

OFFICE OF HUMAN RESOURCES



Institutional Support Program Review

2010/2011



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Year 2010/2011

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Office of Human Resources

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I. Citrus College Mission and Institutional Outcomes

Citrus Community College District ("Citrus" or the "District") delivers high quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society.

We are dedicated to fostering a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement.

A. Mission Objectives

Citrus is a safe, friendly, accessible environment where all students and community members may optimize their academic, career, and cultural development.

As Citrus continues to advance as a dynamic center for life-long learning, we will:

- provide general, lower division coursework leading to an associate degree in the arts or the sciences;
- prepare students to transfer to four-year colleges and universities;
- offer technological services and support for students, faculty, and staff;
- deliver programs to improve basic math, reading, communication, and English as a Second Language (ESL) skills;
- grant opportunities for students to develop a global perspective through a curriculum with international and multicultural applications;
- furnish support services for the intellectual and personal development of all Citrus students, including opportunities to participate in campus governance;
- foster a comprehensive and enriching program of extracurricular activities;
- conduct community education programs that encourage learning at every stage of life;
- award occupational certificates and degrees for career preparation and advancement;
- administer customized training programs for business and industry;
- increase career development support for students, faculty, and staff through career exploration, counseling, job preparation, job opportunities, and academic and classified staff development;
- collaborate with local high schools in articulation and curriculum development; and,

- advance cultural and personal enrichment programs for the District and community members, and promote inter-collegiate competition opportunities for students.

B. Vision Statement

Citrus will provide excellent educational opportunities that are responsive to the needs of the community and help students meet economic, social, and environmental challenges to become active participants in shaping the world of the future.

C. Values

1. Student Focus: Meet community and student needs by creation of an educational environment and culture so students can attain a variety of goals.
2. Excellence: Maintain a high standard of integrity and performance, which leads to the achievement of academic and professional goals.
3. Collaboration: Seek input from all sectors of the District and the community.
4. Diversity: Foster a learning community in which the values, goals, and learning styles of all students are recognized and supported.
5. Life-Long Learning: Serve enthusiastic, independent thinkers and learners striving for personal growth.
6. Integrity: Behave ethically in all interactions at all levels.

D. Technological Advancement

Keep pace with global technology trends and enhance traditional instruction with technology to prepare students for success in the work place.

II. Department Functions

A. Executive Summary

It is the function of the Office of Human Resources to serve as a strategic partner with the District's administration, the Board of Trustees, faculty, and staff to meet the District's missions, visions, and values. To accomplish this, the Office of Human Resources provides a range of centralized and comprehensive human resources services. Additionally, the Office of Human Resources works with the District and its employees to ensure compliance with local, state, and federal laws that pertain to personnel and employment matters, including Equal Employment Opportunity (EEO).

B. Functions of the Office of Human Resources

1. Work Life

The Office of Human Resources regularly works with employees to assist in a variety of their needs such as leaves of absence, and general complaints and concerns. Organizational changes, such as department reorganizations, run through the department as well.

The Office of Human Resources distributes notifications to employees concerning employment and bargaining unit agreements. Employment changes are reviewed, prepared for Board approval, relayed to Payroll, and entered into a variety of electronic formats including the Los Angeles County Office of Education (LACOE) Human Resources/Payroll System (HRS), Banner, and internal working documents. Verifications of employment and retirement forms are examples of some of the documentation regularly requested.

As custodian of employee records, the Office of Human Resources receives and processes public information requests, summons, and subpoenas. It is also responsible for a variety of county, state, and federal reports such as the full-time faculty obligation report, 75/25 report, MIS reporting, and IPEDS.

2. Employee Relations

The Director of Human Resources serves as the District's Chief Negotiator. In this role, the Director develops bargaining unit agreements and memoranda of understanding in concert with the three bargaining units (Citrus College Faculty Association, California School Employees Association, and Citrus College Adjunct Faculty Federation). Additionally, there are frequent meetings with union representatives to assist in employee dispute resolutions.

The Office of Human Resources develops and/or maintains the Human Resources Board Policies (BP) and Administrative Procedures (AP).

3. Training

The Office of Human Resources offers a variety of trainings/workshops for its management team and supervisor/confidential group. These trainings/workshops are an effort to provide information and guidance to employees and, in some cases, are mandated by law. Most of these trainings/workshops are offered multiple times to accommodate managers' and supervisor/confidential employees' schedules. The majority of trainings/workshops are two hours in length.

Workshop	Dates Offered		
Managing Classified Staff	11/17/08	11/20/08	11/20/08
Leaves of Absence	02/25/09	02/26/09	02/26/09
Classified Staffing	03/23/09	03/26/09	
Supervisor's Role in Responding to Allegations of Sexual Harassment	04/27/09	04/29/09	
Effective Classified Evaluation Techniques	01/20/10	01/21/10	01/21/10
Understanding the Classified Contract	02/17/10	02/17/10	02/18/10
Understanding the Faculty Contract	03/17/10	03/17/10	03/18/10
Responding to Employee Absences	04/21/10	04/21/10	04/22/10
Prevention of Discrimination and Harassment	05/12/10	05/12/10	05/13/10
Classified Hiring Process for Regular Permanent Positions	10/20/10	10/21/10	10/27/10
Supervisor/Confidential Evaluation: Review of BP/AP and Goal setting	11/09/10	11/10/10	11/18/10
Sexual Harassment Prevention and Awareness	02/10/11	02/16/11	02/24/11

4. EEO/Accommodations

The Office of Human Resources houses the Staff Diversity Officer, the Section 504 Coordinator, and the Title IX Coordinator. It is the department charged with reviewing and investigating both formal and informal complaints regarding allegations of discrimination and sexual harassment.

