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Page numbers refer to the Academic Senate meeting packet, which can be accessed by visiting:

<http://www.elcamino.edu/academics/academicsenate/agenda.asp>. Hard copies of agendas are posted in the Communications Building.

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Kristie Daniel-DiGregorio, kdaniel@elcamino.edu, (310) 660-3593 x3254, 16007 Crenshaw Blvd., Torrance, CA 90506.

Per the Brown Act, all votes must be recorded by name. Only No's and Abstentions will be recorded by name in the minutes. If a senator was signed in to the meeting and did not vote No/Abstain, their vote will be assumed to be a Yes.



Academic Senate of El Camino College 2018-19

December 11, 2018

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254

Office location: Schauerman Library, Room 273

Officers & Executive Committee

President	Kristie Daniel-DiGregorio	VP Finance & Special Projects	Josh Troesh
VP Academic Technology	Pete Marcoux	VP Instructional Effectiveness	Russell Serr
VP Compton College	Amber Gillis	Curriculum Chair	Janet Young
VP Educational Policies	Darcie McClelland	Secretary	Traci Granger
VP Faculty Development	Stacey Allen	Parliamentarian	Pete Marcoux

Adjunct (One-year terms)

Josh Casper (BSS)^R 18/19
Karl Striepe (BSS) 18/19

Fine Arts

Ali Ahmadpour 18/19
D. Crossman/Joseph Evans 18/19
Joe Hardesty 20/21
Russell McMillin 18/19

Mathematical Sciences

Dominic Fanelli 19/20
Lars Kjeseth 19/20
Le Gui 20/21
Catherine Schult-Roman^{*R} 18/19
Oscar Villareal 19/20

Behavioral & Social Sciences

Stacey Allen 19/20
John Baranski^R 19/20
Kristie Daniel-DiGregorio 20/21
Renee Galbavy 20/21
Michael Wynne^{*} 20/21

Health Sciences & Athletics/Nursing

Andy Alvillar^{*R} 19/20
Traci Granger 19/20
Yuko Kawasaki 18/19
Colleen McFaul 20/21
Russell Serr 20/21

Natural Sciences

Sara Di Fiori^{*R} 18/19
Darcie McClelland 19/20
Troy Moore 18/19
Shanna Potter 19/20
Anne Valle 18/19

Business

Kurt Hull 18/19
Philip Lau^{*R} 18/19
Josh Troesh 18/19

Humanities

Sean Donnell 18/19
Ashley Gallagher 18/19
Pete Marcoux^{*} 18/19
Anna Mavromati 18/19
Christina Nagao^R 18/19

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Linda Clowers

Compton College

Amber Gillis 18/19
Jesse Mills^R 18/19

Associated Students Organization

Wiley Wilson

Counseling

Seranda Bray 20/21
Anna Brochet^{*R} 18/19
Rocio Diaz 19/20

Industry & Technology

Charlene Brewer-Smith^R 18/19
Ross Durand^{*} 18/19
Dylan Meek^R 18/19
Renee Newell 18/19
Jack Selph 18/19

President/ Superintendent

Dena Maloney

Division Personnel

Virginia Rapp

Ex-officio positions

Chris Jeffries ECCFT

Carolee Vakil-Jessop ECCFT

Library Learning Resources

Analu Josephides 18/19
Mary McMillan 18/19
Claudia Striepe^{*R} 18/19

Institutional Research

Josh Rosales

Dates after names indicate the last academic year of the senator's three year term, for example 18/19 = 2018/2019.

^{*}Denotes longest-serving division senator (i.e., the "senior senator"). ^RDenotes division senator who reports to division on Senate meetings.

El Camino College Academic Senate Purpose, Meetings, and Committees

Purpose: To provide faculty the means for full participation in the formulation of policy on academic and professional matters relating to the college, including those in Title 5 (§53200-53206). The Board of Trustees will normally accept the recommendations of the Academic Senate on academic and professional matters in the following “10+1” areas in the senate purview (BP 2510). If a disagreement arises, the Board and the Senate must mutually agree to any changes or new policies.

1. Curriculum, including establishing prerequisites and placing courses within disciplines
2. Degree and certificate requirements
3. Grading policies
4. Educational program development
5. Standards and policies regarding student preparation and success
6. District and college governance structures, as related to faculty roles
7. Faculty roles and involvement in accreditation process, including self-study and annual reports
8. Policies for faculty professional development activities
9. Processes for program review
10. Processes for institutional planning and budget development, and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.”

The Academic Senate is committed to supporting the college’s Mission and Strategic Plan, including Strategic Initiative C – COLLABORATION - Advance an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making. For more information consult [ECC Academic Senate Handbook](#) or [Local Senates Handbook](#).

ECC ACADEMIC SENATE MEETINGS:

1st and 3rd Tuesdays, 12:30-2 p.m., Distance Education Conference Center (DE 166).

FALL 2018: September 4 & 18, October 2 & 16, November 6 & 20, December 4 & 11 (tentative).

SPRING 2019: February 19, March 5 & 19, April 2 & 16, May 7 & 21, June 4 (tentative).

COMPTON COLLEGE ACADEMIC SENATE COMMITTEE MEETINGS:

President: Amber Gillis. 1st and 3rd Thursdays, plus May 30th, 1-2:30 p.m., Compton College Board Room.

SENATE COMMITTEES:

Academic Technology. Chairs: P. Marcoux & V. Rapp. 9/27 in MBA 110. 10/25 & 11/29 in Stadium Room. Time: 12:30-2.

Assessment of Learning. Chairs: Russell Serr & Kevin Degnan. Fall meetings: 9/10, 10/8, 11/19, 2:30-4, Communications 109.

Academic Program Review. Chairs: Russell Serr & Linda Clowers. Meets fall semester only.

College Curriculum. Chair: Janet Young. 2nd & 4th Tuesdays, 2:30-4:30, DE 166.

Distance Education Advisory Committee. Chair: Dustin Black. D.E. Liaison: Renee Galbavy. 4th Thurs, 1-2, DE 166.

Educational Policies. Chair: Darcie McClelland. 2nd & 4th Tuesdays, 1-2, Natural Sciences 127.

Faculty Development. Chair: Stacey Allen. 2nd & 4th Tuesdays, 1-2, West Library Basement.

CAMPUS COMMITTEES:

Accreditation. Chair: Jean Shankweiler. Faculty Co-Chair: C. Striepe. Standards Co-Chairs: R. Serr, C. Herzig, J. Troesh, M. Kline.

Board of Trustees. Chair: John Vargas. Senate Rep: K. Daniel-DiGregorio. 3rd Mondays, 4 pm, Alondra.

Calendar. Chair: Ross Miyashiro. Senate Reps: Stacey Allen, Vince Palacios. Meets annually or as needed.

College Council. Chair: Dena Maloney. Senate Rep: K. Daniel-DiGregorio. 1st & 3rd Mondays, 1:30-2:30, Library 202.

Council of Deans. Chair: Jean Shankweiler & Ross Miyashiro. Senate Rep: K. Daniel-DiGregorio, 2nd Thurs., 8:30-10:30, Alondra.

ECC Technology Committee. Chairs: Art Leible & Virginia Rapp. Senate Rep: Pete Marcoux. 3rd Tuesdays, 2-3, Library 202.

Enrollment Management. Chair: J. Shankweiler. Senate reps: Sara Di Fiori, Chris Jeffries, 2nd & 4th Thurs. 1-2, Com 109/LIB 202.

Facilities Steering Committee. Chair: Brian Fahnestock. Senate Rep: Claudia Striepe, 1st Monday, 2:30, Library 202.

Guided Pathways. Steering Committee: C. Jimenez, C. Mosqueda, J. Pon-Ishikawa, J. Simon, C. Wells. 1st & 3rd Wed, 2-3 DE 166.

Integrated Plan Implementation. Chair: J. Shankweiler/R. Miyashiro. Senate Reps: J. Annick, L. Kjeseth, A. O’Campo.

Planning & Budgeting (PBC). Chair: Brian Fahnestock. Senate reps: Josh Troesh & Sidney Porter, 1st & 3rd Thurs, 1-2, LIB 202.

Process Improvement. Chair: Ross Miyashiro. Senate rep: K. Daniel-DiGregorio.

Senate & committee meetings are open to the public. Contact committee chairs or representatives directly to confirm details.

El Camino College Academic Senate 2018-2019 Goals

The Academic Senate's annual goals reflect a commitment to "[advancing] an effective process of collaboration and collegial consultation conducted with integrity and respect to inform and strengthen decision-making" (ECC Strategic Initiative C).

A. Ensure full faculty involvement in decision-making related to academic and professional matters (BP 2510)

Measures:

1. Provide leadership for the college on issues related to Senate purview;
2. Arrange faculty representation on local and statewide senates and on campus committees;
3. Provide faculty leadership for the effective utilization of academic technology at the college;
4. In collaboration with the ECC Federation of Teachers, facilitate implementation of flex credit matrix and policies;
5. In collaboration with Academic Affairs and ECC Federation of Teachers, facilitate the collegial consultation and implementation process for revised faculty evaluation surveys and forms;
6. Develop a user-friendly and informative resource for minimum qualifications and the equivalency process;
7. Maintain communication and effective collaboration with ECC Federation of Teachers.

B. Strengthen faculty involvement in the activities of the Academic Senate

Measures:

1. Arrange a Senate orientation at the start of the academic year;
2. Provide regular, ongoing communication with all faculty;
3. Encourage greater participation of senators in meetings and other activities of Senate, including Senate e-board, subcommittees and task forces;
4. Continue initiatives to recognize faculty who achieve tenure.

C. Support the college's institutional effectiveness goal that more students from our diverse communities will attain educational success and achieve their academic goals.

Measures:

1. Support Compton College's independent accreditation through regular Senate communication, collaboration with faculty leaders, and by updating the ECC Constitution;
2. Foster awareness of and encourage faculty involvement in the local implementation of statewide initiatives for student success, equity, enrollment, retention and completion, including AB 705 and Guided Pathways;
3. Support Enrollment Management initiatives through ongoing communication and faculty involvement, including sharing of resources to support student success.

Approved by ECC Academic Senate 9.18.18

ECC (El Camino College) Acronyms

Acronym	Meaning
ACCJC	Accrediting Commission for Community and Junior Colleges
ALC	Assessment of Learning Committee
ADT	Associate Degree for Transfer
AP	Administrative Procedure
ASO	Associated Students Organization (ECC's student government)
ASCCC	Academic Senate for California Community Colleges
BP	Board Policy
BSI	Basic Skills Initiative
BOGFW	Board of Governor's Fee Waiver
BOT	Board of Trustees
CCC	College Curriculum Committee
CCCCO	California Community Colleges Chancellor's Office
CMS	Course Management System
COLA	Cost of Living Adjustment
CTE	Career Technical Education (formerly Vocational Education)
DE	Distance Education (instruction that is at least 51% online)
DEAC	Distance Education Advisory Committee
EPI	Educational Planning Initiative
FACCC	Faculty Association for California Community Colleges
FDC	Faculty Development Committee
FTEF/FTES	Full-Time Equivalent Faculty/Full-Time Equivalent Students
FYE	First Year Experience program
GP	Guided Pathways
HTP	Honors Transfer Program
IE	Institutional Effectiveness (actions/measures of college improvement)
IEPI	Institutional Effectiveness Partnership Initiatives (state-mandated support for IE and host of the Framework of Indicators data portal)
ILOs	Institutional Learning Outcomes
IR/IRP	Institutional Research / Institutional Research & Planning
ITS	Information Technology Services
MMAP	Multiple Measures Assessment Project
OEI	Online Education Initiative
PLOs	Program Level Outcomes
PBC	Planning & Budgeting Committee
PR	Program Review (period program evaluation and plan)
PRP	Program Review & Planning (annual integrated planning system)
SAOs	Service Area Outcomes
SLOs	Student Learning Outcomes
SEP	Student Equity Program
SSSP	Student Success & Support Program
SWP	Strong Workforce Program
Title 5	California Code of Regulations (CCRs) section which details state law related to education. (Also known as "Ed Code")
Title V	Many "Title Vs" exist, but we typically mean a Federal grant program to support the improvement of Hispanic-Serving Institutions (HSI).
WSCH	Weekly Student Contact Hours

Many thanks to Irene Graff and the Institutional Research and Planning department for sharing their compilation of acronyms.

ACADEMIC SENATE ATTENDANCE

Adjunct (1 Year)

- Josh Casper
- Karl Striepe

Behavioral & Social Sciences

- Stacey Allen
- John Baranski
- Kristie Daniel-DiGregorio
- Renee Galbavy
- Michael Wynne

Business

- Kurt Hull
- Phillip Lau
- Josh Troesh

Compton College

- Amber Gillis
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- Russell Serr

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- Anna Mavromati
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- Ross Durand
- Dylan Meek
- Renee Newell
- Jack Selph

Library Learning Resources

- Analu Josephides
- Mary McMillan
- Claudia Striepe

Mathematical Sciences

- Dominic Fanelli
- Lars Kjeseth
- Le Gui
- Catherine Schult-Roman
- Oscar Villareal

Natural Sciences

- Darcie Descalzo
- Sara Di Fiori
- Troy Moore
- Shanna Potter
- Ann Valle

President/Superintendent

- Dena Maloney

Academic Affairs & SCA

- Linda Clowers
- Ross Miyashiro
- Jean Shankweiler

Assoc. Students Org.

- Wiley Wilson

ECC Federation

- Carolee Vakil-Jessop

Curriculum Chair

- Janet Young

Institutional Research

- Joshua Rosales

Dean's Reps/Guests/Other Officers:

-
-
-

Excused: K. Striepe, A. Gillis, C. Striepe,
S. Di Fiori

ACADEMIC SENATE MINUTES

December 4, 2018

Unless noted otherwise, all page numbers refer to the packet used during the meeting, not the current packet you are reading now.

A. CALL TO ORDER

Senate President Kristie Daniel-DiGregorio called the seventh Academic Senate meeting of the fall 2018 semester to order on December 4, 2018 at 12:34 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-15 of the packet for minutes from the November 20th meeting. P. Marcoux moved, A. Josephides seconded, and there was unanimous approval of minutes.

