A tenured faculty member.

Contract Faculty: A probationary (non-tenured) faculty member who will serve a four year probationary period, commencing with the fall term of

¹ In the event that the discussions of the current committee exploring the development of a department chair model leads to the establishment of department chairs with responsibility concerning the evaluation of full-time faculty, this Board Policy and Administrative Procedure will be modified to reflect the established role for department chairs.

the first academic year in which the Contract Faculty Member serves at least seventy-five (75%) percent of the days considered a full-time assignment. A first year contract faculty member serves under a one-year contract; a second year contract faculty member serves under a second one-year contract and; a third year contract faculty member serves under a two-year contract completing the third and fourth years of the probationary period.

Preparation: A preparation is defined as a course with a distinct name, course number, and delivery method (e.g.: distance education, learning communities).

III. EVALUATION CRITERIA: REGULAR AND CONTRACT FACULTY

The following eleven criteria are intended to delineate common areas of performance to be evaluated during both regular and contract faculty member evaluations. The criteria are not all inclusive, and are not intended to eliminate from consideration alternate standards of performance common to the profession.

These criteria will be most helpful if they are used as a basis for diagnosis and dialogue rather than as a basis for a judgment. The behavioral descriptions under each criterion are only examples. Evaluation teams that believe other behaviors are necessary for a particular area are encouraged to establish these with the evaluatee at the beginning of the process.

Faculty whose primary assignment is not in the classroom, should work with their evaluation teams in adapting these criteria to their professional responsibilities.

1. Skill in Establishing Rapport/Trust

Effective faculty members create an environment of tolerance and trust in which students can gain the most information for their academic, career or life decisions.

- Responds appropriately to student requests/concerns.
- Demonstrates respect for students (active listening, respecting confidentiality).
- Is consistently available to meet with students during office hours or alternate times.
- Is aware of need to make referrals when advising is beyond scope of instructor.

2. Classroom Management Skills

Effective faculty members are able to guide class exercises and discussions using a combination of techniques while maintaining control of the class.

- Maintains control of the class.
- Maintains the lesson plan and instructional objectives while in class (controls distractions).
- Is available and willing to assist students when they work independently.
- Stimulates discussion through questions and/or small group activities.

3. Application of Learning Theory

Effective faculty members are aware of, and apply, learning theory in the design and delivery of course content. They may use a variety of teaching methods and classroom aids to maximize student learning.

- Creates a coherent framework that effectively guides the student through the content of the course.
- Illustrates key learning points.
- Employs teaching methods appropriate to individual differences.

4. Evaluation Skills

Effective faculty members provide students with opportunities both in and out of class to measure their progress.

- Provides a variety of opportunities to measure student progress.
- Is sensitive to students' self-esteem when evaluating their progress.
- Clarifies learning goals and establishes specific criteria for final grades, which are distributed to students at the beginning of the course as part of the Faculty Member's course syllabus.
- Clarifies the students' responsibilities for learning.

5. Skill in Managing Time

Effective faculty members use time efficiently. This may mean adjusting the lesson quickly, promptly resolving student disruptions or distractions, or using an involving technique when student interest wanes. Effective faculty organize activities and time prior to arrival.

- Uses the full time allowed for class.
- Manages activities to make the best use of time for student learning.
- Paces content and maintains student interest.

6. Skill in Creating the Learning Environment

Effective faculty members establish and maintain the correct psychological and physical learning environment from the outset of the course.

- Specifies course expectations during first class session as identified in the course syllabus and reinforces expectations throughout the semester.
- Sets and maintains high standards.

- Provides sufficient and appropriate learning resources.
- Is aware of need for appropriate physical environment

7. Adaptability and Flexibility

Effective faculty members are sensitive to the importance of the learning environment. They adapt to changes with a minimum of impact on their effectiveness. They are flexible enough to incorporate alternative teaching methods as needed.

- Can teach effectively in various settings.
- Uses current developments and student situations as learning opportunities.
- Maintains composure when confronted with unexpected circumstances.
- Clarifies concepts to facilitate student understanding.

8. Subject Area Knowledge and Continued Professional Growth

Effective faculty members stay current in their discipline through reading, continuing formal education, seminars, professional organizations, etc. They realize the need to update their knowledge base.

- Answers students' questions related to planned content.
- Is willing to bring additional information to next class.
- Is aware of current developments in subject area.
- Reads pertinent professional publications.

9. Course Conceptualization and Integration

Effective faculty members have a conceptual understanding of the positioning of their class inside the general curriculum and are able to integrate their course content to maximize student learning.

- Displays understanding of how course content fits into overall curriculum.
- Maintains awareness of courses preceding and following current course.
- Initiates curriculum changes to integrate course more effectively.
- Maintains standards consistent with equivalent courses.

10. Presentation Skills

Effective faculty members are competent presenters. They have acquired the basics of public speaking, which allow them to maximize the delivery of content. They present material in an interesting, informative manner.

- Avoids jargon or technical terms that students do not understand.
- Uses appropriate delivery skills (eye contact, gesture, body motion).
- Uses appropriate verbal skills (volume, tone, inflection).