When an employee believes he/she is in need of a work accommodation due to a disability, the Office of Human Resources works with the employee through an interactive process to determine what reasonable accommodation should be implemented.

The Office of Human Resources maintains information and statistics concerning EEO/Accommodations compliance regarding employees and applicants.

5. Employment and Placement
The Office of Human Resources is responsible for all aspects of employment of regular and temporary employees, excluding student employees. This includes recruiting potential applicants from a variety of backgrounds, coordinating interviews, and conducting background checks while observing equal employment laws and internal hiring procedures.

The Office of Human Resources reviews applicants' information to determine if minimum requirements for a position have been met. For academic positions, this entails ensuring the individual meets the minimum qualifications for the position, as set forth in Title 5. Additionally, transcripts and work experience are evaluated for the purpose of salary placement.

Additionally, the Office of Human Resources assists managers and supervisors in dealing with concerns relating to employees and their work performance. Guidance is offered. When needed, modification of employees' performance is required. The Office of Human Resources is responsible for implementing all disciplinary actions.

6. Compensation and Job Analysis
The Office of Human Resources maintains and applies compensation rates determined by salary surveys and negotiations. Job descriptions are created, with appropriate constituent group input, and maintained setting forth the duties, training, and skills required for positions.

7. Information Systems
Detailed information regarding employees and applicants is entered, maintained, and stored in several different electronic formats. All employment applications are submitted on-line using PeopleAdmin. Employee information is entered and maintained in both Banner and HRS. Additional records, such as rundowns created in Microsoft Excel, are maintained internally.

8. Information/Switchboard
Located in the department's front office, the District's information/switchboard area provides general campus information, answers and directs incoming calls through the campus switchboard, maintains faculty absence reporting, and posts class cancelations.

C. History of the Office of Human Resources

Beginning November 1, 1987, through August 31, 1991, Dr. Jean Malone, Director of Personnel, oversaw the Office of Human Resources. On September 1, 1991, this position title changed to the

Dean of Human Resources until April 1, 1996, when the position title became the Vice President of Human Resources. In the 2003/2004 fiscal year, a consultant performed a classified staff job description study. While this study served to bring a common format to all classified job descriptions, as the District has applied the study results, the emphasis of the study on creating multiple levels in a classification (e.g. Administrative Clerk I, II, and III) has made it difficult to differentiate between the assignments of duties.

After the retirement of Dr. Louis Zellers, the District's Superintendent/President, the District hired a replacement, Dr. Michael Viera, who began on June 1, 2003. Dr. Malone retired on June 6, 2004, whereupon the Office of Human Resources was reorganized, reassigning Risk Management, Workers' Compensation, and Employee Safety to the Vice President of Finance and Administrative Services, Ms. Carol Horton. The position of Vice President of Human Resources was downgraded to the Director of Human Resources. Brenda Fink, Human Resources/Staff Diversity Officer served as interim Director of Human Resources from June 7, 2004, to November 28, 2004.

On November 29, 2004, Dr. Sandy Lindoerfer became the new Director of Human Resources and she remained with the District until her retirement on July 1, 2008. During this period, the Office of Human Resources underwent a re-organization of staff. The Vice President of Finance and Administrative Services assumed responsibility over mailroom operations. The Office of Human Resources assumed responsibility of the Evening Office, which was renamed the Information Desk. The office area was re-designed and enlarged to accommodate staff previously located elsewhere. On July 1, 2008, the District hired Dr. Geraldine M. Perri, as Superintendent/President.

From July 1, 2008, until December 2, 2008, Dr. Robert Sammis served as interim Director of Human Resources. On December 3, 2008, Dr. Sammis became the permanent Director of Human Resources. The Human Resources/Staff Diversity Officer position was re-titled to Manager of Human Resources/Staff Diversity, and now also includes responsibility as the Title IX Coordinator. Between 2006 and today, several improvements were made to enhance operations in the Office of Human Resources. PeopleAdmin, an on-line application tracking system was designed, tested, and fully implemented. Banner, the District's new campus system completely replaced our previous system, Sequoia. The focus of the Office of Human Resources has been on the development of Human Resources BPs and APs, reviewing and developing internal operating procedures, complying with external laws and regulations, providing on-going training for managers and supervisor/confidential employees, as well as analyzing current job descriptions. The Office of Human Resources annually holds a retreat

during which the staff establishes department objectives for the ensuing year, and analyzing its performance during the past year.

D. Special Accomplishments

Having nearly doubled the percentage of historically underrepresented groups within our faculty within the last 10 years, in 2004 the District received the Chancellor's Diversity Award for Excellence.

In 2010 the District received full re-affirmation of its accreditation.

CalAware gave the District a rating of A+ for its response to a public records request. This nonprofit group advocating openness in government and public institutions, granted the grade based on its response time to the request, providing all of the documents requested, the cost involved in the duplication of the documents, and the quality of customer service provided.

Additionally, the Office of Human Resources greatly improved its customer service and accessibility, and reduced its recruitment time significantly by installing the on-line Applicant Tracking System (ATS), PeopleAdmin. With the implementation of Banner, processes such as creation of notifications of employment, and communications with Payroll were enhanced.

III. Service Recipients

A. Summary

The District student and employee populations are diverse both in relation to ethnicity and gender.

B. Faculty and Staff

During the spring 2011 semester, the District employed:

- 247 adjunct faculty to instruct 93.18 FTE teaching load units;
- six (6) child development permit teachers and specialists;
- 32 supervisor/ confidential employees;
- 32 managers, including the Superintendent/President;
- 267 regular classified staff; and,
- 166 full-time faculty members.

