Academic Senate of El Camino College 2018-19

February 19, 2019

16007 Crenshaw Blvd., Torrance CA 90506, (310) 532-3670 x3254
Office location: Schauerman Library, Room 273

Agenda & Table of Contents: Tuesday February 19, 2019 in Distance Education Room 166

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

February 19, 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

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

Business

Kurt Hull	18/19
Philip Lau* [R]	18/19
Josh Troesh	18/19

Compton College

Amber Gillis	18/19
Jesse Mills [R]	18/19

Counseling

Seranda Bray	20/21
Anna Brochet* [R]	18/19
Rocio Diaz	19/20

Library Learning Resources

Analu Josephides	18/19
Mary McMillan	18/19
Claudia Striepe* [R]	18/19

Fine Arts

Ali Ahmadpour	18/19
Diana Crossman	18/19
Joe Hardesty	20/21
Russell McMillin	18/19
Chris Wells* [R]	18/19

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

Humanities

Sean Donnell	18/19
Ashley Gallagher	18/19
Pete Marcoux*	18/19
Anna Mavromati	18/19
Christina Nagao [R]	18/19

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

Mathematical Sciences

Dominic Fanelli	19/20
Lars Kjeseth	19/20
Le Gui	20/21
Catherine Schult-Roman* [R]	18/19
Oscar Villareal	19/20

Natural Sciences

Thuy Bui	18/19
Darcie McClelland	19/20
Troy Moore [R]	18/19
Shanna Potter	19/20
Anne Valle *[R]	18/19

Academic Affairs & Student Services

Jean Shankweiler
Ross Miyashiro
Linda Clowers

Associated Students Organization

Wiley Wilson

President/ Superintendent

Dena Maloney

Division Personnel

Berkeley Price

Ex-officio positions

Chris Jeffries	ECCFT
Carolee Vakil-Jessop	ECCFT

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"). [R] Denotes 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).
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 & M. Lemons. TBA.
Assessment of Learning. Chairs: Russell Serr & Kevin Degnan. March 11, April 15, May 13,2:30-4 pm, 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, 1:30-2:30, Lib 202.
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: Cliff Numark. 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. Chairs: 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
☐ Jesse Mills

Counseling
☒ Seranda Bray
☒ Anna Brochet
☒ Rocio Diaz

Fine Arts
☐ Ali Ahmadpour
☐ Joseph Evans
☒ Joe Hardesty
☒ Russell McMillin
☒ Chris Wells

Health Sciences & Athletics
☒ Andrew Alvillar
☒ Traci Granger
☒ Yuko Kawasaki
☒ Colleen McFaul
☒ Russell Serr

Humanities
☒ Sean Donnell
☐ Ashley Gallagher
☒ Pete Marcoux
☒ Anna Mavromati
☒ Christina Nagao

Industry & Technology
☒ Charlene Brewer-Smith
☐ 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
☐ Carolyn Pineda

Dean's Reps/Guests/Other Officers:
☒ Virginia Rapp
☐
☐

<div align="center">

ACADEMIC SENATE MINUTES
December 11, 2018

</div>

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 eighth Academic Senate meeting of the fall 2018 semester to order on December 11, 2018 at 12:32 p.m.

B. APPROVAL OF MINUTES

See pgs. 6-14 of the packet for minutes from the December 4th meeting. P. Marcoux moved, C. Wells seconded, and there was unanimous approval of minutes.

KDD: This brings us to the portion of our meeting where we welcome our division personnel, Dr. Virginia Rapp. This gives us a great chance to meet somebody who we haven't met before or hear a little bit about what is going on in their division. Dr. Rapp, welcome. If you would like to tell us a little bit about you and Business, you are welcome to come up here. Dr. Rapp: With Dr. Miranda's retirement last year, I became the senior dean. I'm not sure what that does for me or if I get any benefits. I have been here 19 years now, as the dean. I actually graduated from here, then went on to college and law school. I have been here for quite a while. In the Business division, we have a number of disciplines. One is Computer Information Systems, and I am the co-chair, along with Pete, on the Academic Technology Committee. I am also the co-chair with Art Leible, on the College Technology Committee. In our division right now, it is brand new, we are developing an Amazon web services cloud program. Janet has been very kind in helping us get that off the ground. It is part of a regional project that we are required to get off the ground and offer by next Fall. We are one of 19 community colleges in the LA district that are developing the program. It is designed where students can go from one college to another and get admitted in a very quick timeframe. We also have a Cybersecurity program that we are moving along. Obviously we have Accounting, an AS-T, which is the Business transfer degree which awards the largest number of transfer degrees right now. Other people are gaining on us. That is a little bit about me and the division. KDD: Welcome and thanks for coming. This is a nice way to interact with you and know what's going on in Business. C. Wells: Can I make a quick comment too? When I looked at the number of units the students actually need to meet to actually get a degree, Business is one of the lower ones. They are much more efficient than some of the other divisions.

C. OFFICER REPORTS

a. President – Kristie Daniel-DiGregorio

We are still looking for someone to serve on the selection committee for Irene's position, the Director of Institutional Research and Planning. We are looking for full-time faculty. If you would like to serve or know someone who you think would be good, please pass that name along.

We will have our end-of-the-semester raffle later on in the meeting.

Another announcement, in case you missed it in the ECC News. Congratulations to Madam Secretary Traci Granger. She broke the 50-meter butterfly world record along with the National and Pan Am Records for her age group at the Pan Am Masters. She bested a 6-year-old record by a full second, swimming the long course in 31.27 seconds. She also took first place in other butterfly events. Rowdy Gaines, 3-time Olympic gold medalist and NBC commentator, came out of the announcer's booth to take a picture with Traci, he was so impressed with her performance. That is awesome and we are so impressed. Congratulations.

b. VP Compton College – Amber Gillis

KDD: I don't think Amber is going to make it today. We can circle back if we need to.

c. Chair, Curriculum – Janet Young

My slides are part of the demo later.

d. VP Educational Policies –Darcie McClelland

We haven't had an Ed Policies meeting since our last senate meeting.

e. VP Faculty Development – Stacey Allen (pgs. 15-16)

Our minutes are on pages 15 & 16; it was the last meeting of the semester where we sort of wrapped things up. Over the Winter break we are going to be working on Spring PD Day, which is Wednesday, February 6th. We are also working on the tenure reception, where we will be honoring 17 faculty members who received tenure. Of course we will be working on Cornerstone, getting it up and running. We will no longer be using PD Reporter.

f. VP Finance – Josh Troesh

Nothing has happened in the last 7 days! (Laughter)

g. VP Academic Technology – Pete Marcoux

Yes, something has happened in Academic Technology. Mary McMillan has offered to use OER funds to pay for the lunch for our conference. So we will be offering 3 breakout sessions. I have invited a guest for later, Thurman Brown, he is the "man to know" on campus if you want anything technology. Stay tuned!   KDD: Is he…..? Pete: He is the old Don Treat. KDD: I hate to do that, but that helps us place him.

h. VP Instructional Effectiveness/ALC/SLO's Update – R. Serr

Nothing new, just remember to finish your assessments. I recommend to do it before you leave school if possible.