11. Respect for Colleagues and the Teaching Profession

Effective faculty members are involved in department affairs. This involvement gives faculty a broader perspective on curriculum design and allows them to develop collegial relationships.

- Attends staff development activities and department meetings as appropriate.
- Assists in curriculum/program development, program review, and evaluation.
- Uses department resources wisely.
- Responds on time to administrative requirements (attendance, grades, ordering supplies).
- Serves on department and college-wide committees.
- Takes a role in long-range planning.
- Acts in accordance with ethics of the profession.

IV. EVALUATION PROCESS: CONTRACT FACULTY (YEARS 1, 2, AND 3/4)

Contract faculty shall be evaluated at least once during each year of probationary status. In the case of a contract faculty member hired initially in a spring semester, the annual evaluation process will commence in the succeeding fall semester.

Contract faculty evaluation is an extension of the hiring process during which contract faculty are integrated into the life of the college prior to becoming permanent faculty members of the college community. The decision to grant tenure is as important as the initial employment decision.

a) Contract Faculty Evaluation Committee

The evaluation committee for a contract faculty member shall consist of two (2) tenured faculty members and the Faculty Member's Dean, or the Dean's designee. The two (2) faculty members shall preferably be selected from the Contract Faculty Member's subject area, or if that is not possible, from a closely related discipline. The Contract Faculty Member shall select one member of his/her evaluation committee, and the Dean, or the Dean's designee, shall select the second member of the Evaluation Committee. The evaluation committee selected during the Contract Faculty Member's first contract shall, to the extent it is possible, serve as the Evaluation Committee for each evaluation during the Contract Faculty Member's probationary status. The Dean, or the Dean's designee, shall serve as chair of the Evaluation Committee. The committee chair shall be responsible for maintaining the evaluation file. At the conclusion of the evaluation process, the file shall be returned to Office of Human Resources.

b) Components of the Evaluation

The evaluation of contract faculty shall include: 1) professional growth/self-evaluation report; 2) student evaluation; 3) classroom or other appropriate observation; 4) committee member review; 5) an instructor portfolio consisting of course syllabi, examples of tests and class handouts for each preparation; and, 6) any other components mutually agreed to by the Faculty Member and his/her evaluation committee.

c) Evaluation Timelines

The following timelines are directive in nature and not mandatory, except to the extent that a contract faculty member's evaluation must be completed by no later than the end of the fall semester of each contract year.

1. Mid-September: Evaluation Committee Formation

The Dean of each department or area, in consultation with the Office of Human Resources shall ensure that an evaluation committee is formed for each first contract faculty member and still in place for second and third contract faculty members.

2. October 1: Initial Evaluation Conference

The Evaluation Committee shall meet with the Contract Faculty Member to review the timelines and procedure for the evaluation. The evaluation criteria and the forms used will be reviewed. The Contract Faculty Member shall provide the Evaluation Committee with his/her instructor portfolio. By the conclusion of this meeting a schedule for classroom observations, the date for student evaluations, and the due date for the Contract Faculty Member to submit his/her Professional Growth/Self-Evaluation Report shall be agreed upon and set.

3. November: Classroom Observations

The evaluation committee shall conduct at least three (3) classroom observations. The classroom observations should be of distinct preparations unless the Contract Faculty Member has an assignment consisting of fewer than three (3) preparations. In such case, observations of at least three (3) different classes should be conducted. If a contract faculty member is assigned a lab or clinical time, at least one (1) observation will include lab or clinical time. For non-classroom faculty, the observations may include counseling appointments or other visitation of the Contract Faculty Member during assigned time. The classroom observations shall be conducted during the time-period established during the initial evaluation conference. Observations will be for a minimum of forty

(40) minutes each. At the conclusion of an observation, the Evaluation Committee member is to complete the Faculty Observation Report Form.

4. Mid-November: Student Evaluations

By the end of the first week in November, the Office of Human Resources will provide each dean with student evaluation packets for each contract faculty member to be evaluated. By mid-November, the Dean will distribute the student evaluations consistent with departmental practice. The Contract Faculty Member being evaluated may not be present in the classroom while students are completing their evaluation. The student evaluations will be provided to the Contract Faculty Member at the end of the semester.

5. Early December: Evaluation Committee Meeting

The evaluation committee shall meet to review that all required forms have been completed, and that the Contract Faculty Member has provided the Evaluation Committee with his/her Professional Growth/Self-Evaluation Report. The evaluation committee, upon review of the entire evaluation file, shall prepare a final evaluation report utilizing the Contract Faculty Evaluation Summary Form.

In the event that the Evaluation Committee cannot reach a consensus as to the overall rating of the Contract Faculty Member, at least two (2) members of the Evaluation Committee must agree on the rating. Any member of the Evaluation Committee may submit a written report dissenting from the Contract Faculty Evaluation Summary prepared by the majority of the Evaluation Committee.

As part of the Contract Faculty Evaluation Summary, the Evaluation Committee shall:

- For a contract faculty member working under his/her first one-year contract or second one-year contract recommend to either: 1) not enter into a contract for the following academic year; 2) enter into a contract (one/two year) for the following academic year; or, 3) employ the Contract Faculty Member as a permanent employee for all subsequent academic years.
- For a contract faculty member completing the second year of his/her third contract (final year of probationary status) recommend either: 1) not employ the Contract Faculty Member as a permanent faculty member; or, 2) employ the Contract Faculty Member as a permanent (tenured) faculty member for all subsequent academic years.

