



**Citrus Community College District
Academic Senate Council
Agenda**

Wednesday, April 13, 2011

2:10 p.m. – Faculty/Staff Lounge

OFFICERS: **Roberta Eisel**, President
 Nicki Shaw, Vice President/President Elect
 Jack Call, Past President
 Sheryl Walz, Secretary
 Paul Swatzel, Treasurer

SENATORS:

Behavioral Sciences	Jim Woolum HH/Mailroom	Language Arts	Toby Guebert Lang Arts/CFI
Biological Sciences	June Han (interim) Phys Sci./Mailroom	Foreign Language	Holly Colville Admin/Box
Business	vacant Admin/Box	Mathematics	Mohammad Trad Math/Mailroom
Cosmetology	Patty Glover Cosmo/Mailroom	Music	Gino Munoz Music/Mailroom
Counseling	Michelle Plug Counsel/Mailroom	Physical Education	Mary Brawner HH/Mailroom
CSIS	Jim Mustain Admin/Box	Physical Sci. & Engineer	Badieh Farahani Admin/Box
Fine Arts	John Vaughan Music/Drama	Public Services	vacant
Health Sciences	vacant Dental/Health Sci.	Social Sciences	Gerhard Peters Soc&Beh Sci/CFI
Library	Lanette Granger Libr/Mailroom	Automotive Technology	Jeremy Clark Auto Tech/Mailr

AT-LARGE REPRESENTATIVES:

Meg O'Neil	Clarion/Mailroom	Justina Rivadeneira	CareerCtr/EmpSvcs	Rafael Herrera	Couns/ Mailroom
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Citrus College Faculty Association Liaison:

Kathy Bakhit Soc&Beh. Sci

Adjunct Faculty Rep

Karen Praeger Library
Bill Zeman Soc/BehSci/CFI

District Academic Senate Secretary:

Linda Swan Mailroom/Admin

David Kary, Curr.Chair

ASCC Faculty-Student Relations Liaison:

Karlyn Bradley Campus Ctr/Mailroom

Campus Ctr/Mailroom

- I. CALL TO ORDER – Roberta Eisel**
- A. Set Agenda**

- II. **MINUTES – Sheryl Walz**
 - A. **Approval of March 23, 2011 minutes**

- III. **COMMITTEE REPORTS – All committees are welcome to report. Those with an asterisk are expected to report. Those with a double asterisk are subcommittees of Steering**
 - Academic Calendar/Final Exam Schedule – Steve Odrich
 - Bookstore Committee – Paul Swatzel
 - Campus Environment Committee – David Casey
 - ***Campus-wide Information Technology
 - College Success –
 - *Curriculum – David Kary
 - Distance Education – Bev Van Citters
 - ***Educational Programs – Senate President
 - Enrollment Management
 - Equivalency Minimum Qualifications – Carsten Dau
 - Evaluation and Tenure Oversight
 - Faculty Hiring Procedures
 - Faculty Needs Identification – Senate President
 - ***Financial Resources –
 - Gender Equity – Mary Brawner
 - Honors Program Advisory Council – Brian Waddington
 - ***Human Resources Advisory
 - ***Institutional Research and Planning
 - Matriculation/Pre-Req & Assessment
 - ***Physical Resources – John Fincher
 - Program Review
 - Scholarship
 - Service Learning Advisory –
 - Student Learning Outcomes – John Vaughan
 - Student Services
 - Transfer Task Force

- IV. **OFFICERS’ REPORTS (10 minutes)**

Secretary	Sheryl Walz
Treasurer	Paul Swatzel
Past President	Jack Call
Vice President/President-Elect	Nicki Shaw
CCFA Liaison	Kathy Bakhit
ASCC Representatives	Karlyn Bradley
President	Roberta Eisel

- VI. **ACTION-**
 - A. **Carolyn Perry – Interim Curriculum Chair**
 - B. **AP 4100 – Graduation Requirements**
 - C. **Career/Transfer 5 Year Plan**

- VII. **NEW BUSINESS –**
 - A. **2012-2013 Academic Calendar**
 - B. **Program Review Task Force Report – Jim Woolum**
 - C. **Academic Senate Plenary Session and Resolutions**

- D. **Realignment of English Curriculum – Gina Hogan**
- E. **Program Discontinuance-Collision Repair**

VIII. OLD BUSINESS-

- A. **Distance Education attendance policy and use of “FW”**
- B. **Attendance and Grading discussion**
- C. **AP7201 Recruitment and Hiring of Full-Time Faculty - new language**
- D. **AP 7203 Evaluation of Full Time Faculty**
- E. **Budget Challenges: Updates on Enrollment Management and Registration Concerns Task Force**
- F. **Registration Waiting Lists**

IX. PUBLIC FORUM

X. ANNOUNCEMENTS –

- 1. **Ragtime - April 15-17.**
- 2. **Syllabus Workshop at senate meeting on April 27, 2011.**
- 3. **Accreditation Forum – May 24.**

XI. ADJOURNMENT – next meeting

Attachments:

- #1 AP 4100 Graduation Requirements – Page 4**
- #2 Career/Transfer 5 Year Plan – Page 9**
- #3 2012-2013 Academic Calendar – Page 19**
- #4 Realignment of English Curriculum – Page 20**
- #5 BP 4230 Grading and Academic Record Symbols – Page 21**
- #6 AP 4230 Grading and Academic Record Symbols – Page 22**
- #7 AP 7201 Recruitment and Hiring of Full-Time Faculty with new language – Page 23**
- #8 AP 7203 Evaluation of Full Time Faculty – Page 35**
- #9 Classroom Instruction Evaluation – Page 44**
- #10 Dean’s Evaluation Form – Page 45**
- #11 Faculty Observation Report – Page 46**
- #12 Faculty Observation Report – College Nurse – Page 49**
- #13 Faculty Observation Report – Librarian – Page 52**
- #14 Faculty Observation Report – Counselors – Page 54**
- #15 Faculty (Tenured) Evaluation Summary – Page 56**
- #16 Contract Faculty (Non-Tenured Evaluation Summary – Page 58**
- #17 Professional Growth and Self-Evaluation Report – Page 60**
- #18 Student Survey for Evaluation of the College Nurse – Page 62**
- #19 Student Survey for Evaluation of the Counselors – Page 63**

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AP 4100 GRADUATION REQUIREMENTS FOR DEGREES AND CERTIFICATES

References:

Title 5 Sections 55060 et seq.

I. Associate Degrees

For the Associate in Arts (A.A.) or Associate in Science (A.S.) degree, a student must demonstrate competence in reading, written expression, and mathematics. The Associate in Arts (A.A.) Degree or Associate in Science (A.S.) Degree will be awarded to any student upon satisfactory completion of all of the following requirements:

1. Competence in reading, written expression, and mathematics

a. Math Proficiency - One of the following options:

- 1.) Completion of high school intermediate algebra AND placement at the level of college algebra or higher on the Math Assessment Test; or
- 2.) Completion of any mathematics class listed in the mathematics section of the General Education Requirements with a grade of "C" or better.

b. English Competence - (reading and written expression):

- 1.) Completion of English 101 or higher with a grade of "C" or better, depending on the major requirement.

c. Reading Competence - Proficiency in reading may be satisfied by one of the following:

- 1.) A satisfactory score on the reading component of the placement test at the level of Reading 120; or
- 2.) Completion of Reading 099 or ENGL 099 with a grade of "C" or better.

2. Sixty (60) units of accredited lower division college credit in courses that have been properly approved pursuant to Title 5 Section 55002(a)

- a. Basic skills and remedial courses numbered under 100 do not apply toward the 60 units required for graduation.
- b. Students may petition to have noncredit courses counted toward the satisfaction of requirements for an associate degree.

3. Major Requirement

Completion of at least 18 units with a grade of "C" or better in each course attempted that is counted toward the major.

- 46 4. General Education
47 Completion of one of the following options:
48 a. Option I: 22 units as stipulated by the Citrus College **Catalog graduation requirements;**
49 or
50 b. Option II: 39 units as stipulated by the CSU general education certification
51 requirements; or
52 c. Option III: 34 units as stipulated by the completion of the IGETC.

53
54 **For option I, up to 6 units two courses may also be counted towards the major**
55 **requirement. For options II and III, (.) t(T)here is no limit on the number of units that**
56 **may count towards both general education and major requirements.**

57
58 Note: A multi-cultural (ethnic studies) course is offered in at least one of the general
59 education areas listed above.

- 60
61 5. Residence Requirement
62 a. Successful completion of a minimum of 12 units in residence including attendance during
63 the last semester; or
64 b. 30 units in residence if the last semester is not in residence.

- 65
66 6. Physical Education Requirement
67 a. Three units of physical education or dance activity **as stipulated in the Citrus College**
68 **Catalog;** or
69 b. Successful completion of PE 170, 171, or 173.

- 70
71 7. Scholarship Requirements
72 a. An overall grade point average of 2.0 in all courses taken at Citrus College and all other
73 courses transferred from other colleges used toward a Degree or Certificate;
74 b. A 2.0 grade point average in major requirements; and
75 c. Good academic standing at the college.

- 76
77 8. Transfer Units
78 a. From U.S. accredited colleges: Only units from regionally accredited colleges or
79 universities may be transferred. Relevant upper division units may be used toward an AA or
80 AS degree.
81 b. From foreign colleges: Transcripts from foreign colleges and universities will be accepted
82 only when evaluated by an evaluating service recognized by Citrus
83 College. Credit will be granted when the academic level of the coursework is
84 deemed to be comparable to that of classes taught in fully accredited United
85 States colleges and universities.

- 86
87 9. Graduation/Certificate Application
88 Completion of an Application for Graduation/Certificate together with submission
89 of relevant petitions and official transcripts by stipulated deadlines.
90 a. Graduation requirements must come from a single catalog.
91 b. A student who receives an associate degree may subsequently or

92 simultaneously work on additional degrees, provided they complete 18
93 additional units for each major.

94
95 **10. Outstanding Debt**

96 A diploma and/or certificate may not be released until the student has paid all
97 outstanding debts to the college.

98
99 Note: District policies and procedures regarding general education and degree requirements
100 are updated and published in the college catalog and filed with the State Chancellor's Office.

101
102 **11. Multiple Majors**

103 Within the graduation requirements for the Associate Degree at Citrus College, it
104 is possible for a student to complete the requirements for more than one major
105 providing that minimum requirements are met for each major and that a minimum
106 of 18 units applies exclusively to each major.