KDD: This is the portion of our program where we welcome our division personnel, Robin Dreizler. He is a familiar face on campus and at Academic Senate. Come on up Robin, and welcome. This is a great chance for the one person on campus who may not know who you are. R. Dreizler: Thank you for having me today. I was looking at the notes that you send out with your original request, and you mentioned that one of our leaders first visited ECC in utero when his mother was on ECC campus. That was interesting, that would be my Mom. Pete just reminded me as we were standing here; don't be surprised if you hear or see students coming from Dreizler High School in the near future. Redondo Beach Unified School District just honored my mother by renaming their continuation school Patricia Allen Dreizler Continuation High School. The history of her in Redondo goes back to the late 50's. She was way ahead of her time. She was incorporating programs and services well in advance of some of the things you think about now. She was fixing problems way back when. A call would come in to the City of Redondo and she would take care of it. She would find a fix or found someone that could help or money that could assist with a particular program. She has been a part of adopting or creating more than 150 programs in the South Bay. We were quite honored as a family. So again, don't be surprised if you run into a student who says they went to Dreizler High School, that's not me.

Those of you remember Bill Mulrooney as the Director of Admissions and Espe Nieto, the Assistant Director. In our restructuring, we created the Dean of Enrollment Services and a Registrar. So I am not Bill Mulrooney, I am not the Director of Admissions. I oversee Assessment, Financial Aid, Admissions & Records, and Student Outreach. I am very fortunate to have some really strong managers in those positions. Lillian Justice is our Registrar. Some of you have run into her on occasion with issues with registration or admissions issues. Julieta Aramburo is our Director of Outreach & School Relations. Nailah Smith is our Supervisor of Testing & Assessment. We have Melissa Guess, our Director of Financial Aid, and our Assistant Director, Kristina Martinez. And Lindsey Ludwig, our Director of International Students. I found it interesting, I look at these really strong managers, that are doing so well and they report to me. On a personal note, I have a wife and 4 daughters that I report to back to at home. (Laughter.)

A couple of big things that are happening in our area. We are expanding the South Bay Promise through the Outreach program. Julieta was primarily was the Director/Coordinator, and we are going to be expanding that next year. It is a big undertaking. We were able to serve almost 600 students this past fall; we paid for their tuition. We got most of them into a cohort program. We've got the implementation of CRM Recruit, which works with Colleague. We are close to 100% active and operational. It has been an ongoing process. A few weeks ago, it created some problems with applications but it is better to have those now than early spring when we see applications en masse. With Admissions, there is always something. One of the big things right now is AB 705, and I really want to applaud and recognize Nailah Smith and her staff for the work they've been doing. They have been implementing AB 705 and some of these processes. It is still a moving target, but thanks to her, we are in a lot better shape than some of our sister institutions. With that, do I say good night? (Lot of Laughter) Feel free to call and stop by. The blinds that used to be shut are open. My staff is putting together a fabulous archive of vintage pictures of me. I am a part of three athletic hall of fames. I am in the El Camino College Athletic Hall of Fame, and the Redondo Union High School Hall of Fame, and the Utica College Hall of Fame.

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio

Just a reminder that our December 11th meeting is confirmed so we will see each other again next Tuesday. Just as a way to say thank you for your hard work this semester and end on a positive note, we will be having a raffle. This is one of the many ways I amuse myself. We have gift cards; Amazon, Starbucks, Barnes & Noble, and chocolates. Definitely don't miss our next meeting.

The Director of Institutional Research & Planning as you know, Irene Graff retired. If you are a full time faculty member, let me know if you would like to serve on that search committee. We are looking for a Senate representative.

There are some upcoming Professional Development opportunities that I want to make sure you knew about. You heard previously about the training modules for Accommodations for Students with Disabilities. All faculty are being asked to complete this by the end of fall semester. If you are full time, this is flex eligible. You will get 1 hour of flex credit. I have included the link here, but your dean should have given you some information about how to access these training modules through the Keenen website.

The 2019 Building Diversity Summit is being offered by the Chancellors Office. It is February 8 & 9, at the Sheraton Gateway Los Angeles. Jaynie Ishikawa has some funding to sponsor folks. Reach out to her if you are interested.

Just a few campus updates. We now have greater clarity from the Chancellors Office for strategic planning. There were some questions and the goal posts kept moving in terms of how we were meant to integrate our Strategic Planning with the Vision for Success. El Camino is ahead of schedule, we are taking a proactive approach. We will hear more about that in the spring.

The Food Service Committee is investigating ways to collect customer input. They are also looking at the commission, I don't know if I am using the right term. The commission that comes back to the college and reinvesting that in our food services so that we can continually improve those services for our campus customers.

College Council is continuing to make progress updating our BP's and AP's. There was quite a backlog, and we have made good progress. More progress is needed and it will continue next semester.

b. VP Compton College – Amber Gillis

KDD: Amber was unable to attend. I know they are super busy over at Compton and we heard yesterday at College Council about the many things going on at Compton. There is a lot of progress on the transition. The student record system is being implemented. They are also working hard at BP's & AP's. They have adopted curriculum, I'm sure that is going to be an ongoing process. Their fully independent bookstore is open. They have other initiatives; they are building a new Police Department, they have hired a Lieutenant Box as the new Police Chief. If you have spent any time over at Compton, you know Lieutenant Box, so congratulations to him.

c. Chair, Curriculum – Janet Young

Our meeting is today, which is right after this meeting, and you are all invited. This semester we have approved 11 new courses, approved/revised 139 courses, certificates/degrees 5, inactivations 5, articulation agreements 100 (8 courses over various local schools in the area). Total of 260 proposals. That also included AB 705 support courses for Math. Next week along with chocolates and Starbucks, we are presenting the online catalog and the student success funding formula and its relation to the college.

d. VP Educational Policies –Darcie McClelland

I will wait until later.

e. VP Faculty Development – Stacey Allen

Today we are honoring some adjunct faculty. Our FDC minutes will be in the next packet. I did want to report that we held our *Getting the Job* Workshop on Friday in this room. It was a packed house and was fantastic. My game plan was to take photos to show you the proof of our good time. I didn't think about the camera until after everyone walked out of the room. Just trust me when I tell you, our panel were Rock Stars. They provided valuable information to our adjunct

faculty members who attended. We had Martha Lopez from HR walk us through the very simple process of iGreentree (Laughter). Debra Breckheimer the dean of Humanities. Cynthia Cervantes from Childhood Education, who is actually in the room right now. Thank you, Cynthia, you were fantastic. Chelsea Henson from English and Jason Suarez from History. It was really a dynamic panel. We had a great turnout and it was a fantastic event. We will have Part 2, which goes over the interview process. Part 1, which we covered on Friday, was the application and how to put together a good cover letter.

f. VP Finance – Josh Troesh

We are still working through the new budget. There are no changes or announcements to the rest of our agenda.

g. VP Academic Technology – Pete Marcoux

We had an Academic Technology Committee meeting last Thursday. Our main focus was the Technology Conference, which is going to be March 29. It will be above the bookstore. Corinne Housington is going to be our keynote speaker. Depending on whether we can get funds for lunch, we are going to have at least two breakout sessions with multiple sessions in each breakout. If we do find money for lunch, then we'll have a third. We are also inviting vendors to participate. Both hardware and software, people like Dell, Apple, Best Buy. As well as publishers of other software titles. Instead of charging them to set up a booth we are asking them to bring a raffle prize. We usually do the raffle last thing to keep people around. The committee will be sending out a call for proposals. Basically, we are trying to focus on Canvas. The new and exciting things people are doing on Canvas. Rather than a "how to," it is more inspirational. The more advanced features of Canvas. Same with Office 365. Corinne is a certified Windows trainer. I'm sure she can show us some of the latest and greatest with Office 365. We are going to have a session on 508. If you have a suggestion, please send it my way. Next meeting we are going to have Thurman Brown come and speak to us. They are going to be doing some changes in ITS in terms of delegating Tech Reps for each division. KDD: On the 29th, it is going to be a morning program? P. Marcoux: Registration will start at 8 with vendor sponsored coffee and donuts. Keynote @ 8:30. Again, depending on lunch, and if we can't find anyone to purchase lunch, we will end around 12.

Winter shells for Canvas were put in today. I don't know if anyone has logged on to see those. One big announcement is that they found a fix for the Colleague/Canvas integration tool. They are fairly confident that people will have shells and they won't have problems with zombie students. Some had students they dropped and suddenly they were coming back. They don't go away, they don't die. They have been calling them zombie students. Hopefully that will be ready to go for Winter. R. Diaz: Will the migration to Office 365 also increase the email storage to 1 Gigabyte or Terabyte? P. Marcoux: They are not sure when that is going to happen. Yes, it is. We do have access to One Drive. If you log into any computer at El Camino, using your credentials, if you go to the file explorer, you will see One Drive. If you signed into that, that is like a Drop Box. It is not saving your email in there yet, but we will. One Drive is a good substitute for Drop Box, because you don't have to download the app, it is already in every computer on campus.

h. VP Instructional Effectiveness/ALC/SLO's Update – R. Serr (pg. 16)

We have 14 out of 16 completed since our last meeting. Two more to go. One in process, the other we're not sure. Tomorrow we are having a SLO Entering Reports Workshop at 2:30 in the Library basement. Bring your data, we'll put it in, and you'll be done. Assessments are due the third week of next semester. I highly recommend doing it early.

KDD: On page 16, you have relevant information about that training Russell was mentioning. Please pass that on to relevant colleagues or post it in the mailroom.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

We are pulling together all the hiring committees for faculty. The jobs are getting posted this week. They are staggering them in HR, so all the applications don't come back at the same time. That is in process right now. We are working on implementing AB 705, with a fantastic team. Lars has been doing a lot of work on that along with Nailah Smith and Scott Kushigemachi who is visiting today. Guided Pathways, Student Equity and Achievement. Congratulations to Mary

McMillan, we got a grant for our 2nd OER. We got notification yesterday that we got that grant. (Applause) You will be getting some information about learning how to use OER in our classes.

Ross Miyashiro – VP of Student Services

Happy December, I actually have a few things. December 12th the campus is having a holiday potluck and there is a wreath decorating contest. You can pick up the wreaths in the VP, Student Services office. This has all been sent online. If you would like to attend, there is a potluck or straight donation. We will have entertainment and photo booths. ASO will be judging the wreaths. We are hiring a new Director of Institutional Research and Planning. We do need a faculty member who is interested in research to sit on the hiring committee. It will be great input for the future of our planning and research. We strongly encourage everybody to apply for that. We are also hiring an Assistant Director for Veteran Services. We have never had a manager of Veteran Services, and it is about time we did. We would like to expand the program. We want to make sure our Veteran students are well taken care of and have all the services they need.

E. UNFINISHED BUSINESS

AP 3050 Institutional Code of Ethics: 3rd Reading-KDD & Darcie McClelland (pgs. 17-25)

KDD: This is the minute you've all been waiting for. This is our 3rd reading, and because we are going to vote on this today, I need a motion. P. Marcoux motioned, S. Bray seconded. You have the updated, revised AP. If you checked your email in the last 45 minutes, you know that what is in the packet does not reflect the changes from two meetings ago. You can pull it up on your device and I am going to put up an electronic version. Those were all changes that we incorporated without much discussion. It seemed like there was strong agreement on those changes. We are going to walk through the AP. We want everyone to be clear on what you are voting for and have no confusion. I also want to point out that starting on page 22, you have relevant components of the contract. Section 14 starts at the bottom of page 22 in your packet. This is where it is addressing disciplinary procedures for prohibited behavior. We referred to this and you had a handout last meeting. Then on pages 24-25 these also give you the position description for the instructor, which references ethics. Item #6, *To maintain high standards of professional conduct and ethics appropriate to the Instructor's professional position*. Some reminders, as a collegial consultation committee we are striving to emphasize inclusiveness in communication, keeping an open mind, respecting differing opinions, striving for consensus and supporting the final outcome. As we discussed, I have a few suggestions, for how we might do that. I am going to pull up the electronic version. Changes appear in red. D. McClelland: In the packet they look grey and underlined. On the screen they are red. KDD: Remember, it doesn't include the changes from two meetings ago. Darcie: In the last meeting, we made a substantial change Under D, limitations, we added federal or state laws. We changed some language under section E; items 3, 4 and 6. When we talked about conflict of interest, we changed the language to be *strive to avoid*. We realize that it is inherent in all our jobs everyday there are tiny conflicts of interest. We are striving to avoid any major conflicts of interest. The example came up that just because you worked on or edited a textbook, it doesn't mean you absolutely can not use that textbook for your class. That is an inherent conflict of interest, but we want to make sure we are striving to avoid huge conflicts. KDD: Josh, we talked about changing "strive" to "minimize." I couldn't remember where we landed on that. J. Troesh: I think minimize is more what we are trying to do. KDD: I was making sure that addressed your concerns. We will make that in the notations to make that minimize. Section F, Shanna made the suggestion, we added #4, *make a reasonable effort to protect colleagues from conditions harmful to health and safety*. S. Potter: Are we still going to protect the students? D. McClelland: Yes, that is under students. Section G3, we corrected and G7 we put *at the college*. The major change came in the last paragraph under *Consequences of Violations*. KDD: What you see in red and underlined is what we voted on at the last meeting. What appears in bold are some further refinements that we are proposing to further clarify the language. D. McClelland: When we added the language last time, I felt like it was still a little murky. It could have suggested that faculty need to go to the contract, that they are exempt from laws. That wasn't the intent, it was a suggestion. It made it unclear. If we are going to reference the faculty contract, we should also reference the classified contract. We should reference both. I added the language *for faculty*. What we had approved last time would have read, *Conduct that is alleged to have been in direct violation of this procedure may be subject to further investigation. For faculty, if such a process finds the allegation to be credible, the nominal supervisor of that employee may invoke disciplinary measure outlined in Article 22, Sec. 14 of the current faculty contract should the requirement be met. For classified employees, the nominal supervisor of that employee may invoke disciplinary measures outlined in the current classified employee contract*. KDD: We are just trying to be clearer in what we intended. P. Marcoux: Do police have different contracts? They don't fall under classified? J. Casper: They have their own. KDD: Can you read it with the changes? D. McClelland: I struck out collective bargaining agreement at the end because we referenced it. It

will now say *board policies, administrative procedures and collective bargaining agreements*. A. Josephides: Have the classified employees been consulted with how they feel about the verbiage? Have they been represented? KDD: We had classified representatives on the task force who were at the last meeting. J. Shankweiler: There were several classified employees on the work group. After the Academic Senate this goes to college council which includes the president of the classified union. But they have not been consulted about this verbiage. KDD: Several of the task force members attended the meeting. I am happy to send this on to them when we get a final version just so that they are kept in the loop. Other questions or comments? Call for the question? I need a show of hands, since I may need to document this. I need a show of hands all those in favor of approving AP 3050 with the changes discussed. There were 29 votes for AP 3050 in the form presented in the meeting. No vote: Oscar Villareal. Abstentions: Dominic Fanelli, Catherine Schult-Roman, Ali Ahmadpour, John Baranski. The motion passes. Thank you so much for all your contributions and your patience. Thanks to Troy for being willing to step into the ring to bring your concerns to this body.