6. Mid-December: Final Evaluation Conference

At the final evaluation conference, the Evaluation Committee shall review its evaluation and recommendations with the Contract Faculty Member. A copy of all evaluation reports will be provided to the Contract Faculty Member.

In the event that the Evaluation Committee recommends that the Contract Faculty Member's contract not be renewed or that the Contract Faculty Member not be employed as a permanent faculty member, the recommendation will be forwarded to the Superintendent/President who shall determine whether to forward the recommendation to the Board of Trustees for final action

In the event that the Evaluation Committee's recommendation is not unanimous, the Superintendent/President shall, along with his/her recommendation, forward to the Board of Trustees any dissenting report prepared by an evaluation committee member and a copy of the contract faculty's evaluation packet. The Board of Trustees shall make the final decision with respect to the forwarded recommendation(s).

A recommendation from the Evaluation Committee to enter into a new contract for the ensuing year or in the case of the final year of contract faculty member's third contract that the contract employee be employed as a permanent faculty member for all subsequent academic years, shall be forwarded to the Superintendent/President. The Superintendent/President shall forward the Evaluation Committee's recommendation and his/her recommendation to the Board of Trustees. The Board of Trustees shall make the final decision with respect to the forwarded recommendation.

In the event of a recommendation not to enter into a contract for the following year or not to employ the Contract Faculty Member as a permanent member of the faculty, the effected contract faculty member may file a grievance in accordance with Education Code Section 87610.1

If a contract faculty member is evaluated as "Needs Improvement" with a recommendation to employ the Contract Faculty Member for the following academic year, the Evaluation Committee and the Contract Faculty Member shall develop a written improvement plan. The plan must have identifiable objectives and include the timelines within which each objective is to be achieved. At the conclusion of the timelines included in the plan for improvement, the Contract Faculty Member shall submit to the Evaluation Committee a written report outlining the steps taken by the Contract Faculty Member in compliance with the plan for improvement. The improvement plan, will be included as part of the Contract Faculty Evaluation Summary

Form and will be part of the evaluation components for the Contract Faculty Member's next evaluation.

The chair will ensure that the evaluation file is sent to the Office of Human Resources.

V. EVALUATION PROCESS: REGULAR FACULTY

Regular faculty members shall be evaluated every third year unless there is a recommendation for further evaluation based on an "Unsatisfactory" evaluation.

a) Evaluation Committee

The composition of a regular faculty member's evaluation committee will be determined by the Regular Faculty Member, but should meet the following criteria:

1. There should be a maximum of two (2) faculty members and at least one academic administrator on a team. The faculty may include an additional academic administrator, faculty from another college, or faculty from another discipline.
2. All faculty members of a team shall be tenured.
3. If the Dean of the division in which the Faculty Member provides academic services is not selected to be a member of the Evaluation Committee, then:
 - a. The Dean will complete the Dean's Evaluation Form and submit it to the Evaluation Committee for their consideration and inclusion as an evaluation document.
 - b. The Faculty Member may submit a written response to the Dean's Evaluation Form to the Evaluation Committee for their consideration and inclusion as an evaluation document.
4. If the Faculty Member is not able to secure an academic administrator (other than his/her dean) to serve on his/her evaluation committee, the Faculty Member shall submit to the appropriate vice president a list of three academic administrators to serve on the Evaluation Committee. The Vice President shall select, from the list submitted, one academic administrator to serve on the Faculty Member's evaluation committee.

b) Components of the Evaluation

The evaluation of regular faculty shall include: 1) professional growth/self-evaluation form; 2) student evaluation; 3) classroom or other appropriate observation; 4) committee member review; 5) an instructor portfolio consisting of course syllabi, examples of tests, and class handouts for each preparation; and, 6) any other components mutually agreed to by the Faculty Member and his/her evaluation committee.

c) Evaluation Timelines

1. End of September

The Office of Human Resources will provide each dean with a list of regular faculty members to be evaluated in the spring semester.

2. End of Fall Semester

All regular faculty members to be evaluated in the spring will complete the formation of his/her evaluation committee.

3. March 1: Initial Evaluation Conference

The evaluation committee shall meet with the regular faculty member to review the timelines and procedure for the evaluation. The Evaluation Criteria and the forms used will be reviewed. The regular faculty member shall provide the Evaluation Committee with his/her instructor portfolio. By the conclusion of this meeting a schedule for classroom observations, the date for student evaluations, and the due date for the regular faculty member to submit his/her Professional Growth/Self-Evaluation Report shall be agreed upon and set.

4. April: Classroom Observations

The evaluation committee shall conduct at least three (3) classroom observations. The classroom observations should be of distinct preparations unless the regular faculty member has an assignment consisting of fewer than three (3) preparations. In such case, at least three (3) observations of different classes should be conducted. If a regular faculty member is assigned a lab or clinical time, at least one (1) observation will include lab or clinical time. For non-classroom faculty, the observations may include counseling appointments or other visitation of the regular faculty member during assigned time. The classroom observations shall be conducted during the time period established during the evaluation conference. Observations will be for a minimum of forty (40) minutes each. At the conclusion of an observation, the Evaluation Committee member is to complete the Faculty Observation Report Form.