107
108 **II. Associate Transfer Degrees**
109 **The Associate Degree for Transfer will be awarded to any student upon satisfactory**
110 **completion of the following requirements:**

111
112 **1. Sixty (60) units of accredited lower division college credit in courses that have been**
113 **properly approved pursuant to Title 5 Section 55002(a), provided they are accepted for**
114 **transfer to a California State University.**

115
116 **2. General Education**
117 **Completion of one of the following options:**
118 **a. Option II: 39 units as stipulated by the CSU general education certification**
119 **requirements; or**
120 **b. Option III: 34 units as stipulated by the completion of the IGETC.**

121
122 **There is no limit on the number of units that may count towards both general**
123 **education and major requirements.**

124
125 **3. Additional Graduation Requirements**
126 **Meets the requirements for graduation with an Associate of Arts or Associate of Science**
127 **as defined in Sections 3, 5, 7, 8, 9, 10, and 11 above.**

128
129 **III.12 Certificates**
130 **Certificate of Achievement will be awarded upon satisfactory completion of the following**
131 **requirements:**

132 **1. Successful completion of a course of study or curriculum that consists of 18 or more semester**
133 **units of degree-applicable credit coursework. Some certificates approved by the Chancellors**
134 **office may contain ~~1248~~ -17.5 units. At least 50% of the course work must be completed at**
135 **Citrus College.**

136 **2. Demonstration that the student has completed coursework and developed capabilities relating**
137 **to career or general education.**

- 138 3. A “C” grade point average (2.0) for all courses taken at the college or elsewhere, which are to
139 be applied toward the Certificate.
140 4. An Application for Graduation/Certificate together with relevant petitions and official transcripts
141 by stipulated deadlines.
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144 **IV.13 Skill Awards**

145 Skill awards are shorter credit programs established by the District that:

- 146 1. Are consistent with the mission of the District;
147 2. Meet a demonstrated need;
148 3. Are feasible and adhere to guidelines on academic achievement;
149 4. Do not require California Community College Chancellor’s Office approval; and
150 5. May be given any name or designation deemed appropriate except for
151 certificate of achievement, certificate of completion, or certificate of competency.
152 **6. At least 50% of the course work must be completed at Citrus College.**
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155 **V.14. Catalog Rights**

156 ~~The catalog sets forth requirements for achieving an Associate Degree or Certificate. These~~
157 ~~requirements may change from one catalog to the next. Catalog rights are established for~~
158 ~~any semester that a student is in attendance. The specific catalog employed toward~~
159 ~~graduation requirements and all implied rights cease after two semesters of non-~~
160 ~~attendance. State of California and federal law, as well as Citrus College Board Policy, shall~~
161 ~~take precedence over catalog rights. Students not enrolled when applying for a degree or~~
162 ~~certificate must use the current catalog.~~
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165 Students who maintain continuous enrollment may elect to graduate under the
166 requirements of the Citrus College catalog in effect at the time of admissions to
167 Citrus College or at the intended date of graduation from Citrus College.

168 Continuous Enrollment

169 A student is continuously enrolled if he/she receives a grade (A, B, C, D, F, FW,
170 MW, P, NP, or I) in any semester, fall or spring, during each academic year.

171 Continuous enrollment is maintained at Citrus College if a student transfers to
172 another regionally accredited institution, as long as he/she maintains continuous
173 enrollment at that institution.

174 Continuous enrollment is defined as attendance in one semester or two quarters
175 (excluding summer or winter) within an academic calendar year at a regionally
176 accredited institution.

177 Note: State of California and federal law, as well as Citrus College Board Policy, shall take precedence
178 over catalog rights

180 **VI.15. Official Transcripts**

Attachment # 1

181 In order to apply units completed at another institution toward a degree, official transcripts may be
182 mailed or hand-delivered provided they arrive in an officially stamped and sealed envelope by the
183 issuing institution. Official transcripts have an embossed or water seal.

184
185 Transcripts from colleges accredited by one of the regional associations of the Accrediting
186 Commission for Junior Colleges will be evaluated during a student's first semester of attendance at
187 Citrus College.

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189 Transcripts from non-accredited colleges are sometimes evaluated for prerequisite and course
190 placement. Military service credits based on DD-214 are posted after a veteran's first semester of
191 attendance.

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195 Office of Primary Responsibility: Academic Affairs

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Approved by **ASCC**
 CSEA
 Management Team
 Senate
 Supervisors/Confidential
 EPC
 Steering

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Note: New language is indicated by underline, deleted language is indicated by ~~strikethrough~~, and subsequent changes to language are indicated in shading.

**Citrus College Transfer Center Plan
2010 – 2015**

Attachment # 2

208 **Transfer Center Minimum Program Standards**

209
210 The governing board of each community college district shall recognize transfer as one of its primary missions and shall place priority
211 emphasis on the preparation and transfer of underrepresented students, including African-American, Chicano/Latino, American Indian,
212 disabled, low-income and other students historically and currently underrepresented in the transfer process.

213
214 Each community college district governing board shall direct the development and adoption of a Transfer Center Plan describing the
215 activities of the transfer center and the services to be provided to students, incorporating the provisions established in these standards, as
216 outlined below. Plans shall identify target student populations and shall establish target increases in the number of applicants to the four-
217 year institutions from these populations, including specific targets for increasing the transfer applications of those underrepresented among
218 transfer students. Plans shall be developed in consultation with four-year college and university personnel as available.

219
220 Plan components shall include, but not be limited to: services to be provided to students; facilities; staffing; advisory committees; and
221 evaluation and reporting. *[Section 51027 as read in Title 5, Part VI of the California Code of Regulation]*

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223 **I. Services to be Provided to Students:**

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225 **A.** *Identify, contact and provide transfer support services to targeted student populations, with priority emphasis placed on*
226 *African-American, Chicano/Latino, American Indian, disabled, low-incom, and other underrepresented students. These*
227 *activities shall be developed and implemented in cooperation with student services departments and with faculty.*

Objective	Activities	Responsible Person(s)	Timeline
❖ Provide transfer support for underrepresented students	<ol style="list-style-type: none"> 1. Work closely with EOP&S, CARE, and CalWORKs to promote transfer activities. Assign a counselor or advisor to serve on the advisory committee for EOP&S. 2. Invite the director of EOP&S, CARE, and CalWORKs, and DSP&S to serve on the Transfer Task Force. 	<p>CTC Coordinator</p> <p>CTC Coordinator</p>	<p>Advisory meetings in fall and spring</p> <p>Advisory meetings in fall and spring</p>

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Objective	Activities	Responsible Person(s)	Timeline
	3. Advertise and identify candidates for UCLA’s CCCP Scholars Program geared for first generation, low income, and non-traditional college students who come from underserved communities.	CTC Coordinator/ EOP&S Director	Spring semester
	4. Provide transfer and career counseling through collaboration with federally funded programs that serve underrepresented students on campus.	CTC Coordinator/ Project Directors	Ongoing
	5. Work with the Center for Teacher Excellence (CFTE) Program to seek grant funding to support transfer efforts for underrepresented students.	CTC Coordinator/ Dean of Counseling/ CFTE Counselor	Spring 2011- Fall 2012
	6. Coordinate transfer activities to increase transfer to four-year universities as dictated by the college’s Strategic Plan.	CTC Coordinator/ CTC Team	Ongoing

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B. Ensure the provision of academic planning for transfer, the development and utilization of transfer admission agreements with four-year institutions where available and as appropriate, and the development and utilization of course-to-course and major articulation agreements. Academic planning and articulation activities shall be provided in cooperation with student services, with faculty and with four-year college and university personnel as available. [Section 51027(b.1.B)]

Objective	Activities	Responsible Person(s)	Timeline
❖ Continue to build curriculum that supports a diverse campus and transfer	1. Assist in the facilitation of AA-T and AS-T development mandated by Senate Bill 1440: develop materials to advertise the creation of new transfer degrees, understand and communicate the admissions components to AA-T and AS-T degrees, help faculty identify courses that “double count”, coordinate with the dean of admissions and counseling to ensure compliance, and facilitate the submission of courses to C-ID.	Articulation Officer/CTC Coordinator	Fall 2011 and Ongoing

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**Citrus College Transfer Center Plan
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237 C. *Ensure that students receive accurate and up-to-date academic and transfer information through the provision of*
 238 *coordinated transfer counseling services. [Section 51027(b.1.C)]*
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Objective	Activities	Responsible Person(s)	Timeline
<p>❖ Provide students with accurate transfer information</p>	<p>1. Provide training each fall and spring semester for all counseling and advisement staff (including part-time staff) regarding transfer information. Include university representatives in at least one training a year.</p>	<p>CTC Coordinator</p>	<p>Fall/Spring</p>
	<p>2. Encourage the implementation of a degree audit system that interacts with ASSIST, the official statewide repository of course articulation for the California Community Colleges with the UC and CSU systems.</p>	<p>CTC Coordinator/ Dean of Counseling/ Articulation Officer/ TeCS</p>	<p>Spring 2012- Spring 2014</p>
	<p>3. Provide workshops and individual counseling that cover TAG, CSU, UC, and independent college applications.</p>	<p>CTC Coordinator/ TAG Designee</p>	<p>Fall/Spring- Ongoing</p>
	<p>4. Use TAG as an intrusive counseling tool, intervening when minimum GPA and/or units are lacking.</p>	<p>CTC Coordinator/ TAG Designee</p>	<p>September- November</p>
	<p>5. Establish subscriptions for all counselors and advisors to the statewide transfer counselor website www.ccctransfer.org Work with TeCS to designate the transfer counselor website as their home page.</p>	<p>CTC Coordinator/ TeCS</p>	<p>Spring 2012</p>
	<p>6. Increase student participation and postings to the “Citrus College Career Transfer Center” facebook page.</p>	<p>CTC Team</p>	<p>Ongoing</p>

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**Citrus College Transfer Center Plan
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D. Monitor the progress of transfer students to the point of transfer, in accordance with monitoring activities established in the Transfer Center Plan. [Section 51027(b.1.D)]

Objective	Activities	Responsible Person (s)	Timeline
<p>❖ Monitor progress of transfer students</p>	<p>1. Create a student file and maintain a database for prospective transfer students who visit the Career/Transfer Center. Target students by major and college of interest and invite students to appropriate activities. Use the UC Data Sharing Project, when available, to ensure a smooth transition for UC bound students.</p>	<p>CTC Team</p>	<p>Fall/Spring</p>
	<p>2. Work on the implementation team for a degree audit system to monitor course completion of IGETC and CSU certification, unit completion, and gatekeeping transfer courses.</p>	<p>CTC Coordinator/ Dean of Counseling/ Articulation Officer</p>	<p>Spring 2012- Spring 2014</p>
	<p>3. Use the University of California online database for UC Transfer Admission Guarantee (TAG) as a counseling intervention tool. Schedule appointments with students who did not meet eligibility requirements for TAG. Ensure students are minimally qualified for UC transfer and submit an application during the priority filing period.</p>	<p>CTC Coordinator/ TAG Designee</p>	<p>September- November</p>
	<p>4. Work with TeCS to implement the web portal and enhance communication with prospective transfer students.</p>	<p>CTC Coordinator/ Dean of Counseling</p>	<p>Spring 2011- Summer 2012</p>

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258 *E. Support the progress of transfer students through referral as necessary, to such services as ability and diagnostic testing,*
 259 *tutoring, financial assistance, and counseling, and other instructional and student services on campus as appropriate.*
 260 *[Section 51027(b.1.E)]*
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Objective	Activities	Responsible Person(s)	Timeline
❖ Refer transfer students to other support services	1. The Career/Transfer Center will continue to communicate and collaborate with Student Services through participation in Coordinator Meetings, Counselor Workgroup, and participation on advisory committees for EOP&S and DSP&S.	CTC Coordinator	Ongoing
	2. Educate students about scholarship opportunities by offering at least two presentations in conjunction with Financial Aid.	CTC Coordinator	September-March
	3. Advertise grant funded activities that relate to transfer on the Transfer Center college web page.	CTC Coordinator/ Grant Counselors	Ongoing

