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

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

Any individual with a disability who requires reasonable accommodation to participate in an Academic Senate meeting, may request assistance by contacting Kristie Daniel-DiGregorio, [kdaniel@elcamino.edu](mailto: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

March 5, 2018

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

Office location: Schauerman Library, Room 273

## Officers & Executive Committee

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

### Adjunct (One-year terms)

**Josh Casper (BSS)<sup>R</sup>** 18/19  
**Karl Striepe (BSS)** 18/19

### Fine Arts

**Ali Ahmadpour** 18/19  
**Diana Crossman** 18/19  
**Joe Hardesty** 20/21  
**Russell McMillin** 18/19

### Mathematical Sciences

**Dominic Fanelli** 19/20  
**Lars Kjeseth** 19/20  
**Le Gui** 20/21  
**Catherine Schult-Roman<sup>\*R</sup>** 18/19

### Behavioral & Social Sciences

**Stacey Allen** 19/20  
**John Baranski<sup>R</sup>** 19/20  
**Kristie Daniel-DiGregorio** 20/21  
**Renee Galbavy** 20/21  
**Michael Wynne<sup>\*</sup>** 20/21

### Health Sciences & Athletics/Nursing

**Chris Wells<sup>\*R</sup>** 18/19  
**Andy Al Villar<sup>\*R</sup>** 19/20  
**Traci Granger** 19/20  
**Yuko Kawasaki** 18/19  
**Colleen McFaul** 20/21  
**Russell Serr** 20/21

### Natural Sciences

**Oscar Villareal** 19/20  
**Thuy Bui** 18/19  
**Darcie McClelland** 19/20  
**Troy Moore<sup>R</sup>** 18/19  
**Shanna Potter** 19/20  
**Anne Valle<sup>\*R</sup>** 18/19

### Business

**Kurt Hull** 18/19  
**Philip Lau<sup>\*R</sup>** 18/19  
**Josh Troesh** 18/19

### Humanities

**Sean Donnell** 18/19  
**Ashley Gallagher** 18/19  
**Pete Marcoux<sup>\*</sup>** 18/19  
**Anna Mavromati** 18/19  
**Christina Nagao<sup>R</sup>** 18/19

### Academic Affairs & Student Services

**Jean Shankweiler**  
**Ross Miyashiro**  
**Linda Clowers**

### Compton College

**Amber Gillis** 18/19  
**Jesse Mills<sup>R</sup>** 18/19

### Associated Students Organization

**Wiley Wilson**

### Counseling

**Seranda Bray** 20/21  
**Anna Brochet<sup>\*R</sup>** 18/19  
**Rocio Diaz** 19/20

### Industry & Technology

**Charlene Brewer-Smith<sup>R</sup>** 18/19  
**Ross Durand<sup>\*</sup>** 18/19  
**Dylan Meek<sup>R</sup>** 18/19  
**Renee Newell** 18/19  
**Jack Selph** 18/19

### President/ Superintendent

**Dena Maloney**

### Division Personnel

**Rory Natividad**

### Ex-officio positions

**Chris Jeffries** ECCFT

**Carolee Vakil-Jessop** ECCFT

### Library Learning Resources

**Analu Josephides** 18/19  
**Mary McMillan** 18/19  
**Claudia Striepe<sup>\*R</sup>** 18/19

### Institutional Research

**Josh Rosales**

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

<sup>\*</sup>Denotes longest-serving division senator (i.e., the "senior senator"). <sup>R</sup> Denotes division senator who reports to division on Senate meetings.

# El Camino College Academic Senate Purpose, Meetings, and Committees

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**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:**

1<sup>st</sup> and 3<sup>rd</sup> 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. 1<sup>st</sup> and 3<sup>rd</sup> Thursdays, plus May 30<sup>th</sup>, 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. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 2:30-4:30, DE 166.

**Distance Education Advisory Committee.** Chair: Dustin Black. D.E. Liaison: Renee Galbavy. 4<sup>th</sup> Thurs, 1:30-2:30, Lib 202.

**Educational Policies.** Chair: Darcie McClelland. 2<sup>nd</sup> & 4<sup>th</sup> Tuesdays, 1-2, Natural Sciences 127.

**Faculty Development.** Chair: Stacey Allen. 2<sup>nd</sup> & 4<sup>th</sup> 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. 3<sup>rd</sup> 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. 1<sup>st</sup> & 3<sup>rd</sup> Mondays, 1:30-2:30, Library 202.

**Council of Deans.** Chairs: Jean Shankweiler & Ross Miyashiro. Senate Rep: K. Daniel-DiGregorio, 2<sup>nd</sup> Thurs., 8:30-10:30, Alondra.

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

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

**Facilities Steering Committee.** Chair: Brian Fahnstock. Senate Rep: Claudia Striepe, 1<sup>st</sup> Monday, 2:30, Library 202.

**Guided Pathways.** Steering Committee: C. Jimenez, C. Mosqueda, J. Pon-Ishikawa, J. Simon, C. Wells. 1<sup>st</sup> & 3<sup>rd</sup> 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 Fahnstock. Senate reps: Josh Troesh & Sidney Porter, 1<sup>st</sup> & 3<sup>rd</sup> 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

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

- Thanh-Thuy Bui
- Darcie Descalzo
- 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:

- Jonathan Bryant
- Sue Ellen Warren
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**Excused:** A. Gallagher, C. Schult-Roman, T. Moore

## ACADEMIC SENATE MINUTES

February 19, 2019

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 first Academic Senate meeting of the spring 2019 semester to order on February 19<sup>th</sup> at 12:30 p.m.

### B. APPROVAL OF MINUTES

See pgs. 6-14 of the packet for minutes from the December 11<sup>th</sup> meeting. C. Striepe already caught a typo on page 10, so if you were going to tell us about that one, she beat you to it. P. Marcoux moved to approve, S. Bray seconded, and there was approval of minutes. One senator abstained, J. Casper.

KDD: This brings us to our welcome for our division personnel and deans. We have quite the introduction in store for you -- he even has a power point. Join me in welcoming Berkley Price. B. Price: I am doing this for the visual learners amongst us to make it more exciting. I put some random pictures in that sort of relate to what I have done. I am a clarinet player, that is what I have my Doctorate in. I am a Conductor, I taught music for 20 years, K-12 up through Community College. And at a small arts college in West Virginia, which I loved. This is my wife and I in the Summer Palace in China, after I performed with the China National Symphony. I have been all over the world as a clarinetist. Fortunately, I have been able to travel. I probably spent a year on the road as a touring artist. These are some of the CD's I have recorded, this is the most recent one. This was recorded with the National Symphony of Ukraine in Kiev. It was really fun, but we starved while we were there. We couldn't speak Ukrainian or Russian, and you can't point to what you want at the deli. So how do you tell people what you want to eat? We basically survived on bread and yogurt. I am a conductor. This is the Harbor College Band that I conduct, it is the Community Band. I have conducted at Cal State Northridge, and other schools before I came here. I got my start with the clarinet choir here at El Camino just after I finished my Doctorate. I got my start at Dominguez Hills, they gave me a job teaching over there. This is a picture of my family with most of their spouses. My parents in the middle, right before my Dad passed away. My Mom taught music here at El Camino for about 15 years part time. My Dad had a career at Long Beach State and Pepperdine as a Psychologist teaching part time. My sister is the director of accessibility for a major university. We have all had academic ties. Finally, this is my start in show business, this is what bought my first clarinet. I was on the back of a box of Kellogg's cereal and there were a lot of commercials. Thank you very much. KDD: A fabulous performance. We wouldn't expect anything less. Thank you Berkley.