5. Early April: Student Evaluations

By the end of the first week in April, the Office of Human Resources will provide each dean with student evaluation packets for each regular faculty member to be evaluated. By mid-April, the Dean will distribute the student evaluations consistent with departmental practice. The regular faculty member being evaluated may not be present in the classroom while students are completing their evaluation. The student evaluations will be provided to the regular faculty member at the end of the semester.

6. May 1: Evaluation Committee Meeting

The evaluation committee shall meet to review that all required forms have been completed and that the regular faculty member has provided the Evaluation Committee with his/her Professional Growth/Self-Evaluation Report. The evaluation committee, in review of the entire evaluation file shall prepare a final evaluation report utilizing the Regular Faculty Evaluation Summary Form.

In the event that the Evaluation Committee cannot reach a consensus as to the overall rating of the regular faculty member, at least two (2) members of the Evaluation Committee must agree on the rating. Any member of the Evaluation Committee may submit a written report dissenting from the Regular Faculty Evaluation Summary prepared by the majority of the Evaluation Committee.

7. Mid-May: Final Evaluation Conference

At the final evaluation conference, the Evaluation Committee shall review its evaluation and recommendations with the regular faculty member. A copy of all evaluation reports will be provided to the regular faculty member.

If a regular faculty member is evaluated as “Needs Improvement” the Faculty Member shall prepare a plan for improvement and submit it to the Evaluation Committee. The evaluation committee shall review the plan and either approve the plan as submitted or request the regular faculty member to modify the plan consistent with its direction. The plan must have identifiable objectives and include the timelines within which each objective is to be achieved. At the conclusion of the timelines included in the plan for improvement, the Faculty Member shall submit to the Evaluation Committee a written report outlining the steps taken by the Faculty Member in compliance with the plan for improvement. The plan for improvement will be attached to the evaluation summary and will be used as part of the next regular evaluation of the Faculty Member.

If a regular faculty member is evaluated as “Unsatisfactory”, the Faculty Member shall prepare a plan for improvement and submit it to the

Evaluation Committee. The evaluation committee shall review the plan and either approve the plan as submitted or request the Faculty Member to modify the plan consistent with its direction. The plan must have identifiable objectives and include the timelines within which each objective is to be achieved. At the conclusion of the timelines included in the plan for improvement, the regular faculty member shall submit to the Evaluation Committee a written report outlining the steps taken by the Faculty Member in compliance with the plan for improvement. The plan for improvement shall be attached to the evaluation summary. The regular faculty member shall be evaluated the following spring semester consistent with the guidelines for the evaluation of a faculty member and shall also include under "Components of Evaluation" the plan for improvement.

At the conclusion of this meeting, the chair will ensure that the evaluation file is sent to the Office of Human Resources.

In the event there is a disagreement between a regular employee and the District concerning the evaluation process, the disagreement(s) may be addressed as a grievance under the contractual grievance procedure set forth in the current bargaining agreement between the District and the Association.

VI. SPECIAL PROVISIONS FOR FACULTY TEACHING DISTANCE EDUCATION

In addition to the evaluation process set forth above, in the event that a contract or regular faculty member teaches distance education courses, the following provisions will apply:

- a) At least one (1) on-line class will be observed. The observation team will consist of one (1) evaluation committee member and the distance education faculty coordinator. The distance education faculty coordinator, unless a member of the Evaluation Committee, will have only an advisory role. The observation will include review of the online content, the navigability of the course site and student evaluation for the particular class.
- b) Student evaluations will be completed on a form specifically designed for distance education courses.
- c) The online class may be used as one of the preparations for the required observations.

VII. EVALUATION FORMS

The following forms are included as part of this Administrative Procedure:

- Contract Faculty Evaluation Forms
- Regular Faculty Evaluation Forms

These evaluation forms are the only versions approved for use, and shall not be altered or modified without authorization.

- Form 1 – Faculty Observation – Instruction
- Form 2 – Faculty Observation – Counselors
- Form 3 – Faculty Observation – Librarian
- Form 4 – Faculty Observation – College Nurse
- Form 5 – Regular Faculty (Tenured) Evaluation Summary
- Form 6 – Contract Faculty (Non-Tenured) Evaluation Summary
- Form 7 – Professional Growth and Self-Evaluation Report
- Form 8 – Classroom Instruction Evaluation
- Form 9 – Student Evaluation of Counselor
- Form 10 – Student Evaluation of College Nurse
- Form 11 – Student Evaluation of Librarian
- Form 12 – Deans Evaluation Form

Board Approved 07/21/11



FACULTY OBSERVATION REPORT – INSTRUCTION

FACULTY MEMBER _____ DEPARTMENT _____

TERM _____ YEAR _____ COURSE _____

DAY/TIME _____ NUMBER OF STUDENTS PRESENT _____

TEAM MEMBER _____ DEPARTMENT _____

Did you have a preliminary conference with faculty member before visitation? Yes () No ()

Did the faculty member provide his/her portfolio for your review? Yes () No ()

Do you believe that your visit was at a time when you were able to fairly judge the nature of the teaching/learning process? Yes () No ()

In addition to completing this Observation Report, please be prepared to comment on your observations in the Final Evaluation Conference with the faculty member and other members of the team.