262 *F. Assist students in the transition process, including the timely completion and submittal of necessary forms and application.*
 263 *[Section 51027(b.1.F)]*
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Objective	Activities	Responsible Person(s)	Timeline
❖ Provide students with transition services	1. Assist students with completing online applications during individual counseling appointments, workshops, and open forums.	CTC Coordinator/ CTC Team	Fall
	2. Participate in the UC Data Sharing Project every year. Use the information to monitor prospective UC students. Send electronic application reminders and transfer information to students.	CTC Coordinator/ CTC Team	Spring
	3. Expand student access to computers for transfer research and submission of university applications.	CTC Coordinator	Fall 2011
	4. Advocate for students who believe their denial of admission from a baccalaureate-level university is unfair or incorrect by	CTC Team	October-May

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Objective	Activities	Responsible Person(s)	Timeline
	<p>offering counseling support in this area each May.</p> <p>5. Coordinate the UC Reader Project for students and invite faculty, managers, staff and administrators to participate. Volunteers critique UC personal statements for UC bound students.</p> <p>6. Offer at least one transfer transition workshop for students who have been admitted to the UC. The workshop covers child care, housing, support programs, etc. Invite a UC representative to be the presenter.</p> <p>7. Coordinate transfer transition workshops with CSU college representatives from the highest feeder campuses. Three “Next Steps” workshops are currently being offered: CSUF, CSULA, and Cal Poly Pomona. Invite CSUSB to participate.</p>	<p>CTC Coordinator</p> <p>CTC Coordinator</p> <p>CTC Coordinator</p>	<p>Fall</p> <p>Spring</p> <p>Spring</p>

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G. In cooperation with four-year college and university personnel as available, develop and implement a schedule of services for transfer students to be provided by the four-year institution’ staff. [Section 51027(b.1.G)]

**Citrus College Transfer Center Plan
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Objective	Activities	Responsible Person(s)	Timeline
❖ Coordinate services with four-year institutions	1. Offer transfer awareness events where university representatives are encouraged to participate, such as “Choosing a College” and “After the Envelope” workshops.	CTC Coordinator/ CTC Team	Fall/Spring
	2. Inform student services faculty/staff of scheduled visits by university representatives.	CTC Coordinator/ CTC Team	Ongoing
	3. Actively participate in SCHEC (Southern California Higher Education Council) by providing a college fair each spring term. Maintain membership in SCHEC where private/independent colleges and universities disseminate transfer information. Encourage university reps to create electronic flyers advertising their scheduled visits for posting on the CTC webpage, coordinate and advertise Transfer Days/University, and invite college representatives to conduct training for counselors/advisors and facilitate transfer workshops for students at least once a year.	CTC Coordinator/ CTC Team	Fall/Spring

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H. Provide a resource library of college catalogs, transfer guides, articulation information and agreements, applications to four-year colleges and universities, and related transfer information. [Section 51027(b.1.H)]

Objective	Activities	Responsible Person (s)	Timeline
❖ Maintain a resource library	1. Maintain an updated library of California College and university catalogs.	CTC Secretary/ CTC Team	Ongoing
	2. Subscribe to College Source for online catalog viewing.	CTC Secretary	Spring

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II. Facilities

Each district governing board shall designate a particular location on campus that is readily identifiable and accessible to students, faculty and staff as the focal point of transfer functions. [Section 51027(b.2)]

Objective	Activities	Responsible Person (s)	Timeline
❖ Facilities	1. Work with Student Services professionals on the transition to the new Student Services Building in 2011.	CTC Team	Fall 2010 Spring 2011
	2. Ensure the Career/Transfer Center is readily identifiable and accessible in the new Student Services Building.	CTC Team	Fall 2010 Spring 2011

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III. Staffing

Each district governing board shall ensure that staff is assigned to coordinate the activities of the transfer center; to coordinate underrepresented student transfer efforts; to serve as liaison to articulation, to student services, and to instructional programs on campus; and to work with four-year college and university personnel. Clerical support for the transfer center shall also be provided.

Objective	Activities	Responsible Person (s)	Timeline
❖ Staffing	1. Advocate for the maintenance of the current CTC Team: CTC coordinator, transfer counselor, program secretary, career counselor, two educational advisors, a clerk typist, and two student workers.	CTC Coordinator/VP of Student Services/Dean of Counseling	Ongoing
	2. Submit *FNIC requests to hire full-time counselors for the CT Center as outlined in program reviews. *(Faculty Needs Identification Committee)	CTC Coordinator/Dean of Counseling	Fall 2011

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**Citrus College Transfer Center Plan
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324 **V. Evaluation and Reporting**

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Each district governing board shall include in its Transfer Center Plan an institutional research plan for ongoing internal evaluation of the effectiveness of the college’s transfer efforts, and the achievement of its Transfer Center Plan. Each community college district shall submit an annual report to the Chancellor describing the status of the district’s efforts to implement its transfer centers, achievement of transfer center plan targets and goals, and expenditures supporting transfer operations.

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Objective	Activities	Responsible Person (s)	Timeline
❖ Evaluation and Reporting	1. Complete Annual Transfer Center Report for the Chancellor’s Office.	CTC Coordinator	Fall
	2. Complete an end of the year report for the dean of counseling and vice president of student services.	CTC Coordinator/ CTC Secretary	Summer
	3. Administer a transfer survey to Citrus College graduating students.	CTC Team/VP of Student Services	Spring
	4. Maintain a central Career/Transfer Center student database.	CTC Secretary/ CTC Clerk Typist	Ongoing
	5. Continue to assess program level student learning outcomes.	CTC Coordinator/ Institutional Researcher	Fall 2011
	6. Continue to serve on the Institutional Research Planning Committee (IRPC).	CTC Coordinator	Ongoing

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Academic Calendar 2012-2013

Fall Semester 2012 201320 Aug 24-Dec 15

August 12						
S	M	T	W	T	F	S
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19	20	21	22	23	24	25
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Wk. 1						
September 12						
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Wk. 2						
Wk. 3						
Wk. 4						
Wk. 5						
October 12						
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Wk. 6						
Wk. 7						
Wk. 8						
Wk. 9						
November 12						
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Wk. 10						
Wk. 11						
Wk. 12						
Wk. 13						
December 12						
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Wk. 14						
Wk. 15						
Wk. 16						

Winter Session 2013 201325 Jan 7-Feb 14

January 13						
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Wk. 1						
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Wk. 4						
February 13						
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24	25	26	27	28		
Wk. 5						
Wk. 6						

Spring Semester 2013 201330 Feb 19-Jun 15

February 13						
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Wk. 1						
March 13						
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Wk. 3						
Wk. 4						
Wk. 5						
Wk. 6						
April 13						
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Wk. 8						
Wk. 9						
May 13						
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Wk. 10						
Wk. 11						
Wk. 12						
Wk. 13						
June 13						
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Wk. 14						
Wk. 15						
Wk. 16						

Summer Session 2013 201340 Jun 24-Aug 15

June 13						
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Wk. 1						
July 13						
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Wk. 2						
Wk. 3						
Wk. 4						
Wk. 5						
August 13						
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Wk. 6						
Wk. 7						

- Legal/Local Holidays
- Flex Day
- Fall 2012
Aug 24-Dec 15
- Final Exams
- Winter 2013
Jan 7-Feb 14
- Semester Break
- Spring 2013
Feb 19-Jun 15
- Spring Vacation
Apr 15-20
- Commencement
Jun 15, 2013
- Summer 2013
Jun 24-Aug 15

DRAFT

Registration Dates:

Fall 2012	Jul 23-Aug 24
Winter 2013	Dec 3-Jan 6
Spring 2013	Jan 8-Feb 19
Summer 2013	Jun 3-Jun 23

Monday, February 28, 2011

333 English and Reading faculty propose a new one unit English and reading blended skills course and a new five unit
 334 English and reading blended course, effective fall 2011. The rationale behind the creation of this proposal includes
 335 the following:

- 336
- 337 1. Obama’s national educational agenda for increased **Completion Rates**. These courses would
 338 provide a pathway for students to complete the basic skills curriculum in a more timely way,
 339 thus increasing completion rates.
 - 340 2. The Basic Skills Initiative’s increased emphasis on **Acceleration** (completion in a timely way) for
 341 developmental students. Research indicates that slowing down the developmental track de-
 342 motivates students and results in lower retention and completion rates. One study found that
 343 54% of community colleges indicated that their students took more than a year to complete
 344 their developmental classes. In fact, several studies have shown many developmental students
 345 bypass the developmental track by registering for transfer-level courses in favor of speeding
 346 through their requirements. This results in a higher failure rate in the transfer level course.
 - 347 3. Basic Skills curriculum restructure is part of our Year Four **Basic Skills Initiative Action Plan:**

348 **Section B14** Expanded pre-enrollment activities exist for students placed into developmental
 349 education courses. **Planned Action:** Develop Power English (a 1-unit grammar brush-up course)
 350 **Section D7.3** A systematic approach exists within disciplines to align developmental education
 351 course content and pedagogy to degree-applicable and transfer-level course content. **Planned**
 352 **Action:** Create a Leads taskforce to engage in departmental dialogue.
 353 **Section D4.2** Developmental instruction communicates high expectations, engages students in
 354 critical dialogue...and establishes compatible sociocultural contexts for group learning. **Planned**
 355 **Action:** Faculty Leads to review and assess course outlines and to engage faculty at Basic Skills
 356 training workshops in multicultural pedagogical activities or teaching techniques

- 357 4. Data collected by Institutional Research indicate **high persistence and success rates** for Fast
 358 Track courses and Learning Communities. The proposed one unit class combines Fast Track
 359 classes ENG 030 and READ 019; the proposed five-unit course combines Fast Track classes ENG
 360 040, 100 and READ 040 and READ 099, but with fewer units. Currently, a student placing into
 361 the lowest levels needs to take **18 total units**—with the proposed courses, students who place
 362 into the lowest level take a one-unit skills course, then take a five-unit course that combines all
 363 the skills taught in ENG 040, 100 and READ 040, 99 courses, for a **total of six units**.
- 364 5. The Reading and English faculty agree to the pedagogical benefits ENG 098 and 099 would offer
 365 students. Writing is required in reading courses and reading is required in writing courses, so in
 366 combining both disciplines in one class, we decrease redundancy of skills yet increase critical
 367 reading, thinking and writing skills—all crucial components for an effective English class. Also,
 368 state CB 21 coding combines reading and writing competencies into one English course.