### C. OFFICER REPORTS

#### a. President – Kristie Daniel-DiGregorio (pgs. 15-16)

I have some materials for you on pages 15 & 16. On page 16 there is some information from one of the BOT meetings. I thought it would be useful for you to see some of the things that our campus leaders feel is important to take to Sacramento. So there are talking points there. There is a quick summary of the proposed budget that has come from the Governor. We are in the process of searching for a fulltime tenure track career counselor. So if you are a full time faculty member, outside of the counseling division, we need additional representation. Let me know if you would like to serve. This position is going to be instrumental in some of our Guided Pathways efforts, in our career transition initiatives, and in onboarding. This is an exciting time over in our career center. On page 15, there is a summary Dr. Maloney put together for College Council. It gives you a snapshot of the governor's budget proposals. Remember, the goal posts are always moving on the budget. There is a link to the entire document in the notes. The document is a joint analysis of the state budget. So this is a summary of a summary. His proposal calls for expansion of California Promise Program. We are currently funded for 1 year for students who come in and pay no fees. He is proposing to fund a 2<sup>nd</sup> year. The Cal Grant, he is proposing to expand so that it is also includes student parents. And then the number of competitive Cal Grants increases. Good news for us: \$246 million in spending, including a COLA of 3.46. We will need to negotiate that on our campus. That is encouraging news. Slightly over ½% for enrollment growth. There is continued funding for the current facilities projects that are underway, as well as 12 additional new facilities projects. No funding for instructional equipment or scheduled maintenance. We heard from Pete about the impact to our Fund 15, with the Compton & El Camino partnership wrapping up. That was further bad news unfortunately. \$3 billion, one-time state contribution for

Cal STRS. Interestingly, for the student centered funding, he is wanting to maintain at the current levels for 1 more year. 70-20-10, for next year. And then move to the 60-20-20. A more moderated approach than Governor Brown had put into place. There are not any initiatives that are coming with this budget. There are not a lot of strings with this. Any questions or comments? I probably can't answer them. I want to keep you apprised of what is happening.

#### **b. VP Compton College – Amber Gillis**

KDD: Jesse is here from Compton, standing in for Amber. Did she have anything she wanted you to report? J. Mills: Nothing that she conveyed to me. KDD: Thank you for being here, I know you have to dash off.

#### **c. Chair, Curriculum – Janet Young**

KDD: Remember, you have your Curriculum Committee minutes that are available online.

#### **d. VP Educational Policies –Darcie McClelland**

D. McClelland: We will have our first Ed Policies Meeting next week on Tuesday. We will hopefully be finishing up student discipline so we can bring that in here. We also have a few things that came to me during the break. Not a whole lot to report yet. I did a lot of organizational stuff over the break to smooth out things between Ed Policies, Senate, Council of Deans meetings and everything else. KDD: That was much needed. The volume of Ed Policies that come through the Senate also go to the Ed Policies Committee, Council of Deans, College Council and then on to the BOT. The volume can be really challenging; we definitely needed your leadership there. Thank you.

#### **e. VP Faculty Development – Stacey Allen**

KDD: Perfect timing. Her minutes are also available, as are Ed Policies, on the Senate website. S. Allen: Welcome back everybody. I want to report on a couple of things that we worked on over Winter break. One event that we hosted was our annual “Getting the Job” Workshop Part 2, the interview and teaching demonstration. We had a fantastic turnout, we had it in this room. The room was packed, so we had at least 40 people. Including of VP of HR, Jane Miyashiro. She was the bonus person in the audience and she answered a lot of questions. We had a great panel; Jackie Simms our Dean of Mathematics, Senator Yuko Kawasaki, Julie Kim, Polly Park and Bruce Peppard served on our panel.

We coordinated the 3<sup>rd</sup> annual Tenure Reception. We honored 17 of our colleagues at the reception. We were in the East Dining Room this year because we keep growing. Sheryl Kunisaki was instrumental in helping to organize the event and we had fantastic decorations thanks to Wendy Lozano. It was a nice event.

I have a couple of announcements for earning flex. First up is the Faculty Book Club. This year we will read *Pushout: The Criminalization of Black Girls in Schools* by Monique W. Morris. The first meeting will be next week and you can sign up on Cornerstone. Our facilitators selected this book because they thought it would be a complement to the book they used last semester. Our facilitators are Polly Park, Erica Brenes and Cesar Jimenez. We hope you can join us. We are going to be trying something new and meeting at 2:00 on Tuesdays. The books will be provided by Professional Development and Learning, at no cost to you. Please consider joining us.

Informed & Inspired is back this semester. We will host these sessions on the last Thursday of the month, so our first session will be next Thursday. We wanted to carry over our theme from Professional Development day. Universal Design for Learning (UDL), Accessibility and Online Resources you can use NOW! Crystal Martin our Director of Library Learning Resources did a great job on PD Day. Lots of people have reached out and said they would like more information. So she was kind enough to host this session along with Julia Land who is Professor of Educational Development.

Last but not least, just a plug if you would like to join the Faculty Development Committee. We meet on the 2<sup>nd</sup> and 4<sup>th</sup> Tuesdays at 1:00 pm. Our next meeting is next week.

KDD: Thank you for having a busy Winter getting ready for all these events. I know it was action packed and you helped get us off on the right foot!



## **f. VP Finance – Josh Troesh**

We are in the “wait and see” period for our budget. Remember, these are all proposals at this point. Whatever the actual outcome looks like may not look like any of this. I would encourage everyone to keep interested in it but try not to read too much into things. For example, the changing of the funding formula to make it a little less rapid in implementation. That doesn’t necessarily mean that it is a good thing or a bad thing for us. We do know that enrollment is down, our other thing the funding formula is based on is up. It is impossible to know if this is good or bad. Yes, it is good to keep up and know what is going on. Don’t think just because it sounds good or bad, it necessarily is. KDD: Do we know when some of the dust is going to settle? J. Troesh: We know that the state legislature has to pass a state budget. Some of the dust must settle by then. What is problematic about that, is that - let me give you some insight about the dysfunction about our state. The state budget has to be passed by a certain date, or the state legislators don’t get paid. So they always pass the budget by that date. That budget does not have to balance, nor does it have to be a final budget. It is also very common for after that date, for amendments and changes to be made. It doesn’t just impact us, it impacts everything. While some of the dust may settle, it doesn’t mean we won’t have some hiccups.