1. What are the strengths of this person's role as a teacher and faculty member?

2. What are the ways this instructor could improve his/her role as a teacher and faculty member?

3. Provide an overall assessment of the student evaluations.

4. Provide an overall assessment of the professional growth activities.

Team Member's Signature

Date

Comments of Faculty Member, if any:

Faculty Member's Signature

Date

This is a confidential document. Please take extra precautions to assure its confidentiality.

Please comment fully and specifically on any criterion marked Generally Disagree or Strongly Disagree. Mark N/A if not applicable or not observed.

This Faculty Member:	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree	N/A
1. responds appropriately to questions and comments					
2. listens and communicates effectively					
3. maintains control of the class					
4. stimulates discussion through questions and small group activities; encourages questions and discussion					
5. illustrates key learning points & explains the material clearly					
6. uses a variety of teaching methods and classroom aids					
7. provides a variety of opportunities to measure student progress					
8. clarifies learning goals and criteria for final grades in course syllabus					
9. paces content and maintains student interest					
10. manages activities to make the best use of time for student learning					
11. provides sufficient and appropriate learning resources					
12. specifies course expectations in course syllabus					
13. maintains composure when confronted with unexpected circumstances					
14. checks to see if students understand material; stresses understanding as well as facts					
15. is current in the discipline and has kept the course content updated					
16. is willing to bring additional information to the next class					
17. initiates curriculum changes to keep the course effective					
18. maintains standards consistent with equivalent courses					
19. uses appropriate eye contact, gestures, and body language					
20. uses appropriate volume, tone, and inflection					
21. participates in department activities as appropriate; serves on department and college-wide committees					
22. responds on time to attendance, grades & ordering schedule					



FACULTY OBSERVATION REPORT - COUNSELOR

FACULTY MEMBER _____ DEPARTMENT _____

TERM _____ YEAR _____ COURSE _____

DAY/TIME _____ NUMBER OF STUDENTS PRESENT _____

TEAM MEMBER _____ DEPARTMENT _____

Did you have a preliminary conference with faculty member before visitation? Yes () No ()

Did the faculty member provide his/her portfolio for your review? Yes () No ()

Do you believe that your visit was at a time when you were able to fairly judge the nature of the teaching/learning process? Yes () No ()

In addition to completing this Observation Report, please be prepared to comment on your observations in the Final Evaluation Conference with the faculty member and other members of the team.

1. What are the strengths of this person's role as a counselor and faculty member?

2. What are the weaknesses of this person's role as a counselor and faculty member?

3. Provide an overall assessment of the student evaluations.

4. Provide an overall assessment of the professional growth activities.

Team Member's Signature

Date

Comments of Faculty Member, if any:

Faculty Member's Signature

Date

This is a confidential document. Please take extra precautions to assure its confidentiality.

Please comment fully and specifically on any criterion marked Generally Disagree or Strongly Disagree. Mark N/A if not applicable or not observed.

This Faculty Member:	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree	N/A
1. responds appropriately to questions and comments					
2. listens and communicates effectively					
3. maintains control of the environment					
4. is genuinely committed to resolving student's concerns					
5. employs methods appropriate to individual differences					
6. encourages independent and critical thinking					
7. provides a variety of opportunities to measure student progress					
8. clarifies goals with student					
9. is willing to bring additional information to the next meeting					
10. manages time well					
11. provides sufficient and appropriate learning resources					
12. has knowledge of assessment instruments and techniques					
13. maintains composure when confronted with unexpected circumstances					
14. can teach effectively in various settings					
15. has the necessary breadth of counseling knowledge					
16. acts in accordance with the ethics of the profession					
17. has knowledge of career resources					
18. fits the course into the overall curriculum					
19. presents advisement information clearly and accurately					
20. demonstrates appropriate teaching skills					
21. participates in department activities as appropriate; serves on department and college-wide committees					
22. attends to professional responsibilities in a timely manner					



FACULTY OBSERVATION REPORT – LIBRARIAN

FACULTY MEMBER _____ DEPARTMENT _____

TERM _____ YEAR _____ COURSE _____

DAY/TIME _____ NUMBER OF STUDENTS PRESENT _____

TEAM MEMBER _____ DEPARTMENT _____

Did you have a preliminary conference with faculty member before visitation? Yes () No ()

Did the faculty member provide his/her portfolio for your review? Yes () No ()

Do you believe that your visit was at a time when you were able to fairly judge the nature of the teaching/learning process? Yes () No ()

In addition to completing this Observation Report, please be prepared to comment on your observations in the Final Evaluation Conference with the librarian/faculty member and other members of the team.

1. What are the strengths of this person's role as a librarian and faculty member?

2. What are the weaknesses of this person's role as a librarian and faculty member?

3. Provide an overall assessment of the student evaluations.

4. Provide an overall assessment of recent profession growth activities.

Team Member's Signature

Date

Comments of Faculty Member:

Faculty Member's Signature

Date

This is a confidential document. Please take extra precautions to assure its confidentiality.