The graphs below show the gender and ethnicity breakdown of regular faculty and classified staff by constituent group.

FACULTY	FEMALE		MALE		DECLINE		TOTAL	
DECLINE	1	0.60%	1	0.60%	12	7.23%	14	8.43%
AFR-AMERICAN	5	3.01%	4	2.41%	0	0.00%	9	5.42%
AMERICAN INDIAN	2	1.20%	1	0.60%	0	0.00%	3	1.81%
CHINESE	3	1.81%	1	0.60%	0	0.00%	4	2.41%
FILIPINO	1	0.60%	0	0.00%	0	0.00%	1	0.60%
HISPANIC	10	6.02%	16	9.64%	0	0.00%	26	15.66%
JAPANESE	1	0.60%	2	1.20%	0	0.00%	3	1.81%
OTH PAC ISLAND	5	3.01%	2	1.20%	0	0.00%	7	4.22%
VIETNAMESE	0	0.00%	1	0.60%	0	0.00%	1	0.60%
WHITE	44	26.51%	54	32.53%	0	0.00%	98	59.04%
TOTAL	72	43.37%	82	49.40%	12	7.23%	166	100.00%

CLASSIFIED STAFF	FEMALE		MALE		DECLINE		TOTAL	
DECLINE	9	3.37%	8	3.00%	14	5.24%	31	11.61%
AFR-AMERICAN	4	1.50%	6	2.25%	0	0.00%	10	3.75%
AMERICAN INDIAN	1	0.37%	3	1.12%	0	0.00%	4	1.50%
CHINESE	0	0.00%	0	0.00%	0	0.00%	0	0.00%
FILIPINO	3	1.12%	3	1.12%	0	0.00%	6	2.25%
HISPANIC	40	14.98%	38	14.23%	0	0.00%	78	29.21%
JAPANESE	1	0.37%	0	0.00%	0	0.00%	1	0.37%
OTH PAC ISLAND	6	2.25%	5	1.87%	0	0.00%	11	4.12%
VIETNAMESE	0	0.00%	1	0.37%	0	0.00%	1	0.37%
WHITE	90	33.71%	35	13.11%	0	0.00%	125	46.82%
TOTAL	154	57.68%	99	37.08%	14	5.24%	267	100.00%

SUPER/CONF	FEMALE		MALE		DECLINE		TOTAL	
DECLINE	0	0.00%	0	0.00%	1	3.13%	1	3.13%
AFR-AMERICAN	0	0.00%	0	0.00%	0	0.00%	0	0.00%
AMERICAN INDIAN	0	0.00%	0	0.00%	0	0.00%	0	0.00%
CHINESE	0	0.00%	0	0.00%	0	0.00%	0	0.00%
FILIPINO	0	0.00%	0	0.00%	0	0.00%	0	0.00%
HISPANIC	1	3.13%	1	3.13%	0	0.00%	2	6.25%
JAPANESE	0	0.00%	0	0.00%	0	0.00%	0	0.00%
OTH PAC ISLAND	0	0.00%	0	0.00%	0	0.00%	0	0.00%
VIETNAMESE	0	0.00%	0	0.00%	0	0.00%	0	0.00%
WHITE	17	53.13%	12	37.50%	0	0.00%	29	90.63%
TOTAL	18	56.25%	13	40.63%	1	3.13%	32	100.00%

MANAGERS	FEMALE		MALE		DECLINE		TOTAL	
DECLINE	2	6.25%	0	0.00%	2	6.25%	4	12.50%
AFR-AMERICAN	1	3.13%	0	0.00%	0	0.00%	1	3.13%
AMERICAN INDIAN	0	0.00%	0	0.00%	0	0.00%	0	0.00%
CHINESE	1	3.13%	0	0.00%	0	0.00%	1	3.13%
FILIPINO	0	0.00%	0	0.00%	0	0.00%	0	0.00%
HISPANIC	5	15.63%	1	3.13%	0	0.00%	6	18.75%
JAPANESE	0	0.00%	0	0.00%	0	0.00%	0	0.00%
OTH PAC ISLAND	0	0.00%	0	0.00%	0	0.00%	0	0.00%
VIETNAMESE	0	0.00%	0	0.00%	0	0.00%	0	0.00%
WHITE	10	31.25%	10	31.25%	0	0.00%	20	62.50%
TOTAL	19	59.38%	11	34%	2	6.25%	32	100.00%

CDC Permit Teachers & Specialists	FEMALE		MALE		DECLINE		TOTAL	
	DECLINE	0	0.00%	0	0.00%	1	16.67%	1
AFR-AMERICAN	0	0.00%	0	0.00%	0	0.00%	0	0.00%
AMERICAN INDIAN	0	0.00%	0	0.00%	0	0.00%	0	0.00%
CHINESE	0	0.00%	0	0.00%	0	0.00%	0	0.00%
FILIPINO	0	0.00%	0	0.00%	0	0.00%	0	0.00%
HISPANIC	1	16.67%	0	0.00%	0	0.00%	1	16.67%
JAPANESE	0	0.00%	0	0.00%	0	0.00%	0	0.00%
OTH PAC ISLAND	0	0.00%	0	0.00%	0	0.00%	0	0.00%
VIETNAMESE	0	0.00%	0	0.00%	0	0.00%	0	0.00%
WHITE	4	66.67%	0	0.00%	0	0.00%	4	66.67%
TOTAL	5	83.33%	0	0%	1	16.67%	6	100.00%

Of the 503 regular employees, the median age is 52 while the average age is 50. Of the full-time faculty, 23.5% are age 60 or older while 19.3% of all other regular employees are age 60 or older. While the District has experienced an increase in the diversity of its employees, the Office of Human Resources will continue to strive to improve staff diversity.