KDD: What about the funding formula? When will we have an idea about our outcome on these student outcome measures? J. Troesh: I know Brian’s team is working on trying to figure that out. The most honest answer is the one we may not want to hear. Which is, a year after we get our money we will have a really good sense of how we did a year ago. If we assume the funding formula will impact colleges that are above average in a positive way, and below average in a negative way. If we go on that assumption by itself; we know our enrollment is dropping statewide. We are impacted more here than a place that has different demographics. Our demographics here are that we have very high housing costs that drive young families out. We have a shrinking high school population, and we have the local Cal State which has never had an impaction problem. You can compare that to an area where they are building a bunch of houses and the demographics are younger families with cheaper housing. That will be a lot more stable. On the flip side of that, we have all these different measures to granting degrees. KDD: You may not have all the answers but you are helping us identify what all the issues there are. Thank you. C. Wells: Have there any discussions about the kinds of strategies that we should employ to increase and be successful with the funding formula? J. Troesh: As we learn more, yes. One of the things that we are going to be talking about, probably not this week, but at a later senate meeting, is enrollment research and how it relates to canceling classes. We are going to have an upcoming conversation on the research we might be able to request as a college to make better decisions. One example might be the granting of degrees. Maybe a student goes here and Santa Monica College. We are going to get paid X number of dollars for the student getting their degree here. They would earn a transfer degree here. We are budgeting based on that, we are expecting that. These are the types of things we are going to have to work on. There are going to be hidden things that we can’t even imagine. How many classes are they taking here? How many at Santa Monica? Does it have an impact on curriculum? I’m not sure I answered your question. Yes, there are things we need to figure out. Some of these things we don’t know and we will have to figure them out when they come up.

## **g. VP Academic Technology – Pete Marcoux**

I want to remind people we are having our Technology Conference on Friday, March 29<sup>th</sup>, in the East Dining Room. We have Corinne Hoisington, who we have had many times before. She is fantastic and is a Microsoft Certified Trainer. She is also a Computer Professor at a Community College in Virginia. Her keynote is *Emerging Career Trends-The Fourth Industrial Revolution*. She is also going to be hosting a breakout, *Unlimited Possibilities: Office 365/2019 Envisioning Artificial Intelligence*. We are going to have a breakout on the new Counseling software and 508 compliance. Mary McMillan will be hosting a workshop on becoming an OER Ambassador. I am in talks with Google for higher education. They will hopefully send someone for a breakout. We have Brett Marschall from Business and Kevin Degan from English who are going to talk about advanced uses of Canvas tools. Someone from Microsoft is coming to do a workshop on Microsoft Teams because a lot of our committees are using Microsoft Teams. So they will actually do some training. We are going to have a breakout on Chromebooks in the classroom. Hopefully someone from Math, maybe Lars. Maybe someone from English, Stephanie Burnham, will show us their uses. Rhea Lewitzki from English is going to talk about best online practices. She is currently in a Masters program for online education. Hopefully, we will have something on teaching Hybrid courses. Everything is still in flux. We have some vendors confirmed. Connection Public Section Solutions (they are the company who is the middleman when we are buying computers), Dell, Microsoft, Soundtrap, and WW Norton. It will be a good day. I think you will get 6 hours of flex credit. Register through Cornerstone. We only have 20 faculty so far. Cynthia Mosqueda is also hosting a workshop on the same day, so that is some competition. I will be sending out an email to remind faculty. Lunch will be included, also coffee and pastries.

Second thing I want to talk about are rosters. From the email listserv, I have a great sense of how faculty feel about that sudden change. We actually have a College Technology Committee meeting after this meeting. I am not on the agenda, but I am going to be asking to be put on it. I did not like how that decision was made, outside the consultation process. I think it is pretty unfair. Instead of solving the problem, they seemed to have shifted the problem. Which I think most of use aren't happy with. So hopefully, we will be talking about that.

The Academic Technology Committee will be meeting before the conference, I think it is March 14<sup>th</sup>. We are still working on those dates. Unfortunately, Dr. Virginia Rapp, who has been the co-chair of the Academic Technology Committee for years and years has stepped down. Marlow Lemons is the new co-chair with me. He is the Associate Dean of Math. He and I will be to co-chairs.

#### **h. VP Instructional Effectiveness/ALC/SLO's Update – R. Serr (pg. 17)**

If you are scheduled for Program Review this year, I highly recommend you get started now. It is due the first week of Fall semester. SLO and PLO Assessments are due Friday, March 1st. There is a workshop next Wednesday, at 2:30 in the library basement. Bring your data and we can assist you in entering it. Hopefully, we can have 100% completion rates this year. We get closer every semester. KDD: Thank you Russell for all your sheep-dogging. If you would like to take it out of your packet and post it in your area, page 17 has the flyer that you see on the slide.

#### **D. SPECIAL COMMITTEE REPORTS**

##### **Dr. Jean Shankweiler - VP of Academic Affairs (pgs. 18-19)**

KDD: Jean in double booked with College Council, so I need a motion for Jean to present everything at once. She has a couple of items in our agenda section. I am looking for a motion to amend our normal order of business so that Jean can give not only her Special Committee Report, but also the Discussion Items. P. Marcoux motioned, C. Wells, seconded. All were in agreement.

J. Shankweiler: We will start with the Quality Focus Essay Proposed Topics. The accreditation teams have been meeting and looking at the review of the standards and how we meet the standards. There are areas where we need to improve a bit. The commission wants us to address the areas that need improvement. In the past, you work on standard 1A3 and you find out there is a problem, and you just write, action item 1A3 and you list those. In 2008, I think we had 52 of these action items that we had to address. The next time it came around we had to write a response to all 52 of those. So the second time I did it, we cut it down to 30. That is still a lot to address. The Quality Focus Essay wants you to look at all of those items that bubble up and put them into a larger focus area. So the teams have been looking at areas and on page 58, I have the list from the teams of the areas that are bubbling up. So on pages 18 & 19, is the timeline for accreditation. In January, which we are a little bit past, identify Quality Focus Essay (QFE) topic areas. We want this to come to senate a couple of times for your input and suggestions. It will then go to College Council and then PBC, ASO, and some of the other consultation committees that we should look at. This will be coming back to you, but you can see the rest of the timeline. Please note that in April, on the top of page 19, the Vice Chancellor, Momjian is assigned to El Camino. She is my liaison with the Accreditation Commission. She is coming to visit us on that date. We are going to have a big Accreditation meeting that day, and a town hall meeting. But back to page 58, where we have most of the Focus Essay topics. So far, 4 have bubbled up from the teams. So **(1) is assessing the distance education delivery methods**. So making sure those are effective, that there is regular and effective contact, and that it is working the way it is supposed to work for the students. **(2) Aligning learning outcome assessments with institutional set standards**. I know from the last visit I went on at Feather River, they were looking at institutional set standards. That you have them first of all, and that you are aligning everything you do to those standards. **(3) Funding Formula Impacts**. So how is the funding formula impacting the finances and the final budget report is one of them that hit standard 1C. And **(4) organizing the campus positions/structure to meet the service needs** of students when implementing the Guided Pathways framework. Those are just the ones that have come up so far. It is mostly from standard 1 & 2. I haven't heard too much from standard 3 & 4. Thank you Claudia, she has these listed on a Team site. That is where I got this from. There may be more that arise. As you know Claudia is the co-chair for Accreditation, and she is doing fabulous, thank you! We need comments and what you think is important. We would like to hear from you. Where should we focus our time? If you think there are things that are missing, Claudia or I would be happy to listen. Russell and Josh are also standard co-chairs. You could send your information to them. We are trying to make a decision on what our final focus topics should be. I