369
 370 **Ancillary Benefits:**

- 371 1. Improves access for students—more seats available in basic skills (College Success)
- 372 2. Students complete fewer units to meet their English and reading competencies—five units
 373 versus 18 units. Acceleration and support equal completion.
- 374 3. Textbook costs are reduced because students purchase fewer books
- 375 4. Financial aid is minimized because of fewer units for English and reading requirements
- 376 5. Preserve or decrease FTES especially in light of impending budget cuts
- 377 6. With the new transfer degrees under AB 1440, our “local” READ 099 is not required; however,
 378 students completing the new ENG 099 will meet reading competencies for transfer, thus
 379 increasing the likelihood of success

380
 381 English and Reading Faculty; Director of College Success

CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS

BP 4230 GRADING AND ACADEMIC RECORD SYMBOLS

Reference: Title 5 Section 55023

The governing board of the Citrus Community College District establishes that student performance shall be based on sound academic principles. Courses shall be graded using the grading system established by Title 5. This grading policy shall apply to all degree-applicable and non-degree-applicable credit courses. The grading system shall be published in the college catalog and made available to students. The grading system shall include the "FW" grade for unofficial withdrawal.

Board Approved 10/20/09

CITRUS COMMUNITY COLLEGE DISTRICT ACADEMIC AFFAIRS

AP 4230 GRADING AND ACADEMIC RECORD SYMBOLS

References: Education Code Section 76224;
Title 5 Sections 55021, 55022, 55023, and 55024

The Board of Trustees of the Citrus Community College District establishes this administrative procedure for the evaluation of student performance based on sound academic principles and consistent with the requirements of Title 5 Regulations for California Community Colleges. This grading procedure shall apply to all degree-applicable and non-degree applicable credit courses.

Academic Record Symbols and Grade Point Average

<u>Symbol</u>	<u>Definition</u>	<u>Grade Point</u>
A	Excellent	4
B	Good	3
C	Satisfactory	2
D	Less than satisfactory	1
F	Failing	0
FW	Failing/Withdrawal (Indicates that a student ceased participating in a course after the drop date without achieving a final passing grade.)	0
P	Passing (at least satisfactory, units awarded, not counted in grade point average)	
NP	No Pass (less than satisfactory, or failing, units not counted in grade point average)	

Students have the option to be evaluated on a Pass/No Pass grading basis in courses approved for this option by the Curriculum Committee. Courses approved for the Pass/No Pass Option shall be so indicated in the college catalog. A student must declare the option by no later than 30% of the term, or the fourth Friday of a full semester course by filing a Pass/No Pass petition in the Office of Admissions and Records. The Pass/No Pass option became effective Summer 2009 and replaces Credit/No credit.

Instructors shall have the authority to assign an "F" (Failing) on a test, paper, or examination for cheating or plagiarism and may refer the student for additional disciplinary action.

AP 7201 RECRUITMENT AND SELECTION OF FULL-TIME FACULTY

References:

Education Code Sections 87100 et seq., 87400, 87408-87408.6, 88003, and 88021;
Title 5 Code Sections 53021-53024;
ACCJC Accreditation Standard III.A

❖ From current Citrus College Regulation R-4105 titled Employment and Promotion

~~Recruitment, Application and Selection~~

~~The objective in recruitment shall be to obtain the best possible certificated personnel. In employing personnel, the Board of Trustees desires to consider only the best qualified persons.~~

~~1. All applications shall be made to the Personnel Office.~~

~~2. Terms and conditions of employment shall be clearly defined and made available to applicants at the time of employment.~~

~~3. The Instructors Handbook and/or the Policy Book of the Citrus Community College District contains all policies, rules and regulations concerning school personnel and shall be available to all personnel at the beginning of the school year.~~

~~4. When a position is to be filled, the administration may give consideration to personnel currently under contract in the school district, provided the professional training, experience, recommendations, ability, and other characteristics are equal to or better than qualifications of other applicants.~~

~~5. Positions shall be filled pursuant to the following procedures.~~

~~Vacancy announcements shall clearly set forth a description of the qualifications for the position, including the duties and salary range.~~

~~6. Selection of personnel to be recommended for employment shall be based upon an evaluation of a written application, professional references and personal interview.~~

429
430 7. ~~A screening committee will review all applications for a position and will~~
431 ~~recommend a selected number of qualified applicants to be interviewed.~~

432
433 8. ~~The interview committee shall consist of not less than three.~~

434
435 9. ~~Final selection of a candidate shall be made from the best qualified regardless~~
436 ~~of race, religion, national origin, sex, age, physical handicap or medical~~
437 ~~condition.~~

438
439 10. ~~Each qualified certificated person who applies for a position shall be notified in~~
440 ~~writing of his/her acceptance or rejection for the position.~~

441
442 11. ~~The first two contract (probationary) years are considered a part of the selection~~
443 ~~process, in that permanent selection is not made until the end of the second~~
444 ~~year of service.~~

445
446
447 ❖ **From current Citrus College Regulation R-4107 titled Hiring Procedures for**
448 **Full-Time Faculty**

449
450 These hiring recruitment and selection procedures have been developed to include
451 the thoughtful participation of faculty and management. The procedures cover the
452 hiring recruitment and selection process from the point of identifying the faculty
453 positions to be filled, to the presentation of candidates to the
454 Superintendent/President for recommendation to the Board of Trustees.

455
456 1. Identifying Full-Time Faculty Positions

457
458 The Faculty Needs Identification Committee (FNIC) shall be composed of the
459 Superintendent/President Vice President of Academic Affairs, the Vice
460 President of Student Services, two one instructional administrator, one Vice
461 President of Student Services, and three faculty members. The three faculty
462 members are appointed by the Academic Senate President with approval of
463 the Academic Senate Council. It is the intent that both vocational and
464 academic areas be represented by faculty.

465
466 By early October, the ~~Faculty Needs Identification Committee~~ FNIC shall
467 meet and establish a list of criteria that will be used to determine the order of
468 faculty positions on the Faculty Hiring Priority List. Examples of such possible
469 criteria are retirement and resignations, non-availability of part-time
470 instructors in a subject area, no full-time instructors in a subject area, a low
471 full-time/part-time ratio in a subject area, matriculation needs, response to
472 legislation, and response to community needs.

Attachment # 7

474 By mid-October, the Vice President of ~~Instruction~~ Academic Affairs and the
475 Vice President of Student Services shall send a notice to each Dean and
476 ~~each Department Chair (or head of department), if applicable,~~ that lists the
477 criteria and asks that each department's request for staffing for the following
478 year be submitted by early November.

479
480 The ~~Faculty Needs Identification Committee~~ FNIC shall meet soon after the
481 requests are received and, after reviewing all requests for staffing, establish
482 the final list of criteria that will be used to determine the order of faculty
483 positions on the Faculty Hiring Priority List. These criteria may change from
484 year-to-year. ~~If any of these final criteria were not on the list distributed in~~
485 ~~October to all heads of departments, a notice listing the additional criteria will~~
486 ~~be sent to all heads of departments and each one department will be allowed~~
487 ~~several days to appropriately amend his/her request for staff, if necessary.~~

488
489 Based on the final list of criteria, ~~the Faculty Needs Identification Committee~~
490 FNIC shall consider all requests for staffing and then establish the Faculty
491 Hiring Priority List.

492
493 The order of faculty positions on the previous year's Faculty Hiring Priority List
494 shall not be a consideration during this process. By the end of November, the
495 Faculty Hiring Priority List should be completed. The committee will ~~submit~~
496 ~~the priority list on the Board agenda for consideration by the Board of~~
497 ~~Trustees.~~ forward the completed list to the Superintendent/President for
498 his/her review and input.

499
500 By the first Board meeting in December, the Board of Trustees should decide
501 the number of faculty positions to be filled. ~~opened.~~ The specific positions to
502 be filled will be based on the Faculty Hiring Priority List as established by
503 FNIC. ~~Once the Board of Trustees determines the number of new positions~~
504 ~~for hiring, the Faculty Hiring Priority List will recommend what positions will be~~
505 ~~opened, starting at the top of the list and counting down. Once this decision~~
506 ~~has been made, copies of the Faculty Hiring Priority List and the final list of~~
507 ~~criteria shall be distributed to all heads of departments, the appropriate~~
508 ~~administrators (including the Vice President of Human Resources), and the~~
509 ~~Academic Senate President.~~

510
511 Faculty, administrators, and the Board of Trustees shall make every effort to
512 comply with the time line of the above process in order to allow the
513 advertising period of each new position to be approximately two months, and
514 still ensure, whenever possible, that the hiring process is completed during
515 the academic year. Ample time for recruitment and applicant response will
516 help to obtain a larger and more diverse pool of applicants and better enable
517 Citrus College to improve diversity among faculty.
518

Attachment # 7

519 In the event of retirements, resignations, or reassignments that occur after the
520 Faculty Hiring Priority List has been established, the Faculty Needs
521 Identification Committee FNIC will reconvene. The chairman of the
522 department having the retirement, resignation, or reassignment will be given
523 the opportunity to justify the need for hiring a new faculty member for the
524 same department. The committee will then decide whether or not to place
525 that faculty position on the Faculty Hiring Priority List for that year. If it is
526 decided to place the position on the priority list, the faculty position will be
527 inserted where it is deemed appropriate, based on the previously established
528 criteria. The revised Faculty Hiring Priority List will be submitted to the Board
529 of Trustees on the agenda for consideration. If the Board approves filling an
530 additional position(s), copies of the revised priority list will be sent to all
531 department heads, the appropriate administrators, and the Academic Senate
532 President. The Faculty Needs Identification Committee FNIC would then
533 recommend to the Board of Trustees that the next position on the Faculty
534 Hiring Priority List be filled.

535
536 Several part-time instructors or a one-semester temporary full-time instructor,
537 with approval of the Superintendent/President, may need to be hired when
538 special circumstances prevent hiring recruitment and selection of a full-time
539 faculty member for a position identified by the above process. Examples
540 where this may occur include retirements, resignations, or reassignments that
541 are announced late in the academic year or positions where the applicant
542 pool is insufficient and there is not enough time to re-advertise the position.

543 544 2. The Job Announcement Posting and Recruitment

545
546 ~~Based on the Faculty Hiring Priority List and the number of positions~~
547 ~~authorized by the Board of Trustees to be filled, the Vice President of Human~~
548 ~~Resources shall initiate the first draft of the job announcement and send it to~~
549 ~~the appropriate Vice President and Department Chair. The Vice President~~
550 ~~and the Department Chair (with input from the department), shall review and~~
551 ~~revise the draft. The revised draft will be returned to the Vice President of~~
552 ~~Human Resources. If the proposed changes are appropriate, the revised draft~~
553 ~~will be reviewed by the Diversity Officer for further input to correct those items~~
554 ~~which might adversely impact applicants from underrepresented groups. The~~
555 ~~final version of the job announcement must be approved by the Department~~
556 ~~Chair, the appropriate Vice President, and the Diversity Officer. Job~~
557 ~~announcements shall clearly state the knowledge, skills, and abilities required~~
558 ~~to perform the essential functions of the position.~~

559
560 For all positions open for recruitment, the Director of Human Resources, the
561 appropriate Vice President, and the appropriate Dean, shall mutually develop
562 a clear and complete job posting.

Attachment # 7

564 The recruitment process, including all advertisement shall be done in
565 accordance with Administrative Procedure 7100 - Equal Employment
566 Opportunity.

567
568 All application packets shall be received through the Applicant Tracking
569 System.