Please comment fully and specifically on any criterion marked Generally Disagree or Strongly Disagree. Mark N/A if not applicable or not observed.

This Faculty Member:	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree	N/A
1. responds appropriately to questions and comments					
2. listens and communicates effectively					
3. maintains control of the library/class					
4. stimulates discussion through questions and small group activities; encourages questions and discussion					
5. illustrates key learning points & explains the material clearly					
6. uses a variety of teaching methods and classroom aids					
7. provides a variety of opportunities to measure student progress					
8. is available to students and others in academic community					
9. paces content and maintains student interest					
10. manages activities to make the best use of time for student learning					
11. provides sufficient and appropriate learning resources					
12. is aware of need for appropriate physical environment					
13. maintains composure when confronted with unexpected circumstances					
14. checks to see if students understand material; stresses understanding as well as facts					
15. is current in the discipline/field					
16. is willing to research a question and provide additional information at a later time					
17. contributes to building, organizing and maintaining library holdings					
18. maintains library standards and policies					
19. uses appropriate eye contact, gestures, and body language					
20. uses appropriate volume, tone, and inflection					
21. participates in department activities as appropriate; serves on department and college-wide committees					
22. responds on time to attendance, grades & ordering schedule					



FACULTY OBSERVATION REPORT – COLLEGE NURSE

FACULTY MEMBER _____ DEPARTMENT _____

TERM _____ YEAR _____ COURSE _____

DAY/TIME _____ NUMBER OF STUDENTS PRESENT _____

TEAM MEMBER _____ DEPARTMENT _____

Did you have a preliminary conference with faculty member before visitation? Yes () No ()

Did the faculty member provide his/her portfolio for your review? Yes () No ()

Do you believe that your visit was at a time when you were able to fairly judge the nature of the teaching/learning process? Yes () No ()

In addition to completing this Observation Report, please be prepared to comment on your observations in the Final Evaluation Conference with the college nurse/faculty member and other members of the team.

1. What are the strengths of this person's role as a college nurse and faculty member?

2. What are the weaknesses of this person's role as a college nurse and faculty member?

3. Provide an overall assessment of the student evaluations.

4. Provide an overall assessment of recent profession growth activities.

Team Member's Signature

Date

Comments of Faculty Member:

Faculty Member's Signature

Date

This is a confidential document. Please take extra precautions to assure its confidentiality.

Please comment fully and specifically on any criterion marked Generally Disagree or Strongly Disagree. Mark N/A if not applicable or not observed.

This Faculty Member:	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree	N/A
1. demonstrates currency and depth in the field of Health Services.					
2. demonstrates adequate knowledge of Student Health Center, state and local regulations, policies and procedures.					
3. demonstrates adequate knowledge of state or federal laws that affect Student Health Centers and student programs.					
4. demonstrates adequate knowledge of District policies & procedures.					
5. demonstrates proficient use of written and oral language.					
6. protects privacy of information and confidentiality of student health medical records per regulatory guidelines.					
7. provides appropriate assessment, treatment, counseling, information or referrals for student health needs.					
8. responds in an appropriate and timely manner to the questions and health needs of students.					
9. demonstrates professionalism and treats students respectfully.					
10. relates appropriately to students with a variety of health concerns.					
11. respects the diverse cultural backgrounds of students.					
12. coordinates staffing to maintain coverage for hours of operation for the Student Health Center.					
13. assists students appropriately in reaching their health goals, encouraging proactive and preventative health measures.					
14. uses informational handouts and aftercare instructions in an effective way.					
15. demonstrates patience & promptness in assessing student needs.					
16. participates in professional development activities related to the Student Health Center.					
17. communicates and works collegially with other faculty and staff.					
18. meets obligations on time (e.g., flex reports, schedules . . .).					
19. meets required regulatory agency reports in a timely manner (e.g., OSHA and Communicable Disease).					
20. demonstrates safe use and proper handling of materials, equipment, tools and college facilities.					
21. participates in dept & college-wide committees as appropriate.					
22. maintains educational and professional contacts with the community appropriate to her/his relevant professional commitments.					



REGULAR FACULTY (TENURED) EVALUATION SUMMARY

Faculty Member Name: _____

Department: _____ Academic Year: _____

The Evaluation Committee met with the Faculty Member on this date: _____

- Reviewed timelines, procedures, standards of evaluation, forms
- Faculty Member provided the Evaluation Committee with Portfolio
(To include syllabus, examples of tests, and class handouts for each preparation)
- Schedule for Classroom Observations:

- Date for Student Evaluations:

- Date for Faculty Member to submit Self-Evaluation and Professional Growth:

PREVIOUS EVALUATION:

- Satisfactory
- Needs Improvement+
- No previous evaluation

+ The written Improvement Plan from the previous evaluation will be included as part of the evaluation components for the Faculty Member's current evaluation.