have seen as many as 3, and that would be a lot to address. Any questions about the Quality Focus Essay? C. Wells: For #4, does that mean that we might revisit our faculty hiring process? J. Shankweiler: I'm not sure if that is what that means. There are links here as to what other schools have done.

## **G. INFORMATION ITEMS –DISCUSSION**

### **Auto-Awarding of Degrees – Dr. Jean Shankweiler**

With the new Student Centered Funding Formula, it is not just enrollment anymore. We are also looking at student access and students who have financial aid. Now we collect points in order to get apportionment. Also for student success. We are looking at the number of degrees and certificates, the number of CTE units that student have taken. Getting employment in their field of study gives us points. One of the things we have been discussing, and we just hired a new evaluator. This might be the perfect time for them to train on evaluating transcripts. What if we went back 2 years and looked up people that have completed all the requirements for a degree, but they just never applied? Some schools do this automatically. As soon as you have earned all of the units to earn a degree, you are automatically awarded a degree. Sometimes there are unintended consequences. For instance, if you complete your degree, you are not going to get your financial aid anymore. You could, but you have to declare a new major, and that is more steps for the student. We thought, what if we waited 2 years, and they haven't been here for 2 years, even if they come back, they have to reapply to the school and get a new major. What if we looked at those students to see how many there are? Dipte looked at a report through ECC Connect and there were over 1,000 names on the list. People who would have earned a degree or certificate, but transferred or got a job and didn't apply for it. So we are going to look at all of them, the evaluator is going to look to make sure they have really earned a degree, then we will send a letter to the students saying you have earned a degree. Then we will send it to them. That way maybe we can earn more certificates and degrees. R. Newell: We are trying to update our CID codes. A lot of our students are working in their fields even as they are taking classes. We are not going to get credit for it because we have a generalized code. J. Shankweiler: We have someone working on that and we are trying to do them all at the same time. He got bogged down because he has a full time job until June. Then we can ramp that up. Lavonne has like 4 things I have her working on, and that is one of them. We just finished the catalog, and now we are working on curriculum. There is only so much I can ask her before she breaks. R. Newell: Thank you. C. Brewer-Smith: I wanted to ask about the degrees for the students who didn't file. We are going to go back and do research. What does that mean for the college? How much money? J. Shankweiler: It depends on what kind of degree it is. It is all points. ADT's are 4 points, our local degrees are 3 points. Certificates that the Chancellors Office approved are 3 points also, I think. I don't know the whole point structure. The most points are for the associate degrees and transfers. We have 350 who could have earned an ADT and didn't. C. Brewer-Smith: So even if they transferred and got their 4-year degree already, would it still count? J. Shankweiler: Yes. There are other things we can go look at. We can look at students who have transferred. Let's say they are missing one History class here. And they took it at Dominguez Hills. That is called a reverse transfer; we are not looking at that. We are not looking back 10 years ago. If we do it every 2 years, then we can catch things up.

P. Marcoux: Can you give us an update on Canvas and the integration? J. Shankweiler: I haven't heard anything yet, Gema is still doing it by hand.

### **Ross Miyashiro – VP of Student Services**

KDD: Thank you, Ross for your patience. R. Miyashiro: I have a quick update. In response to the enrollment management concerns. We are trying to do a few different things. One of the things I hope to present at the next Academic Senate meeting is a reorganization of the International Student Program. We are going to propose to double the students. We are going to do a desk audit. We have had a temporary manager for years and years. We are going to see if we need a permanent director in the role for International students. Then next time on the reports I will present a reorganization. That is it.

## **E. UNFINISHED BUSINESS**

### **Evaluation Procedures Committee: Revised Faculty Evaluation Forms: 2<sup>nd</sup> Reading – KDD (pgs. 20-57)**

Since this is our second reading I do need a motion to approve. P. Marcoux motioned, J. Casper seconded. Now we can discuss. Your packet on pages 20-57 has the resources that are going to be useful. I inserted a table of contents on page

20 of your packet. On pages 21-35, are the proposed simplified forms with the markup and the comments, you can see how those evolved over time. Following that is a clean copy of the revised forms. That way you will see what we are proposing. Also for reference, there is a yellow handout at your table. The committee went back to the job description and we are working to make sure we aligned this with your job description. A quick review. Remember the contract allows for an evaluation procedures committee that is composed of reps from the district, senate, federation, and we added a librarian. The committee looked at the forms and then it is brought to the senate for approval. The other message here is that at any time we can go back and have another look at it. This is not the final word. Our goals were that we were trying to get rid of vague, subjective, confusing language. We wanted to clarify the process. We want to enhance these so they support professional growth and learning. We feel like our part timers are at a disadvantage. We are looking at putting these online and we have consulted with a number of groups. We have talking to Institutional Research & Planning, the federation and the deans. We have removed redundant forms for our part timers. We have a current process that is highly redundant. What we are proposing to do is to eliminate the deans and the peer evaluation report so that they become one combined report. Instead of having forms that are redundant and unorganized, we want forms that mirror the combined peer and dean report. We want forms that flow. This is for our current probationary faculty. Our conference report stays the same. We are revising the self-evaluation, but it is part of the process. And our student surveys.