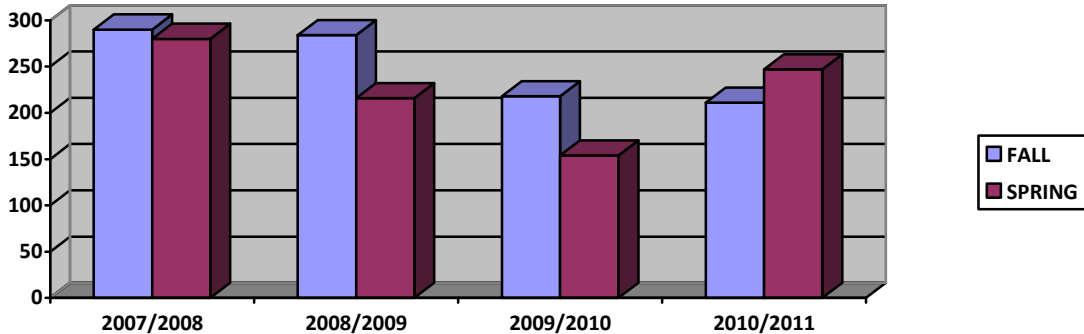
Within the last four years, the District has seen a decrease in its regular employee population. It is anticipated that, as a result of the reduction in the District's workload measure for the 2011/2012 academic year, a significant number of class sections will be reduced; thus, significantly reducing the number of adjunct faculty. Below is a graph demonstrating the decreases.

Regular Employees	07/08	08/09	09/10	10/11
Full-Time Faculty	172	171	167	166
Managers	31	33	32	32
Classified	294	280	277	267
Supervisor/Confidential	37	35	33	32
CDC Permit Teachers and Specialists	9	6	6	6
Total	543	525	515	503

There has also been a significant decrease in the number of adjuncts hired to teach ticketed classes, as demonstrated in the graphs below.

	Fall 07	Spring 07	Fall 08	Spring 08	Fall 09	Spring 09	Fall 10	Spring 10
ADJUNCT								
HEADCOUNT	290	280	284	216	218	154	211	247
FTE	98.00	97.85	99.37	70.73	77.71	49.06	83.18	93.18

ADJUNCT BY HEADCOUNT



C. Students

According to the Citrus College Educational and Facilities Draft dated April 8, 2011, 13,143 students attended credit courses at the District during the fall 2009 semester. Of these students, 34% were Hispanic/Latino, 19% White, 7% Asian, 4% Black/African American, <1% American Indian/Alaska Native, <1% Pacific Islander/Native Hawaiian, <1% two (2) or more races, and 34% unknown. Additionally, 54% of this student population was female while 44% was male and 2% unknown.

D. Facilities

The District occupies a predominately flat 104-acre campus with approximately 40 buildings that comprise almost 650,000 square feet of classrooms, labs and office space. The buildings range greatly in age. Some have been standing for over 70 years while others are still being built.

E. Community

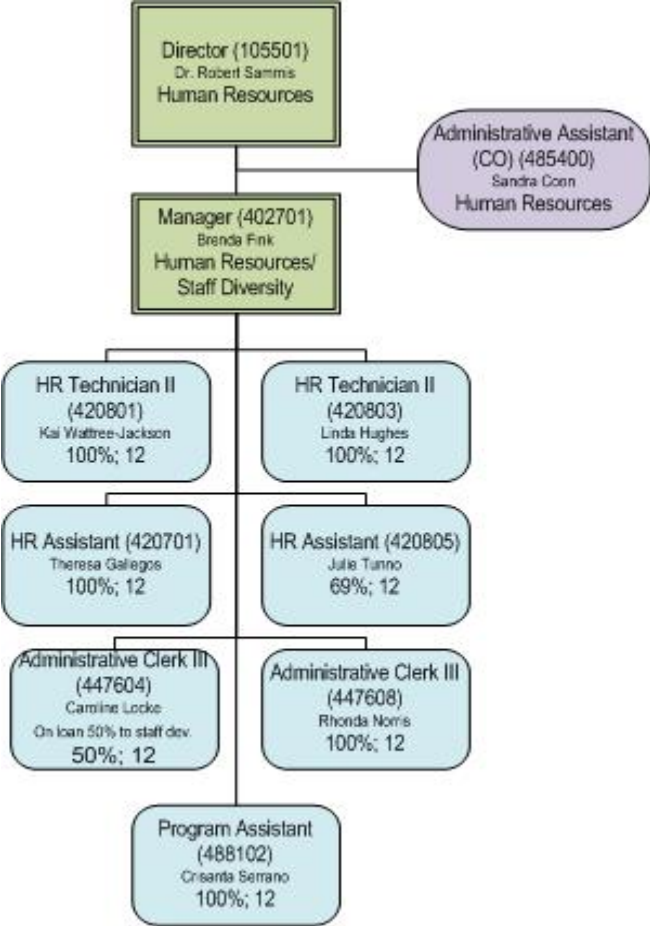
The District has a service area of 271.57 square miles; however, the majority of this area is mountainous and sparsely populated. Only about 78 square miles contains substantial population. The primary cities within these 78 square miles are Azusa, Duarte, Glendora, Monrovia, and Claremont. Of these areas, 48% of the population is Hispanic/Latino while 38% is White.