570
571 ~~Along with the first draft of the job announcement, the Vice President of~~
572 ~~Human Resources shall send a memo to the Department Chair seeking input~~
573 ~~from the department regarding recruitment ideas unique to the position being~~
574 ~~advertised (for example, advertising in a journal specializing in that subject~~
575 ~~area).~~

576
577 ~~The closing date on the job announcement posting should generally be at~~
578 ~~least six to eight weeks from the date that advertising will begin in order to~~
579 ~~allow ample time for recruitment and applicant response, but should still allow~~
580 ~~the hiring recruitment and selection process to be completed during the~~
581 ~~academic year. ~~Before the screening process begins, the composition of the~~~~
582 ~~applicant pool shall be assessed to ensure that members of historically~~
583 ~~underrepresented groups are not adversely impacted. If this is not the case,~~
584 ~~the Diversity Officer shall take effective steps to address the adverse impact~~
585 ~~before the screening process has begun. Such steps may include, but are not~~
586 ~~limited to, extending the deadline date and undertaking additional and~~
587 ~~broader recruitment efforts. In special circumstances (such as the reopening~~
588 ~~of a position), it may be necessary to advertise the position for less than six to~~
589 ~~eight weeks, with the approval of the appropriate Vice President, the~~
590 ~~Department Chair (if applicable), and the Director of Human Resources, and~~
591 ~~the Diversity Officer.~~

592
593 The Director of Human Resources, or designee, shall review all application
594 packets, and shall screen out of the applicant pool those application packets
595 that are incomplete or where the applicant does not meet established
596 minimum qualifications.

597
598 Members of t~~The District's Human Resources Advisory/Staff Diversity~~
599 ~~Committee may consult with the Vice President Director of Human Resources~~
600 ~~and make recommendations regarding the job announcement posting and~~
601 ~~recruitment for faculty positions. This committee will serve as the avenue~~
602 ~~through which any faculty member may channel suggestions or concerns~~
603 ~~regarding the recruiting process and job announcements postings~~
604 ~~(appearance, college information, readability, standardization of application~~
605 ~~requirements, etc.).~~

606
607 3. ~~The Hiring Panel~~ Selection Committee
608

Attachment # 7

609 The hiring recruitment and selection process shall focus on ensuring that
610 Citrus College ~~will select~~ selects instructors who can teach and who are experts in
611 the subject matter of their curriculum; and counselors, librarians, and other
612 instructional and student services faculty who can foster community college
613 effectiveness and who are experts in the subject matter of their specialty.
614 Accordingly, persons involved with the screening or interviewing of job
615 applicants shall be selected based on these goals. Additionally, all selection
616 ~~panels~~ committees shall include members of underrepresented groups
617 whenever possible.

618
619 The ~~Hiring Panel~~ Selection Committee shall be composed of the ~~Department~~
620 ~~Chair and two other~~ three faculty members (tenured, whenever possible), two
621 administrators (~~one appropriate Vice President and one other appropriate~~
622 ~~administrator to be chosen from the list of those positions designated as~~
623 ~~having retreat rights~~), and a Equal Employment Opportunity Representative
624 (non-voting). The Equal Employment Opportunity Representative will be a
625 faculty member, whenever possible. The two ~~other~~ faculty members shall be
626 selected on a volunteer basis (by secret ballot) by the discipline where the
627 position exists. The department may decide to select faculty members from
628 other departments. This practice is especially encouraged if it will allow for
629 the inclusion of one panel member from an underrepresented group.
630 Selecting faculty members from other departments is also encouraged when
631 the primary responsibility of the new faculty member (such as librarian or
632 college nurse) will not be direct instruction or counseling. In the event the
633 department does not have a sufficient number of faculty with expertise in the
634 discipline, one of the faculty members may be invited from another college or
635 university, as determined by the department. The ~~Hiring Panel~~ Selection
636 Committee members will decide whether the visiting faculty member will be a
637 voting or non-voting member.

638
639 A faculty member may be appointed by the department and an appropriate
640 administrator may be appointed by the Vice President as alternates in the
641 interview process.

642
643 Members of the ~~Hiring Panel~~ Selection Committee shall have appropriate
644 training in diversity sensitivity. Before the hiring recruitment and selection
645 process may proceed to the screening level, the Diversity Officer must
646 confirm that all members of the Hiring Panel Selection Committee have
647 received this training. ~~The Diversity Officer must also confirm that the Hiring~~
648 ~~Panel has at least one member from an underrepresented group or state in~~
649 ~~writing why this expectation is unreasonable. Without these confirmations, the~~
650 ~~hiring process may not continue.~~ The members of the Selection Committee
651 shall include a diverse membership when possible, and no one who has
652 provided an applicant with a written letter of recommendation shall be
653 permitted to serve on the Selection Committee.

655 The selection process shall comply with Administrative Procedure 7100 -
656 Equal Employment Opportunity.

657
658
659 4.A. Paper Screening Applicant Screening

660
661 ~~The appropriate Vice President and the appropriate Department Chair~~
662 ~~The Human Resources Office shall arrange the date and time for the~~
663 ~~Hiring Panel Selection Committee to begin the paper applicant screening~~
664 ~~process. The paper screening should occur as soon as possible after~~
665 ~~the closing date (or first consideration date) of the position and will only~~
666 ~~include completed application packets as determined by the Vice~~
667 ~~President Director of Human Resources. If the initial pool of applicants~~
668 ~~does not contain a sufficient number of underrepresented candidates (as~~
669 ~~determined by the Chancellor's Office demographic statistics for the~~
670 ~~Citrus College geographical area), the screening process shall continue~~
671 ~~only if the Diversity Officer verifies that all reasonable efforts were made~~
672 ~~to recruit a large diverse pool of applicants and that the pool had realistic~~
673 ~~potential to include applicants from underrepresented groups. If that~~
674 ~~verification cannot be made by reviewing where the position was~~
675 ~~advertised, the position will be re-advertised.~~

676
677 ~~Prior to the paper screening the Hiring Panel shall:~~

678
679 Before the members of the Selection Committee begin to screen
680 applicants, the members of the Selection Committee, meeting as a
681 whole, shall:

- 682
683
- 684 • discuss and sign statements of confidentiality;
 - 685 • discuss duties of a chair, then select a **faculty member as** chair;
 - 686 • discuss the hiring recruitment and selection procedures of the
 - 687 District, including the role of the Equal Employment Opportunity
 - 688 Representative;
 - 689 • ~~discuss the underrepresented balance of the applicant pool;~~
 - 690 • receive instructions regarding the equivalency process;
 - 691 • list develop criteria, based on the job announcement posting, to be
 - 692 used for screening
 - 693 applications, ~~including minimum qualifications.~~

694
695 ~~Once these preliminary procedures have been completed, the Hiring~~
696 ~~Panel Selection Committee will review all applications, verify minimum~~
697 ~~qualifications, and select those applicants for an interview who best meet~~
698 ~~the qualifications listed on the job announcement posting as determined~~
699 ~~by the panel's paper screening criteria. including the Diversity Officer's~~
700 ~~verification that the screening process did not adversely impact the~~
~~remaining pool of applicants. Evidence of professional qualifications,~~

Attachment # 7

701 ~~training, educational background and experiences, or other qualities~~
702 ~~which enhance a faculty member's effectiveness with students may be~~
703 ~~included in the paper screening criteria if it has been included on the job~~
704 ~~announcement.~~

705
706 The panel shall agree on the number of affirmative votes needed to
707 retain an applicant for further consideration. In no instance will a
708 candidate be advanced to the next level without the endorsement of the
709 majority of the panel. ~~The panel may agree to use a preliminary~~
710 ~~telephone interview to further screen candidates to be invited for~~
711 ~~personal interview. Telephone interviews will be conducted in the~~
712 ~~presence of the entire panel.~~

713
714 ~~If underrepresented candidates remaining in the pool have been~~
715 ~~adversely impacted, the Diversity Officer may request that the panel~~
716 ~~reconsider its evaluation criteria. The Hiring Panel may decide to re-~~
717 ~~advertise the position if the pool of applicants is deemed too small or in~~
718 ~~some other way inadequate.~~

719
720 Before the Hiring Panel Selection Committee adjourns, the following
721 items must also be completed:

- 722
- 723 • develop questions to be asked during the interview and decide if any
 - 724 questions will be shared with the applicant prior to the interview;
 - 725 • decide on the details of any other interview requirements, such as a
 - 726 teaching demonstration and its topic(s) (to be shared with candidates
 - 727 prior to the interview), a writing sample and/or
 - 728 • other skills demonstration(s) related to the subject area.

729 730 5.B. Equivalency

731
732 Any applicant selected for interview that does not meet the stated
733 minimum qualifications, but is claiming equivalency, shall have his/her
734 application packet referred to an appropriate equivalency panel for
735 approval before the candidate is invited to an interview. Denial of
736 equivalency disqualifies that candidate from the interview process.
737

6-C. Interviewing Interviews

738 ~~Before the Hiring Panel begins the interview process, the Equal~~
739 ~~Employment Opportunity Representative will review the remaining steps~~
740 ~~in the hiring procedure.~~
741

742
743
744 After the ~~paper~~ screening, the ~~Hiring Panel~~ Selection Committee shall
745 conduct interviews of the candidates selected. Each candidate shall be
746 apprised in advance if any performance requirements are to be part of
747 the interviewing process. At the option of the ~~Hiring Panel~~ Selection
748 Committee, each candidate may be given a list of all or some of the
749 interview questions (questions to be returned to the panel) prior to
750 meeting with the ~~Hiring Panel~~ Selection Committee. During the
751 interviews, all candidates shall be asked the same job-related questions
752 by the ~~panel~~ Selection Committee. Individual ~~panel~~ Selection Committee
753 members must be present for each interview and demonstration in order
754 to participate in the evaluation of the candidates. Absences shall
755 disqualify the ~~panel~~ Selection Committee member from continued
756 participation. The ~~panel~~ Selection Committee members will decide how
757 long to wait for a member who is late. Alternates not needed will be
758 excused prior to the evaluation discussion of the candidates. Alternates
759 will be reminded of their obligation of confidentiality.
760

761 At the conclusion of all interviews, a brief discussion and a poll will
762 determine which candidates will remain under consideration. The Equal
763 Employment Opportunity Representative will give each ~~panel~~ Selection
764 Committee member a list of the candidates. Candidates receiving at
765 least one affirmative vote will remain under consideration. Candidates
766 receiving all negative votes will no longer be considered. If the
767 percentage of underrepresented candidates remaining in the pool has
768 been adversely impacted, the Equal Employment Opportunity
769 Representative in consultation with the Director of Human Resources
770 may request that the ~~panel~~ Selection Committee reconsider its
771 evaluation criteria.
772

773 When all ~~panel~~ Selection Committee members have had an opportunity
774 to express their thoughts regarding the strengths and weaknesses of
775 each remaining candidate, a second poll will be taken on the remaining
776 candidates.
777

778 The Equal Employment Opportunity Representative will inform the ~~panel~~
779 Selection Committee members which of the candidates received four or
780 more affirmative responses. Should more three or candidates receive at
781 least four affirmative votes (or a majority with a ~~panel~~ Selection
782 Committee of less than five), this group of candidates will continue to be
783 considered. If less than three of the candidates interviewed receive the

Attachment # 7

784 required four affirmative votes, the Selection Committee may request the
785 Vice President Director of Human Resources, or designated
786 representative, and the Equal Employment Opportunity Representative
787 to ~~approach~~ recommend to the Superintendent/President to accept fewer
788 than three finalists. Otherwise, the process will be abandoned and the
789 position re-advertised.