F. NEW BUSINESS

BP 5500 Standards of Student Conduct: 1st Reading (pgs. 26-29)

KDD: This is our first reading. I will turn it over to Darcie. D. McClelland: A few weeks back, we brought to this body AP 5500, which is the administrative procedure. After we approved that, we realized it has a BP. This is the BP, that goes with the AP. It is on page 28 of your packet. It just looks like there are major changes. I know there are a lot of strike throughs. In reality, it says basically the same thing. P. Marcoux: This is the first reading, right? D. McClelland: We will be voting on it next time. J. Shankweiler: Can I say that the idea was that we wanted to take the board policy in that task force that we had and kind of define what the philosophy of discipline and standards of student conduct should be. The committee wanted this to be more clear. Is anyone else from the committee here? R. Galbavy: I think the motivation was to make it more concise. There were a lot of people working on it. D. McClelland: Are there any questions? C. Nagao: It says these are being made available electronically. How is that done? D. McClelland: How are these going to be made electronically? On the website? The last sentence says *These procedures shall be made widely available to students through the College catalog, and other means including electronic communications*. J. Shankweiler: The Board Policies are posted electronically on the webpage. They are also in the catalog and that is electronic as well. W. Wilson: Is there a Student Code of Ethics? J. Shankweiler: There is an AP for the Standards of Student Conduct, an Administrative Procedure for student discipline. KDD: That is 5520, which is coming. D. McClelland: We are working on 5520, and it is substantially longer than 5500. We were not quite able to finish it in Ed Policies this semester. It is on our agenda for the first meeting next semester. You should see it probably in February. KDD: More questions or comments? D. Black: I hope this doesn't muddy the waters, just to clarify. Since students would be updating social media platforms from various IP addresses, some of which would be on district-owned facilities and some not. If a student is posting on Canvas and there is some conduct that might bring the student into some hot water, is that what this is for? R. Miyashiro: Yes, I think it does. P. Marcoux: The network policy that just passed will cover this. They reference each other. R. Miyashiro: If someone uses an IP address on our campus, they will be accountable. KDD: Important clarification, thanks Dustin. W. Wilson: Who is the CEO? KDD: You are looking at the CCLC template. This is developed by attorneys for all California Community Colleges. That is not actually the BP we are voting on. That is just a guide. We have a Superintendent/President on campus, not a CEO. W. Wilson: Students report to deans? A lot of students may not know that. R. Miyashiro: That will be spelled out in AP 5520. The students actually report to a designee, in your case it is Greg Toya the Director of Student Development. R. McMillin: I have one quick question. On page 27, it says, "Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or the District." It's my understanding there is no smoking anywhere. KDD: Again, this is the CCLC template that you are looking at. This is for all community colleges. We do have an educational program of non-smoking on our campus. This will be back at the next meeting. Thanks everybody for the feedback and input. Consult with your constituents before our next meeting.

G. INFORMATION ITEMS –DISCUSSION

Demonstration of New Catalog – Janet Young

Tabled until the next meeting, next Tuesday.

2018 Outstanding Adjunct Faculty Award: Elizabeth Russell-Stacey Allen

KDD: This brings us to the highlight for today's meeting, unless the ethics policy was your highlight. Now we are going to recognize our Outstanding Adjunct Faculty. I am going to turn things over to Stacey Allen. S. Allen: Good afternoon the thank you all for being here. Before we begin the award presentations, I'd like to thank those who took the time to nominate adjunct faculty for this recognition as well as the selection committee who spent considerable time and effort reviewing extensive nomination materials:

- Scott Kushigemachi, Interim Associate Dean, Humanities
- Suzanne Gates, English Professor
- Sarah Leinen, English Instructor and recipient of the 2017 Outstanding Adjunct Faculty Award
- Jenebrith Pastran, ASO Senator, Fine Arts

The Outstanding Adjunct Faculty Award was established in 2010 by the Academic Senate to honor exceptional adjunct faculty members who demonstrate the highest level of commitment to the college's mission and to student learning and teaching. Before we introduce the 2018 recipient of this award, we'd like to recognize six of our colleagues – two of whom are El Camino alumni! They will receive an Achievement Award for Distinguished Teaching and Student Learning for their instructional excellence and innovation.

At this time I'd like to invite the following honorees to come up and join me:

Joshua Casper

Richard Ewing

Janice Jefferis

Michael McDermit

Fariba Sadeghi-Tabrizi

Sue Ellen Warren

If you don't mind, I am going to tell them a little about you. Blush if you'd like, this is our time to boast about our adjunct faculty.

Joshua Casper

This may only be Josh's fourth semester teaching political science here at El Camino, but his contributions to the college date back over 10 years to his time as a student where he was a member of the ASO executive board and a pioneer in the Student Ambassador Program. CARE advisor Breeanna Bond worked alongside Josh in ASO and as a student ambassador; she praises his many contributions to ECC, calling him a "fantastic resource" to the college and our students. When nominating Josh for this award, Dustin Black noted that "meaningful involvement in campus life and student activities are pillars of Joshua's professional philosophy. His record of service on this account includes multiple leadership posts with ECC's Federation of Teachers, membership in several campus committees (including the Ethics Sub-Committee)," serving as a senator in the Academic Senate, as well as the faculty advisor for the ECC Alpha Gamma Sigma honor society. Students appreciate the numerous resources Joshua provides to help them succeed. In his student surveys, many characterized him as "amazing" and we couldn't agree more!

Richard Ewing

Richard has been teaching in the Art Department at El Camino for 12 years. In calling him "the consummate professional," his colleague Pam Huth says that Richard "raises the bar and gets his students to reach for greatness." Richard says that his "goal at the end of the day is to foster curiosity in visual theatre and an excitement for exploration of the many layers of invention and creativity in art." Associate Dean of Fine Arts, Walter Cox praises Richard's exceptional teaching practices as well as his contributions to the Art Department, noting that "he consistently goes above and beyond the duties expected of part-time faculty through his participation in developing, revising and assessing SLOs and curriculum." He is currently writing two new courses for the department and participates each year in the Faculty Art Shows and Open House Events.

Janice Jefferis

When nominating Janice for this award, her colleague in early childhood education Michelle Moen declared "what stands out most about [Janis] is her enthusiasm to serve and inspire her students." Other colleagues in her department, Janet Young and Jennifer Montgomery, have been impressed with her exceptional teaching abilities and appreciate that she goes "far beyond the usual expectations of a part-time faculty member." One way she does this is by supporting the outreach efforts of the department both on and off campus at College Night and career fairs. Janice values "inquiry-based

teaching and learning” and has found that “developing positive, supportive relationships with [her] students is essential to authentic student engagement and meaningful learning.” Students clearly appreciate this approach as well as the many resources she provides to ensure their academic success. In a letter of support which came from the dean and office staff of the Behavioral & Social Sciences division, Janice was praised not only for her “cheerful professionalism” and dependability, but also for her commitment to the college mission and for her service to the community.

Michael McDermit

In the two short years that Michael McDermit has been here at El Camino, he has made quite an impression on his students as well as his colleagues in the English Department. When nominating him for this award, Erica Brenes wrote, “When tasked by the leaders in my department to put together a meaningful collection of leaders and creative minds who could tackle the problems and opportunities that come with AB705, I immediately thought of Michael McDermit.” She praises his participation in a number of campus initiatives and programs including the Scholarly Institute for Teaching Excellence, Summer Bridge, and Puente, but says that “first and foremost” he is the definition of “student-centered.” Of him his student wrote, “Throughout the semester, Professor McDermit encouraged and taught us to think critically about the topics we confronted in class... During our class discussions, he fostered an environment of mutual respect where everyone felt comfortable sharing their own experiences and opinions. It is clear that students appreciate his approach to teaching, his willingness to provide additional assistance, and the collaborative and engaging environment he provides.

Fariba Sadeghi-Tabrizi

Professor of Communication Studies, Rosemary Swade, first met Fariba when she was a student in Dr. Swade’s communication studies classes. Early on, she recognized Fariba’s “dedication to learning” and “excellent work ethic.” Because of this she encouraged Fariba to change her major to communication studies. Which she did! She then went on to transfer to Cal State Long Beach where she earned a bachelors and master’s degree in communication studies. She has taught at ECC for 7 years and declares that “teaching is a ‘calling’ not a job” – Fariba has clearly found her “calling.” Her teaching philosophy is to successfully instruct our diverse group of students so they can accomplish their educational and professional goals.” Not long ago, a former student took the time to email Fariba to say “thank you for being an amazing teacher.” He had just given a speech in his physiology class and “absolutely nailed it” thanks to all that he learned in her public speaking class. He explained that he was preparing to apply to nursing school, but what he learned from Fariba had changed his life and would be something he would use “again and again.”

Sue Ellen Warren

Sue Ellen teaches nutrition and has been a valuable asset to El Camino College for 31 years! In that time she has been involved with numerous campus committees and activities including SLO assessments, the Academic Senate, and the Assessment of Learning Committee. In addition, she has facilitated Professional Development Day presentations and for many years served as the co-facilitator of the Faculty Book Club. In her classroom, she employs interactive direct instruction and utilizes collaborative activities where students teach one another. Her students characterize her as organized, engaging, and inspirational. Her colleague, Mary Lyons, praises Sue Ellen as a “valuable mentor and terrific colleague.” We think she’s pretty terrific too!

Elizabeth Russell

And now, I am pleased to announce this year’s Outstanding Adjunct Faculty Award Recipient – Elizabeth Russell! Nominated by several of her colleagues in the Art Department, Elizabeth Russell, has been commended for her steadfast commitment to our students and to the mission of El Camino College. Her colleagues proclaim that “her commitment to El Camino College, our programs and our students, is a gift and we feel fortunate to have her on our campus. Liz is the shining star of our department.”

Her dedication to our students and to academic excellence extends beyond the classroom. She has served on the Student Equity Reenvisioned (SER) Committee, volunteered to co-facilitate panel discussions for the Student Equity Advisory Council (SEAC), and is the faculty advisor for the People of Color United student club on campus.

Elizabeth truly embodies the mission of El Camino College which is “to make a positive difference in people’s lives.” In fact, “student transformation is at the heart of [her] educational philosophy. Her “learner-centered approach to Art is one that views analysis through the lens of the students’ diverse experiences, abilities, concerns, values, and roles in society.”

“Supportive,” “effective,” and “inclusive” are just some of the ways students describe Elizabeth. One student wrote “I could really feel that she wants all of her students to be successful, not just in her class, but also outside of her class...”

Professor Russell is a remarkable teacher.” And this is why we honor Elizabeth Russell with the 2018 Outstanding Adjunct Faculty Award!

Stacey thanked Dr. Maloney and Dr. Shankweiler for their help by presenting them with a goodie bag. All nominees then took a group photograph along with Dr. Maloney, Dr. Shankweiler and Stacey Allen.

Elizabeth Russell: I would say thank you to my colleagues. I have been teaching collaboratively, and I feel that spirit. Teaching binds us and requires community. I am so grateful and inspired by the faculty I work with every day. Teaching can be lonely as we all know and exhausting. But it is life-giving! Thank you, I am really appreciative!!

KDD: This is our chance to say thank you to Stacey. For her tremendous amount of leadership here and her infectious enthusiasm. You can tell how much care she puts into everything. (Applause)

H. FUTURE AGENDA ITEMS

Ed Policies: AP 7160 Professional Development, BP/AP 5500 Standards of Student Conduct, AP 5520 Student Discipline Procedures

Evaluation Procedures Committee: Revised Faculty Evaluations

AB 705

Guided Pathways

South Bay Public Safety Center

I. PUBLIC COMMENT

M. McMillan: Just to piggyback on what Dr. Shankweiler mentioned about the grant. We got more than double what we did last time. That is great. You can help spread the word in your divisions. If you know a faculty member who is intending to have a “0” cost textbook course in the spring semester, please have them email me so I can get it noted in the online course schedule. J. Shankweiler: Send their names to Mary.

C. Brewer-Smith: Cosmetology is having a Winter Wonderland fantasy project. It will be Thursday from 11-2. You are welcome to come through and vote for the one you think is the best. 1st thru 4th place. It is a competition that is their final project for the year. Tech Building room 143.

A.Ahmadpour: I want to invite you to our faculty show. You can come and express your sentiments. KDD: Russ gave us a postcard at the last meeting. Thanks Ali.

J. ADJOURN

The meeting adjourned at 1:40 pm

TG/ECC Fall 2018

Present	Name		Division
X	Stacey Allen*	(SA)	Behavioral & Social Sciences
X	Alireza Ahmadpour	(AA)	Fine Arts
X	Dustin Black	(DB)	Behavioral & Social Sciences
	Briita Halonen	(BH)	Humanities
	Amy Herrschaft	(AH)	Counseling
	Sheryl Kunisaki	(SK)	Library & Learning Resources
X	David McPatchell	(DM)	Compton College
X	Polly Parks	(PP)	Natural Sciences
X	Margaret Steinberg	(MS)	Natural Sciences
	Claudia Striepe	(CS)	Library & Learning Resources
X	Lisa Mednick Takami	(LMT)	Professional Development
X	Evelyn Uyemura	(EU)	Humanities

*Committee Chair

Mission Statement: *The El Camino College Faculty Development Committee provides opportunities and support to promote instructional excellence and innovation through faculty collaboration.*

Fall 2018 Meetings: September 11 & 25, October 9 & 23, November 13 & 27

Spring 2019 Meetings: February 26, March 12 & 26, April 23, May 14 & 28, June 11

1. Updates/Reminders:

Informed & Inspired

SA reminded the committee that Elice Hennessee will present “Learning across the Curriculum: Diverse & Inclusive Cross Curricular Course Content & Student Engagement” on November 29th, 1:00-2:00 in the Library West Basement. She encouraged members to attend and post flyers in their division mailrooms.