The Office of Human Resources receives applications both from within our service area and outside of it. It is common to receive applications from other states for management and faculty positions.

IV. Staff Resources

A. Organizational Chart

The Office of Human Resources is comprised of the Director of Human Resources and District Chief Negotiator (1 FTE), the confidential Administrative Assistant (1 FTE), the Manager of Human Resources/Staff Diversity (1 FTE), two Human Resources Technician IIs (2 FTEs), two Human Resources Assistants (1.69 FTEs), two Administrative Clerk IIIs (1.5* FTE), and one Program Assistant (1 FTE). *One of the Administrative Clerk IIIs is currently assigned half-time to assist the Faculty Learning Institute (Staff Development).



B. Assignments and Specialties

1. Director of Human Resources and District Chief Negotiator

The Director of Human Resources serves as a member of the President's Cabinet. This position is responsible for advising the Superintendent/President and the Board of Trustees on all Human Resources related matters. In addition, this position serves as a strategic partner with the vice presidents and management team in the development and implementation of effective Human Resources policies/practices and District budget strategies.

This position interacts with the campus community through on-going discussions with employee groups and students to ensure a cooperative and fair approach to managing employee issues.

This position provides leadership and advice to the Superintendent/President and the Board of Trustees in the development of collective bargaining proposals, and serves as the District's Chief Negotiator with the three collective bargaining units.

This position is responsible for ensuring that all employee grievances and disciplinary actions are handled in accordance with applicable provisions of collective bargaining agreements and laws.

2. Confidential Administrative Assistant

Under the general direction of the Director of Human Resources, the position of Confidential Administrative Assistant provides complex, responsible, and administrative functions, and serves as confidential assistant to the administrator and the District's negotiating teams. The Administrative Assistant independently manages and coordinates a variety of projects and tasks. This position sits in on all negotiation meetings, and scribes notes for distribution to the negotiation team members. This position responds to various salary surveys received by neighboring colleges, the Office of Human Resources participates annually in the ACCCA Management Compensation Survey and the CSEA Classified Compensation Survey. At the beginning of each regular semester, this position provides information to bargaining unit (CCFA, CSEA, CCAFF) representatives on the number and location of bargaining unit members. This process is completed by running special reports through HRS, and by combining these results with information gathered from other reports maintained in the Office of Human Resources. This position accepts subpoenas for personnel records on behalf of the Custodian of Records, ensures the appropriate fees are

collected from the requestor, locates personnel files, gathers information from other departments, and copies all documents in preparation for release to requesting party. In 2010 and 2011, the Office of Human Resources processed 15 subpoenas.

This position creates employee records in HRS, Banner, and Excel, prepares professional expert agreements for signature, maintains personnel files, and prepares Board agendas for professional expert classification. This position ensures professional expert hires meet minimum qualifications established by hiring departments, and that professional expert hires maintain current certifications. Most professional experts are hired for a 6-month period, and each time they are rehired, new professional expert agreements are created, and they are entered into HRS, Banner, and on an Excel spreadsheet (known as a rundown). Since July 1, 2008, there have been approximately 900 professional experts hired and processed.

This position gathers data and assists in preparation of documents for disciplines and grievances that come to the Director of Human Resources. In the past three years, there have been approximately 40 discipline and/or grievance files created.

This position assists in the preparation and distribution of BPs and APs under the purview of Human Resources and, where appropriate, ensures that all constituent groups receive copies for review. In 2010 and 2011, the Office of Human Resources prepared, distributed, and obtained approval for 19 BPs and APs. BPs and APs, once created by the Director of Human Resources, are submitted to, and approved by the Human Resources Advisory/Staff Diversity Committee, which meets once per month. Following approval by the committee, the BPs and APs are distributed to constituent group leaders (Academic Senate, CCFA, CCAFF, CSEA, ASCC, Management Team, and the Supervisor/Confidential Group) for review and approval. Following approval by the constituent groups, the BPs and APs are submitted to Steering for approval, and then they are moved on to the Board of Trustees for first and second reads prior to final approval. A limited number of BPs and APs are negotiable with the respective bargaining units, and are passed along to constituent group leaders for information.

This position oversees the applicant-tracking system software customization project, coordinates fixes and updates, and organizes standardization of program.

3. **Manager of Human Resources/Staff Diversity**
Under the direction of the Director of Human Resources, the position of Manager of Human Resources/Staff Diversity supervises or assists in supervising the day-to-day operations of the department's activities including all aspects of personnel. This position interprets and applies union contract language. In addition, this position serves as the District's diversity officer in all matters regarding compliance with state and federal personnel and equal opportunity laws. This position serves as the District's contact for all complaints filed for discrimination, including sexual harassment as well as the interactive process for ADA accommodations. This position acts as the Title IX Coordinator. Additionally, training, such as sensitivity training for hiring panels, is conducted by this position. This position controls and determines the use of Staff Diversity Funds. The Full-Time Faculty Obligation and 75/25 reporting is completed by this position, as well as IPEDS reporting and the overseeing of MIS reporting. This position researches employee information for a variety of reporting needs, and participates in classified union negotiations.

This position assists employees on a variety of employment issues including disciplinary issues and leaves of absences.

4. **Human Resources Technician II**
Under the direction of the Manager of Human Resources/Staff Diversity, the position of Human Resources Technician II coordinates and performs activities to support a centralized recruitment function. Coordinates and carries out recruitment and employment processes. This position creates and maintains individual employee records using HRS, as well as our local system, Banner. This position reviews transcripts and work experience to recommend salary placements for individual employees, as well as prepares employment information to be submitted to the Board of Trustees.