Accreditation is right on top of us. It sure would be nice if we hit that 100% goal. Remember to turn in your assessments. If you need assistance, see your facilitator or myself.

D. SPECIAL COMMITTEE REPORTS

Dr. Jean Shankweiler - VP of Academic Affairs

Let me see, it has been a week. We are still working on AB 705. We had a little test at the beginning of December as registration started. The English 1AS students couldn't register. But we got it fixed, thanks to the team. Lars is on that team with many others. Guided Pathways is having a summit on January 25th. If anybody is interested, you can get flex credit or a stipend. We are having program mapping workshops. We are having speakers from the Educational Advisory Board and we are working on meta major card sorting at that time. I think we are coming along very well this year with the meta majors. Hopefully, everybody is going to the holiday party tomorrow. The divisions are getting their wreaths ready. Luckily I have crafty people in my office, because I'm not.

Ross Miyashiro – VP of Student Services

Two quick things. One, the Holiday Winter Party is tomorrow from 11:30–2. We realized we don't have one for our night staff, so we added another party from 9-10 pm. We have a lot of employees who work from 10 pm to early in the morning. We wanted to do something for them too.

The last thing, some faculty sit on the IRB (Institutional Review Board). We had an incident where the state-wide grant person was given $2 million to survey the veterans across the system. They came here and surveyed our veterans and they weren't previously approved by the IRB. So I requested that they return all the surveys they got from us until we see the approval process. I also emailed the Chancellor's Office and they confirmed that they got no approval to research without IRB approval. They went to Compton, and got Compton's approval and then did their research at El Camino.

E. UNFINISHED BUSINESS

BP/AP 5500 Standards of Student Conduct: 2nd Reading – Darcie McClelland (pgs. 17-27)

KDD: We are having our 2nd reading of BP/AP 5500. Since we are going to vote on this, I need a motion to approve. L. Kjeseth, seconded by C. Wells. D. McClelland: We'll start with BP 5500, then we'll go to AP 5500. So these are Standards of Student Conduct. Just as a reminder to everyone, the student discipline piece that spells out discipline procedures is coming in Spring. So this is the Standards of Student Conduct. Then the next part is what will happen if you violate this. Are there any questions or comments? P. Marcoux: Most of this is boiler plate, right? D. McClelland: Yes, this was revised and then came to Ed Policies. C. Striepe: Just a clarification, in the third paragraph, page 17, second sentence, should it say procedures for? KDD: Any other questions or comments? D. McClelland: Maybe we should ask if there are any questions about the AP? There were major revisions to this policy. We looked at this and revised in back in the Spring 2017, when we were talking about recording in the classroom. Most of the new changes have dealt with cannabis, since it became legal. We had to spell out our policy on cannabis. Then some minor revisions on sexual and gender-based misconduct. Questions? C. Striepe: "Students who engage in any of the following conduct" -- that sounds a little odd. "Are subject to" might sound better. J. Troesh: Nothing needs to be changed, but I know some people are prescribed cannabis for ADHD. How would we handle that? R. Miyashiro: They can't smoke it, they have to take it in pill form. KDD: Same with liquid or edibles? J. Troesh: This doesn't talk about smoking, it talks about any ingestion. P. Marcoux: That is unlawful possession, right? J. Troesh: According to federal law, everything is unlawful. I'm not saying that we have to come up with a solution, we are just caught between a rock and a hard place. J. Shankweiler: I had a lawyer look at this section and he gave me verbiage to put in here. KDD: Call for the question? All were in favor, BP/AP 550 passed unanimously, with those few minor modifications.

KDD: OK, that brings us to our first raffle. There are raffle tickets at each table. Make sure you have a ticket. Very expensive prizes as you know. We are not using El Camino College funding for these. Private donors. We will work up to our good prizes. We are starting with Trader Joe's, there is a run on these this time of year. We have two boxes of our Dark Chocolate Covered Peppermint Jo-Joes. First round winner, Charlene Brewer-Smith. Second prize, Starbucks gift card, winner Chris Wells. Now we have two Barnes & Noble gift cards, for your holiday reading. Winner, Joe Hardesty. Stay tuned, we have a few more we are going to come back to a little bit later. This is just a way to say thank you for hanging in there with us. We have worked so hard on ed policies. We are trying to catch up at warp speed. Thank you for hanging in there for our 8th meeting! We so appreciate you all very much. (There was laughter, clapping and cat calls by all)

F. NEW BUSINESS

Evaluation Procedures Committee: Revised Faculty Eval. Forms: 1st Reading – K. Daniel-DiGregorio (pgs. 28-62)

KDD: Now that brings us to new business. This is our first reading. We wanted to get to this this semester, just so you have plenty of time to digest it. We will come back to this in spring, and we'll see how many readings we'll need. This is dense and really important. If you have a look in your packet on pages 28-62, the mark-up and comments are pages 28-49. You have essentially two versions of the same document. The first one shows you the mark up, the second one is a clean copy. You also have at your table, one copy of the original forms. I am not trying to throw too much paper at you, but I know sometimes it is really helpful to have the original. Some prefer mark-up and others prefer clean. I will start with the mark-up and the comments. I'm going to give you an overview. Chris Jeffries is going to try to join us. C. Wells: Where does the clean copy start? KDD: Pages 50-62. Then the original forms are at your table, not in the packet. KDD: I will give you an overview and context for this. The Evaluations Procedures Committee is mentioned in our contract, Article 20, Section 5. It lays out the composition of the committee. You have one representative each from the district that was Debra Breckheimer. One representative from the Academic Senate, me. A Federation representative, Chris Jeffries. Because we already had classroom and counseling faculty on the committee, we also wanted to put somebody in from the library so Gary Medina was also on the committee. The forms that you have at your table are the forms that we are currently using and those are for instructional classroom faculty only. There are also forms for counselors and librarians, but those don't appear in the contract. That is something I believe that will change in the next set of negotiations. So we can make sure the contract is more comprehensive. That will be up to the Federation, obviously. We will be beginning with the forms that are in the contract which are for classroom faculty. The other thing to keep in mind is we are just looking at the forms. We are not looking at the evaluation process. There was a question about who was going to evaluate me? That is in the contract, that is something that may or may not come up during negotiations. Once we settle on the forms for classroom faculty, then the librarians will take the forms and adjust them for context. Then the counselors will take the forms and adjust them for their context. Is everybody with me so far? The purpose of the Evaluation Procedures Committee: From time-to-time this committee may, with the approval of the Academic Senate Council, change the report forms or make other appropriate changes in the evaluation procedure