790
791 A discussion will be held in an attempt to reach consensus in
792 designating three finalists to be sent to the Superintendent/President for
793 a final interview. If three finalists do not emerge from the discussion, the
794 ~~panel~~ Selection Committee members will cast a Borda vote (three points
795 will be given for each Selection Committee member's first choice, two
796 points for each member's second choice, and one point for each
797 member's third choice) on all active candidates. Each ~~panel~~ Selection
798 Committee member will vote for up to three candidates. The Equal
799 Employment Opportunity Representative will tally the results of the
800 Borda vote and inform the ~~panel~~ Selection Committee of the candidates
801 with the highest number of votes. At no time will the Equal Employment
802 Opportunity Representative indicate to the ~~panel~~ Selection Committee a
803 ranking of the candidates. Only the finalists' names in alphabetical order
804 will be revealed.

805
806 The names of the finalists will be forwarded ~~ranked~~ unranked to the
807 Superintendent/ President and final interviews will be arranged. Along
808 with the finalists' names, each ~~panel~~ Selection Committee member may
809 submit to the Vice President Director of Human Resources through the
810 Equal Employment Opportunity Representative his/her evaluation of the
811 strengths and weaknesses of each of the finalists to be forwarded to the
812 Superintendent/ President. These evaluations will be written before the
813 ~~panel~~ Selection Committee adjourns. The Equal Employment
814 Opportunity Representative should advise ~~panel~~ Selection Committee
815 members that the strengths and weaknesses forms should reflect only
816 strengths and weaknesses, and be based solely on job-related criteria.
817 The Equal Employment Opportunity Representative will consult with the
818 Diversity Officer to review the strengths and weaknesses to see that they
819 comply with equal opportunity employment guidelines prior to their
820 submission to the Superintendent/President.

75. Final Selection

821
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823
824 The final interviews shall be conducted by the Superintendent/President in the
825 presence of the Chairperson of the ~~Hiring Panel~~ Selection Committee, the
826 appropriate Vice President or designee and the Equal Employment
827 Opportunity Representative. These final interviews shall be held as soon as
828 possible after the conclusion of the initial interviews.
829

830 The Superintendent/President may request reference/background checks on
831 one or more of the finalists before making a final selection. All
832 reference/background checks will be conducted by the ~~Vice President~~
833 Director of Human Resources, or designee, and the information shared only
834 with the Superintendent/President. Reference/background checks should
835 solicit only job-related information, which may include academic background,
836 professional experience, and personal qualities relative to performance in the
837 faculty position.

838
839 If none of the finalists is acceptable to the Superintendent/President for
840 reasons that are shared with the ~~panel~~ Selection Committee, additional
841 finalists may be requested. The ~~Hiring Panel~~ Selection Committee will be
842 reconvened to decide which, if any, additional candidates will be forwarded to
843 the Superintendent/President. If none of the candidates is found to be
844 acceptable by the Superintendent/President, and the ~~panel~~ Selection
845 Committee declines to send any additional candidate(s), the process will be
846 abandoned and the position re-advertised.

847
848 **86. Confidentiality and Integrity of the Hiring Recruitment and Selection**
849 **Procedure**

850
851 All persons involved in the ~~hiring~~ recruitment and selection process, from the
852 point of receipt of applications through Board approval of the recommended
853 candidate, will be charged with the responsibility of maintaining the highest
854 level of professional ethics and confidentiality.

855
856 Prior to ~~paper~~ screening, the following statement of confidentiality will be
857 signed by those participating in the ~~hiring~~ recruitment and selection process:

858
859 *My signature not only serves to indicate the author of the above notes,*
860 *but also indicates my agreement to keep confidential all information I*
861 *have read or heard regarding all of the candidates for this position*
862 *including information on the application, the candidate's answers to the*
863 *interview questions, and any and all verbal information during the*
864 *evaluation discussion of the candidates, including the results of the*
865 *voting process. I understand that a breach of this confidentiality will*
866 *result in a letter of reprimand, which will be placed in my personnel file*
867 *and I will have no future participation in the ~~hiring~~ recruitment and*
868 *selection process, at the discretion of the Diversity Officer.*

869
870 In addition, the Equal Employment Opportunity Representative, at the
871 conclusion of the final interviews, will remind the Superintendent/President of
872 the importance of confidentiality.

873
874 Written allegations stating violations of these procedures shall be investigated
875 by the Diversity Officer and the ~~Vice President~~ Director of Human Resources.

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876 Allegations without proven merit shall be dismissed with written notice
877 provided to the members of the ~~Hiring Panel~~ Selection Committee.
878 Allegations with proven merit shall be considered cause for abandonment of
879 the process, at the determination of the Diversity Officer and the ~~Vice~~
880 President Director of Human Resources.

881
882 General concerns and questions from members of the ~~Hiring Panel~~ Selection
883 Committee should be discussed with the ~~Vice President~~ Director of Human
884 Resources and/or the Manager of Human Resources/Staff Diversity ~~Diversity~~
885 Officer.

886 9. Evaluation of Hiring Procedure

887
888
889 ~~All stages of the hiring procedure which might adversely impact applicants~~
890 ~~from underrepresented groups shall be reviewed by the Diversity Officer. The~~
891 ~~Diversity Officer shall confirm that equal opportunity employment procedures~~
892 ~~were followed. If the Diversity Officer finds a violation at any stage of the~~
893 ~~process, sufficient enough to create an adverse impact, it is his/her~~
894 ~~responsibility to stop the process and suggest solutions which might correct~~
895 ~~the violation. If the violation cannot be corrected, the Diversity Officer can~~
896 ~~cause the process to be abandoned and the position to be re-advertised.~~

897
898 ~~This hiring procedure is subject to review and revision at the request of the~~
899 ~~Human Resources sub-committee on faculty hiring procedures which consists~~
900 ~~of up to five administrators (which includes the Vice President of Human~~
901 ~~Resources) and up to five faculty (which includes the Academic Senate~~
902 ~~President). The subcommittee on faculty hiring procedures will develop a~~
903 ~~confidential evaluation form to be filled out by each participant (except the~~
904 ~~applicants) in the hiring process for new full-time faculty positions. Revised~~
905 ~~procedures shall be mutually agreed upon by the Academic Senate and the~~
906 ~~Board of Trustees.~~

907
908 Office of Primary Responsibility: Human Resources

909 **Date Adopted:**
910 *(New administrative procedure not replacing any existing Citrus College regulation)*

911
912 **Approved by** HR Advisory/Staff Diversity Committee Approved in 2009/2010
913 Academic Senate
914 CCFA
915 CCAFF
916 CSEA
917 ASCC
918 Management Team
919 Supervisor/Confidential
920 Steering
921 Board of Trustees

922 *Note: New language indicated by underline, deleted language indicated by ~~strike through~~, and*
923 *subsequent changes to language indicated by **shading**.*

924
925 11/18/10: Distributed via email to the leaders of all constituent groups for review and approval.

Proposed Citrus Community College District Policy CCLC No. 7150

**Human Resources
TENTATIVE AGREEMENT
As of 04/01/11**

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**AP 7203 Evaluation:
Full-Time Faculty¹**

References: Education Code Sections 87610.1, 87663, and 87664

I. INTRODUCTION

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

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

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

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

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

II. DEFINITIONS

Regular Faculty: A tenured faculty member.

Contract Faculty: A probationary (non-tenured) faculty member who will serve a four year probationary period, commencing with the fall term of the first academic year in which the contract faculty member serves at least seventy-five (75%) percent of the days considered a full-time assignment. A first year contract faculty member serves under a one-year contract; a second year contract faculty member serves under a second one-year contract and; a third year contract faculty member serves under a two-year contract completing the third and fourth years of the probationary period.

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

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

III. EVALUATION CRITERIA: REGULAR AND CONTRACT FACULTY

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

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

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

1. Skill in Establishing Rapport/Trust

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

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

2. Classroom Management Skills

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

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

3. Application of Learning Theory

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

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

4. Evaluation Skills

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

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

5. Skill in Managing Time

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

- Uses the full time allowed for class.

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- Manages activities to make the best use of time for student learning.
 - Paces content and maintains student interest.
- 6. Skill in Creating the Learning Environment**
- Effective faculty members establish and maintain the correct psychological and physical learning environment from the outset of the course.
- Specifies course expectations during first class session as identified in the course syllabus and reinforces expectations throughout the semester.
 - Sets and maintains high standards.
 - Provides sufficient and appropriate learning resources.
 - Is aware of need for appropriate physical environment
- 7. Adaptability and Flexibility**
- Effective faculty members are sensitive to the importance of the learning environment. They adapt to changes with a minimum of impact on their effectiveness. They are flexible enough to incorporate alternative teaching methods as needed.
- Can teach effectively in various settings.
 - Uses current developments and student situations as learning opportunities.
 - Maintains composure when confronted with unexpected circumstances.
 - Clarifies concepts to facilitate student understanding.
- 8. Subject Area Knowledge and Continued Professional Growth**
- Effective faculty members stay current in their discipline through reading, continuing formal education, seminars, professional organizations, etc. They realize the need to update their knowledge base.
- Answers students' questions related to planned content.
 - Is willing to bring additional information to next class.
 - Is aware of current developments in subject area.
 - Reads pertinent professional publications.
- 9. Course Conceptualization and Integration**
- Effective faculty members have a conceptual understanding of the positioning of their class inside the general curriculum and are able to integrate their course content to maximize student learning.
- Displays understanding of how course content fits into overall curriculum.
 - Maintains awareness of courses preceding and following current course.
 - Initiates curriculum changes to integrate course more effectively.
 - Maintains standards consistent with equivalent courses.
- 10. Presentation Skills**
- Effective faculty members are competent presenters. They have acquired the basics of public speaking, which allow them to maximize the delivery of content. They present material in an interesting, informative manner.
- Avoids jargon or technical terms that students do not understand.
 - Uses appropriate delivery skills (eye contact, gesture, body motion).
 - Uses appropriate verbal skills (volume, tone, inflection).
- 11. Respect for Colleagues and the Teaching Profession**
- Effective faculty members are involved in department affairs. This involvement gives faculty a broader perspective on curriculum design and allows them to develop collegial relationships.
- Attends staff development activities and department meetings as appropriate.
 - Assists in curriculum/program development, program review, and evaluation.
 - Uses department resources wisely.
 - Responds on time to administrative requirements (attendance, grades, ordering supplies).
 - Serves on department and college-wide committees.
 - Takes a role in long-range planning.

- Acts in accordance with ethics of the profession.