The Evaluation Committee met on this date: _____

- All Observations/Evaluation Forms are completed
- Self-Evaluation and Professional Growth submitted to Evaluation Committee
- Reviewed file and prepared Evaluation Summary
 - ◆ Two members must agree on rating
 - ◆ Any member may submit written report dissenting with majority

The Evaluation Committee met with the Faculty Member on this date: _____

- Reviewed all forms, overall assessment, commendations and recommendations with the Faculty Member
- Attached Faculty Member's Professional Growth Report and Self-Evaluation
- Provided a copy of all evaluation reports to Faculty Member

Team Chair shall be responsible for distributing the evaluation packet to the Faculty Member at the end of the semester, including the student evaluation summary and surveys.
Only approved forms are to be used in this evaluation process.

CURRENT EVALUATION:

Satisfactory

Needs Improvement *

Unsatisfactory

* A written Improvement Plan must be developed by the Faculty Member and submitted to the Evaluation Committee. The Plan is reviewed and approved as submitted OR the Faculty Member is requested to modify the plan consistent with its direction. The Improvement Plan is attached to this Evaluation Summary.

- ◆ Plan contains identifiable objectives with timelines for each.
- ◆ Faculty Member to submit to the Evaluation Committee a written report outlining the steps taken in compliance with the Plan.
- ◆ Improvement Plan will be included as part of the evaluation components for the next evaluation.

Provide an overall assessment of the student evaluations:

Provide an overall assessment of the professional growth activities:

Recommendation / Suggestion:

Commendation:

Recommended date for next evaluation (or meeting for an Improvement Plan): _____

SIGNATURES:

Signed: _____	I agree/dissent w/ team summary	_____
Team Member	<small>circle one</small>	Date

Signed: _____	I agree/dissent w/ team summary	_____
Team Member	<small>circle one</small>	Date

Signed: _____	I agree/dissent w/ team summary	_____
Team Chair	<small>circle one</small>	Date

Signed: _____	I agree/dissent w/ team summary	_____
Faculty Member	<small>circle one</small>	Date

The Faculty Member signature indicates that he/she has read the Evaluation Summary, but it does not necessarily imply agreement.

For purposes of compliance with Education Code, this summary shall be considered part of the personnel file and, thus, the Faculty Member has the right to respond to any comment in this summary.

Signed: _____	_____
Appropriate Vice President	Date

Date received in Human Resources: _____



CONTRACT FACULTY (NON-TENURED) EVALUATION SUMMARY

Faculty Name: _____

Contract year # 1 2 3 4
circle year being completed

Department: _____ Academic Year: _____

The Evaluation Committee met with the Faculty Member on this date: _____

- Reviewed timelines, procedures, standards of evaluation, forms
- Faculty Member provided the Evaluation Committee with Portfolio
(To include syllabus, examples of tests, and class handouts for each preparation)
- Schedule for Classroom Observations:

- Date for Student Evaluations:

- Date for Faculty Member to submit Self-Evaluation and Professional Growth:

PREVIOUS EVALUATION:

- Satisfactory
- Needs Improvement+
- No previous evaluation

+ The written Improvement Plan from the previous evaluation will be included as part of the evaluation components for the Faculty Member's current evaluation.

The Evaluation Committee met on this date: _____

- All Observations/Evaluation Forms are completed
- Self-Evaluation and Professional Growth submitted to Evaluation Committee
- Reviewed file and prepared Evaluation Summary
 - ◆ Two members must agree on rating
 - ◆ Any member may submit written report dissenting with majority

The Evaluation Committee met with the Faculty Member on this date: _____

- Reviewed all forms, overall assessment, commendations and recommendations with the Faculty Member
- Attached Faculty Member's Professional Growth Report and Self-Evaluation
- Provided a copy of all evaluation reports to Faculty Member

Team Chair shall be responsible for distributing the evaluation packet to the Faculty Member at the end of the semester, including the student evaluation summary and surveys.
Only approved forms are to be used in this evaluation process.



PROFESSIONAL GROWTH AND SELF-EVALUATION REPORT

NAME _____ DEPARTMENT _____

SEMESTER/ACADEMIC YEAR _____ DIVISION _____

Any content contained herein will be inclusive of activities since the last professional growth report. Include dates.

I. PROFESSIONAL RESPONSIBILITIES

Complete the following information about your load this semester:

Class Title	Lecture	Lab	Online	Overload	# of students
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

II. SERVICE TO COLLEGE

List and/or describe other college assignments, college/departmental committees in which you have been involved. This may include, but not be limited to, reassigned time or other similar assignment not reflected in load above.

III. EDUCATIONAL AND PROFESSIONAL DEVELOPMENT

Describe your educational development activities. This may include seminars, conferences, or courses, which you have attended or presented.

Describe your professional development activities. This may include community service, publications, research, the arts, or employment in the field.

IV. SELF-EVALUATION

Describe any new teaching techniques or approaches implemented, new courses taught, or other curricular development.

Identify areas that you want to improve or develop professionally.

Identify areas of strength as a Faculty Member.

Describe how you have used assessment of learning outcomes in your classroom/teaching.