consistent with the article. So that is telling you that, certainly we consulted with a lot of different bodies before bringing it to the Senate, but that this is really senate purview. It is up to the Senate to make a determination about whether and which changes we should make to the forms. Our goals we set out as a committee, and we wanted to be really clear what our goals were. In our first meeting, we thought we would have one meeting and do everything else by email. Fifteen months later, we've been having weekly meetings. I saw Chris Jefferies more than I did my husband in the Spring. We are ready to take the show on the road. We did set some goals to be sure that we clear on what we wanted to accomplish. We wanted to revise the forms to make sure they were fair and consistent. It's not fair for us to ask students of a part timer whether or not that part timer is available during office hours because they're not paid, they aren't required to hold office hours. You can explain that away to students and in your self-evaluation but it is setting that part timer up to be measured by a yardstick that isn't appropriate. We wanted to remove vague, subjective and confusing language. Clarify the language in the instructions. If you have done your self-evaluation recently, you know exactly what we are talking about. It is very convoluted. Then we wanted to be sure we were aligning the evaluations and reports with the job description. We will talk about that more in a minute. We wanted to enhance the meaningfulness of the evaluation so we could support professional growth and learning. One of the things we are going to be hearing about with Cornerstone is we are going to be asking faculty to set a plan for their professional development. We are just aligning the evaluation forms with that effort. We wanted to investigate how technology can make this process more user friendly, so possibly doing the entire process online. That is our objective, so that we don't have so much paper. We are also looking at options for student surveys, and doing those online. Our other goal was to consult with other constituent groups; the Federation, Deans, and Institutional Research and Planning. Those were our goals. The progress we have made is that we have reduced the potential for subjective or irrelevant judgements. We mentioned that with the part-time faculty. The other issue with part-time faculty is that they aren't required to complete flex credit. We wanted that out of the forms for our part timers. We are trying to improve efficiency. I am going to show you in a minute an overview of a proposed, streamlined approach. We are really trying to reduce the red tape so that the process is clear and less time-consuming for all of us. We are trying to enhance the clarity and usability. We clarified the self-evaluation and the conference report so that both of those are more user friendly. In terms of the next steps, we are hoping to complete the consultation process in Spring, in time to transition to the online forms for Spring.   That is our plan, we set goals, we'll see how it goes. We have had two readings at the consul of deans. We had 2 conversations with the Federation E-board. Then with the senate we'll have at least two readings. As I mentioned, we will have to adapt these forms for our online students. The student surveys in the contract are obviously for our face-to-face classroom instruction. We will need to go to DEAC and get their input on how they think we should revise. Throughout this process, we are getting ideas about online training for both the evaluators and the evaluatees.

If you want to have a look in your packet on page 28. Our first clue that there is definitely something wrong with the forms is that we had to create a chart just to figure out which form went where, who filled it out and who it was for. We kept finding that it was really hard to keep that information straight. That is essentially what this chart is. I am going to give you the Readers Digest version. I want to explain what we have in mind for the streamlining of the forms. Here is what happens if you are a probationary faculty. The current process is your dean/supervisor fills out a form. The peer evaluator fills out a different form. The dean may also fill out that same form if the dean chooses to execute a classroom observation. So we have two forms. The information from those 2 forms, the idea is that they are going to be combined into yet a third form. The problem with this process is that some but not all of the questions overlap. There are some that appear on the deans form but not the peer, and vice versa. The numbering system doesn't overlap. Question #1 on the combined report is question #10 on peer report. What is happening is, if you have done this recently, it takes you time to figure out what information goes where and you're not really engaged in the evaluation process. Then looking at our contract, we realize the contract only requires the combined peer/dean report. So we have those 3 forms. Plus, I have stuck these at the end because no matter who you are, and we are not proposing to change this, you are always going to do a conference report, a self-evaluation, and a student survey. So that is sort of a second category of forms. So what we are proposing for probationary faculty, is that we have an evaluation form for full-time faculty. Here is the form that faculty peer evaluators use, it is the form that deans would use. The takeaway from page 29, is there is a lot of overlap on our current forms we are using. We want to distill this down to one form that has the peer questions and the dean questions. With the caveat that there are certain questions that only the deans would answer. We are trying as much as possible. We don't want to answer the same questions on 3 forms. So the evaluation form for full-time faculty would definitely be completed by a peer, that is when you go and do your classroom observation. The dean also has the option of doing that. If they do a classroom observation, they would use the same form. If you want to have a quick look at page 31, that is the 2nd page of this new full-time faculty evaluation form, at the very top of page 31, in bold, we are going to have some questions that are only going to be answered by the dean. C. Jeffries: Let me clarify. The peer evaluator would not see the answers to that. There are some things that might be personnel matters that the peer evaluator shouldn't see. If it is

personnel-related, only the dean will see that. KDD: Look at pages 40 & 41, that is not a change from our current process. Those questions are already part of the combined form. I think Chris, it is not necessarily about the conversation, it is about who is answering the questions. That is why those questions, on the full-time evaluation form, are highlighted "deans only". KDD: The dean answers that question, and the dean writes the combined report, so they can determine which questions they do and don't share. C. Brewer-Smith: I want some clarification on what the deans should say and what the peer should not say. Will there be some type of training so this is very clear? I can see this going wrong. C. Jeffries: That is the way it is now, to be honest. We haven't changed the way it's done, we have tried to eliminate some of the forms and overlapping questions. KDD: I agree we do need training. P. Marcoux: On page 52, 10 & 11 fall into that category. Assessing course SLO's? I don't know about that. Same with college committee work. I think that is a deans question, not a peer question. C. Jeffries: We are putting in a new area called "did not observe". C. McFaul: I am confused. You have 3 forms over there, a deans, a peer, and a combined. It seems to me that you aren't eliminating any forms. KDD: So there will be a different version for the dean. All the questions up to that point will be the same. C. McFaul: You combined questions, but you didn't eliminate a form. KDD: When it goes online, we are hoping they will be combined. If you are a dean, and you are in the system, it will pull up your questions. If you are a peer, it will pull up my set of questions. That is one of the things we were losing our minds over, all the different forms. We are trying to streamline. P. Marcoux: Put dean questions, or peer questions. That will cut down on the confusing. S. Potter: I scanned the student forms and two of the questions are about office hours. The peer evaluator will have those student answers. C. Jeffries: On their form they shouldn't have to answer yes or no. When it comes down to the combined form, and it has been an issue with the dean noticing it and the students saying it, then it can be discussed as "needs improvement". L. Kjeseth: You have mentioned twice that the combined one is written by the dean. I have been here for 19 years and it has always been written by everyone in the committee. We write it together. We all coordinate it together. Just so you know. KDD: Different divisions do things differently. Thank you for that, Lars.   C. Schult-Roman: I don't know if it's too late for this. Last week I had a faculty member approach me and say something that they wanted on the combined form. They are interested in there being another question asking "what did I learn from evaluating the evaluatee?" I am passing that information along.   KDD: I would incorporate this into the conference report. You know, "that is what I really appreciate about what so-and-so did in the classroom. I was really impressed with this idea." C. Nagao: On page 59, #3, what does that refer to exactly?   C. Jeffries: It is more like a reflection, what did I find out about it? KDD: Can I add, on our current forms, it says to reflect on adjustments that you may have made as a result of the student learning achievement outcome assessments. We wanted to broaden this, because adjustment suggest that I found out there is something wrong that I need to fix. On page 28, we talked about probationary faculty. That is where the main streamlining is happening. For tenured faculty, the only change is just that we have revised the form. C. Jeffries: We changed the questions to the way we changed them on the probationary. It is the same form now. KDD: There is no change to the process. We will have a closer look at the forms. The tenured faculty have a peer evaluating, the dean may go in if they choose to, and you have these forms that everyone is doing. So you go straight from the peer evaluation form to the conference report, self-evaluation and student surveys. For part-timers we have created two new forms, we are trying to streamline. We want this to be a fair process. The faculty evaluation form now has a part-time version that does not ask about flex credit. It does not ask about office hours. It only asks about the administration of SLO assessments. It doesn't ask about the development, assessment or reporting. That is the only obligation that part-timers have is administer assessments. They need to support the administration of the assessments. The other thing we have added to those forms that come at the end, conference report and self-evaluation are unchanged. But we have created a new student survey for part-time faculty. It doesn't ask about office hours. That is kind of an overview of the process including some of the changes. C. Wells: Did you look at faculty evaluations at other schools? Are they pretty comparable? C. Jeffries: Yes. Some ask a lot more questions. C. Jeffries: We looked at Rio Hondo, San Francisco, Compton. P. Marcoux: I had to evaluate someone at Compton once and theirs is very involved. They have to create a portfolio. C. Jeffries: We really can't change the evaluation process, that's negotiable. We are just trying to make these forms easier to read. C. Wells: We are much more streamlined than a lot of other schools. KDD: We are asking the same questions they are jumbled up for some reason. You are spending a lot of time trying to figure out what goes where. Maybe we stop here because we have had enough. Imagine 15 months of this, every Tuesday from 5-6. A. Josephides: Because I want to rest for the holidays, I want to get this clear in my mind. With the proposed form that has nothing yet to do with librarians in the sense that librarians will adapt their own from that. In the possible future, in consultation with the librarians, we could develop forms that could end up in the contract, like these. Did I hear you correctly? KDD: Absolutely. A. Josephides: Our part-time librarians often don't teach a class where they provide student surveys. Maybe going forward we can think about how will we survey our students from the reference desk. That has been a huge challenge for us. KDD: The contract really gives you ownership. The librarians are the ones who should be advising us on how librarians should be evaluated. Counselors should be advising us. This will not be taken out of your hands. D. McClelland: If there is something that is kind of a major change, where is the correct way to