This position reviews applications to ensure minimum qualifications have been met. Additionally, this position monitors the hiring process for each regular position.

The position of Human Resources Technician II completes all MIS reporting, both the annual reporting of all employees, as well as end-of-term reporting. This reporting includes detailed employee information including review of employees' demographic information, evaluation of employee's assignments, pay information, and employees' statuses.

Through working with other departments, this position assists with the assignment and placement of employees. Continual interaction with the Office of Instruction results in the scheduling and placement of faculty into course assignments. Additionally, assignments such as overload, lab supervisors, music tutors, and community education and non-credit instructors are evaluated and tracked each session. This position assists in the placement of substitutes and other temporary employees. Changes in employee information or their assignments is tracked, evaluated, and communicated to Payroll and state retirement organizations, if necessary. These processes occur every fall, spring, summer, and winter session. It includes evaluation of placement for each employee hired as an adjunct, community education instructor, non-credit instructor, lab supervisor, music tutor, or a coach each semester and intersession. Any changes to employment are tracked, noted, and communicated to the appropriate departments.

This position monitors and completes all short-term non-academic (STNA) employee hires and processes for each project for which the STNAs are hired. All information must be received from the departments, evaluated, compiled, and entered into three (3) databases.

This position maintains all current employee information on rundowns, Banner, and the county payroll system, HRS. Anniversary and longevity increases must be evaluated and calculated for each employee, then communicated to Payroll, as well as entered into Banner and HRS.

This position is responsible for entering all employment change, which are reflected in a Notice of Employment (NOE).

Any changes to salary tables or the creation of any new pay rates must be entered and maintained in both Banner and HRS. Changes or additions of new positions must be evaluated, coded, and entered into both Banner and HRS.

This position maintains Faculty Service Area records. Additionally, this position collects and prepares information for faculty evaluations.

While both of the Human Resources Technician IIs have similar job activities, one is responsible for the certificated employees and the other for classified employees.

5. Human Resources Assistant
The Human Resources Assistant performs complex data entry into HRS, Banner, and ATS. This position processes all regular classified staff, supervisor/confidential, manager, and faculty evaluations. In 2010/2011, there were approximately 59 full-time faculty evaluations, 32 manager evaluations, 293 classified and supervisor/confidential evaluations. This position processes all new hires, including short-term non-academic, volunteers, and professional experts. In 2010/2011, there were approximately 150 new hires processed through this department. This position processes all verifications of employment (VOEs), monitors fingerprint and subsequent arrest notices, maintains an up-to-date record of TB examinations and sends notifications, and processes disciplinary notices, when appropriate. During recruitment periods, this position enters data into the applicant-tracking system, provides EEO data for all positions at different stages in the process to the Manager of Human Resources/Staff Diversity, create/edits job templates for all positions, posts new positions, places advertisements, schedules interviews, locates and reserves meeting rooms, prepares interview questions and criteria sheets, and assists with interviews.
6. Administrative Clerk III
The Administrative Clerk III performs routine data entry into the HRS and Banner systems, updates the campus phone directory, and monitors and updates changes to addresses, and expirations of licenses, visas, and certificates. This position maintains history cards, which require updating each term, and maintains a record of retirements and resignations in preparation for the annual Board retirement reception. This position assists in preparation for the annual flex day and convocation activities by providing lists, labels, and/or information regarding all employees. This position provides general clerical assistance to the Manager of Human Resources/Staff Diversity, and assists with coverage of the front office and switchboard. This position maintains the copier, printers, and fax machine providing general upkeep and clearing paper jams when necessary. This position reviews all incoming applications through the ATS for completeness, changes applicant's statuses where appropriate, and communicates with the applicants.
7. Program Assistant
The Program Assistant performs routine non-confidential clerical duties, which can be completed in an environment with constant interruptions. This position assists with employee information changes and notifications to other departments by making

copies of the information, and removing sensitive data before sending it along. This position performs receptionist duties for the Office of Human Resources and the District by greeting guests, answering questions, directing guests to the appropriate individuals in the office or on campus who can help them, and answering the main Human Resources phone line and the District switchboard. This position sorts and distributes all incoming department mail, and is responsible for all filing, and for maintaining the department's archives. This position is responsible for ordering and maintaining inventory of office supplies. This position scans and tabulates all student evaluation forms for the full-time and part-time faculty throughout the year. In 2010/2011, the Program Assistant scanned and tabulated 184 packets with an average of 40 evaluation forms per packet for a total of 7,360 forms. Each form requires individual attention to ensure the correct bubble is captured and calculated accurately. Presently, the Program Assistant answers the faculty absence phone line and completes an absence report form for the faculty member, and posts the cancelation. This position maintains the pool of applicants for all adjunct and short-term non-academic positions, which are open year round by deactivating the applicant's information and generating an automatic email notification. This position receives calls from applicants who choose to remain in the pool for another year.

C. Staff Preparation and Training

The Office of Human Resources staff brings a wealth of experience and knowledge to the day-to-day operations of the department. On-going training is provided to the staff. In the past, training has included LACOE training, on-going Banner consultation, staff development activities, including Flex Day, regular staff meetings, Human Resources annual retreats, campus safety training, and campus cart training. The Director of Human Resources, the Manager of Human Resources/Staff Diversity, and the Administrative Assistant are fully trained in SEMS, NIMS, and serve on the District's Emergency Operations Center.