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

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

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

a) Contract Faculty Evaluation Committee

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

b) Components of the Evaluation

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

c) Evaluation Timelines

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

1. Mid-September: Evaluation Committee Formation
The dean of each department or area, in consultation with the Office of Human Resources shall ensure that an evaluation committee is formed for each first contract faculty member and still in place for second and third contract faculty members.
2. October 1: Initial Evaluation Conference
The evaluation committee shall meet with the contract faculty member to review the timelines and procedure for the evaluation. The Evaluation Criteria and the forms used will be reviewed. The contract faculty member shall provide the evaluation committee with his/her instructor portfolio. By the conclusion of this meeting a schedule for classroom observations, the date for student evaluations, and the due date for the contract faculty member to submit his/her Professional Growth/Self-Evaluation Report shall be agreed upon and set.
3. November: Classroom Observations

1139 The evaluation committee shall conduct at least three (3) classroom observations. The
1140 classroom observations should be of distinct preparations unless the contract faculty
1141 member has an assignment consisting of fewer than three (3) preparations. In such case,
1142 observations of at least three (3) different classes should be conducted. If a contract
1143 faculty member is assigned a lab or clinical time, at least one (1) observation will include
1144 lab or clinical time. For non-classroom faculty, the observations may include counseling
1145 appointments or other visitation of the contract faculty member during assigned time. The
1146 classroom observations shall be conducted during the time-period established during the
1147 initial evaluation conference. Observations will be for a minimum of forty (40) minutes
1148 each. At the conclusion of an observation, the evaluation committee member is to
1149 complete the Faculty Observation Report Form.
1150

1151 4. Mid-November: Student Evaluations

1152 By the end of the first week in November, the Office of Human Resources will provide each
1153 dean with student evaluation packets for each contract faculty member to be evaluated. By
1154 mid-November, the dean will distribute the student evaluations consistent with
1155 departmental practice. The contract faculty member being evaluated may not be present in
1156 the classroom while students are completing their evaluation. The student evaluations will
1157 be provided to the contract faculty member at the end of the semester.
1158

1159 5. Early December: Evaluation Committee Meeting

1160 The evaluation committee shall meet to review that all required forms have been completed
1161 and that the contract faculty member has provided the evaluation committee with his/her
1162 Professional Growth/Self-Evaluation Report. The evaluation committee, upon review of the
1163 entire evaluation file, shall prepare a final evaluation report utilizing the Contract Faculty
1164 Evaluation Summary Form.
1165

1166 In the event that the evaluation committee cannot reach a consensus as to the overall
1167 rating of the contract faculty member, at least two (2) members of the evaluation committee
1168 must agree on the rating. Any member of the evaluation committee may submit a written
1169 report dissenting from the Contract Faculty Evaluation Summary prepared by the majority
1170 of the evaluation committee.
1171

1172 As part of the Contract Faculty Evaluation Summary, the evaluation committee shall:

- 1173 • For a contract faculty member working under his/her first one-year contract or
1174 second one-year contract recommend to either: 1) not enter into a contract for
1175 the following academic year; 2) enter into a contract (one/two year) for the
1176 following academic year; or, 3) employ the contract faculty member as a
1177 permanent employee for all subsequent academic years.
1178
- 1179 • For a contract faculty member completing the second year of his/her third
1180 contract (final year of probationary status) recommend either: 1) not employ the
1181 contract faculty member as a permanent faculty member; or, 2) employ the
1182 contract faculty member as a permanent (tenured) faculty member for all
1183 subsequent academic years.
1184

1185 6. Mid-December: Final Evaluation Conference

1186 At the final evaluation conference the evaluation committee shall review its evaluation and
1187 recommendations with the contract faculty member. A copy of all evaluation reports will be
1188 provided to the contract faculty member.
1189

1190 In the event that the evaluation committee recommends that the contract faculty member's
1191 contract not be renewed or that the contract faculty member not be employed as a permanent
1192

1193 faculty member, the recommendation will be forwarded to the superintendent/president who
1194 shall determine whether to forward the recommendation to the Board of Trustees for final action
1195

1196 In the event that the evaluation committee's recommendation is not unanimous, the
1197 superintendent/president shall, along with his/her recommendation, forward to the Board of
1198 Trustees any dissenting report prepared by an evaluation committee member and a copy of the
1199 contract faculty's evaluation packet. The Board of Trustees shall make the final decision with
1200 respect to the forwarded recommendation(s).
1201

1202 A recommendation from the evaluation committee to enter into a new contract for the ensuing
1203 year or in the case of the final year of contract faculty member's third contract that the contract
1204 employee be employed as a permanent faculty member for all subsequent academic years,
1205 shall be forwarded to the superintendent/president. The superintendent/president shall forward
1206 the evaluation committee's recommendation and his/her recommendation to the Board of
1207 Trustees. The Board of Trustees shall make the final decision with respect to the forwarded
1208 recommendation.
1209

1210 In the event of a recommendation not to enter into a contract for the following year or not to
1211 employ the contract faculty member as a permanent member of the faculty, the effected
1212 contract faculty member may file a grievance in accordance with Education Code Section
1213 87610.1
1214

1215 If a contract faculty member is evaluated as "Needs Improvement" with a recommendation to
1216 employ the contract faculty member for the following academic year, the evaluation committee
1217 and the contract faculty member shall develop a written improvement plan. The plan must have
1218 identifiable objectives and include the timelines within which each objective is to be achieved.
1219 At the conclusion of the timelines included in the plan for improvement, the contract faculty
1220 member shall submit to the evaluation committee a written report outlining the steps taken by
1221 the contract faculty member in compliance with the plan for improvement. The improvement
1222 plan, will be included as part of the Contract Faculty Evaluation Summary Form and will be part
1223 of the evaluation components for the contract faculty member's next evaluation.
1224

1225 The chair will ensure that the evaluation file is sent to the Office of Human Resources.
1226

1227 **V. EVALUATION PROCESS: REGULAR FACULTY**

1228
1229 Regular faculty members shall be evaluated every third year unless there is a recommendation for
1230 further evaluation based on an "Unsatisfactory" evaluation.
1231

1232 **a) Evaluation Committee**

1233
1234 The composition of a regular faculty member's evaluation committee will be determined by the
1235 regular faculty member, but should meet the following criteria:

- 1236 1. There should be a maximum of two (2) faculty members and at least one academic
1237 administrator on a team. The faculty may include an additional academic administrator,
1238 faculty from another college, or faculty from another discipline.
- 1239 2. All faculty members of a team shall be tenured.
- 1240 3. If the dean of the division in which the faculty member provides academic services is not
1241 selected to be a member of the evaluation committee, then:
 - 1242 a. The dean will complete the Dean's Evaluation Form and submit it to the evaluation
1243 committee for their consideration and inclusion as an evaluation document.
 - 1244 b. The faculty member may submit a written response to the Dean's Evaluation Form to
1245 the evaluation committee for their consideration and inclusion as an evaluation
1246 document.
- 1247 4. If the faculty member is not able to secure an academic administrator (other than his/her
1248 dean) to serve on his/her evaluation committee, the faculty member shall submit to the

1249 appropriate vice president a list of three academic administrators to serve on the evaluation
1250 committee. The vice president shall select, from the list submitted, one academic
1251 administrator to serve on the faculty member's evaluation committee.
1252

1253 **b) Components of the Evaluation**

1254
1255 The evaluation of regular faculty shall include: 1) professional growth/self-evaluation form; 2)
1256 student evaluation; 3) classroom or other appropriate observation; 4) committee member
1257 review; 5) an instructor portfolio consisting of course syllabi, examples of tests, and class
1258 handouts for each preparation; and, 6) any other components mutually agreed to by the faculty
1259 member and his/her evaluation committee.
1260

1261 **c) Evaluation Timelines**

1262 1. End of September

1263 The Office of Human Resources will provide each dean with a list of regular faculty
1264 members to be evaluated in the spring semester.
1265
1266

1267 2. End of Fall Semester

1268 All regular faculty members to be evaluated in the spring will complete the formation of
1269 his/her evaluation committee.
1270

1271 3. March 1: Initial Evaluation Conference

1272 The evaluation committee shall meet with the regular faculty member to review the
1273 timelines and procedure for the evaluation. The Evaluation Criteria and the forms used will
1274 be reviewed. The regular faculty member shall provide the evaluation committee with
1275 his/her instructor portfolio. By the conclusion of this meeting a schedule for classroom
1276 observations, the date for student evaluations, and the due date for the regular faculty
1277 member to submit his/her Professional Growth/Self-Evaluation Report shall be agreed
1278 upon and set.
1279

1280 4. April: Classroom Observations

1281 The evaluation committee shall conduct at least three (3) classroom observations. The
1282 classroom observations should be of distinct preparations unless the regular faculty
1283 member has an assignment consisting of fewer than three (3) preparations. In such case,
1284 at least three (3) observations of different classes should be conducted. If a regular faculty
1285 member is assigned a lab or clinical time, at least one (1) observation will include lab or
1286 clinical time. For non-classroom faculty, the observations may include counseling
1287 appointments or other visitation of the regular faculty member during assigned time. The
1288 classroom observations shall be conducted during the time period established during the
1289 evaluation conference. Observations will be for a minimum of forty (40) minutes each. At
1290 the conclusion of an observation, the evaluation committee member is to complete the
1291 Faculty Observation Report Form.
1292

1293 5. Early April: Student Evaluations

1294 By the end of the first week in April, the Office of Human Resources will provide each dean
1295 with student evaluation packets for each regular faculty member to be evaluated. By mid-
1296 April, the dean will distribute the student evaluations consistent with departmental practice.
1297 The regular faculty member being evaluated may not be present in the classroom while
1298 students are completing their evaluation. The student evaluations will be provided to the
1299 regular faculty member at the end of the semester.
1300

1301 6. May 1: Evaluation Committee Meeting

1302 The evaluation committee shall meet to review that all required forms have been completed
1303 and that the regular faculty member has provided the evaluation committee with his/her
1304 Professional Growth/Self-Evaluation Report. The evaluation committee, in review of the

1305 entire evaluation file shall prepare a final evaluation report utilizing the Regular Faculty
1306 Evaluation Summary Form.

1307
1308 In the event that the evaluation committee cannot reach a consensus as to the overall
1309 rating of the regular faculty member, at least two (2) members of the evaluation committee
1310 must agree on the rating. Any member of the evaluation committee may submit a written
1311 report dissenting from the Regular Faculty Evaluation Summary prepared by the majority of
1312 the evaluation committee.