suggest that? KDD: Before we reread this in the Spring? D. McClelland: Bring it to the Evaluations Procedures Committee. The best thing on our evaluations is 'satisfactory'. Shouldn't we all strive to be 'outstanding'? C. Jeffries: That is a negotiable item and it is not in the contract now so we can't do anything about it. KDD: If you think someone is really outstanding, use your adjectives in your conference report to recognize someone who goes above and beyond. We will come back to this. If you have feedback, please email me and I will get it out to the committee. Thank you everyone, I know this takes infinite attention span.

G. INFORMATION ITEMS –DISCUSSION

Information Technology Services Updates - Thurman Brown, ITS

P. Marcoux: Thurman is in charge of the Help Desk and all the staff who work on the computers in the computer labs. If you need to buy technology, consult with him first and he will tell you the process. He is here to give us some updates on ITS. T. Brown: I am also in charge of all the AV stuff. Pete so graciously invited me to this meeting to help me with my public speaking. Next year, I have plans on changing the assignments for the technicians. One of the things I have found being supervisor is people get a sense of ownership in their area. We have labeled people specialists even though all of us should have the same skill set to be able to support you fully. That being the case, a lot of people call up and want to wait for a certain areas because someone is already assigned to it. There are people who may not be as satisfied with the service they receive. So in January, we are going to switch areas so the techs have the Winter to get acclimated to the areas. Then for Flex Day we will have them come and speak at your meetings. Then they can pass on how to get support from us. Rest assured, we should be able to support you. If you need help you can call the Help Desk, feel free to email me. If there is something you need to order or you need a license, please reach out and we will do our best. Hopefully, you will see a difference, keep your fingers crossed. Please reach out to the old unfriendly IT department. Questions or concerns? A. Josephides: I have a comment. This office is so wonderful always helping us out in the library. T. Brown: I can't take all the credit but thank you for the kind words. C. Brewer-Smith: Do we need to bring in our laptops for an update? T. Brown: If you need to update, please bring it in. Thank you very much!

Demonstration of New College Catalog – Janet Young

KDD: My apologies to Janet. I thought this was part of her report. J. Young: We have gone over this with the college curriculum committee. We want to make sure there is an understanding about the student success funding formula and how that relates to the development of curriculum. The new point system that has been adopted gives us points for various degrees and certificates that are awarded. I won't go over this in detail, but students get a certain amount of points. There is a lot of excitement about the point system. How can we get more points so we can get more funding? It is a good thing we are all interested in that. The reason I am bringing this up is because a lot of people have been asking us about developing brand new certificates because it will give us some more points. I want to make a couple of points very clear. On one hand, the Chancellor's Office has reduced the number of units required for a certificate of achievement so we can have a certificate of achievement with 8 semester units. It is approved by the Chancellor's Office, then it can go on the student's transcript, which is a really cool thing. Here is the rub to keep in mind. A certificate used to be 18, now it is down to 16. It has to be submitted for chaptering, and it counts in the student success formula. Here is the big take away from this. The only type of certificate that counts toward the student centered funding formula is a 16 unit or more certificate of achievement. I was shocked; we were at an all-day seminar when we found out that these other certificates do not count. So you can have an 18-16 unit certificate of achievement now, which is cool, and it goes on the student's transcript. But it doesn't count towards the funding formula. Anything that is a non-credit certificate doesn't count, either. J. Shankweiler: I just wanted to point out that it was confusing because the Chancellor's Office sent out confusing information. J. Young: I blurted out at the meeting, "You have got to be kidding me". I was beside myself at the meeting when we found that out. It is because there is a lot of chatter about a lot of departments wanting to develop certificates because they think it will apply to the funding formula.

We are talking about the role of the College Curriculum Committee. Years ago, they told us we were the guardians of the curriculum process, which indeed we are. As a college it is important that we develop degrees and certificates that are in the best interests of our students that meet all Title 5 regulations and local standards. Support the mission of the college and we are not just chasing points. Not that we ignore the idea that we need to develop certificates because the points are there. That is not the driving force for the certificates. Anytime a certificate comes to us there is a justification. Where the department explains to the college curriculum committee why we need this certificate. I just wanted to clarify that.

Next, we have been telling you about our new software product that we have purchased, Digarc. I will be forever indebted to our wonderful Vice President of Academic Affairs, Dr. Shankweiler. She let us get a really good product. It stands for Digital Architecture, which is totally cool. It is a catalog and curriculum management system because Dr. Shankweiler said, "OK, we are going to get this, but it has to do both things. It has to be integrated." Which was brilliant, actually. The status of our current catalog transfer is complete, so I am going to show that to you in a few minutes. The training for central users is going to commence at any minute. There is an ITS issue that they have got solved. The catalog will go live in Spring, along with our current print catalog. The full implementation of Acalog will be 2019-2020.