D. Professional Activities and Committee Participation

The Human Resources team, in an effort towards continuous growth and to ensure currency and accuracy in our job responsibilities, participates in several professional activities and committees both on and off campus. Some examples are listed below:

President's Cabinet
President's Council

Steering Committee
Human Resources/Staff Diversity Committee
District Negotiations Team
Management Team
Supervisor/Confidential Group
Banner Working Group
EEDEC
Southern 30

V. Physical Resources

A. Building and Facilities

The Human Resources Office is located on the first floor of the Administration Building. Comprising of 1800 square feet, it houses nine work areas, two offices, a file area, and one conference room.

It is anticipated that the office will be temporarily re-located to the first floor of the ED Building while renovations to the Administrative Building are being completed. With efforts to better serve the campus, the renovations will result in the Human Resources Office to be moved to the north side of the first floor of the Administration Building. This move will increase the office area by 187 square feet.

B. Equipment and Materials

The Office of Human Resources currently contains the following equipment and materials:

12 Desktop computers
6 Printers
2 shredders
Filing cabinets
2 Scanners
Fax machine
Switchboard

VI. Fiscal Resources

A. Budget

The Office of Human Resources consists of two financial resources from which it is allocated monies from the general fund. They are 01.0 00000.0-00000-00452-xxxx-6730000 and 01.0 00000.0-00000-00453-xxxx-6730000. The tentative budget amount in 2011/2012 for 00452 is \$428,004, and the tentative budget amount for 00453 is \$781,099. The Equal Employment Opportunity Fund, 01.3 00000.0-

11600-00453-xxxx-6760000, is a restricted fund. The tentative budget amount for 2011-2012 is \$6,693.

Adopted Budgets	2006/2007	2007/2008	2008/2009	2009/2010	2010/2011
01.0 (00452)	\$377,215	\$409,192	\$410,793	\$393,086	\$407,021
01.0 (00453)	\$668,459	\$692,022	\$770,050	\$684,450	\$720,177
01.3 (00453)	\$15,360	\$15,197	\$13,544	\$2,916	\$7,523

The Office of Human Resources budgets will be reduced for the 2011/2012 fiscal year in response to the on-going state budget crisis.

VII. Program Performance

A. Summary

The Office of Human Resources continues to serve the District by ensuring that all Human Resources-related issues are handled expeditiously, consistent with policy/procedure and laws, and in a confidential manner. Over the past several years, the Office of Human Resources has effectively used technology to improve its level of service and is committed to an ongoing assessment of its procedures to ensure the efficient operation of the department.

B. Quantitative and Qualitative Performance Measurements

1. Training

The Office of Human Resources is committed to providing meaningful and quality training. This training includes continuing to offer training on sexual harassment and discrimination routinely as required under AB 1825.

Since November 2008, 34 training/workshops with 12 topics were offered to the management team and supervisor/confidential group. These workshop topics included classified process for regular permanent positions, supervisor/confidential evaluation, sexual harassment prevention and awareness, and responding to employee absences.

2. Employment and Placement

On September 10, 2007, Human Resources filled its first position using PeopleAdmin. Since that time, we have filled 65 regular classified, supervisor/confidential, manager, and faculty

positions. Over 3,548 applications were reviewed. For each position, job announcements are created, positions posted, positions advertised, committee meetings scheduled, interviews, Equal Employment Opportunity procedures ensured, background checks, position offerings, and Board agenda items prepared. In addition, there were several positions that went through the complete process, but were not filled based on budgetary concerns.

All short term, non-academic employees, professional experts, volunteers, and adjunct faculty are hired through the Office of Human Resources. Even with the dramatic cuts in temporary employees, we currently have 409 short-term non-academic active assignments. Each one of these assignments must be processed, evaluated, and entered into two databases.

Equal Employment representatives were trained to assist in the three main hiring committee components: criteria meeting, reconvene, and the interviews. All voting members of all hiring committees received sensitivity training.

Upon notification, either by an applicant or by subsequent notification, criminal convictions are reviewed and evaluated against Education Code. Determinations are made as to the District's ability to employ the individual. All regular employees and all temporary employees working with minors or money are fingerprinted.

3. Compensation and Job Analysis

In 2003/2004, an outside consultant was hired to perform a study of our classified bargaining unit positions. This resulted in updates to both job descriptions and salary placements. Several job surveys were performed to compare job duties and salaries to those community colleges with similar characteristics and/or are in close proximity. Salaries were adjusted based on negotiations and Board approval.

In 2006/2007, a salary survey was conducted of our supervisor/confidential group resulting in updates to salary placements for a few members of this group.

C. Trends and Impacts on Institutional Planning

The greatest challenge to the Office of Human Resources is the state's on-going fiscal crisis.

D. Goals and Objectives

Over the period of time leading up to the next program review, the Office of Human Resources will concentrate on the following objectives, as related to the District's Strategic Plan. These objectives may be adapted in correspondence to any changes implemented to the District's Strategic Plan.

1. Strategic Plan Goal I: Student Success

Objectives:

- 1) For each academic year, ensure that the District complies with the 75/25 Title 5 requirements and that such is done in concert with the District's budget strategies;
- 2) For each fiscal year, ensure that the hiring process is followed and provide for a diverse pool of applicants; and,
- 3) Update all BPs and APs related to the hiring of District personnel;

2. Strategic Plan Goal II: Student Learning Outcomes

Objectives:

- 1) Review and revise the evaluation procedure for each employee group; and,
- 2) Ensure that full-time and part-time faculty evaluation procedures include the assessment of student learning outcomes.

3. Strategic Plan Goal III: Fiscal Transparency

Objectives:

- 1) The Director of Human Resources will continue to provide input to the Superintendent/President, the Board of Trustees, and the President's Cabinet on budget strategies, particularly as related to District personnel.