Faculty Member Signature _____ Date _____

CLASSROOM INSTRUCTION EVALUATION

1. This course was well organized, understandable, and effective.
2. The instructor explained course material and concepts clearly.
3. The instructor checked to see if students understood the material.
4. The instructor seemed well informed in his/her subject area.
5. The instructor was enthusiastic in his/her classroom presentation.
6. The instructor stimulated interest in the subject.
7. The instructor encouraged questions and discussion.
8. The instructor was open to viewpoints other than his/her own.
9. The instructor set and maintained high standards of achievement.
10. The instructor began class on time.
11. The instructor promoted appropriate student conduct in the classroom.
12. The instructor's syllabus was clear and accurately represented the course.
13. The instructor's assignments were clear.
14. The instructor provided reasonable time to complete assignments.
15. The exams were fair and understandable.
16. The instructor returned assignments and exams in a timely manner.
17. The instructor's system of grading was fair.
18. The instructor provided constructive feedback.
19. The required text was important to success in the class.
20. The instructor was available for personal consultation either through office hours on campus, virtual office hours or by appointment.
21. The instructor responded to emails or communication in a timely manner.
22. The site was well organized and easy to navigate. (Distance Ed)
23. My reading ability was adequate for this course.
24. My writing ability was adequate for this course.
25. I was rarely absent.
26. The instructor used Blackboard for disseminating information.
27. The instructor made use of Blackboard for posting grades.



STUDENT SURVEY

Counselor Appointment Student Survey

FOR EVALUATION OF THE COUNSELOR

This survey is given to learn how you view your counselor. Survey forms are confidential and anonymous. When completed, please turn in this survey form to the Counseling Office secretary. Thank you for your time.

Counselor Name: _____ Semester: _____ Year: 20_____

This Counselor:	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N/A
1. made me feel comfortable and at ease						
2. was attentive and courteous						
3. assisted me in a professional and confidential manner.						
4. was knowledgeable about the topics discussed						
5. checked to see if I understood the information given to me						
6. communicated effectively						
7. was on time for my appointment						
8. answered my questions to my satisfaction						
9. gave me his/her undivided attention						
10. made me feel that my concerns were important						
11. encouraged questions and discussions						
12. treated my personal issues with respect and understanding						
13. made suggestions on available options/referrals						
14. provided appropriate assessment, counseling, information or referral						
15. I would return to this counselor to be assisted with future counseling needs.						

Please write additional comments here or on the back of the form:



STUDENT SURVEY

FOR EVALUATION OF THE LIBRARIAN

This survey is given to learn how you view your librarian. Survey forms are confidential and anonymous. When completed, please turn in this survey form to the Reference Desk. Thank you for your time.

Librarian Name: _____ Semester: _____ Year: 20_____

This Librarian:	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N/A
1. made me feel comfortable and at ease						
2. was attentive and courteous						
3. assisted me in a professional and confidential manner.						
4. was knowledgeable about the topics discussed						
5. checked to see if I understood the information given to me						
6. communicated effectively						
7. showed personal interest in assisting me with my needs.						
8. answered my questions to my satisfaction						
9. gave me his/her undivided attention						
10. made me feel that my concerns were important						
11. encouraged questions and discussions						
12. treated me with respect and understanding						
13. made suggestions on available options/referrals						
14. provided appropriate information or referral						
15. I would return to this librarian in the future.						

Please write additional comments here or on the back of the form:



STUDENT SURVEY

FOR EVALUATION OF THE COLLEGE NURSE

This survey is given to learn how you view your college nurse. Survey forms are confidential and anonymous. When completed, please turn in this survey form to the Health Center secretary. Thank you for your time.

Nurse Name: _____ Semester: _____ Year: 20_____

This Nurse:	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	N/A
1. made me feel comfortable and at ease						
2. was attentive and courteous						
3. assisted me in a professional and confidential manner.						
4. was knowledgeable about the topics discussed						
5. checked to see if I understood the information given to me						
6. communicated effectively						
7. showed personal interest in assisting me with my health need and encouraged me to assume responsibility for my health and wellness.						
8. answered my questions to my satisfaction						
9. gave me his/her undivided attention						
10. made me feel that my concerns were important						
11. encouraged questions and discussions						
12. treated my personal issues with respect and understanding						
13. made suggestions on available options/referrals						
14. provided appropriate assessment, treatment, counseling, information or referral for my health care needs.						
15. I would return to this nurse to be assisted with future health care needs.						

Please write additional comments here or on the back of the form:



DEAN'S EVALUATION FORM

Faculty Member _____ Date _____

Dean _____ Department _____

Evaluation Team Chair _____

This form to be used when the Dean is not a member of the Faculty Member's evaluation team.

This Faculty Member:	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree	N/A
meets assigned classes as scheduled.					
holds office hours as required by contract.					
submits grades and other administrative forms in a timely manner.					
maintains current membership in campus and/or statewide committees.					
participates in departmental meetings and activities.					
responds appropriately to student requests/concerns.					
initiates curriculum updates and changes to appropriately maintain course and program currency.					
acts in accordance with the ethics of the profession as stated in the 1987 AAUP Statement on Professional Ethics.					

Faculty Member Signature _____ Date _____

Dean Signature _____ Date _____

Evaluation Team Chair Signature _____ Date _____

This form and all attachments, including faculty response, will be placed with evaluation packet prior to the final evaluation meeting with the Faculty Member. Comments may be attached for responses of "Generally Agree", but documentation and/or explanation must be attached for all responses of "Generally Disagree" or "Strongly Disagree."