Getting the Job (GTJ), Part 1: The Application Process

SA announced that 41 participants have registered for GTJ, Part I which will take place on Friday, November 30th, 12:30-3:00 in the Distance Education Center.

Outstanding Adjunct Faculty Award (OAF)

SA encouraged the FDC to attend the Academic Senate meeting on Tuesday, December 4th, 12:30-2:00, in the Distance Education Center. This year’s OAF recipient, Elizabeth Russell, was nominated by AA who remarked that she is an amazing teacher and very deserving of this recognition.

Faculty Book Club (FBC)

PP reported that the FBC has met three times this semester with one more scheduled in December. *Teaching Men of Color in the Community College* has been well-received and has generated engaging and meaningful dialogue. PP praised fellow co-facilitator Erica Brenes for providing numerous interactive activities for the club including a bingo game based on the section assigned for their last meeting. PP mentioned that faculty have acquired many new tools to add to their “inclusive classroom toolbox” including methods to detect implicit bias. Their final session will focus on techniques for

engaging all students, not just men of color. The FBC has considered adopting *Push Out: the Criminalization of Black Girls in School* by Monique W. Morris for next semester. AA recommended *America: the Farewell Tour* by Chris Hedges, an author who has spoken at many colleges and could be invited to speak at El Camino. PP noted that the FBC co-facilitators have discussed the merits of adopting a book that is not directly related to pedagogy, yet relevant to teaching a diverse population of students. AA commented that it is important for faculty to be aware of political, social, and economic issues affecting our students. SA noted we could have more than one book club while DB suggested a partnership with other groups on campus with a focus in some of these other areas.

Cornerstone (Flex Reporting Software)

LMT provided a draft of the Cornerstone implementation timeline, noting the transition has faced a few unexpected challenges which have caused some delays. A request to push implementation to fall of 2019 was denied. Kerri Nakayama and Elana Azose have been working hard to make the transition as seamless as possible, with training available in early December and full implementation in place by the spring semester. Beta testing will begin next week, SA encouraged the FBC to participate in the beta testing. AA suggested that each department have at least one faculty member complete Cornerstone training and then assist in training fellow faculty in their department; MS and LMT agreed this would be highly beneficial. MS inquired about flex credit for completing Cornerstone training videos; how this will be tracked is uncertain at this time. Training will roll out in phases in the coming months, both online and face-to-face, in addition to a breakout session on Spring PD Day. LMT announced that flex summaries would be emailed to the faculty listserv on 12.06.18 and each department will receive a screen shot with steps to print out flex reports which will be available until 12.21.18. PD Reporter will no longer be available after that date, but LMT reassured the committee that flex activities recorded in PD Reporter will be transferred to Cornerstone. LMT solicited feedback on the timeline draft and terminology; EU suggested the summary be referred to as "Flex Report." LMT noted important dates to consider: Soft launch of Cornerstone training is scheduled for 12.12.18; faculty have until 12.14.18 to enter IPPs in PD Reporter; Deans will have until 12.20.18 to approve IPPs. The FDC suggested soft launch training be scheduled for 10:00 am and 2:00 pm on 12.12.18.

2. Sample ADA Syllabus Statement

SA provided the committee with AP 4055, noting it was just approved by the BOT on Monday. With little time left in the meeting and the semester, SA offered to draft a sample statement to be emailed to the committee for review, suggesting we incorporate language from AP 4055, including the title, "Academic Accommodations for Students with Disabilities." PP suggested an abridged version, "Academic Accommodations," noting that some students are uncertain if they have a disability. DB recommended the statement apply to a variety of teaching formats including face-to-face, online, and hybrid classes. Additionally, he noted the importance of including a hyperlink to the Special Resource Center webpage.

SA thanked the committee for their hard work, noting this was the last meeting of the fall semester.

Adjourned: 1:51

SA/12.06.18

Board Policy 5500

Standards of Student Conduct

The Superintendent/President shall establish procedures for disciplining students in accordance with the requirements for due process of the federal and state laws and regulations.

El Camino College is dedicated to maintaining an optimal learning environment and by supporting the physical safety and emotional well-being of all members of the college community, including but not limited to students, employees, volunteers and visitors. The College insists upon requires academic honesty and adherence to standards of student conduct. To uphold the academic integrity, Students and other all-members of the academic college community shall assume responsibility for providing an educational environment of the highest standard characterized by academic honesty. It is the responsibility of all members of the academic college community to encourage learning, promote honesty, and act with fairness and consistency.

Student conduct at El Camino College must conform to federal and state laws and District policies and procedures. El Camino College will develop and maintain Standards of Student Conduct. Standards of student conduct will apply to all students on District-owned facilities or controlled property or at District-sponsored or supervised functions or electronic media. Students are expected to adhere to the standards of student conduct. The procedures shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions including, but not limited to, the removal, suspension, or expulsion of a student. These procedures shall be made widely available to students through the College catalog and other means including electronic communications.

~~The Board shall consider any recommendation from the Superintendent/President for expulsion. The Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board on the expulsion shall be taken at a public meeting.~~

~~El Camino College is dedicated to maintaining an optimal learning environment and insists upon academic honesty and adherence to standards of student conduct. To uphold the academic integrity, all members of the academic community shall assume responsibility for providing an educational environment of the highest standard characterized by academic honesty. It is the responsibility of all members of the academic community to encourage learning, promote honesty, and act with fairness. Student conduct at El Camino College must conform to federal and state laws and District policies and procedures. El Camino College personnel are dedicated to maintaining a positive learning environment. Optimal standards of student conduct are essential to the maintenance of a quality college environment.~~

~~El Camino College will develop and maintain Standards of Student Conduct. The procedures shall be made widely available to students through the College catalog, and other means including electronic communications.~~

The Board shall consider any recommendation from the Superintendent/President for expulsion. The Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board on the expulsion shall be taken at a public meeting.

Procedures for implementing the policy will be developed in collegial consultation with the Academic Senate.

See Administrative Procedure 5500 Standards of Student Conduct and Administrative Procedure 5520 Student Discipline Procedures.

References:

Education Code Sections 66300 and 66301; Accreditation Standards I.C.8 and 10

El Camino College

Adopted: 9/7/78

Amended: 8/21/89, 6/22/92, 5/16/94, 12/21/09, 6/15/15

Revisions: 12/12/17, 1/16/18 (Student Discipline Task Force), COD 3/21/18

Ed Policies 11/13/18

Senate 12/4/18

DRAFT

BP 5500 Standards of Student Conduct

References:

Education Code Sections 66300 and 66301;
ACCJC Accreditation Standards I.C.8 and 10 (*formerly II.A.7.b*)

NOTE: *This policy is **legally required**.*

The [**CEO**] shall establish procedures for the imposition of discipline on students in accordance with the requirements for due process of the federal and state law and regulations.

The procedures shall clearly define the conduct that is subject to discipline, and shall identify potential disciplinary actions, including but not limited to the removal, suspension, or expulsion of a student.

The Board of Trustees shall consider any recommendation from the [**CEO**] for expulsion. The Board shall consider an expulsion recommendation in closed session unless the student requests that the matter be considered in a public meeting. Final action by the Board on the expulsion shall be taken at a public meeting.

The procedures shall be made widely available to students through the college catalog and other means.

NOTE: *Although the establishment of actual standards of student conduct can be delegated to the CEO, it is **legally advised** that the Board itself do so by policy. The following language is provided as an example.*

The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension, or expulsion of a student:

- Causing, attempting to cause, or threatening to cause physical injury to another person.
- Possession, sale or otherwise furnishing any firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife, or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee, which is concurred in by the college president.
- Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the California Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.

- Committing or attempting to commit robbery or extortion.
- Causing or attempting to cause damage to District property or to private property on campus.
- Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.
- Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or the District.
- Sexual assault or sexual exploitation regardless of the victim's affiliation with the District.
- Committing sexual harassment as defined by law or by District policies and procedures.
- Engaging in harassing or discriminatory behavior based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other status protected by law.
- Engaging in intimidating conduct or bullying against another student through words or actions, including direct physical contact; verbal assaults, such as teasing or name-calling; social isolation or manipulation; and cyberbullying.
- Willful misconduct which results in injury or death to a student or to college personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the District or on campus.
- Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.
- Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty.
- Dishonesty, forgery, alteration or misuse of college documents, records or identification; or knowingly furnishing false information to the District.
- Unauthorized entry upon or use of college facilities.
- Lewd, indecent, or obscene conduct on District-owned or controlled property or at District-sponsored or supervised functions.
- Engaging in expression which is obscene; libelous, or slanderous; or which so incites students as to create a clear and present danger of the commission of unlawful acts on college premises, or the violation of lawful District administrative procedures, or the substantial disruption of the orderly operation of the District.
- Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
- Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure.

Revised 9/01, 8/03, 2/07, 3/12, 11/14, 4/16

Administrative Procedure 5500

Standards of Student Conduct

Student conduct at El Camino College must conform to federal and state laws and District policies and procedures. Standards will apply to all students on District-owned facilities or controlled property or at District-sponsored or supervised functions or electronic media.

Violation of such laws, policies, and procedures ~~or behavior adversely affecting suitability as a student,~~ will lead to student disciplinary action. Student disciplinary actions as noted in Board Policy 5500, Administrative Procedure 5500, and Administrative Procedure 5520 may be taken against any person who engages in behavior defined as misconduct.

Students alleged to have violated ~~the Sexual Misconduct Policy with regards to sexual assault, sexual harassment, rape, domestic violence, dating violence, stalking, and retaliation~~ the Sexual and Gender-Based Misconduct policy (BP/AP 3540) with regards to any sexual assault or gender-based misconduct or physical abuse, including but not limited to rape, sexual violence, sexual harassment, domestic violence, dating violence, and stalking, will be referred to the Title IX Officer. The Title IX Officer will work in coordination with the Director of Student Development or designee to address any violations to the Standards of Student Conduct that are in addition to the allegations of sexual misconduct.

Students who engage in any of the following conduct are subject to the procedures outlined in Administrative Procedure 5520.

DEFINITIONS: The following misconduct shall constitute good cause for discipline including, but not limited to, the removal, suspension, or expulsion of a student:

DISHONESTY

1. Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty as defined in the College catalog.
2. Representing the words, ideas, or work of another as one's own in any academic exercise including the use of commercial term paper companies or online sources for essays, term papers, or research papers, whether free or paid.
3. Copying from another student or former student or allowing another student to copy from one's work.
4. Allowing another individual to assume one's identity or assuming the identity of another individual.
5. Unauthorized collaboration-intentionally sharing or working together on an academic exercise when such actions are not approved by the course instructor.
6. Changing answers on a previously scored test, assignment, or experiment with the intent to defraud.

Commented [CG1]: The Senate is seeking to provide faculty with direction regarding student recording in the classroom. The topic was discussed three times in the Senate and this attached draft of revisions to AP 5500 was passed on May 16. The changes have been approved by Deans Council, Greg Toya, and Jaynie Ishikawa. The revisions to AP 5500 include the following:

1. A new statement regarding recording in the classroom that draws its language from Ed Code.
2. Updates to bring AP 5500 into alignment with the new AP 3540 Sexual and Gender-Based Misconduct.
3. Updates to bring AP 5500 into alignment with the new BP 3570 Smoke and Tobacco Free Campus.

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Commented [WU2]: Sdtf recommendation 1/16/18

Commented [CG3]: FYI – the following is the recommended syllabus statement approved by the Senate on May 16: "The use of any recording device during class without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students who present official documentation from the Special Resource Center to the instructor prior to recording. This is to protect privacy and to create a safe classroom environment where all participants can discuss potentially controversial or sensitive subjects freely. If you want to take a photograph or make an audio or video recording, you must get the prior written permission of the instructor. The instructor also may require the verbal and/or written permission of everyone present. Even if a student gets permission to record, the recordings are only for personal use and may not be distributed, posted, published, or shared in any manner. A student who records without instructor permission or distributes any recordings is subject to disciplinary action in accordance with El Camino College District Administrative Procedure 5500 Standards of Student Conduct."

Commented [CG4]: This change brings AP 5500 into alliance with the new BP/AP 3540 Sexual and Gender-Based Misconduct. Jaynie Ishikawa and Greg Toya approved this update.

7. Inventing data for the purpose of completing an assignment, a laboratory experiment, or case study analysis with the intent to defraud.
8. Obtaining or copying exams, test questions, or other course materials when prohibited by the instructor.
9. Giving or receiving information during an examination or test by any means such as sign language, hand signals or secret codes, or through the use of any electronic device.
10. Using aids such as notes, calculators, or electronic devices unless specifically authorized by the instructor or District personnel.
11. Handing in the same paper or other assignment in more than one class when prohibited by the instructor.
12. Any other action which is not an honest reflection of a student's own academic work.
13. Dishonesty, forgery, alteration, or misuse of District documents, records or identification, or knowingly furnishing false information to the District.

DISRUPTIVE BEHAVIOR, INAPPROPRIATE CONDUCT, AND EXPRESSION

1. Disruptive behavior, willful disobedience, profanity or vulgarity, or the open defiance of the authority of, or abuse of, District personnel or another person.
2. Causing, or attempting to cause a disturbance, or threatening, or carrying out acts of aggression including verbal or physical actions that are intended to create fear, apprehension, or bodily harm to another person.
3. Lewd, indecent, or obscene conduct or expression on District-owned facilities or controlled property or at District-sponsored or supervised functions, including public urination or defecation, public sexual acts, taking intimate pictures of another person without consent, disrobing in public, possession and distribution of any obscene material, or viewing pornographic material.
4. Engaging in expression which is obscene, libelous or slanderous, or which so incites others as to create a clear and present danger of the commission of unlawful acts on District-owned facilities or controlled property or at District-sponsored or supervised functions, or the violation of lawful District regulations, or the substantial disruption of the orderly operation of the District.
5. Obstruction or disruption of teaching, research, administration, disciplinary proceedings, or other authorized college activities including, but not limited to, its community service functions or to authorized activities held off-campus.