4. Strategic Plan IV: Communication

Objectives:

- 1) By the end of the 2011/2012 academic year, the Office of Human Resources will complete the first revision of all Human Resources-related BPs and APs;

- 2) Each academic year, review and revise Human Resources-related procedures, as may be necessary;
- 3) Successfully negotiate the 2011 successor contracts with the full-time faculty and the classified employee bargaining units;
- 4) Each academic year, continue to provide training to the management and supervisory/confidential employees;
- 5) By the end of the 2011/2012 academic year, complete the classified job description review and create updated job descriptions for each bargaining unit classification;
- 6) Automate faculty absence reporting and posting of cancelled classes; and,
- 7) Continue to automate Human Resources functions utilizing Banner.

VIII. Program Effectiveness and Needs

A. Office of Human Resources' Student Outcomes

As a result of the Office of Human Resources' role as a strategic partner with all areas of the District, students can expect an educational experience delivered by a well qualified faculty, support staff, management and supervisory/confidential teams that strives to reflect the diversity of the student population.

B. Savings or Efficiency Measures

Along with providing advice to other departments on how they may best meet their staffing needs in difficult financial times, the Office of Human Resources has implemented its own staff and budget reductions.

C. Resources Needs

Recognizing the current economic limitations, the Office of Human Resources will re-evaluate its needs when there is a more fiscally sound environment.

IX. Action Plan

In addition to completing the objectives as set forth above, the Office of Human Resources will conduct a campus survey to assess its effectiveness. This survey will be conducted during the 2012/2013 academic year.

CITRUS COMMUNITY COLLEGE DISTRICT

TO:	Steering Committee	Action	_____
DATE	May 23, 2011	Resolution	_____
SUBJECT:	Human Resources Board Policies (BP) and Administrative Procedures (AP): BP/AP 7203 – Evaluation: Full-Time Faculty	Information	_____ X
		Enclosure(s)	_____ X

BACKGROUND

The District's current Board policies and procedures are in the process of being updating to align with the recommend policies developed in conjunction with the Community College League of California (CCLC). The existing Board policies related to Human Resources are under review and revision to bring them up-to-date and to align them with the Human Resources chapter of the CCLC recommended Board policies.

Board Policy and Administrative Procedure 7203 – Evaluation: Full-Time Faculty was negotiated with the Citrus College Faculty Association with the final tentative agreement reached on April 27, 2011. Board Policy and Administrative Procedure 7203 was approved by the Faculty Association Representative Council on April 6, 2011, and by the Academic Senate on April 27, 2011.

This item was prepared by Sandra Coon, Confidential Administrative Assistant, Office of Human Resources.

RECOMMENDATION

Authorization is requested to approve Board Policy and Administrative Procedure 7203 – Evaluation: Full-Time Faculty.

Robert Sammis
Recommended by

_____/_____
Moved Seconded

Aye___Nay___Abstained___

Approved for Submittal

Item No. _____ V. G.- S.

Proposed Citrus Community College District Policy

**Human Resources
TENTATIVE AGREEMENT
As of 04/27/11**

Approved by the Association Representative Council 04/06/11

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.

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.

Contract Faculty: A probationary (non-tenured) faculty member who will serve a four year probationary period, commencing with the fall term of 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 03-09-11
- Form 2 – Faculty Observation – Counselors 03-21-11
- Form 3 – Faculty Observation – Librarian 03-09-11
- Form 4 – Faculty Observation – College Nurse 03-09-11
- Form 5 – Regular Faculty (Tenured) Evaluation Summary 03-09-11
- Form 6 – Contract Faculty (Non-Tenured) Evaluation Summary 03-09-11
- Form 7 – Professional Growth and Self-Evaluation Report 03-09-11
- Form 8 – Classroom Instruction Evaluation 03-29-11
- Form 9 – Student Evaluation of Counselor 03-29-11
- Form 10 – Student Evaluation of College Nurse 03-31-11
- Form 11 – Student Evaluation of Librarian _____
- Form 12 – Deans Evaluation Form 03-09-11

Office of Primary Responsibility: Human Resources

Date Adopted:.....

Approved by Academic Senate 04/27/11
Citrus College Faculty Association 04/06/11; 04/27/11
Steering.....
Board (First Read).....
Board (Second Read)

Policy negotiated with the Faculty and, as such, provided to ASCC, CSEA, the Management Team, and the Supervisor/Confidential Team for information on _____.



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					

Final Draft



FACULTY OBSERVATION REPORT - COUNSELORS

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					

Final Draft



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					

Final Draft



REGULAR FACULTY (TENURED) EVALUATION SUMMARY

Faculty 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 w/ 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 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	circle one	Date

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

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

Signed: _____	I agree/dissent w/ team summary	_____
Faculty Member	circle one	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 w/ 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 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 Evaluation Committee and Faculty member and attached.

- ◆ 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 Improvement 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): _____

CONTRACT RECOMMENDATION:

- Do not renew contract for the following academic year
 This recommendation will be forwarded to the Superintendent/President who shall determine whether to forward the recommendation to the BOT for final action.
- Renew contract (one/two year) for the following academic year
- Employ contract faculty member as a permanent (tenured) faculty member for all subsequent academic years

SIGNATURES:

Signed: _____ Team Member	I agree/dissent w/ Team Summary <small>circle one</small>	_____ Date
Signed: _____ Team Member	I agree/dissent w/ Team Summary <small>circle one</small>	_____ Date
Signed: _____ Team Chair	I agree/dissent w/ Team Summary <small>circle one</small>	_____ Date
Signed: _____ Faculty Member	I agree/dissent w/ Team Summary <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: _____



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 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. 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."