Curriculog, the curriculum management system, we have been working on revisions to the forms and the discussion of our process improvements. The CCC has been looking at what works, what do we need to get, what can we change, what can we do better? The development is supposed to begin in late December. Our team is ready to work with Digarc. Beta testing and training in Spring when we have TracDat. We trained 100 people. Full implementation of Curriculog in the Fall 2019. We have been reviewing curriculum all along. We reviewed 270 proposals. We are going to keep moving forward while we are getting this ready. I am going to show you the catalog. This is what it looks like. It integrates with our homepage. These are the different categories that we have in the catalog now, they transferred it over to the digital system. The thing that is really great about it is there are searchable features in it. There are other ways things are organized. If you look at our catalog now, which is a PDF, you have to click, click, click through until you get to the program or course that you want. This new program, you can pick a subject, click on it, it will give you the course description, it tells you if there is a prerequisite, and there will be a lot of information at our fingertips. W. Wilson: Does it specify which CSU or UC that it works with? J. Young: That is a really good question. Transferability only means they will take it as an elective. It doesn't mean it is articulated with a certain course. Counseling? S. Bray: Most catalogues are actually like this. L. Kjeseth: Back in my day, we were talking about how confusing it is for students to see transfer CSU/UC. Why don't we put that in the catalog at the course level? Shouldn't it appear in the catalog course by course, and any other course prep on the same page? J. Young: I think it would be really helpful. Let's look at the GE pattern. The Counselors are really going to like this. Two more things I want to point out. Once we get this up, in some cases the pages are long. This has to be printable. The Veterans office requires a printable catalog. We also have the general education. I will show you more in the Spring. I had some students sit down and log in and they loved it. That is just a brief overview, there will be more to come. Thank you.

Guided Pathways Updates – Janice Pon-Ishikawa & Jenny Simon

KDD: We have one more presentation and then after that, our final raffle. J. Simon: We will keep this very brief. We want to hit a few points. My name is Jenny Simon and I am Janice Pon-Ishikawa, we are the Guided Pathways Coordinators. J. Simon: We have been working diligently this semester on a lot of activities. One of the main activities this semester has been program mapping. Which is basically groups of faculty and students talking about the paths or courses that students need to take to complete these various majors or certificates. J. Pon-Ishikawa: Are there recommended GE's that students should take that would match a particular major? Giving students a list of electives they could select from that would match their major. J. Simon: We are going to have 50+ program drafts completed by this semester. That is one big accomplishment. We are heavily involved in that. J. Pon-Ishikawa: The mapping will continue and we will continue to modify them in the catalog and then on the computer. Next semester we are also going to start talking about Metamajors. They are essentially clusters of majors or degrees that are similar. Maybe they have similar courses that the students take in order to get those degrees. Maybe the skills and knowledge is similar. We are going to be developing these clusters. The idea is not to replicate our current academic divisions, we want to come up with new Metamajors or groupings. We don't want them to take excess classes. J. Simon: To inform our majors we are going to use 3 different types of information. One is the information from program maps and see what the common requirements are. We are going to do some major sorting in the Spring and group majors according to how they see them fitting together. We want to see how other schools do this and look at consistency. Our goal is by Fall flex day to have a few different version of the Metamajors. We will have a vote as a campus on what our Metamajors should be. J. Pon-Ishikawa: The next big event that we are going to have is The Summit on January 25th. A stipend is available for faculty. The event will be from 9:30-3. We are going to have groups speak to us about Metamajors and continuing our conversation about mapping. We are going to have some student focus groups in the Spring. We want to find out barriers that stop them from being successful. A. Josephides: If we are already working on the 25th, can we just pop in? J. Simon: Yes, you can pop in.

Raffle winners: Stacey Allen, Wiley Wilson, Russell McMillin, Claudia Striepe, Lars Kjeseth

H. FUTURE AGENDA ITEMS

Ed Policies: AP 7160 Professional Development, AP 5520 Student Discipline Procedures
AB 705
South Bay Public Safety Center

I. PUBLIC COMMENT

J. ADJOURN
The meeting adjourned at 1:55 pm
TG/ECC Fall 2018

Governor Newsome's Budget Proposal <u>Highlights</u>

College Council Handout (01 22 19)

This document is a summary and does not include all elements of his proposal for community college funding in 2019-20. The budget development process is just beginning and there will be changes as the legislative process unfolds. For the complete document, "Joint Analysis of the State Budget: Immediate Update on Governor's Budget," visit:

https://www.ccleague.org/sites/default/files/joint_analysis_updategovbudget-01.10.19-final.pdf

- Governor Newsome presented his first budget proposal on January 10. The proposal calls for:
    - Expansion of the California College Promise to a second year (under AB19, this year's budget provided funding for access to higher education and enrollment fee waivers for the first year of attendance)
    - Expansion of the Cal Grant Program to include funding for student parents, and expanding the number of competitive Cal Grants
    - $246 million in new spending for the California Community Colleges, largely in the form of a cost-of-living adjustment (COLA) of 3.46%.
    - Funding slightly over ½ of percent (0.55%) for enrollment growth
    - Continued funding for 15 community college facilities projects, and the addition of 12 new projects for 2019-20.
    - No funding for Instructional Equipment or Scheduled Maintenance

    In addition, Governor Newsom proposed a $3 billion, one-time state contribution to CALSTRS, to reduce the employer contribution rates in 2019-20 and 2020-21.   Further, the proposal to maintain the Student Centered Funding Formula to the 70/20/10 split in 2019-20 then move to the 60/20/20 split in 2020-21. This is a departure from the original plan.

- In accordance with California Education Code section 84750.41 and Assembly Bill 1840 the Governor, the Senate Committee on Rules, and the Speaker of the Assembly each named their four respective members of the committee.
- This document does not include all elements of the Governor's Proposal for community college funding in 2019-20. For example, it does not include the proposals relating to categorical programs and other elements of the community college system.

El Camino Community College District
2019 Legislative Meeting Talking Points

1. We are grateful for your ongoing support of El Camino College and the partnership we enjoy with you. It would be a pleasure to have you visit us on campus for a tour of our programs and facilities.

2. We are still exploring and understanding how the new **student-centered funding formula** will affect us as it is phased in over the next three years. We are grateful the formula includes a hold harmless period that allows us to make this transition and set aside funds for the uncertainties that await afterward.

3. Unfortunately, a major limitation of the funding formula its effect on the **instructional services agreements** (ISAs) we maintain with our police and fire agencies to provide their mandated training.. Because of the 60/40 apportionment model of the new formula, the revenue needed to support ISA training is limited and may not cover our cost of instruction. A legislative solution to this may be necessary.

4. We are moving forward on the **South Bay Public Safety Training Center**, thanks to $10 million in initial funding obtained last year. We are currently focused on locating a site. Financial support from the state for this project will be critical, given the needs it meets for both our students and for the South Bay's first responders.

5. We have now expanded our **South Bay Promise** program to include every school district in our service area, with some 500 students enrolled for the fall 2018 semester. We are intrigued by the second-year Promise Program put forth by AB 2 and interested to see how that proposal develops.