1313 7. Mid-May: Final Evaluation Conference

1314 At the final evaluation conference the evaluation committee shall review its evaluation and
1315 recommendations with the regular faculty member. A copy of all evaluation reports will be
1316 provided to the regular faculty member.
1317

1318
1319 If a regular faculty member is evaluated as “Needs Improvement” the faculty member shall
1320 prepare a plan for improvement and submit it to the evaluation committee. The evaluation
1321 committee shall review the plan and either approve the plan as submitted or request the
1322 regular faculty member to modify the plan consistent with its direction. The plan must have
1323 identifiable objectives and include the timelines within which each objective is to be
1324 achieved. At the conclusion of the timelines included in the plan for improvement, the
1325 faculty member shall submit to the evaluation committee a written report outlining the steps
1326 taken by the faculty member in compliance with the plan for improvement. The plan for
1327 improvement will be attached to the evaluation summary and will be used as part of the
1328 next regular evaluation of the faculty member.
1329

1330 If a regular faculty member is evaluated as “Unsatisfactory”, the faculty member shall
1331 prepare a plan for improvement and submit it to the evaluation committee. The evaluation
1332 committee shall review the plan and either approve the plan as submitted or request the
1333 faculty member to modify the plan consistent with its direction. The plan must have
1334 identifiable objectives and include the timelines within which each objective is to be
1335 achieved. At the conclusion of the timelines included in the plan for improvement, the
1336 regular faculty member shall submit to the evaluation committee a written report outlining
1337 the steps taken by the faculty member in compliance with the plan for improvement. The
1338 plan for improvement shall be attached to the evaluation summary. The regular faculty
1339 member shall be evaluated the following spring semester consistent with the guidelines for
1340 the evaluation of a faculty member and shall also include under “Components of
1341 Evaluation” the plan for improvement.
1342

1343 At the conclusion of this meeting, the chair will ensure that the evaluation file is sent to the
1344 Office of Human Resources.
1345

1346 In the event there is a disagreement between a regular employee and the District
1347 concerning the evaluation process, the disagreement(s) may be addressed as a grievance
1348 under the contractual grievance procedure set forth in the current bargaining agreement
1349 between the District and the Association.
1350

1351 VI. SPECIAL PROVISIONS FOR FACULTY TEACHING DISTANCE EDUCATION

1352
1353 In addition to the evaluation process set forth above, in the event that a contract or regular faculty
1354 member teaches distance education courses, the following provisions will apply:
1355

- 1356 a) At least one (1) on-line class will be observed. The observation team will consist of one (1)
1357 evaluation committee member and the distance education faculty coordinator. The distance
1358 education faculty coordinator, unless a member of the evaluation committee, will have only an
1359 advisory role. The observation will include review of the online content, the navigability of the
1360 course site and student evaluation for the particular class.

- 1361
1362 b) Student evaluations will be completed on a form specifically designed for distance education
1363 courses.
1364
1365 c) The online class may be used as one of the preparations for the required observations.
1366

1367 VII. EVALUATION FORMS

1368 The following forms are included as part of this Administrative Procedure:

- 1369 • Contract Faculty Evaluation Forms
- 1370 • Regular Faculty Evaluation Forms

1371
1372 These evaluation forms are the only versions approved for use, and shall not be altered or modified
1373 without authorization.
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1383 Classroom Instruction Evaluation

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- 1385 1. This course was well organized, understandable and effective.
- 1386 2. The instructor explained course material and concepts clearly.
- 1387 3. The instructor checked to see if students understood the material.
- 1388 4. The instructor seemed well informed in his/her subject area.
- 1389 5. The instructor was enthusiastic in their classroom presentation.
- 1390 6. The instructor stimulated interest in the subject.
- 1391 7. The instructor encouraged questions and discussion.
- 1392 8. The instructor was open to viewpoints other than his/her own.
- 1393 9. The instructor set and maintained high standards of achievement.
- 1394 10. The instructor began class on time.
- 1395 11. The instructor promoted appropriate student conduct in the classroom.
- 1396 12. The instructor's syllabus was clear and accurately represented the course.
- 1397 13. The instructor's assignments were clear.
- 1398 14. The instructor provided reasonable time to complete assignments.
- 1399 15. The exams were fair and understandable.
- 1400 16. The instructor returned assignments and exams in a timely manner.
- 1401 17. The instructor's system of grading was fair.
- 1402 18. The instructor provided constructive feedback.
- 1403 19. The required text was important to success in the class.
- 1404 20. The instructor was available for personal consultation either through office
- 1405 hours on campus, virtual office hours or by appointment.
- 1406 21. The instructor responded to emails or communication in a timely manner.
- 1407 22. The site was well organized and easy to navigate. (Distance Ed)
- 1408
- 1409 23. *My reading ability was adequate for this course.*
- 1410 24. *My writing ability was adequate for this course.*
- 1411 25. *I was rarely absent.*
- 1412 26. *The instructor used Blackboard for disseminating information.*
- 1413 27. *The instructor made use of Blackboard for posting grades.*

1414

1415

DEAN'S EVALUATION FORM



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Faculty Member _____ Date _____

Dean _____ Department _____

Evaluation Team Chair _____

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

This Faculty Member	Strongly Agree	Generally Agree	Generally Disagree	Strongly Disagree	N/A
Meets assigned classes as scheduled.					
Holds office hours as required by contract.					
Submits grades and other administrative forms in a timely manner.					
Maintains current membership in campus and/or statewide committees.					
Participates in departmental meetings and activities.					
Responds appropriately to student requests/concerns.					
Initiates curriculum updates and changes to appropriately maintain course and program currency.					
Acts in accordance with the ethics of the profession as stated in the 1987 AAUP <u>Statement on Professional Ethics</u> .					

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Faculty Member Signature _____ Date _____

Dean Signature _____ Date _____

Evaluation Team Chair Signature _____ Date _____

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



FACULTY OBSERVATION REPORT- INSTRUCTION

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FACULTY MEMBER _____ DEPARTMENT _____

TERM _____ YEAR COURSE _____

DAY/TIME _____ NUMBER OF STUDENTS PRESENT _____

TEAM MEMBER _____ DEPARTMENT _____

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

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

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

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

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

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

3. Provide an overall assessment of the student evaluations.

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

Team Member's Signature Date

Comments of Faculty Member, if any:

Faculty Member's Signature Date

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

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

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

Attachment # 11

serves on department and college-wide committees					
22. responds on time to attendance, grades & ordering schedule					

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FACULTY OBSERVATION REPORT – COLLEGE NURSE

FACULTY MEMBER _____

DEPARTMENT _____

TERM _____ YEAR _____

DAY/TIME _____

NUMBER OF STUDENTS PRESENT _____

TEAM MEMBER _____

DEPARTMENT _____

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

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

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

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

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

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

3. Provide an overall assessment of the student evaluations.

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

Team Member's Signature

Date

Comments of Faculty Member:

Faculty Member's Signature

Date



STUDENT SURVEY

Attachment # 12

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

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

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



STUDENT SURVEY

Attachment # 12

equipment, tools and college facilities.					
21. participates in dept & college-wide committees as appropriate.					
22. maintains educational and professional contacts with the community appropriate to her/his relevant professional commitments.					



FACULTY OBSERVATION REPORT – LIBRARIAN

FACULTY MEMBER DEPARTMENT _____

TERM _____ YEAR COURSE _____

DAY/TIME NUMBER OF STUDENTS PRESENT _____

TEAM MEMBER DEPARTMENT _____

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

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

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

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

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

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

3. Provide an overall assessment of the student evaluations.

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

Team Member's Signature Date

Comments of Faculty Member:

Faculty Member's Signature Date

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

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

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



FACULTY OBSERVATION REPORT-COUNSELORS

FACULTY MEMBER _____ DEPARTMENT _____

TERM _____ YEAR COURSE _____

DAY/TIME _____ NUMBER OF STUDENTS PRESENT _____

TEAM MEMBER _____ DEPARTMENT _____

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

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

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

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

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

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

3. Provide an overall assessment of the student evaluations.

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

Team Member's Signature _____ Date _____

Comments of Faculty Member, if any:

Faculty Member's Signature _____ Date _____

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

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

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

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FACULTY (TENURED) EVALUATION SUMMARY

Attachment # 15

Faculty Name: _____

Department: _____ Academic Year: _____

The Evaluation Committee met with the faculty member on this date: _____

- Reviewed timelines, procedures, standards of evaluation, forms
- Faculty member provided the Evaluation Committee w/ Portfolio
(to include syllabus, examples of tests, and class handouts for each preparation)

Schedule for Classroom Observations:

Date for Student Evaluations:

Date for faculty member to submit Self-Evaluation and Professional Growth:

PREVIOUS EVALUATION:

- Satisfactory
- Needs Improvement+
- No previous evaluation

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

The Evaluation Committee met on this date: _____

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

The Evaluation Committee met with the faculty member on this date: _____

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

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

158 **CURRENT EVALUATION:**

159 Satisfactory Needs Improvement * Unsatisfactory

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

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

168 -----
169 **Provide an overall assessment of the student evaluations:**

170 **Provide an overall assessment of the professional growth activities:**

171 **Recommendation / Suggestion:**

172 **Commendation:**

173 **Recommended date for next Evaluation (or meeting for an Improvement Plan):** _____

174 **SIGNATURES:**

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

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

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

181 Signed: _____ I agree/dissent w/ team summary _____
 182 **Faculty Member** circle one **Date**

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

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

186 Signed: _____ Date _____
187 **Appropriate Vice President**

188 Date received in Human Resources: _____

CONTRACT FACULTY (NON-TENURED) EVALUATION SUMMARY

Faculty Name: _____ Contract year # 1 2 3 4
circle year being completed

Department: _____ Academic Year: _____

The Evaluation Committee met with the faculty member on this date: _____

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

- Date for Student Evaluations:

- Date for faculty member to submit Self-Evaluation and Professional Growth:

PREVIOUS EVALUATION:

- Satisfactory
- Needs Improvement+
- No previous evaluation

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

The Evaluation Committee met on this date: _____

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

The Evaluation Committee met with the faculty member on this date: _____

- Reviewed all forms, overall assessment, commendations and recommendations with faculty member
 - Attached faculty member's Professional Growth Report and Self-Evaluation
 - Provided a copy of all evaluation reports to faculty member
- Team Chair shall be responsible for distributing the evaluation packet to the faculty member at the end of the semester, including the student evaluation summary and surveys.
Only approved forms are to be used in this evaluation process.

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PROFESSIONAL GROWTH AND SELF-EVALUATION REPORT

NAME _____ DEPARTMENT _____
SEMESTER/ACADEMIC YEAR _____ DIVISION _____

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

I. PROFESSIONAL RESPONSIBILITIES

Complete the following information about your load this semester:

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

II. SERVICE TO COLLEGE

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

331 **III. EDUCATIONAL AND PROFESSIONAL DEVELOPMENT**

332 Describe your educational development activities. This may include seminars, conferences, or courses which you
333 have attended or presented.
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339 Describe your professional development activities. This may include community service, publications, research,
340 the arts or employment in the field.
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346 **IV. SELF-EVALUATION**

347 Describe any new teaching techniques or approaches implemented, new courses taught, or other curricular
348 development.
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351

352 Identify areas that you want to improve or develop professionally.
353
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357 Identify areas of strength as a faculty member.
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362 Describe how you have used assessment of learning outcomes in your classroom/teaching.
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368 Faculty Signature _____ Date _____
369

FOR EVALUATION OF THE COLLEGE NURSE

This survey is given to learn how you view your counselor. Survey forms are confidential and anonymous.

When completed, please turn in this survey form to the counseling office secretary. Thank you for your time.

Nurse Name: _____ Semester: _____ Year: 20_____

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

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

Counselor Appointment Student Survey

FOR EVALUATION OF THE COUNSELOR

This survey is given to learn how you view your counselor. Survey forms are confidential and anonymous.

When completed, please turn in this survey form to the counseling office secretary. Thank you for your time.

Counselor Name: _____ Semester: _____ Year: 20_____

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

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