I want you to see that we had 3 forms that were not consistent, and they were redundant, we are streamlining. Full time tenured faculty are going to be using this form. Probationary faculty are going to be using this form. The questions are the same, there are a set of questions that only the deans will be answering. Those questions are more appropriate for the deans. J. Casper: Will the peers see the deans responses to those questions? That is a personnel issue. KDD: No, not for a tenured faculty. They will see the answers for the probationary faculty, because it is a committee. S. Donnell: Did you find out the reasons for the redundancy? KDD: No, it was like a bad remodel job. No offense to those who were a part of it. Some of the questions are the same but on different forms. S. Donnell: You are taking away the full timers voice. If what I heard is correct, you are now just going to have a combined peer/dean evaluation form and not just a peer evaluation form. KDD: No, not at all. The best way to see this is on page 21. This should be in parenthesis. Most commonly this would be filled out by a peer. The deans have a right to go and do a classroom observation and answer the same questions. Instead we have taken the classroom questions and they are here with an addendum that the dean has access to. Most typically, this form will be filled out by the faculty members. The peer can complete the whole process without the dean. The dean does have a right to observe. S. Donnell: Clearly, this needed to be done. You guys did a lot of work. I want to make sure you aren't taking out the faculty members voice. KDD: This is a peer evaluation process. Absolutely not. That is not the intent. It is in my best interests to be evaluated by my peers in my discipline. And I want to be the one evaluating the people in my discipline. A. Ahmadpour: The dean always has that chance. The dean should have their own evaluation. KDD: That is in the contract. We are not changing the contract. A. Ahmadpour: Are they observing the teacher or content? How can they evaluate the teacher? KDD: My understanding is that isn't the only voice. You still have the peer's voice. A. Ahmadpour: Instead of making it easier, you are creating more bureaucracy. KDD: We aren't changing the process. If you have problems with the process, you need to talk to the negotiations team. That is a Federation issue, a contract issue. We are just looking at the evaluation tools. A. Ahmadpour: This has to go to the federation. KDD: These forms have gone to the Federation. You are bringing up an issue broader than this. I am going to refer you to Chris Jeffries and Carolee. We did make some additions for part timers. We did make a new evaluation for that doesn't ask about office hours. It doesn't ask about flex credit. It does ask if they participate in the administration of SLO's. They don't develop, assess, or report. A new faculty evaluation part time form and new student survey.

I want to take a minute to look at the forms, page 23, of your packet. What if I give you a minute to look and see? S. Donnell: The faculty looks up to #11 and the deans mirrors that. It is separate. KDD: Yes. The dean and the peer both use except if you flip to page 24, you see starting with question 12, the peer does not see the answers. These are going to be online forms. It will be more seamless than seeing it here on paper. The dean will do questions 12-15. If I am a faculty member, the only questions I am going to see are 1-11. R. McMillen: Will the dean do all these? C. Striepe: I understand the Counselors and Librarians will do this later. Some of these questions are not applicable for the online environment. KDD: We will have to do some adaptation for online student surveys. This is a lot of changes. Then if we want to go back, we welcome the opportunity for DEAC to give us suggestions. We are already planning on revising the student evaluations. We may need to add some questions. P. Marcoux: The 4<sup>th</sup> column, did not observe, is that positive, negative, or neutral? KDD: It seems neutral. It is more accurate. I either saw that or I didn't. You don't want me to make up an answer if I didn't see something. A. Josephides: What is the timeline when these should be online and ready to go? KDD: We are hoping these will be in place this semester. That is our goal. A. Ahmadpour: If I am getting evaluated in Fall, then we will be doing it the way we currently are? KDD: Yes. It would be a miracle if we had new

librarian forms in the Fall. You guys are great, but I don't know if you're that that great (Laughter). J. Troesh: The did not observe....some people may check that box if the person did not show that. That is a "0" point, not a negative. KDD: Maybe we need to put more words in there. Did not observe this. English people help me out. I hear what you are saying. A. Ahmadpour: I was evaluating a teacher, that teacher was late every single day 15-20 minutes. The dean was sitting in her office and had no clue what was happening. I brought that up in my evaluation and it was dismissed. How do we handle that? KDD: I think that came up in the Fall. That is within the deans' purview. S. Potter: #10 comes up every semester. The only person who has evidence of that is our SLO chair. Should we be looking that up? KDD: You don't want to be doing an investigation of your colleague. It is different in every department. W. Wilson: I have a question for the student survey? Is it possible to take this to the ASO to get their input? Can we something out or revise it? KDD: This is not the purview of the ASO. You are here as their representative, so can provide feedback but this is a matter for the senators to vote on. We are not going to have a vote today. We are going to bring this back next meeting. I welcome for you to take it and bring suggestions back. S. Donnell: I think you guys have done a very good job on these forms. KDD: I am hoping we got the checks and balance when situations do arise. I do want to move on. This may be a good stopping point. I need a secondary motion to bring this back to our next meeting. S. Donnell, S. Bray. Please have a look at these so we can vote next meeting. We need to keep it moving through.

## **F. NEW BUSINESS**

### **Elect Online Education Resources (OER) Representative to Statewide Senate - KDD**

KDD: We have been invited by the state-wide senate to elect an OER Representative. You have heard a number of times from Mary McMillan about her level of involvement. I wonder if we have a motion to nominate someone to be our OER rep? P. Marcoux: She is going to hate us. I would like to nominate Mary. KDD: Are there any other nominations? We have one candidate. All in favor? Congratulations!!

## **G. INFORMATION ITEMS –DISCUSSION**

### **Supporting Student Success: Counseling Resources (pgs. 59-60)**

KDD: I want to turn this over to our fabulous Counseling Senators. They are giving you some important information. A. Brochet: On the very back of your packet, there is a flyer that promotes our new scheduling software. No longer are counseling appointments made Thursdays at 1:00 pm. They can be made any time of the week for the next week. Starting this week, counselors are taking appointments for next week. It is mobile friendly. It has improved a lot in terms of function. The beginning of the semester we are very busy in counseling. The preferred drop ins and waits have been very long. Good news is that a lot of students are at counselors' doors. We need to start triaging to deal with immediate concerns. We are not doing ed plans this week for next semester. We are focusing on registration issues and glitches, holds, probation, petitions and clearances. Not ed planning - that takes too long. The other thing is that there is a lot of virtual counseling and on Saturdays. S. Bray: On the back of that page there is a flyer for grad petitions. This is incredibly important to remind your students. March 1 is the degree position deadline. Please remind your students to participate in Graduation. This is very critical and we want to promote getting your degree. R. Diaz: Everyone should have this paper at your table. This is the drop-in schedule for counseling. It is a great resource, no appointment is necessary for the drop-in appointments. A. Ahmadpour: What is the virtual counseling? Is that online? R. Diaz: Yes. A. Ahmadpour: Can you post the drop-in schedules online so the students know what is available? S. Bray: We will take that suggestion back to the division. Thank you.

KDD: Did anyone not get their raffle ticket for wearing their Ask Me button? We have some very expensive prizes. There are scratchers and Girl Scout cookies. Sue Ellen, Traci Granger, Berkley Price, Thank you everyone! Keep wearing your buttons.

Motion to adjourn? S. Donnell motioned, S Bray seconded. All were in favor.