6. Financial aid is as important as ever given the wide variety of students we serve, including many from disadvantaged backgrounds. The **Cal Grant** program is vitally important, and to that end, we seek an expansion and enhancement of the program. That includes removing or reducing eligibility and access barriers, and focusing on the total cost of attendance, including full coverage of tuition and fees.

7. We continue to tackle the issue of food insecurity among our students by offering our **Warrior Pantry**. The pantry is heavily utilized and in continual need of supply, with nearly 40 percent of our students reporting they experience some kind of food insecurity. We wish to expand this service and would welcome funding from the state to do so.

8. Our diverse student population also includes **veterans**, who often have unique needs and circumstances. We want to provide the best support possible for these students. We currently operate a Veterans Resource Center on campus, but there is need to expand and enhance these services and we would welcome funding from the state to do so.

9. We are also concerned about meeting the needs of students who require **mental health services**. Our Student Health Center on campus provides psychological services, but there is room to grow in terms of staffing and care services and we would welcome funding from the state to do so.

10. We have submitted a Final Project Proposal (FPP) for the Music Building (approximately $40 million) with a request of $20 million **in Proposition 51 funding** for the project, representing a 50 percent match on the total cost for the project. Our 2012 local general obligation bond, Measure E, will provide its portion of the project costs.

Spring 2019 SLO Training Schedule:
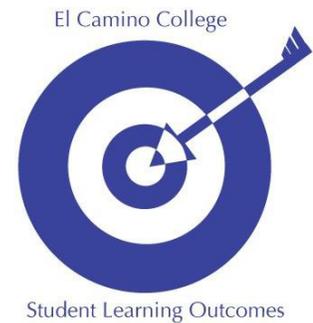
Entering Fall 2018 Assessments: working workshop.

Wednesday, February 27, 2:30-3:30PM

All Fall 2018 reports should be entered into Nuventive (formerly TracDat) by

Friday, March 1!

All trainings will be in the Library West Basement (ECC Campus).

Go to Cornerstone to register

Any questions, please contact
Russell Serr (rserr@elcamino.edu) or
Kevin Degnan (kdegnan@elcamino.edu)

EL CAMINO COLLEGE
Office of the Vice President, Academic Affairs

ACCREDITATION TIMELINE

DATE	ITEM
Fall 2017	Select Co-chairs & Steering Committee Identify and select document management system
February 2018	Steering Team Start Training Implement and train on document management system
March – August 2018	Collect Data / Evidence
September 2018 – January 2019	Write ISER Draft 1 Research QFE topic areas
November 2018	Draft Narratives for standards in process
November 30, 2018	Accreditation Co-Chairs and VP liaisons review draft Narratives
January 30, 2019	Identify QFE topic area ISER draft review comments back to standard teams
February 8 and March 4, 2019	College council discussion/recommendation of QFE
Feb 19 and March 5, 2019	Academic Senate discussion of QFE
February 2019	PBC and other consultation groups discussion of QFE topic
Feb – May 2019	Accreditation Co-chair examine Eligibility Requirements and Commission Policies Develop Theme for ISER
March – May 2019	Standard teams revise ISER drafts

April 18, 2019	ACCJC visit from Vice-Chancellor Momjian
May 2019	Select QFE topic and begin draft
Summer 2019	Continue QFE & ISER Draft 2
October 2019	Complete QFE draft
November 2019	Start Consultation & Forums
March 2020	Final ISER Draft & Consultation Complete
May 2020	Board Approval
May – August 2020	Finish Copy
August 2020	Mail Documents
October 2020	Team Visit

Faculty Evaluation Forms

Three versions of the evaluation forms follow:

Pages 21-35   1.   [Proposed] Simplified Forms
These are from the Evaluation Procedures Committee, in consultation with Institutional Research, ECCFT, and the Council of Deans

Pages 36-48   2.   [Proposed] Simplified Forms **CLEAN**
These forms are the same as #1, above, but all changes have been accepted so no mark-up shows.

Pages 49-57   3.   Current Evaluation Forms
These forms are the ones currently in use and they appear in Appendix J in the contract.

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, 2.19.19

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.

1

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 Peer/Dean Evaluation
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.	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 information requested by the division.	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 with colleagues.	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.	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* DEANS ONLY	Q12
13. Publishes and consistently fulfills weekly office hours.	NA	Q4	Q10	Q13* DEANS ONLY	Q13
14. Regularly adheres to scheduled class meeting times.	NA	Q5	NA	Q14 DEANS ONLY	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 DEANS ONLY	Q15

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

2

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 4TH TICK BOX: "Did not observe"
1. Shows currency and depth of knowledge of subject.	☐	☐	☐
Comments _____			
2. ~~Organizes classroom activities effectively.~~ Demonstrates effective teaching methods to help students meet the learning objectives of the course.	☐	☐	☐
Comments _____			
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 _____			
4. ~~Answers students' questions appropriately and respectfully.~~ Instructor's interactions with students are courteous, respectful, and professional.	☐	☐	☐
Comments _____			
5. Material taught in class is appropriate to the ~~course description~~ course outline of record..	☐	☐	☐
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, and information requested by the division.	☐	☐	☐
Comments _____			
7. If applicable to instructional obligations, observes safety standards and instructs students accordingly. ~~Observes safety standards.~~			
8. Cultivates a courteous, respectful, and professional environment among ~~students~~ colleagues ~~and staff members~~.	☐	☐	☐
Comments _____			
9. Participates collegially in department/division work and activities.	☐	☐	☐
Comments _____			

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~~).

3

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 ~~P~~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 ~~A~~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_____

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)

4

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_____

2. Demonstrates effective teaching methods to help students meet the learning objectives of the course.

	☐	☐	☐

Comments_____

3. Makes effective use of materials for teaching.

	☐	☐	☐

Comments_____

4. Instructor's interactions with students are courteous, respectful, and professional.	☐	☐	☐

Comments_____

5. Material taught in class is appropriate to the course outline of record..	☐	☐	☐

Comments_____

	☐	☐	☐

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_____

7. If applicable to instructional obligations, observes safety standards and instructs students accordingly.

8. Cultivates a courteous, respectful, and professional environment among colleagues.

	☐	☐	☐

Comments_____

	☐	☐	☐

10. Participates in the administration of SLO assessments by the published timeline.

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.)