6. Obstruction or disruption includes, but is not limited to, the use of skateboards, bicycles, radios, and roller skates.

7. Failure to comply with the directions of a member of the District certificated personnel, college management or supervisory personnel, college staff member, or campus police acting within the scope of his or her duties.

8. Conducting, organizing or participating in any activity involving gambling except as permitted by federal and state law.

9. Using any electronic listening or recording device in any classroom without the prior consent of the instructor, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Disabled students who require this accommodation must inform their instructor(s) prior to recording and provide official documentation from the Special Resource Center or the Office of the Dean of Student Support Services.

10. Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction including, but not limited to, handwritten or typed class notes, still photos, audio, or video recording, except as permitted by any District policy or administrative procedure.

DRUGS, ALCOHOL, CANNABIS, AND SMOKING

1. Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed federal law Controlled Substances Act (21 U.S.C. §811) or in California Health and Safety Code Sections 11053 et seq., an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in federal law, Controlled Substances Act (21 U.S.C. §811) and in California Health and Safety Code Section 11014.5 on District-owned facilities or controlled property or at District-sponsored or supervised functions.

2. ~~Willful or persistent smoking (including tobacco and vapor cigarettes) in any area where smoking has been prohibited by law or by regulation of the District.~~ Smoking or using cigarettes, e-cigarettes, vape pens, cigars, cannabis, snuff, snus, water pipes, pipes, hookahs, chew and any other non-combustible tobacco product.

THEFT, ROBBERY, AND DAMAGE

1. Committing or attempting to commit robbery or extortion.

2. Causing or attempting to cause damage to District property or to private property on District-owned facilities or controlled property or at District-sponsored or supervised functions.

Commented [CG5]: This is a new statement. The language is adapted directly from Education Code section 78907, which states: "The use by any person, including a student, of any electronic listening or recording device in any classroom without the prior consent of the instructor is prohibited, except as necessary to provide reasonable auxiliary aids and academic adjustments to disabled students. Any person, other than a student, who willfully violates this section shall be guilty of a misdemeanor. Any student violating this section shall be subject to appropriate disciplinary action. This section shall not be construed as affecting the powers, rights, and liabilities arising from the use of electronic listening or recording devices as provided for by any other provision of law."

Commented [CG6]: This second sentence is in addition to Ed Code.

Commented [WU7]: Sdtf recommendation 1/16/18

Commented [CG8]: This is our existing language regarding student recording that is derived from the CCLC template with small changes. It focuses on forbidding the distribution of recordings and records of class work, presumably to avoid copyright infringement and cheating.

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Commented [CG9]: This is updated to reflect our new BP 3570 Smoke and Tobacco Free Campus that restricts the use of tobacco products on any district property/facilities.

3. Stealing or attempting to steal District property or private property or knowingly receiving stolen District property or private property on District-owned facilities or controlled property or at District-sponsored or supervised functions.

4. Willful misconduct which results in cutting, defacing, or other injury to any real or personal property owned by the District or personal property of other individuals District-owned facilities or controlled property or at District-sponsored or supervised functions.

SEXUAL AND GENDER-BASED MISCONDUCT

1. Committing sexual and gender based misconduct including, but not limited to, sexual harassment, domestic violence, dating violence, stalking, sexual assault (non-consensual sexual contact and/or intercourse), sexual exploitation, intimidation, retaliation, and rape as defined by law or by District policies and procedures.

~~2. Lewd, indecent, or obscene conduct on District-owned or controlled property or at District-sponsored or supervised functions~~

2. Other misconduct offenses in violation of the El Camino College Sexual and Gender-based Misconduct Policy.

DISCRIMINATION, HARRASSMENT, THREATENING, AND VIOLENT BEHAVIOR

1. Causing, attempting to cause, or threatening to cause physical injury to another person on District-owned facilities or controlled property or at District-sponsored or supervised functions.

2. Engaging in intimidating conduct or bullying against another person through words or actions, including direct physical contact, verbal assaults, such as teasing or name-calling, social isolation or manipulation, and cyberbullying.

3. Willful misconduct which results in injury or death to a student or to college personnel or which results in cutting, defacing, or other injury to any real or personal property on District-owned facilities or controlled property or at District-sponsored or supervised functions.

~~4. Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, District personnel or another person.~~

~~5. Willful misconduct which results in injury or death to another person or which results in cutting, defacing, or other injury to any real or personal property owned by the District or controlled property or at District-sponsored or supervised functions.~~

6. Other misconduct offenses relative to disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other status protected by law including, but not limited to, bullying, discrimination, threatening, or causing abuse (including physical and/or verbal).

Commented [CG10]: Greg Toya and Jaynie Ishikawa revised this section. Although it appears to overlap with the Sexual and Gender-Based Misconduct, Greg needs it here in order to enforce the decisions that come from Jaynie's office. They recommend #2 be deleted because it is also listed in #3, Disruptive Behavior.

Commented [WU11]: Recommendation by Jaynie Ishikawa and Greg Toya.

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67. Violence between those in intimate/dating relationships to each other, and stalking, as defined by law or by District policies and procedures.

WEAPONS

Possession, sale or otherwise furnishing any firearm, knife, explosive, or other dangerous object including, but not limited to, any facsimile firearm, knife, or explosive on District-owned facilities or controlled property or at District-sponsored or supervised functions, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee, which is concurred in by the Superintendent/President or designee.

MISUSE OF FACILITIES

Unauthorized entry upon or use of District-owned facilities or controlled property or at District-sponsored or supervised functions.

MISCELLANEOUS

1. Introduction of animals on District-owned facilities or controlled property or at District-sponsored or supervised functions are not permitted with the exception of service animals that provide assistance as permitted by federal and state law.
2. Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
3. The commission of any act constituting a crime under federal or state law on District-owned facilities or controlled property or at District-sponsored or supervised functions.

References:

Education Code Sections 66300, ~~and~~ 66301 and 78907
Accreditation Standards I.C.8 and 10
~~June 15, 2015~~ [Controlled Substances Act \(21 U.S.C. §811\)](#)
[California Health and Safety Code Section 11053](#)

Ed Policies Committee: 3/14/17, [9-25-2018](#)
Deans & VPAA: April 2017; [3/21/18](#); [5/10/18](#)
Academic Senate: May 2, 2017; passed May 16, 2017
[Student Discipline Task Force: 1/16/18](#)
College Council:
Board of Trustees:

AP 5500 Standards of Student Conduct

References:

Education Code Sections 66300 and 66301;
ACCJC Accreditation Standards I.C.8 and 10 (*formerly II.A.7.b*)

NOTE: *The standards of conduct for students may be included in Board Policy (see BP 5500) or delegated to the [CEO] for inclusion in these Administrative Procedures. **If delegated, this procedure is legally required**, and the following standards or similar ones are legally advised:*

Definitions: The following conduct shall constitute good cause for discipline, including but not limited to the removal, suspension or expulsion of a student.

- Causing, attempting to cause, or threatening to cause physical injury to another person.
- Possession, sale or otherwise furnishing any firearm, knife, explosive or other dangerous object, including but not limited to any facsimile firearm, knife or explosive, unless, in the case of possession of any object of this type, the student has obtained written permission to possess the item from a District employee, which is concurred in by the [**designate position**].
- Unlawful possession, use, sale, offer to sell, or furnishing, or being under the influence of, any controlled substance listed in California Health and Safety Code Sections 11053 et seq., an alcoholic beverage, or an intoxicant of any kind; or unlawful possession of, or offering, arranging or negotiating the sale of any drug paraphernalia, as defined in California Health and Safety Code Section 11014.5.
- Committing or attempting to commit robbery or extortion.
- Causing or attempting to cause damage to District property or to private property on campus.
- Stealing or attempting to steal District property or private property on campus, or knowingly receiving stolen District property or private property on campus.
- Willful or persistent smoking in any area where smoking has been prohibited by law or by regulation of the college or the District.
- Sexual assault or sexual exploitation regardless of the victim's affiliation with the District.
- Committing sexual harassment as defined by law or by District policies and procedures.
- Engaging in harassing or discriminatory behavior based on disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other status protected by law.
- Engaging in intimidating conduct or bullying against another student through words or actions, including direct physical contact; verbal assaults, such as teasing or name-calling; social isolation or manipulation; and cyberbullying.

- Willful misconduct that results in injury or death to a student or to District personnel or which results in cutting, defacing, or other injury to any real or personal property owned by the District or on campus.
- Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel.
- Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty as defined by **[insert local practice]**.
- Dishonesty; forgery; alteration or misuse of District documents, records or identification; or knowingly furnishing false information to the District.
- Unauthorized entry upon or use of District facilities.
- Lewd, indecent or obscene conduct or expression on District-owned or controlled property, or at District sponsored or supervised functions.
- Engaging in expression which is obscene, libelous or slanderous, or which so incites students as to create a clear and present danger of the commission of unlawful acts on District premises, or the violation of lawful District regulations, or the substantial disruption of the orderly operation of the District.
- Persistent, serious misconduct where other means of correction have failed to bring about proper conduct.
- Unauthorized preparation, giving, selling, transfer, distribution, or publication, for any commercial purpose, of any contemporaneous recording of an academic presentation in a classroom or equivalent site of instruction, including but not limited to handwritten or typewritten class notes, except as permitted by any District policy or administrative procedure.

Students who engage in any of the above are subject to the procedures outlined in AP 5520 titled Student Discipline Procedures.

Revised 9/01, 2/07, 3 /12, 11/14, 4/16

SIMPLIFIED FORMS 12.6.18

Consultation:
 Council of Deans: 9.13.18, 10.22.18, 11.1.18
 Federation: 11.14.18, 12.5.18
 Academic Senate: 12.11.18

Overview of Evaluation Forms

Form Number	Form Name	Probationary Full-Time	Tenured	Temporary Full-Time	Part-Time
J.1.a.	Dean's/Supervisor's Evaluation Form: Full-Time Faculty	D	D, FT	D, FT	
J.1.b.	Dean's/Supervisor's Evaluation Form: Part-Time Faculty				FT, DWA
J.2.a.	Peer/Classroom Observation Form: Full-Time Faculty	2 FTT*	FT	FT	
J.2.b.	Peer/Classroom Observation Form: Part-Time Faculty				FT
J.3	Combined Peer/Dean Evaluation Report for Probationary Instructor	D & 2 FTT*			
J.4	Evaluation Conference Report for Faculty	D	FT or DWA	FT or DWA	FT or DWA
J.5	Self-Evaluation Report	E	E	E	E
J.6.a.	Student Survey of Instructor Effectiveness: Full-Time Faculty	S	S	S	
J.6.b.	Student Survey of Instructor Effectiveness: Part-Time Faculty				S

* One FTT must be from hiring committee

Evaluators Key:

D = Dean, Associate Dean, or Director
 DWA = Dean, when applicable
 FT = Full-time, tenured or probationary
 FTT = Full-time, tenured
 E = Evaluatee
 S = Students

Commented [KD1]: This chart is a new addition designed to help orient the reader to the various forms.

Commented [KD2]: Forms were numbered to help orient the reader. Forms will be renumbered if J2 forms are eliminated.

Commented [KD3]: Need clarification from HR about how to evaluate Temporary FT faculty.

Commented [KD4]: Proposed (simplified) evaluation form has all questions from current dean's and current peer evaluations. Since deans have discretion to observe tenured faculty, they may answer all questions on simplified evaluation form if they observe or only dean's questions if they do not.

Commented [KD5]: New forms were developed for part-time faculty to remove questions related to office hours, flex credit, and department/division responsibilities.

Commented [KD6]: Council of Deans: 2 FTT required some but not all semesters. Suggestion was to eliminate "2."

Commented [KD7]: Deans 10.22.18. Combined form is for probationary faculty only. Simplified Combined Peer/Dean Form was revised to include all questions from current dean's and current peer evaluations.

Current practice is for peer to complete peer form (J.2.a.), dean to complete dean's form (J.1.a.), and together the panel completes combined form. Contract requires only the combined form (J.3).

With proposed simplified forms, each panel member completes a combined form, which the dean uses to create a final version of the combined form that reflects input from all panel members. Only the final, combined report is provided to the evaluatee and submitted to HR.

Commented [KD8]: Proposal to simplify forms creates ONE document which includes all questions from deans and from peer evaluations. Deans questions will appear at the bottom of the form, under instructions that the questions are "deans only." Rationale for simplifying: many of the questions on the two forms overlap.

Commented [KD9]: 11.1.18: Contract calls this an Evaluation Conference. Would be good to use consistent language.

Commented [KD10]: New student surveys were developed for part-time faculty to remove question about office hours.

Comparison: Current vs. New Forms

All Questions	CURRENT Classroom Observation J.2.a. & J.2.b.	CURRENT Dean's Supervisor's Form J.1.a & J.1.b.	CURRENT Combined Peer/Dean Evaluation J.3.	NEW Faculty Evaluation FULL-TIME J.1.a. & J.1.b.	NEW Combined
1. Shows currency and depth of knowledge of subject.	Q10	NA	Q1	Q1	Q1
2. Demonstrates effective teaching methods to help students meet the learning objectives of the course.	Q2	NA	Q2	Q2	Q2
3. Makes effective use of materials for teaching, including academic technology.	Q3	NA	Q3	Q3	Q3
4. Instructor's interactions with students are courteous, respectful, and professional.	Q4	NA	Q4	Q4	Q4
5. Material taught in class is appropriate to the course outline of record.	Q5 & Q6	Q3	Q5	Q5	Q5
6. Provides course syllabi with information concerning course objectives, student learning outcomes, methods of evaluation and grading policies, and division-specific information.	Q6	Q3	Q6 & Q7	Q6	Q6
7. If applicable to instructional obligations, observes safety standards and instructs students accordingly.	NA	Q7	NA	Q7	Q7
8. Cultivates a courteous, respectful, and professional environment among students, faculty, classified staff, and administrators.	Q7	NA	Q8	Q8	Q8
9. Fulfills responsibilities for department/division work and activities.	Q8	NA	Q9	Q9*	Q9
10. Participates in the assessment of course SLOs and, when applicable, PLOs, by the published timeline, including development, assessment, and reporting of outcomes.	Q9	Q8	NA	Q10*	Q10
11. Actively participates in college committee work and activities (e.g., Student Learning Outcomes, Academic Senate, Program Review, curriculum review, and/or development.	Q1	Q1	NA	Q11*	Q11
12. Regularly participates in professional development and sets goals for improvement of knowledge and skills.	NA	Q2	NA	Q12*	Q12
13. Posts and consistently fulfills weekly office hours.	NA	Q4	Q10	Q13*	Q13
14. Regularly adheres to scheduled class meeting times.	NA	Q5	NA	Q14	Q14
15. Submits records and reports required by the district within the published deadlines (e.g., no show reports, census reports, attendance, grades, evaluation materials, flex reporting)	NA	Q6	Q11	Q15	Q15

* Denotes is revised (SLOs) or omitted (flex credit, office hours, department/division/college responsibilities) from part-time evaluation forms.