## **H. FUTURE AGENDA ITEMS**

Ed Policies: AP 7160 Professional Development, AP 5520 Student Discipline Procedures, BP 1200 District Mission and Strategic Plan.

New Employee Recognition Program

Course Cancellation  
Strategic Plan  
AB 705  
South Bay Public Safety Center

**I. PUBLIC COMMENT**

**J. ADJOURN**

The meeting adjourned at 1:55 pm  
TG/ECC Spring 2018

## **Faculty Development Committee Meeting**

**Minutes for Tuesday, February 26, 2019**

Teaching and Learning Center (TLC), Library West Basement, 1-1:50 pm

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

\*Committee Chair

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

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

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

### **Informed & Inspired (I & I), last Thursday of each month, 1:00-1:50, TLC – Library West Basement**

SA reported that Crystle Martin, Director of Library & Learning Resources, will present “Universal Design for Learning (UDL): Accessibility and Online Resources you can use NOW!” on February 28<sup>th</sup>. This will serve as a hands-on follow-up to her presentation on Spring Professional Development Day.

Analu Josephides attended the meeting to discuss a partnership between MANA and the FDC for the March 28<sup>th</sup> Informed & Inspired session. Analu explained that MANA, formerly known as the Asian American Pacific Islander Equity Initiative, is a significant word in Polynesian cultures relating to supernatural powers. The MANA program is dedicated to closing the equity gaps for Native Hawaiian Pacific Islander (NHPI) students and will be modeled similarly to the Puente program. The advisory group is led by Idania Reyes and Caroline “Sina” Fifita is serving as the MANA Program Coordinator; they are working to develop a number of equity-related events on campus this semester. The March 28<sup>th</sup> I & I session will inform faculty of important statistics and demographic information concerning NHPI students.

SA announced that November’s I & I has been rescheduled for April 25<sup>th</sup>. Elice Hennessee, Adjunct English Instructor, will present “Learning across the Curriculum: Diverse & Inclusive Cross Curricular Course Content & Student Engagement.”

SA reported that the May 30<sup>th</sup> session has yet to be determined. Julia Land, Disability Specialist and Professor of Educational Development, is interested in conducting a session focused on UDL as another follow-up to Spring PD Day’s theme of Embracing Diverse Learners through Universal Design. Another consideration is a session concerning trauma informed practice and the Guardian Scholars program by Anna Brochet and Keiana Daniel.

### **Getting the Job (GTJ), Part II: The Faculty Interview and Teaching Demonstration**

SA reported that GTJ took place on Friday, February 1<sup>st</sup>, 12:30-3:00, in the Distance Education Center. It was very well-attended and included a diverse panel who provided valuable information to adjunct faculty concerning the faculty interview process. The panel included: Jacqueline Sims, Dean of Mathematical Sciences; Yuko Kawasaki, Nursing; Julie Kim, Accounting; Polly Parks, Biology; and Bruce Peppard, English.

### **Third Annual Tenure Reception**

SA reported that 17 faculty were honored at this year's Third Annual Tenure Reception, which took place on Wednesday, February 6<sup>th</sup>, 12:15-1:15, in the East Dining Room. She thanked Sheryl Kunisaki for her tireless efforts in assisting with the planning and organizing of the event. Wendy Lozano of Student Equity graciously provided the decorations. The reception was hosted by the Office of the President, Academic Affairs, and the Academic Senate; Marketing & Communications designed this year's program. Honorees received a certificate signed by President Maloney and Board President Cliff Numark, an ECC lapel pin, and an ECC pen set.

### **Wellness Warriors**

SA enthusiastically announced that another attempt at establishing a wellness program on campus is underway. She has been meeting with Kimberly Jones, ECC Strength and Conditioning Coach, to plan a series of events for the semester. Lunch & Learn Wellness Wednesdays will take place on the 1<sup>st</sup> and 3<sup>rd</sup> Wednesday of the month in the Distance Education Center from 1:00-2:00. These sessions will provide valuable information concerning a wide range of health-related topics. The first session will take place on March 6<sup>th</sup>, entitled: "Old Brain vs. New Brain: Learn the Root Cause of Pain, Stiffness, Balance and Vision Problems." In addition, Kim will facilitate Thirty Minute Thursdays: 30 Minute Roll Out and Recovery in the TLC, Library West Basement, on March 14, April 18, May 9, and May 23 from 1:15-1:45.

### **Faculty Book Club (FBC)**

PP reported that the FBC will meet today at 2:00 in the TLC. This semester's book is *Pushout: The Criminalization of Black Girls in Schools* by Monique W. Morris; funding for the books was provided by Professional Development & Learning. FBC facilitators PP, Erica Brenes, and Cesar Jimenez, selected this book to complement the book read last semester: *Teaching Men of Color in the Community College*. PP noted that an email was sent to the listservs to promote the FBC and encourage faculty to watch the TED Talk by Monique W. Morris; the TED Talk link was included in the email. PP was inspired by Morris's talk and strongly recommended it to the FDC.

### **Cornerstone**

LMT reported that Cornerstone is up and running; so far, we have experienced only a few minor issues with no major glitches. Elana Azose conducted a training session on PD Day which was well-attended with more than 30 participants and Kerri Nakayama continues to transfer flex data from PD Reporter to Cornerstone. EU inquired about accessing information in Cornerstone such as total hours of completed flex. LMT noted this information can be found on a user's homepage next to an hourglass icon, she encouraged the committee to access Cornerstone to verify that our name and hourglass icon appear on our opening page and to verify our completed flex hours. She suggested we demo Cornerstone at our next FDC meeting. Activities formerly known as IPPs will now be referred to as "External Trainings" in Cornerstone; these activities, along with conference requests, will be sent directly to a faculty member's dean for approval and then to PD for verification of supporting documents. LMT expressed the importance of supporting documentation as part of Title 5 compliance, noting that in the case of an audit by the Chancellor's Office, her office would be responsible for providing such verification. EU noted that flex is a faculty-driven program and the FDC Flex Subcommittee worked diligently for a year to overhaul the approved list of flex activities. SK reiterated the concern of the Chancellor's Office is likely that we provide proof of completing approved flex activities.

### **Sample ADA Syllabus Statement**

SA provided the following sample ADA syllabus statement for the committee to review. Once the committee has reviewed and revised the statement, it will be forwarded to the Academic Senate to be considered as part of the Sample Syllabus Statements for Student Success document.

#### **Academic Accommodations for Students with Disabilities**

Students with disabilities who believe they may need accommodations in this class are encouraged to contact the Special Resource Center (SRC) on campus as soon as possible to better ensure such accommodations are implemented in a timely fashion. In addition, please contact me privately to discuss your specific needs. For more information about the SRC, visit <http://www.elcamino.edu/student/studentservices/src/> or call (310) 660-3295.