5

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)

6

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 4TH TICK BOX: "Did not observe"
1. Shows currency and depth of knowledge of subject.	☐	☐	☐
Comments_____			
2. ~~Organizes classroom activities effectively.~~Demonstrates effective teaching methods to help students meet the learning objectives of the course.	☐	☐	☐
Comments_____			
3. ~~Adapts appropriate methods and~~Makes effective use of materials for ~~of~~ teaching.. ~~meet the needs of students consistent with the maintenance of quality education.~~	☐	☐	☐
Comments_____			
4. ~~Answers students' questions appropriately and respectfully.~~Instructor's interactions with students are courteous, respectful, and professional.	☐	☐	☐
Comments_____			
5. Material taught in class is appropriate to the course outline of record.~~description~~.	☐	☐	☐
Comments_____			
6. 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.~~	☐	☐	☐
Comments_____			
7. ~~Provides information to students concerning course objectives, methods of evaluation and grading policies.~~	☐	☐	☐
Comments_____			
78. If applicable to instructional obligations, observes safety standards and instructs students accordingly.	☐	☐	☐
8. Cultivates a courteous, respectful, and professional environment among ~~students~~ colleagues ~~and staff members~~.			
Comments_____			
9. Participates collegially in department/division work and activities.	☐	☐	☐
Comments_____			
10. Participates in the assessment of course SLOs and, when applicable, PLOs, by the published timeline.			

7

11.10. 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_____

15.1. 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_____

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.*

8

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:_____

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

1 - Evaluatee   2 - Dean   3 - Human Resources

9

Commented [KD26]: 11.1.18. Add "Evaluation?"

Commented [KD27]: 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 [KD28]: Deans 10.22.18 Some questions about which process to use for Temp FT faculty.

Commented [KD29]: 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.

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).

2.1. 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 [KD30]: 11.1.18: Deans suggested beginning with a review previous objectives and progress before identifying new objectives.

10

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:

11

APPENDIX J.6.a

Student Survey of Instructor Effectivenesss –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.

12

Commented [KD31]:

Commented [KD32R31]: Remove option for students to choose not to offer an opinion; purpose of evaluation is to assess opinions.

Commented [KD33]: Confirmed with IR that this does not affect the average.

Commented [KD34]: 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 [KD35]: 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 [KD36]: Question may be asking students to assess temperament rather than instructor effectiveness.

Commented [KD37]:

12. ~~Overall~~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 [KD38]: 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 [KD39]: 11.1.18: Alternative is to note "Additional Comments," but these questions were determined to be most useful and clear.

13

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.

14

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:

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, 2.19.19

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

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]: 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 [KD7]: 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 [KD8]: 11.1.18: Contract calls this an Evaluation Conference. Would be good to use consistent language.

Commented [KD9]: New student surveys were developed for part-time faculty to remove question about office hours.

1

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 Peer/Dean Evaluation
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.	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 information requested by the division.	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 with colleagues.	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.	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* DEANS ONLY	Q12
13. Publishes and consistently fulfills weekly office hours.	NA	Q4	Q10	Q13* DEANS ONLY	Q13
14. Regularly adheres to scheduled class meeting times.	NA	Q5	NA	Q14 DEANS ONLY	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 DEANS ONLY	Q15

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

2

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 4TH TICK BOX: "Did not observe"
1. Shows currency and depth of knowledge of subject.	☐	☐	☐

Comments_____

2. ~~Organizes classroom activities effectively.~~ Demonstrates effective teaching methods to help students meet the learning objectives of the course.

	☐	☐	☐

Comments_____

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_____

4. ~~Answers students' questions appropriately and respectfully.~~ Instructor's interactions with students are courteous, respectful, and professional.

	☐	☐	☐

Comments_____

5. Material taught in class is appropriate to the ~~course description~~ course outline of record..

	☐	☐	☐
	☐	☐	☐

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_____

7. If applicable to instructional obligations, observes safety standards and instructs students accordingly. ~~Observes safety standards.~~

8. Cultivates a courteous, respectful, and professional environment among ~~students~~ colleagues ~~and staff members~~.

	☐	☐	☐

Comments_____

	☐	☐	☐
9. Participates collegially in department/division work and activities.			

Comments_____

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~~).

3

Commented [KD10]: Form numbered to help orient the reader.

Commented [KD11]: 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 [KD12]: Deans 10.22.18 Some questions about which process to use for Temp FT faculty.

Commented [KD13]: 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 [KD14]: 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 [KD15]: 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 [KD16]: For example, Health Sciences and Athletics has a "return to activity" statement.

Commented [KD17]: 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 [KD18]: Safety standards are included in the job description. This question appears on the current dean's evaluation.

Commented [KD19]: Current language suggests staff members are not colleagues.

Commented [KD20]: See page 60 in contract.

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

12. Regularly Pparticipates 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 ~~A~~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_____

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)

4

EL CAMINO COLLEGE
Part-Time Faculty Evaluation

Commented [KD23]: 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.

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_____

2. Demonstrates effective teaching methods to help students meet the learning objectives of the course.

	Satisfactory	Needs Improvement	Unsatisfactory
Comments	☐	☐	☐

3. Makes effective use of materials for teaching.

	Satisfactory	Needs Improvement	Unsatisfactory
	☐	☐	☐

Comments_____

4. Instructor's interactions with students are courteous, respectful, and professional.

	Satisfactory	Needs Improvement	Unsatisfactory
Comments	☐	☐	☐

5. Material taught in class is appropriate to the course outline of record..

	Satisfactory	Needs Improvement	Unsatisfactory
Comments	☐	☐	☐
	☐	☐	☐

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_____

7. If applicable to instructional obligations, observes safety standards and instructs students accordingly.

8. Cultivates a courteous, respectful, and professional environment among colleagues.

	Satisfactory	Needs Improvement	Unsatisfactory
Comments	☐	☐	☐
	☐	☐	☐

10. Participates in the administration of SLO assessments by the published timeline.

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.)

5

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)

6

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 4ᵀᴴ TICK BOX: "Did not observe"
1. Shows currency and depth of knowledge of subject.	☐	☐	☐

Comments_____

2. Demonstrates effective teaching methods to help students meet the learning objectives of the course.

	☐	☐	☐

Comments_____

3. Makes effective use of materials for teaching..

	☐	☐	☐

Comments_____

4. Instructor's interactions with students are courteous, respectful, and professional.   ☐   ☐   ☐

Comments_____

5. Material taught in class is appropriate to the course outline of record..   ☐   ☐   ☐

Comments_____

	☐	☐	☐

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_____

7. If applicable to instructional obligations, observes safety standards and instructs students accordingly.

	☐	☐	☐

8. Cultivates a courteous, respectful, and professional environment among ~~students~~ colleagues.

Comments_____

	☐	☐	☐

9. Participates collegially in department/division <u>work and</u> activities.

Comments_____

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 ~~and/or Annual Planning~~)

12. Participates in professional ~~activities~~ <u>development</u> and sets goals for improvement of knowledge and skills.

13. Publishes and consistently fulfills weekly office hours.

	☐	☐	☐

7

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)

8

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:

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. 5. ~~J.6.a/b~~ RESULTS OF STUDENT SURVEY OF INSTRUCTOR EFFECTIVENESS (Form
J.6.a/b.)
5.

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

9

Commented [KD25]: 11.1.18. Add "Evaluation?"

Commented [KD26]: 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 [KD27]: Deans 10.22.18 Some questions about which process to use for Temp FT faculty.

Commented [KD28]: 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.

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).

> **Commented [KD29]:** 11.1.18: Deans suggested beginning with a review previous objectives and progress before identifying new objectives.

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.

10

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 is to be 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.]