APPENDIX J.1.a
EL CAMINO COLLEGE
Full-Time Faculty Evaluation
 Tenured **Temporary Full-Time**

EVALUATEE: _____ SEMESTER: _____
 EVALUATOR: _____ DATE OBSERVED: _____
 CLASS/STUDENTS OBSERVED: _____
 NUMBER OF STUDENTS PRESENT: _____

	Satisfactory	Needs Improvement	Unsatisfactory ADD 4 TH TICK BOX: "Did not observe"
1. Shows currency and depth of knowledge of subject. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Organizes classroom activities effectively. Demonstrates effective teaching methods to help students meet the learning objectives of the course. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Adapts appropriate methods and materials for teaching to meet the needs of students consistent with the maintenance of quality education. Makes effective use of materials for teaching. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Answers students' questions appropriately and respectfully. Instructor's interactions with students are courteous, respectful, and professional. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Material taught in class is appropriate to the course description course outline of record. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Conforms to official course outline of record and Provides course syllabi with information concerning course objectives, student learning outcomes, methods of evaluation and grading policies, and information requested by the division. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. If applicable to instructional obligations, observes safety standards and instructs students accordingly. Observes safety standards. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Cultivates a courteous, respectful, and professional environment among students, colleagues, and staff members. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Participates collegially in department/division work and activities. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Participates in the student learning outcomes process assessment of course SLOs and, when applicable, PLOs, by the published timeline.			
11. Participates in college committee work and activities (e.g., Student Learning Outcomes, Academic Senate, Program Review, curriculum review and/or development and/or Annual Planning).			

Commented [KD11]: Form numbered to help orient the reader.

Commented [KD12]: For proposed simplified forms, this form replaces current Dean's Evaluation Form and Peer Evaluation Form. This form includes all questions from current forms.

Commented [KD13]: Deans 10.22.18 Some questions about which process to use for Temp FT faculty.

Commented [KD14]: Tick boxes added to clarify status of faculty being evaluated. Separate form was created for part-time faculty. Probationary faculty are not included: they will receive Combined report (J.3.) only.

Commented [KD15]: Deans 10.22.18: Organization of classroom activities (Q2) is part of appropriate methods of teaching (Q3). Rewrote questions to separate methods from materials and to add technology.

Commented [KD16]: See 6. in job description. To maintain high standards of professional conduct and ethics appropriate to the Instructor's professional position (pg. 138). Mirrors language used in Q8, below.

Commented [KD17]: For example, Health Sciences and Athletics has a "return to activity" statement.

Commented [KD18]: Evaluations task force separated this into two questions. Conforming to course outline of record is broader than syllabus and includes material taught in class.

Commented [KD19]: Safety standards are included in the job description. This question appears on the current dean's evaluation.

Commented [KD20]: Current language suggests staff members are not colleagues.

Commented [KD21]: See page 60 in contract.

The following questions will appear only on dean's version of the faculty evaluation form:

12. Regularly Participates in professional activities development and sets goals for improvement of knowledge and skills.

13. Publishes and consistently fulfills weekly Keeps office hours.

Comments _____

14. Regularly Adheres to scheduled class meeting times and final examination schedules. (Need to add tick boxes.)

Comments _____

15. Maintains official college records Submits records and reports required by the district within the published deadlines (e.g., no show reports, census reports, attendance, grades, evaluation materials, flex reporting)

Comments _____

Commented [KD22]: Final exam schedules were eliminated when college shifted to compressed calendar.

Commented [KD23]: Original had just one question, but current dean's evaluation has two so this form was revised to mirror that.

OVERALL RATING SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

Note: Deans and peers will complete separate forms so dean OR peer will sign form, not both.

Dean's Signature

Date

Peer Evaluator's Signature

Date

***ANY "NEEDS IMPROVEMENT OR "UNSATISFACTORY" RATINGS MUST INCLUDE COMMENTS TO IDENTIFY SPECIFIC PROBLEMS. (Attach sheet if necessary.)**

*Any "needs improvement" or "unsatisfactory" ratings must include comments to identify specific areas of concern. (Attach additional sheets if necessary)

**APPENDIX J.1.b.
EL CAMINO COLLEGE
Part-Time Faculty Evaluation**

NOTE: THIS IS A NEW FORM

EVALUATEE: _____ SEMESTER: _____
 EVALUATOR: _____ DATE OBSERVED: _____
 CLASS/STUDENTS OBSERVED: _____
 NUMBER OF STUDENTS PRESENT: _____

	Satisfactory	Needs Improvement	Unsatisfactory ADD 4TH TICK BOX: "Did not observe"
1. Shows currency and depth of knowledge of subject. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrates effective teaching methods to help students meet the learning objectives of the course. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Makes effective use of materials for teaching. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Instructor's interactions with students are courteous, respectful, and professional. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Material taught in class is appropriate to the course outline of record. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provides course syllabi with information concerning course objectives, student learning outcomes, methods of evaluation and grading policies, and information requested by the division. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. If applicable to instructional obligations, observes safety standards and instructs students accordingly.			
8. Cultivates a courteous, respectful, and professional environment among colleagues. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Participates in the administration of SLO assessments by the published timeline.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Commented [KD24]: For mark-up and comments, see Full-Time Faculty Evaluation. This form mirrors that except questions about flex credit, office hours, and department/division/college responsibilities has been removed. Also, question re: SLOs was revised to focus only on assessment, not on development and reporting.

The following questions will appear only on dean's version of the faculty evaluation form:

14. Regularly adheres to scheduled class meeting times. (Need to add tick boxes.)

Comments _____

15. Submits records and reports required by the district within the published deadlines (e.g., no show reports, census reports, attendance, grades, evaluation materials) _____

Comments _____

OVERALL RATING **SATISFACTORY** **NEEDS IMPROVEMENT** **UNSATISFACTORY**

Note: Deans and peers will complete separate forms so dean OR peer will sign form, not both.

Dean's Signature

Date

Peer Evaluator's Signature

Date

*Any "needs improvement" or "unsatisfactory" ratings must include comments to identify specific areas of concern. (Attach additional sheets if necessary)

APPENDIX J
EL CAMINO COLLEGE
Dean's/Supervisor's Evaluation Form

EVALUATEE: _____ SEMESTER: _____

EVALUATOR: _____ DATE OBSERVED: _____

CLASS/STUDENTS OBSERVED: _____

DIVISION: _____

	* Needs	
Satisfactory	Improvement	* Unsatisfactory

1. Participates in college committee work/activities (e.g. Student Learning Outcomes, Academic Senate, Program Review, Curriculum Review/Development and/or Annual Planning.)

— Comments: _____

2. Participates in professional activities.

— Comments: _____

3. Conforms to official course outline of record and provides course syllabi with information concerning course objectives, student learning outcomes, methods of evaluation and grading policies.

— Comments: _____

4. Keeps office hours.

— Comments: _____

5. Adheres to class meeting and final examination schedules.

— Comments: _____

6. Maintains official college records.

— Comments: _____

7. Observes safety standards.

— Comments: _____

8. Participates in the student learning outcomes process.

— Comments: _____

Commented [KD25]: References to "date observed" and "class/students observed" were removed. Questions on this form focus not on classroom observation but other areas of job description. Deans can make classroom observation at any time and would use classroom observation form.

Commented [KD26]: Note: Evaluations task force separated this into two questions. Conforming to course outline of record is broader than syllabus, including material taught in class. Deans agreed 10.22.18. Changed from "Conforms" to COR to "material taught is appropriate," to match language in peer evaluation form.

Commented [KD27]: Reference to final exam schedules was eliminated. Final exam schedules were eliminated when we went to compressed calendar.

OVERALL RATING: Satisfactory Needs Improvement Unsatisfactory

*ANY "NEEDS IMPROVEMENT" OR "UNSATISFACTORY" RATINGS MUST INCLUDE COMMENTS TO IDENTIFY SPECIFIC PROBLEMS. (Attach additional sheet if necessary)

Distribution: Completed form to be submitted to Dean for appropriate distribution.
The Dean shall maintain this form in the Dean's office during the Evaluatee's probationary period.

b

APPENDIX J

**EL CAMINO COLLEGE
Peer Evaluation Form**

DIVISION: _____

EVALUATEE: _____ SEMESTER: _____

EVALUATOR: _____ DATE OBSERVED: _____

CLASS/STUDENTS OBSERVED: _____

_____ * Needs _____
_____ Satisfactory Improvement * Unsatisfactory

7
1. Participates in college committee work/activities (e.g., Student Learning Outcomes, Academic Senate, Program Review Curriculum Review/Development and/or Annual Planning.) _____ _____ _____

Comments _____

2. Organizes classroom activities effectively. _____ _____ _____

Comments _____

3. Adapts appropriate methods and materials of teaching to meet the needs of students consistent with the maintenance of quality education. _____ _____ _____

Comments _____

Commented [KD28]: Deans 10.22.18: Organization of classroom activities (Q2) is part of appropriate methods of teaching (Q3). Rewrote questions to separate methods from materials and to add technology.

4. Answers students' questions appropriately and respectfully. _____ _____ _____

Commented [KD29]: Deans 10.22.18

Comments _____ _____ _____

~~5. Material taught in class is appropriate to the course description.~~ _____ _____

~~Comments _____~~

~~6. Conforms to official course outline of record and provides course syllabi with information concerning course objectives, student learning outcomes, methods of evaluation and grading policies.~~ _____ _____

~~Comments _____~~

~~7. Cultivates a courteous, respectful and professional environment among student, colleagues and staff members.~~ _____ _____

~~Comments _____~~

~~8. Participates collegially in Department/Division activities.~~ _____ _____

~~Comments _____~~

~~9. Participates in the student learning outcomes process.~~ _____ _____

~~Comments _____~~

~~10. Shows currency and depth of knowledge of subject.~~ _____ _____

~~Comments _____~~

OVERALL RATING: Satisfactory Needs Improvement Unsatisfactory

Commented [KD30]: Note: Evaluations task force separated this into two questions. Conforming to course outline of record is broader than syllabus, including material taught in class. Deans agreed 10.22.18

Commented [KD31]: See 6. In job description: To maintain high standards of professional conduct and ethics appropriate to the Instructor's professional position. (pg. 138)

Commented [KD32]: Deans 10.22.18: Discussed whether to separate into question about students and another for colleagues. Thought question was OK as is; comments can address specific employee groups.

Commented [KD33]: See page 60 in contract.

***ANY "NEEDS IMPROVEMENT" OR "UNSATISFACTORY" RATINGS MUST INCLUDE COMMENTS TO IDENTIFY SPECIFIC PROBLEMS. (Attach sheet if necessary)**

Distribution: Completed form to be submitted to Dean for appropriate distribution.
The Dean shall maintain this form in the Dean's office during the Evaluatee's probationary period.

APPENDIX J
EL CAMINO COLLEGE
Peer Evaluation Form

DIVISION: _____

EVALUATEE: _____ SEMESTER: _____

EVALUATOR: _____ DATE OBSERVED: _____

CLASS/STUDENTS OBSERVED: _____

_____ * Needs
_____ Satisfactory Improvement * Unsatisfactory

~~1. Participates in college committee work/activities (e.g., Student Learning Outcomes, Academic Senate, Program Review Curriculum Review/Development and/or Annual Planning.)~~

Commented [KD34]: Not applicable for part-time faculty. See later question re: participation in assessment, which IS applicable to part-time faculty.

Comments _____

~~2. Organizes classroom activities effectively.~~

Comments _____

~~3. Adapts appropriate methods and materials of teaching to meet the needs of students consistent with the maintenance of quality education.~~

Commented [KD35]: Deans 10.22.18: Organization of classroom activities (Q2) is part of appropriate methods of teaching (Q3). Rewrote questions to separate methods from materials and to add technology.

Comments _____

~~4. Answers students' questions appropriately and respectfully.~~

Commented [KD36]: Deans 10.22.18

10

Comments _____

5. Material taught in class is appropriate to the course description.

Comments _____

6. Conforms to official course outline of record and provides course syllabi with information concerning course objectives, student learning outcomes, methods of evaluation and grading policies.

Comments _____

6. ~~Cultivates a courteous, respectful and professional environment among student, colleagues and staff members.~~

Comments _____

8. Participates collegially in Department/Division activities.

Comments _____

7.9. ~~Participates in the student learning outcomes process.~~

Comments _____

8. Shows currency and depth of knowledge of subject.

Comments _____

OVERALL RATING: Satisfactory Needs Improvement Unsatisfactory

Commented [KD37]: See 6. In job description: To maintain high standards of professional conduct and ethics appropriate to the Instructor's professional position. (pg. 138)

Commented [KD38]: Deans 10.22.18: Discussed whether to separate into question about students and another for colleagues. Thought question was OK as is; comments can address specific employee groups.

Commented [KD39]: See page 60 in contract.