Adjourned: 1:50

SA/02.28.19



# Faculty Evaluation Forms

Three versions of the evaluation forms follow:

Pages 18-32 1. [Proposed] Simplified Forms

These are from the Evaluation Procedures Committee, in consultation with Institutional Research, ECCFT, and the Council of Deans

Pages 33-43 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 44-52 3. Current Evaluation Forms

These forms are the ones currently in use and they appear in Appendix J in the contract.

## SIMPLIFIED FORMS 2.28.19

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, 2.28.19

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

\* One FTT must be from hiring committee

#### Evaluators Key:

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

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

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

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

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

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

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

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

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

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

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

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

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

## Comparison: Current vs. New Forms

All Questions	CURRENT Classroom Observation J.2.a. & J.2.b.	CURRENT Dean's Supervisor's Form J.1.a & J.1.b.	CURRENT Combined Peer/Dean Evaluation J.3.	NEW Faculty Evaluation <b>FULL-TIME</b> 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.

**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
1. Shows currency and depth of knowledge of subject. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Organizes classroom activities effectively. Demonstrates effective teaching methods to help students meet the learning objectives of the course. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Adapts appropriate methods and materials for teaching to meet the needs of students consistent with the maintenance of quality education. Makes effective use of materials for teaching. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Answers students' questions appropriately and respectfully. Instructor's interactions with students are courteous, respectful, and professional. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Material taught in class is appropriate to the course description course outline of record. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Conforms to official course outline of record and Provides course syllabi with information concerning course objectives, student learning outcomes, methods of evaluation and grading policies, and information requested by the division. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. If applicable to instructional obligations, observes safety standards and instructs students accordingly. Observes safety standards. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Cultivates a courteous, respectful, and professional environment among students, colleagues and staff members. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Participates collegially in department/division work and activities. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Participates in the student learning outcomes process assessment of course SLOs and, when applicable, PLOs, by the published timeline.			
11. Participates in college committee work and activities (e.g., Student Learning Outcomes, Academic Senate, Program Review, curriculum review and/or development and/or Annual Planning).			

ADD 4<sup>TH</sup> TICK BOX:  
 "Did not observe" "Unable to assess" \*\*

**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]:** This rating is intended to be a neutral, value-free indication that the evaluator did not have the opportunity to observe the behavior, or not sufficiently to make a judgement. If an evaluatee did not meet standards, ratings of needs improvement or unsatisfactory must be used instead. Comments must include why evaluator was unable to assess.

**Commented [KD16]:** 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 [KD17]:** 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 [KD18]:** For example, Health Sciences and Athletics has a "return to activity" statement.

**Commented [KD19]:** 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 [KD20]:** Safety standards are included in the job description. This question appears on the current dean's evaluation.

**Commented [KD21]:** Current language suggests staff members are not colleagues.

**Commented [KD22]:** See page 60 in contract.

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

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

13. Publishes and consistently fulfills weekly Keeps office hours.

Comments

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

Comments

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

Comments

**Commented [KD23]:** Final exam schedules were eliminated when college shifted to compressed calendar.

**Commented [KD24]:** Original had just one question, but current dean's evaluation has two so this form was revised to mirror that.

**OVERALL RATING**       SATISFACTORY     NEEDS IMPROVEMENT     UNSATISFACTORY

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

Dean's Signature

Date

Peer Evaluator's Signature

Date

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

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

**\*\* Any "Unable to assess" ratings must include comments to explain the reasons the evaluator was unable to assess this portion of the evaluation.**

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

**NOTE: THIS IS A NEW FORM**

EVALUATEE: \_\_\_\_\_ SEMESTER: \_\_\_\_\_

EVALUATOR: \_\_\_\_\_ DATE OBSERVED: \_\_\_\_\_

CLASS/STUDENTS OBSERVED: \_\_\_\_\_

NUMBER OF STUDENTS PRESENT: \_\_\_\_\_

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

**Commented [KD25]:** 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.

**Commented [KD26]:** This rating is intended to be a neutral, value-free indication that the evaluator did not have the opportunity to observe the behavior, or not sufficiently to make a judgement. If an evaluatee did not meet standards, ratings of needs improvement or unsatisfactory must be used instead. Comments must explain why evaluator was unable to assess.

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

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

Comments \_\_\_\_\_

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

Comments \_\_\_\_\_

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

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

\_\_\_\_\_  
Dean's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Peer Evaluator's Signature

\_\_\_\_\_  
Date

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

\*\* Any "Unable to assess" ratings must include comments to explain the reasons the evaluator was unable to assess this portion of the evaluation.

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

EVALUATEE: \_\_\_\_\_ SEMESTER: \_\_\_\_\_

EVALUATORS: \_\_\_\_\_ DATES OBSERVED: \_\_\_\_\_

	Satisfactory	Needs Improvement	Unsatisfactory
			ADD 4 <sup>TH</sup> TICK BOX: "Did not observe" "Unable to assess" **

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 \_\_\_\_\_

7.8. ~~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.

**Commented [KD27]:** This rating is intended to be a neutral, value-free indication that the evaluator did not have the opportunity to observe the behavior, or not sufficiently to make a judgement. If an evaluatee did not meet standards, ratings of needs improvement or unsatisfactory must be used instead. Comments must explain why evaluator was unable to assess.



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

Comments \_\_\_\_\_

**Commented [KD28]:** Original had just one question, but current peer evaluation (J.I.a.) has two so this form was revised to mirror that.

OVERALL RATING       SATISFACTORY     NEEDS IMPROVEMENT     UNSATISFACTORY

\_\_\_\_\_  
Dean's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Peer Evaluator's Signature

\_\_\_\_\_  
Date

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

\*\* Any "Unable to assess" ratings must include comments to explain the reasons the evaluator was unable to assess this portion of the evaluation.

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

**APPENDIX J.4**

**Evaluation Conference Report For Faculty  
DIVISION OF**

Tenured  Probationary: Indicate which semester: 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup> 5<sup>th</sup> 6<sup>th</sup> 7<sup>th</sup>  
 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

**Commented [KD29]:** 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 [KD30]:** Deans 10.22.18 Some questions about which process to use for Temp FT faculty.

**Commented [KD31]:** 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. 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 [KD32]:** 11.1.18: Deans suggested beginning with a review previous objectives and progress before identifying new objectives.

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

~~III. PROFESSIONAL GROWTH:~~

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

**APPENDIX J.6.a**

**Student Survey of Instructor Effectiveness s -s; -Full-Time Faculty**

**DIVISION OF \_\_\_\_\_**

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

The response choices for each question are:

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

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

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

**Commented [KD33]:**

**Commented [KD34R33]:** Remove option for students to choose not to offer an opinion; purpose of evaluation is to assess opinions.

**Commented [KD35]:** Confirmed with IR that this does not affect the average.

**Commented [KD36]:** 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 [KD37]:** 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 [KD38]:** Question may be asking students to assess temperament rather than instructor effectiveness.