11

Commented [KD30]:

Commented [KD31R30]: Remove option for students to choose not to offer an opinion; purpose of evaluation is to assess opinions.

Commented [KD32]: 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 [KD33]: 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 [KD34]: Question may be asking students to assess temperament rather than instructor effectiveness.

Commented [KD35]:

Commented [KD36]: 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.)

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.

~~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 [KD37]:** 11.1.18: Alternative is to note "Additional Comments," but these questions were determined to be most useful and clear.

12

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:

13

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

EVALUATEE: _____   SEMESTER: _____

EVALUATOR: _____   DATE OBSERVED: _____

CLASS/STUDENTS OBSERVED: _____

	Satisfactory	* Needs Improvement	* Unsatisfactory
DIVISION: _____	☐	☐	☐

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

	Satisfactory	Needs Improvement	Unsatisfactory
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: _____
   _____
   _____

	Satisfactory	Needs Improvement	Unsatisfactory
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: _____
   _____
   _____

1

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.

2

APPENDIX J

EL CAMINO COLLEGE
<u>**Peer Evaluation Form**</u>

DIVISION: _____

EVALUATEE:_____SEMESTER:_____

EVALUATOR:_____DATE OBSERVED:_____

CLASS/STUDENTS OBSERVED: _____

	Satisfactory	* Needs 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. 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_____

_____

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

Comments_____

_____

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

_____

3

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

*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.

4

EL CAMINO COLLEGE
Combined Peer/Dean Evaluation Report For Probationary Instructor

EVALUATEE: _____ SEMESTER:_____

EVALUATOR: _____ DATE OBSERVED:_____

	Satisfactory	Needs Improvement	Unsatisfactory
1. Shows currency and depth of knowledge of subject.	☐	☐	☐
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_____			
4. Answers students' questions appropriately and respectfully.	☐	☐	☐
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.	☐	☐	☐
Comments_____			
7. Provides information to students concerning course objectives, methods of evaluation and grading policies.	☐	☐	☐
Comments_____			
8. Cultivates a courteous, respectful and professional environment among students, colleagues and staff members.	☐	☐	☐
Comments_____			
9. Participates collegially in Department/Division activities.	☐	☐	☐
Comments_____			
10. Keeps office hours and adheres to class meeting and final examination schedules.	☐	☐	☐
Comments_____			
11. Maintains official college records and adheres to deadlines.	☐	☐	☐
Comments_____			

5

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

_____   _____
Dean's Signature   Date

_____   _____
Peer Evaluator's Signature   Date

** 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.

6

APPENDIX J

Conference Report For Faculty
DIVISION OF _____

_____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

Summary of conference (to be completed by the evaluator) and to include

1. SELF EVALUATION
2. OBSERVATION REPORT
3. STUDENT SURVEY RESULTS
4. 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:_____

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

1 - Evaluatee   2 - Dean   3 - Human Resources

7

APPENDIX J

Self-Evaluation Report
(Report is due 1 week prior to Evaluation Conference)

NAME:_____ DATE:_____

The self-evaluation report 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.

I. 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):

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:

8

APPENDIX J

Student Survey of Instructor Effectiveness

DIVISION OF _____

Directions: Please mark the response which is closest to your opinion. If you feel 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

1.   The course objectives and student learning outcomes have been presented clearly.

2.   Agreement exists between stated course objectives and what is actually taught.

3.   The instructor explains how student work is to be evaluated.

4.   The instructor 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 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 exhibits a personal interest in the subject matter of the course.

10.   The instructor inspires my confidence in his knowledge of the subject matter of the course.

11.   The instructor maintains reasonable availability to students, including scheduled office hours.

12.   In my opinion, the instructor is accomplishing the objectives of the course.

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

9

QFE Ideas Gathering Area

January 2019

QFE (Quality Focus Essay) Ideas - updated January 30th, 2019

1. **Assessment of DE delivery methods**. Noted in Std 1 B 5 and Distance Education in general.

2. **Aligning Learning Outcome assessments with Institutional set standards**. **As per Std 1 A 3** *the State budget also requires that community colleges align their mission and goals with the new student –centered directives. This is a task we will be analyzing more directly in the next few months."*
Cypress College includes some of these ideas.

http://news.cypresscollege.edu/Documents/2017-Accreditation/Second-Draft/2017-2-Quality-Focus-Essay.pdf

3. **Funding Formula impacts**. **As per Std 1C 14***:"the institution has demonstrated concerns with the new funding formula and has discussed this….2018-19 Final Budget Report"*

4. **Organizing the campus positions/structure to meet the service needs** of students when implementing the Guided Pathways framework.

Something similar (Action Projects) was done by the College of the Desert
http://www.collegeofthedesert.edu/aboutus/Accreditation/Documents/Quality%20Focus%20Essay%20--%20QFE.pdf

and Napa
http://www.napavalley.edu/AboutNVC/Planning/accreditation/Documents/QFE/Quality%20Focus%20Essay%20060315.pdf

and Foothill https://foothill.edu/accreditation/pdf/QFEIdeasv8.pdf

Here is also a link to Mt Sac 2017 QFE for formulation example.
https://www.mtsac.edu/accreditation/college_accreditation/2017/quality_focus_essay.html

EL CAMINO COLLEGE COUNSELING DEPARTMENT

GET HELP WITH YOUR
GRADUATION PETITION

COUNSELORS AVAILABLE!

Have multiple transcripts? See a counselor during the dates and times listed below:

Tuesday, Feb. 19th:
9:00am - 11:00am and 11:30am - 2:30pm
Wednesday, Feb. 20th:
9:00am - 10:30am and 12:00pm - 3:30pm
Thursday February 21st:
9:00am - 12:30pm and 2:00pm - 4:00pm

Note: If all coursework was completed at ECC, come to Express counseling during office hours.

You must bring all your unofficial transcripts!

El Camino College counselors will be available to assist students with filing a graduation petition:

- Graduation check for Associate of Arts/Associate of Science Degrees/AA-T/AS-T
- Assistance in filling out the ECC graduation petition form
- No appointment necessary – first come, first served
- Deadline to submit a graduation petition:

March 1, 2019 @ 4:00pm

For more information, please call the Appointment Center:
(310) 660-3458

El Camino College

El Camino College
Where you belong. Where you succeed.

You Asked and We Listened!!

Counseling is launching a new and improved way to make counseling appointments

Drop-in appointments available February 11 - February 22, 2019.

What's new?

Make an appointment any day of the week.

Schedule an appointment online 24/7 using your phone or computer via the counseling website or *MyECC*.

Helpful automated email and text reminder messages.

Appointment availability is optimized for students.

Beginning February 18, 2019, students will be able to make general counseling appointments online for the following week.

To make an appointment, visit:

http://www.elcamino.edu/student/studentservices/ counseling/appointments.aspx

Counseling Office Spring Semester Hours:
Monday & Thursday: 8 a.m. - 5 p.m., Tuesday & Wednesday: 8 a.m. to 7 p.m., Friday: 9 a.m.-1 p.m.
If you need assistance, please call 310-660-3458.