~~*ANY "NEEDS IMPROVEMENT" OR "UNSATISFACTORY" RATINGS MUST INCLUDE COMMENTS TO IDENTIFY SPECIFIC PROBLEMS. (Attach sheet if necessary)~~

~~Distribution: Completed form to be submitted to Dean for appropriate distribution.
The Dean shall maintain this form in the Dean's office during the Evaluatee's probationary period.~~

APPENDIX J.3
EL CAMINO COLLEGE
Combined Peer/Dean Evaluation Report For Probationary Instructor
r Probationary Indicate which semester: 1st 2nd 3rd 4th 5th 6th 7th

EVALUATEE: _____ SEMESTER: _____

EVALUATORS: _____ DATES OBSERVED: _____

	Satisfactory	Needs Improvement	Unsatisfactory ADD 4 TH TICK BOX: "Did not observe"
--	--------------	-------------------	----------------------------------------------------------------------

1. Shows currency and depth of knowledge of subject. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
------------------------------------------------------------------------	--------------------------	--------------------------	--------------------------

2. Organizes classroom activities effectively. Demonstrates effective teaching methods to help students meet the learning objectives of the course. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------	--------------------------	--------------------------

3. Adapts appropriate methods and makes effective use of materials for teaching... meet the needs of students consistent with the maintenance of quality education. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------	--------------------------	--------------------------

4. Answers students' questions appropriately and respectfully. Instructor's interactions with students are courteous, respectful, and professional. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------	--------------------------	--------------------------

5. Material taught in class is appropriate to the course <u>outline of record description.</u> Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
------------------------------------------------------------------------------------------------------------------	--------------------------	--------------------------	--------------------------

6. <u>Provides course syllabi with information concerning course objectives, student learning outcomes, methods of evaluation and grading policies, and information requested by the division. Conforms to official course outline of record and provides course syllabi.</u> Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------	--------------------------	--------------------------

7. Provides information to students concerning course objectives, methods of evaluation and grading policies. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------------------------------------------------------------------------------------------------------------------------	--------------------------	--------------------------	--------------------------

7. <u>If applicable to instructional obligations, observes safety standards and instructs students accordingly.</u> Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
---------------------------------------------------------------------------------------------------------------------------------------	--------------------------	--------------------------	--------------------------

8. Cultivates a courteous, respectful, and professional environment among students, colleagues and staff members. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------	--------------------------	--------------------------

9. Participates collegially in department/division <u>work and</u> activities. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--------------------------------------------------------------------------------------------------	--------------------------	--------------------------	--------------------------

10. <u>Participates in the assessment of course SLOs and, when applicable, PLOs, by the published timeline.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
-----------------------------------------------------------------------------------------------------------------	--------------------------	--------------------------	--------------------------

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11. Participates in college committee work and activities (e.g., Student Learning Outcomes, Academic Senate, Program Review, curriculum review and/or development and/or Annual Planning)

12. Participates in professional activities development and sets goals for improvement of knowledge and skills.

13. Publishes and consistently fulfills weekly office hours. Keeps office hours and adheres to class meeting and final examination

schedules.

Comments _____

14. Regularly adheres to scheduled class meeting times. (Need to add tick boxes.)

Comments _____

15. Submits records and reports required by the district within the published deadlines (e.g., no show reports, census reports, attendance, grades, evaluation materials, flex reporting) Maintains official college records and adheres to deadlines.

Comments _____

Commented [KD40]: Original had just one question, but current peer evaluation (J.I.a.) has two so this form was revised to mirror that.

OVERALL RATING SATISFACTORY NEEDS IMPROVEMENT UNSATISFACTORY

Dean's Signature

Date

Peer Evaluator's Signature

Date

*Any "needs improvement" or "unsatisfactory" ratings must include comments to identify specific areas of concern. (Attach additional sheets if necessary)

***** This is a representation of content/criteria expected to be addressed in evaluation report; however, criteria can be addressed in a narrative format as an attachment.***

APPENDIX J.4

Evaluation Conference Report For Faculty

DIVISION OF

Tenured Probationary: Indicate which semester: 1st 2nd 3rd 4th 5th 6th 7th
 Temporary Full-Time Part-Time

_____ has been evaluated in accordance with Article 20 of the Agreement between El Camino Community College District and the El Camino College Federation of Teachers and is considered to have an overall rating of:

_____ satisfactory
_____ in need of improvement
_____ unsatisfactory

An evaluation conference is a face-to-face meeting of the evaluator(s) and the evaluatee. The Evaluation Conference Report will be completed by the evaluator and provide a summary of the discussion during the evaluation conference. Evaluation conference topics must include: Summary of conference (to be completed by the evaluator) and to include

1. ~~J.1.a/b~~ FACULTY EVALUATION FULL-TIME/PART-TIME, when applicable. (Form J.1.a.b.)
2. ~~J.3~~ COMBINED PEER/DEAN EVALUATION REPORT FOR PROBATIONARY INSTRUCTOR, when applicable. (Form J.3.)
3. ~~J.5~~ SELF EVALUATION REPORT. (Form J.5)
4. ~~2.~~ OBSERVATION REPORT
5. ~~3. J.6.a/b~~ RESULTS OF STUDENT SURVEY RESULTS OF INSTRUCTOR EFFECTIVENESS (Form J.6.a/b.)
54. DEAN'S EVALUATION (when required)

Panel Member(s):(Please print.)	Signature(s):	Date:
_____	_____	_____
_____	_____	_____
_____	_____	_____

I have reviewed the above CONFERENCE REPORT FOR FACULTY. My signature does not necessarily indicate my agreement with the evaluation. I understand that I may submit a written statement within a calendar week to be attached and forwarded with this report.

Signature of Evaluatee _____ Date: _____

Commented [KD41]: 11.1.18. Add "Evaluation?"

Commented [KD42]: Tick boxes added to clarify status of faculty being evaluated. Separate form was created for part-time faculty. Probationary faculty are not included: they will receive Combined report (J.3.) only.

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Commented [KD43]: Deans 10.22.18 Some questions about which process to use for Temp FT faculty.

Commented [KD44]: 11.1.18 Deans. Contract refers to conference as a "meeting" so need to clarify that this must take place face-to-face. Clarity needed that the report must summarize what was discussed in the conference.

J-16

Evaluator(s) please provide signed copies to the following:

1 - Evaluatee 2 - Dean 3 - Human Resources

Rev. 08/05

APPENDIX J.5

Self-Evaluation Report

(Report is due 1 week prior to Evaluation Conference)

NAME: _____ DATE: _____

The self-evaluation report is designed to provide an opportunity for instructors to reflect on their performance, relative to the job description (Appendix A). When submitting the Self-Evaluation Report, include copies of course syllabi which include classroom policies, grading procedures, and course content timeline. Respond to each of the following: should include but may not be limited to the following areas:

~~1) Objectives for the continued improvement of instruction and student learning outcomes based on the job description, (Appendix A) 2) the results of the student survey, a self-examination of teaching effectiveness, effective encouragement of student success and effective encouragement of student course completion, 3) professional growth activities, including any conferences or workshops attended by the evaluatee, 4) copies of course syllabi which include the contract Faculty Member's classroom policies, grading procedures, and course content timeline, 5) College committees on which the evaluatee is serving or has served since the last evaluation, and 6) the extent to which objectives for the improvement of instruction and student learning outcomes from the last report were met. Additional pages may be attached.~~

1. Explain how objectives for the improvement of instruction and student learning outcomes from the last report were addressed. (Previous report is available in the division office).

2. Discuss objectives for the continued improvement of instruction.

3. Reflect on the Student Learning Outcomes assessment results as they relate to your teaching.

4. Analyze and discuss the results of your student surveys.

5. Examine ways in which you encourage student success and course completion.

6. Describe professional growth activities, including any flex activities, conferences, and workshops attended.

7. Discuss committees on which you are serving or have served since the last evaluation and other committees you may be interested in serving on in the near future.

~~extent to which objectives for the improvement of instruction and student learning outcomes from the last report were met. Additional pages may be attached.~~

OBJECTIVES FOR THE CONTINUED IMPROVEMENT OF INSTRUCTION AND COLLEGE COMMITTEE WORK/ACTIVITIES (E.G., STUDENT LEARNING OUTCOMES, ACADEMIC SENATE, PROGRAM REVIEW, CURRICULUM REVIEW/DEVELOPMENT AND/OR ANNUAL PLANNING):

Commented [KD45]: 11.1.18: Deans suggested beginning with a review previous objectives and progress before identifying new objectives.

~~II. REFLECT ON ADJUSTMENTS YOU MAY HAVE MADE AS A RESULT OF STUDENT LEARNING/ACHIEVEMENT OUTCOME ASSESSMENTS:~~

~~III. PROFESSIONAL GROWTH:~~

~~IV. ANALYSIS OF PREVIOUS OBJECTIVES FOR THE IMPROVEMENT OF INSTRUCTION AND STUDENT LEARNING OUTCOMES:~~

APPENDIX J.6.a

Student Survey of Instructor Effectiveness s-s: Full-Time Faculty

DIVISION OF _____

Directions: Please mark the response which is closest to your opinion. If you feel the question does not apply, mark answer "E." ~~you cannot answer, or the question is not applicable, mark answer "E."~~ Use a number 2 lead pencil only. **ANSWER THE QUESTIONS ONLY. DO NOT PUT ANY OTHER MARKS ON THE ANSWER SHEET.**

The response choices for each question are:

- A - Strongly Agree
- B - Agree
- C - Disagree
- D - Strongly Disagree

~~E - No opinion or Not applicable~~ Does Not Apply

1. The course objectives and student learning outcomes have been presented clearly.
2. What is taught in this class is related to the course content ~~Agreement exists between stated course objectives and what is actually taught.~~
3. The instructor explains how student work ~~is to be~~ will be evaluated.
4. The instructor shows interest in my progress. ~~seems concerned about student progress and gives help when needed.~~
5. The instructor uses class time effectively.
6. The instructor is well-prepared for each class.
7. The instructor's presentation of material is clear and organized. ~~The instructor makes use of appropriate examples or illustrations to help clarify the material.~~
8. In this class I feel free to ask questions.
9. The instructor answers questions clearly and thoroughly.
9. ~~The instructor exhibits a personal interest in the subject matter of the course.~~
10. The instructor encourages my effort to learn the material. ~~inspires my confidence in his knowledge of the subject matter of the course.~~
11. (Question is for FT faculty evaluations only) The instructor maintains reasonable availability to students, including scheduled office hours.

Commented [KD46]:

Commented [KD47R46]: Remove option for students to choose not to offer an opinion; purpose of evaluation is to assess opinions.

Commented [KD48]: Confirmed with IR that this does not affect the average.

Commented [KD49]: Council of Deans: Suggestion to separate "Does Not Apply" from the other answers to reduce tendency for respondents to skew results by choosing "middle" response, which would be C - Disagree.

Commented [KD50]: 11.1.18: Deans suggested simplifying. Previously this read: What is taught in this class is related to the goals for the course. The goal is to use language so it's clear to students what is being asked.

Commented [KD51]: Question may be asking students to assess temperament rather than instructor effectiveness.

Commented [KD52]:

12. ~~Overall~~~~In my opinion,~~ the instructor is effective in teaching the course. ~~is accomplishing~~
~~the objectives of the course;~~

[PLEASE NOTE: ADDITIONAL QUESTIONS MAY BE ADDED TO INCLUDE SPECIAL CIRCUMSTANCES IN DIFFERENT DIVISIONS.]

All comments will be typed to maintain confidentiality before they are viewed by your instructor, so feel free to express your opinion.

1. What does the instructor do that is helpful for your learning?
2. What could the instructor do that would be even more helpful for your learning?
- ~~1.~~ 3. Additional comments.

~~INSTRUCTOR TECHNIQUES THAT ARE EFFECTIVE FOR STUDENT LEARNING:~~
~~INSTRUCTOR TECHNIQUES THAT NEED IMPROVEMENT:~~
~~ADDITIONAL COMMENTS:~~

Suggestion: Provide instructors with averages for each individual question for all courses taught that term. (For example, similar to how division averages are currently provided for each question.)

Commented [KD53]: 11.1.18 Deans: Originally the suggested change was: Overall, the instructor is effective in teaching the goals of the course. Again, trying to remove language that will be unclear to students (objectives, goals, etc.)

Commented [KD54]: 11.1.18: Alternative is to note "Additional Comments," but these questions were determined to be most useful and clear.

APPENDIX J.6.b

Student Survey of Instructor Effectiveness: Part-Time Faculty

NOTE: THIS IS A NEW FORM

DIVISION OF _____

Directions: Please mark the response which is closest to your opinion. If you feel the question does not apply, mark answer "E." Use a number 2 lead pencil only. ANSWER THE QUESTIONS ONLY. DO NOT PUT ANY OTHER MARKS ON THE ANSWER SHEET.

The response choices for each question are:

- A - Strongly Agree
- B - Agree
- C - Disagree
- D - Strongly Disagree

E – Does Not Apply

1. The course objectives and student learning outcomes have been presented clearly.
2. What is taught in this class is related to the course content.
3. The instructor explains how student work will be evaluated.
4. The instructor shows interest in my progress.
5. The instructor uses class time effectively.
6. The instructor is well-prepared for each class.
7. The instructor's presentation of material is clear and organized.
8. In this class I feel free to ask questions.
9. The instructor answers questions clearly and thoroughly.
10. The instructor encourages my effort to learn the material.
- ~~11. NOT FOR PT FACULTY: The instructor maintains reasonable availability to students, including scheduled office hours.~~
11. Overall, the instructor is effective in teaching the goals of the course.

[PLEASE NOTE: ADDITIONAL QUESTIONS MAY BE ADDED TO INCLUDE SPECIAL CIRCUMSTANCES IN DIFFERENT DIVISIONS.]

All comments will be typed to maintain confidentiality before they are viewed by your instructor, so feel free to express your opinion.