**Commented [KD39]:**

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

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

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

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

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

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

**Commented [KD40]:** 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 [KD41]:** 11.1.18: Alternative is to note "Additional Comments," but these questions were determined to be most useful and clear.

APPENDIX J.6.b

Student Survey of Instructor Effectiveness: Part-Time Faculty

NOTE: THIS IS A NEW FORM

DIVISION OF

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

The response choices for each question are:

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

E – Does Not Apply

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

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

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

Option 1:  
Additional Comments

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



**SIMPLIFIED FORMS 2.28.19 CLEAN COPY – NO MARK-UP**

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, 2.28

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

EVALUATEE: \_\_\_\_\_ SEMESTER: \_\_\_\_\_

EVALUATOR: \_\_\_\_\_ DATE OBSERVED: \_\_\_\_\_

CLASS/STUDENTS OBSERVED: \_\_\_\_\_

NUMBER OF STUDENTS PRESENT: \_\_\_\_\_

	Satisfactory	Needs Improvement	Unsatisfactory	ADD 4 <sup>TH</sup> TICK BOX: "Did not observe" "Unable to assess" **
--	--------------	-------------------	----------------	--

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.

Comments \_\_\_\_\_

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 \_\_\_\_\_

**Commented [KD1]:** Form numbered to help orient the reader.

**Commented [KD2]:** 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 [KD3]:** Deans 10.22.18 Some questions about which process to use for Temp FT faculty.

**Commented [KD4]:** 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 [KD5]:** This rating is intended to be a neutral, value-free indication that the evaluator did not have the opportunity to observe the behavior, or not sufficiently to make a judgement. If an evaluatee did not meet standards, ratings of needs improvement or unsatisfactory must be used instead. Comments must include why evaluator was unable to assess.

**Commented [KD6]:** 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 [KD7]:** 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 [KD8]:** For example, Health Sciences and Athletics has a "return to activity" statement.

**Commented [KD9]:** 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 [KD10]:** Safety standards are included in the job description. This question appears on the current dean's evaluation.

**Commented [KD11]:** Current language suggests staff members are not colleagues.

10. Participates in the ~~student learning outcomes process~~ assessment of course SLOs and, when applicable, PLOs, by the published timeline.

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

**Commented [KD12]:** See page 60 in contract.

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

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

13. ~~Publishes and consistently fulfills weekly~~ Keeps office hours.     
Comments \_\_\_\_\_

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

**Commented [KD13]:** Final exam schedules were eliminated when college shifted to compressed calendar.

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

**Commented [KD14]:** Original had just one question, but current dean’s evaluation has two so this form was revised to mirror that.

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

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

Dean’s Signature \_\_\_\_\_ Date \_\_\_\_\_

Peer Evaluator’s Signature \_\_\_\_\_ Date \_\_\_\_\_

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

\*Any “needs improvement” or “unsatisfactory” ratings must include comments to identify specific areas of concern. (Attach additional sheets if necessary.)  
\*\* Any “Unable to assess” ratings must include comments to explain the reasons the evaluator was unable to assess this portion of the evaluation.

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

**NOTE: THIS IS A NEW FORM**

EVALUATEE: \_\_\_\_\_ SEMESTER: \_\_\_\_\_

EVALUATOR: \_\_\_\_\_ DATE OBSERVED: \_\_\_\_\_

CLASS/STUDENTS OBSERVED: \_\_\_\_\_

NUMBER OF STUDENTS PRESENT: \_\_\_\_\_

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

**Commented [KD15]:** 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.

**Commented [KD16]:** This rating is intended to be a neutral, value-free indication that the evaluator did not have the opportunity to observe the behavior, or not sufficiently to make a judgement. If an evaluatee did not meet standards, ratings of needs improvement or unsatisfactory must be used instead. Comments must explain why evaluator was unable to assess.

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

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

Comments \_\_\_\_\_

11. 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)

\*\* Any "Unable to assess" ratings must include comments to explain the reasons the evaluator was unable to assess this portion of the evaluation.

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

EVALUATEE: \_\_\_\_\_ SEMESTER: \_\_\_\_\_

EVALUATORS: \_\_\_\_\_ DATES OBSERVED: \_\_\_\_\_

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

**Commented [KD17]:** This rating is intended to be a neutral, value-free indication that the evaluator did not have the opportunity to observe the behavior, or not sufficiently to make a judgement. If an evaluatee did not meet standards, ratings of needs improvement or unsatisfactory must be used instead. Comments must explain why evaluator was unable to assess.



**APPENDIX J.4**

**Evaluation Conference Report For Faculty**

**DIVISION OF**

Tenured  Probationary: Indicate which semester: 1<sup>st</sup> 2<sup>nd</sup> 3<sup>rd</sup> 4<sup>th</sup> 5<sup>th</sup> 6<sup>th</sup> 7<sup>th</sup>  
 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

**Commented [KD19]:** 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 [KD20]:** Deans 10.22.18 Some questions about which process to use for Temp FT faculty.

**Commented [KD21]:** 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).

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.

**Commented [KD22]:** 11.1.18: Deans suggested beginning with a review previous objectives and progress before identifying new objectives.



**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.**

**Commented [KD23]:**

**Commented [KD24R23]:** Remove option for students to choose not to offer an opinion; purpose of evaluation is to assess opinions.

**Commented [KD25]:** 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 [KD26]:** 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 [KD27]:** Question may be asking students to assess temperament rather than instructor effectiveness.

**Commented [KD28]:**

**Commented [KD29]:** 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.)

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

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

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

~~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 [KD30]:** 11.1.18: Alternative is to note "Additional Comments," but these questions were determined to be most useful and clear.

**APPENDIX J.6.b NOTE: THIS IS A NEW FORM**  
**Student Survey of Instructor Effectiveness: Part-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 – 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:



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.

**APPENDIX J**  
**EL CAMINO COLLEGE**  
**Peer Evaluation Form**

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 \_\_\_\_\_

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.

**APPENDIX J**  
**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 _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Organizes classroom activities effectively. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Adapts appropriate methods and materials of teaching to meet the needs of students consistent with the maintenance of quality education. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Answers students' questions appropriately and respectfully. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Material taught in class is appropriate to the course description. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Conforms to official course outline of record and provides course syllabi. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Provides information to students concerning course objectives, methods of evaluation and grading policies. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Cultivates a courteous, respectful and professional environment among students, colleagues and staff members. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Participates collegially in Department/Division activities. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Keeps office hours and adheres to class meeting and final examination schedules. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Maintains official college records and adheres to deadlines. Comments _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**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.***

**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

## **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:**

## 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.]

## **QFE Ideas Gathering Area**

### **January 2019**

QFE (Quality Focus Essay) Ideas - updated January 30<sup>th</sup>, 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.napaallevy.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](https://www.mtsac.edu/accreditation/college_accreditation/2017/quality_focus_essay.html)