Option 1:
Additional Comments

Option 2:
1. What does the instructor do that is helpful for your learning?
2. What could the instructor do that would be even more helpful for your learning?
3. Additional comments:

CLEAN SIMPLIFIED FORMS 12.6.18

Consultation:

Council of Deans: 9.13.18, 10.22.18, 11.1.18

Federation: 11.14.18, 12.5.18

Academic Senate: 12.11.18

Overview of Evaluation Forms

Form Number	Form Name	Probationary Full-Time	Tenured	Temporary Full-Time	Part-Time
J.1.a.	Evaluation Form: Full-Time Faculty		D, FT	D, FT	
J.1.b.	Evaluation Form: Part-Time Faculty				FT, DWA
J.3	Combined Peer/Dean Evaluation Report for Probationary Instructor	D & FTT*			
J.4	Evaluation Conference Report for Faculty	D	FT or DWA	FT or DWA	FT or DWA
J.5	Self-Evaluation Report	E	E	E	E
J.6.a.	Student Survey of Instructor Effectiveness: Full-Time Faculty	S	S	S	
J.6.b.	Student Survey of Instructor Effectiveness: Part-Time Faculty				S

* One FTT must be from hiring committee

Evaluators Key:

D = Dean, Associate Dean, or Director

DWA = Dean, when applicable

FT = Full-time, tenured or probationary

FTT = Full-time, tenured

E = Evaluatee

S = Students

Comparison: Current vs. New Forms

All Questions	CURRENT Classroom Observation J.2.a. & J.2.b.	CURRENT Dean's Supervisor's Form J.1.a & J.1.b.	CURRENT Combined Peer/Dean Evaluation J.3.	NEW Faculty Evaluation FULL-TIME J.1.a. & J.1.b.	NEW Combined
1. Shows currency and depth of knowledge of subject.	Q10	NA	Q1	Q1	Q1
2. Demonstrates effective teaching methods to help students meet the learning objectives of the course.	Q2	NA	Q2	Q2	Q2
3. Makes effective use of materials for teaching, including academic technology.	Q3	NA	Q3	Q3	Q3
4. Instructor's interactions with students are courteous, respectful, and professional.	Q4	NA	Q4	Q4	Q4
5. Material taught in class is appropriate to the course outline of record.	Q5 & Q6	Q3	Q5	Q5	Q5
6. Provides course syllabi with information concerning course objectives, student learning outcomes, methods of evaluation and grading policies, and division-specific information.	Q6	Q3	Q6 & Q7	Q6	Q6
7. If applicable to instructional obligations, observes safety standards and instructs students accordingly.	NA	Q7	NA	Q7	Q7
8. Cultivates a courteous, respectful, and professional environment among students, faculty, classified staff, and administrators.	Q7	NA	Q8	Q8	Q8
9. Fulfills responsibilities for department/division work and activities.	Q8	NA	Q9	Q9*	Q9
10. Participates in the assessment of course SLOs and, when applicable, PLOs, by the published timeline, including development, assessment, and reporting of outcomes.	Q9	Q8	NA	Q10*	Q10
11. Actively participates in college committee work and activities (e.g., Student Learning Outcomes, Academic Senate, Program Review, curriculum review, and/or development.	Q1	Q1	NA	Q11*	Q11
12. Regularly participates in professional development and sets goals for improvement of knowledge and skills.	NA	Q2	NA	Q12*	Q12
13. Posts and consistently fulfills weekly office hours.	NA	Q4	Q10	Q13*	Q13
14. Regularly adheres to scheduled class meeting times.	NA	Q5	NA	Q14	Q14
15. Submits records and reports required by the district within the published deadlines (e.g., no show reports, census reports, attendance, grades, evaluation materials, flex reporting)	NA	Q6	Q11	Q15	Q15

* Denotes is revised (SLOs) or omitted (flex credit, office hours, department/division/college responsibilities) from part-time evaluation forms.

APPENDIX J.1.a.
EL CAMINO COLLEGE
Full-Time Faculty Evaluation
r Tenured r Temporary Full-Time

EVALUATEE: _____ SEMESTER: _____

EVALUATOR: _____ DATE OBSERVED: _____

CLASS/STUDENTS OBSERVED: _____

NUMBER OF STUDENTS PRESENT: _____

	Satisfactory	Needs Improvement	Unsatisfactory ADD 4 TH TICK BOX: "Did not observe"
1. Shows currency and depth of knowledge of subject. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrates effective teaching methods to help students meet the learning objectives of the course. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Makes effective use of materials for teaching. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Instructor's interactions with students are courteous, respectful, and professional. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Material taught in class is appropriate to the course outline of record. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provides course syllabi with information concerning course objectives, student learning outcomes, methods of evaluation and grading policies, and information requested by the division. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. If applicable to instructional obligations, observes safety standards and instructs students accordingly.			
8. Cultivates a courteous, respectful, and professional environment among colleagues. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Participates collegially in department/division work and activities. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Participates in the assessment of course SLOs and, when applicable, PLOs, by the published timeline.			
11. Participates in college committee work and activities (e.g., Student Learning Outcomes, Academic Senate, Program Review, curriculum review and/or development).			

The following questions will appear only on dean’s version of the faculty evaluation form:

12. Participates in professional development and sets goals for improvement of knowledge and skills.

13. Publishes and consistently fulfills weekly office hours.

Comments _____

14. Regularly adheres to scheduled class meeting times. (Need to add tick boxes.)

Comments _____

15. Submits records and reports required by the district within the published deadlines (e.g., no show reports, census reports, attendance, grades, evaluation materials, flex reporting)

Comments _____

OVERALL RATING **SATISFACTORY** **NEEDS IMPROVEMENT** **UNSATISFACTORY**

Note: Deans and peers will complete separate forms so dean OR peer will sign form, not both.

Dean’s Signature

Date

Peer Evaluator’s Signature

Date

*Any “needs improvement” or “unsatisfactory” ratings must include comments to identify specific areas of concern. (Attach additional sheets if necessary)

**APPENDIX J.1.b.
EL CAMINO COLLEGE
Part-Time Faculty Evaluation**

NOTE: THIS IS A NEW FORM

EVALUATEE: _____ SEMESTER: _____

EVALUATOR: _____ DATE OBSERVED: _____

CLASS/STUDENTS OBSERVED: _____

NUMBER OF STUDENTS PRESENT: _____

	Satisfactory	Needs Improvement	Unsatisfactory ADD 4 TH TICK BOX: "Did not observe"
1. <u>Shows currency and depth of knowledge of subject.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments _____			
2. <u>Demonstrates effective teaching methods to help students meet the learning objectives of the course.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments _____			
3. <u>Makes effective use of materials for teaching.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments _____			
4. <u>Instructor's interactions with students are courteous, respectful, and professional.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments _____			
5. <u>Material taught in class is appropriate to the course outline of record.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. <u>Provides course syllabi with information concerning course objectives, student learning outcomes, methods of evaluation and grading policies, and information requested by the division.</u>			
Comments _____			
7. <u>If applicable to instructional obligations, observes safety standards and instructs students accordingly.</u>			
8. <u>Cultivates a courteous, respectful, and professional environment among colleagues.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments _____			
10. <u>Participates in the administration of SLO assessments by the published timeline.</u>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The following questions will appear only on dean's version of the faculty evaluation form:

14. Regularly adheres to scheduled class meeting times. (Need to add tick boxes.)

Comments _____

15. Submits records and reports required by the district within the published deadlines (e.g., no show reports, census reports, attendance, grades, evaluation materials) _____

Comments _____

OVERALL RATING **SATISFACTORY** **NEEDS IMPROVEMENT** **UNSATISFACTORY**

Note: Deans and peers will complete separate forms so dean OR peer will sign form, not both.

Dean's Signature

Date

Peer Evaluator's Signature

Date

*Any "needs improvement" or "unsatisfactory" ratings must include comments to identify specific areas of concern. (Attach additional sheets if necessary)

APPENDIX J.3
EL CAMINO COLLEGE
Combined Peer/Dean Evaluation Report For Probationary Instructor
☐ Probationary Indicate which semester: 1st 2nd 3rd 4th 5th 6th 7th

EVALUATEE: _____ SEMESTER: _____

EVALUATORS: _____ DATES OBSERVED: _____

	Satisfactory	Needs Improvement	Unsatisfactory ADD 4 TH TICK BOX: "Did not observe"
1. Shows currency and depth of knowledge of subject. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrates effective teaching methods to help students meet the learning objectives of the course. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Makes effective use of materials for teaching.. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Instructor's interactions with students are courteous, respectful, and professional. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Material taught in class is appropriate to the course outline of record.. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Provides course syllabi with information concerning course objectives, student learning outcomes, methods of evaluation and grading policies, and information requested by the division. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. If applicable to instructional obligations, observes safety standards and instructs students accordingly. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Cultivates a courteous, respectful, and professional environment among colleagues. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Participates collegially in department/division work and activities. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Participates in the assessment of course SLOs and, when applicable, PLOs, by the published timeline.			
11. Participates in college committee work and activities (e.g., Student Learning Outcomes, Academic Senate, Program Review, curriculum review and/or development)			
12. Participates in professional development and sets goals for improvement of knowledge and skills.			

13. Publishes and consistently fulfills weekly office hours.

Comments _____

14. Regularly adheres to scheduled class meeting times. (Need to add tick boxes.)

Comments _____

15. Submits records and reports required by the district within the published deadlines (e.g., no show reports, census reports, attendance, grades, evaluation materials, flex reporting)

Comments _____

OVERALL RATING **SATISFACTORY** **NEEDS IMPROVEMENT** **UNSATISFACTORY**

Dean's Signature

Date

Peer Evaluator's Signature

Date

*Any "needs improvement" or "unsatisfactory" ratings must include comments to identify specific areas of concern. (Attach additional sheets if necessary)

APPENDIX J.4

Evaluation Conference Report For Faculty
DIVISION OF

r Tenured r Probationary: Indicate which semester: 1st 2nd 3rd 4th 5th 6th 7th
r Temporary Full-Time r Part-Time

_____ has been evaluated in accordance with Article 20 of the Agreement between El Camino Community College District and the El Camino College Federation of Teachers and is considered to have an overall rating of:

- _____ satisfactory
- _____ in need of improvement
- _____ unsatisfactory

An evaluation conference is a face-to-face meeting of the evaluator(s) and the evaluatee. The Evaluation Conference Report will be completed by the evaluator and provide a summary of the discussion during the evaluation conference. Evaluation conference topics must include:

1. FACULTY EVALUATION FULL-TIME/PART-TIME, when applicable. (Form J.1.a.b.)
2. COMBINED PEER/DEAN EVALUATION REPORT FOR PROBATIONARY INSTRUCTOR, when applicable. (Form J.3.)
3. SELF EVALUATION REPORT. (Form J.5)
4. RESULTS OF STUDENT SURVEY OF INSTRUCTOR EFFECTIVENESS (Form J.6.a/b.)

Panel Member(s):(Please print.)	Signature(s):	Date:
_____	_____	_____
_____	_____	_____
_____	_____	_____

I have reviewed the above **CONFERENCE REPORT FOR FACULTY**. My signature does not necessarily indicate my agreement with the evaluation. I understand that I may submit a written statement within a calendar week to be attached and forwarded with this report.

Signature of Evaluatee _____ Date: _____

Evaluator(s) please provide signed copies to the following:

- 1 - Evaluatee 2 - Dean 3 - Human Resources

APPENDIX J.5

Self-Evaluation Report

(Report is due 1 week prior to Evaluation Conference)

NAME: _____ DATE: _____

The self-evaluation report is designed to provide an opportunity for instructors to reflect on their performance, relative to the job description (Appendix A). When submitting the Self-Evaluation Report, include copies of course syllabi which include classroom policies, grading procedures, and course content timeline. Respond to each of the following:

1. Explain how objectives for the improvement of instruction and student learning outcomes from the last report were addressed. (Previous report is available in the division office).
2. Discuss objectives for the continued improvement of instruction.
3. Reflect on the Student Learning Outcomes assessment results as they relate to your teaching.
4. Analyze and discuss the results of your student surveys.
5. Examine ways in which you encourage student success and course completion.
6. Describe professional growth activities, including any flex activities, conferences, and workshops attended.
7. Discuss committees on which you are serving or have served since the last evaluation and other committees you may be interested in serving on in the near future.

APPENDIX J.6.a

Student Survey of Instructor Effectiveness –: Full-Time Faculty

DIVISION OF _____

Directions: Please mark the response which is closest to your opinion. If you feel the question does not apply, mark answer “E.” Use a number 2 lead pencil only. **ANSWER THE QUESTIONS ONLY. DO NOT PUT ANY OTHER MARKS ON THE ANSWER SHEET.**

The response choices for each question are:

- A - Strongly Agree
- B - Agree
- C - Disagree
- D - Strongly Disagree

E - or Does Not Apply

1. The course objectives and student learning outcomes have been presented clearly.
2. What is taught in this class is related to the course content
3. The instructor explains how student work will be evaluated.
4. The instructor shows interest in my progress.
5. The instructor uses class time effectively.
6. The instructor is well-prepared for each class.
7. The instructor’s presentation of material is clear and organized.
8. In this class I feel free to ask questions.
9. The instructor answers questions clearly and thoroughly.
10. The instructor encourages my effort to learn the material.
11. (Question is for FT faculty evaluations only) The instructor maintains reasonable availability to students, including scheduled office hours.
12. Overall, the instructor is effective in teaching the course.

[PLEASE NOTE: ADDITIONAL QUESTIONS MAY BE ADDED TO INCLUDE SPECIAL CIRCUMSTANCES IN DIFFERENT DIVISIONS.]

All comments will be typed to maintain confidentiality before they are viewed by your instructor, so feel free to express your opinion.

1. What does the instructor do that is helpful for your learning?
2. What could the instructor do that would be even more helpful for your learning?
3. Additional comments.

Suggestion: Provide instructors with averages for each individual question for all courses taught that term. (For example, similar to how division averages are currently provided for each question.)

APPENDIX J.6.b

Student Survey of Instructor Effectiveness: Part-Time Faculty

NOTE: THIS IS A NEW FORM

DIVISION OF _____

Directions: Please mark the response which is closest to your opinion. If you feel the question does not apply, mark answer "E." Use a number 2 lead pencil only. **ANSWER THE QUESTIONS ONLY. DO NOT PUT ANY OTHER MARKS ON THE ANSWER SHEET.**

The response choices for each question are:

- A - Strongly Agree
- B - Agree
- C - Disagree
- D - Strongly Disagree

E – Does Not Apply

1. The course objectives and student learning outcomes have been presented clearly.
2. What is taught in this class is related to the course content.
3. The instructor explains how student work will be evaluated.
4. The instructor shows interest in my progress.
5. The instructor uses class time effectively.
6. The instructor is well-prepared for each class.
7. The instructor's presentation of material is clear and organized.
8. In this class I feel free to ask questions.
9. The instructor answers questions clearly and thoroughly.
10. The instructor encourages my effort to learn the material.
11. Overall, the instructor is effective in teaching the goals of the course.

[PLEASE NOTE: ADDITIONAL QUESTIONS MAY BE ADDED TO INCLUDE SPECIAL CIRCUMSTANCES IN DIFFERENT DIVISIONS.]

All comments will be typed to maintain confidentiality before they are viewed by your instructor, so feel free to express your opinion.

Option 1:
Additional Comments

- Option 2:
1. What does the instructor do that is helpful for your learning?
 2. What could the instructor do that would be even more helpful for your learning?
 3. Additional comments: