



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

Wednesday, April 27, 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 Rivadeneyra	CareerCtr/EmpSvc	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 April 13, 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 |
- V. SPECIAL REPORTS/PRESENTATIONS –**
- A. Sustainable Textbook Survey – Paul Swatzel
 - B. Syllabus Workshop – John Vaughan
- VI. ACTION-**
- A. AP 7203 Evaluation of Full-Time Faculty
- VII. NEW BUSINESS –**
- A. Academic Senate Self Evaluation
 - B. Report on Recommendations Regarding Registration Concerns
- VIII. OLD BUSINESS-**
- A. 2012-2013 Academic Calendar
 - B. Program Discontinuance-Collision Repair Public Discussion
 - C. Attendance and Grading Discussion

D. AP 7201 Recruitment and Hiring of Full-Time Faculty

IX. PUBLIC FORUM

X. ANNOUNCEMENTS –

1. Citrus Singers will be performing at the Haugh May 20 through 22nd.
2. Achievement Awards will be held on June 2, 2011.
3. Commencement will take place on June 18 at 10 a.m.

XI. ADJOURNMENT – next meeting

Attachments:

- #1 AP 7203 Evaluation of Full-Time Faculty
- #2 Dean's Evaluation Form
- #3 Faculty Observation Report – Instruction
- #4 Faculty Observation Report – College Nurse
- #5 Faculty Observation Report – Librarian
- #6 Faculty Observation Report - Counselors
- #7 Tenured Faculty Evaluation Summary
- #8 Non-Tenured Faculty Evaluation Summary
- #9 Professional Growth and Self Evaluation Report
- #10 Classroom Instruction Evaluation
- #11 Student Survey – College Nurse
- #12 Student Survey – Counselor
- #13 2009-2010 Academic Senate Purpose Statement
- #14 2012-2013 Academic Calendar

**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.
- 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

- 107 Effective faculty members establish and maintain the correct psychological and physical learning
108 environment from the outset of the course.
- 109 • Specifies course expectations during first class session as identified in the course syllabus and
110 reinforces expectations throughout the semester.
 - 111 • Sets and maintains high standards.
 - 112 • Provides sufficient and appropriate learning resources.
 - 113 • Is aware of need for appropriate physical environment

114 **7. Adaptability and Flexibility**

115 Effective faculty members are sensitive to the importance of the learning environment. They adapt to
116 changes with a minimum of impact on their effectiveness. They are flexible enough to incorporate
117 alternative teaching methods as needed.

- 118 • Can teach effectively in various settings.
- 119 • Uses current developments and student situations as learning opportunities.
- 120 • Maintains composure when confronted with unexpected circumstances.
- 121 • Clarifies concepts to facilitate student understanding.

122 **8. Subject Area Knowledge and Continued Professional Growth**

123 Effective faculty members stay current in their discipline through reading, continuing formal education,
124 seminars, professional organizations, etc. They realize the need to update their knowledge base.

- 125 • Answers students' questions related to planned content.
- 126 • Is willing to bring additional information to next class.
- 127 • Is aware of current developments in subject area.
- 128 • Reads pertinent professional publications.

129 **9. Course Conceptualization and Integration**

130 Effective faculty members have a conceptual understanding of the positioning of their class inside the
131 general curriculum and are able to integrate their course content to maximize student learning.

- 132 • Displays understanding of how course content fits into overall curriculum.
- 133 • Maintains awareness of courses preceding and following current course.
- 134 • Initiates curriculum changes to integrate course more effectively.
- 135 • Maintains standards consistent with equivalent courses.

136 **10. Presentation Skills**

137 Effective faculty members are competent presenters. They have acquired the basics of public speaking,
138 which allow them to maximize the delivery of content. They present material in an interesting, informative
139 manner.

- 140 • Avoids jargon or technical terms that students do not understand.
- 141 • Uses appropriate delivery skills (eye contact, gesture, body motion).
- 142 • Uses appropriate verbal skills (volume, tone, inflection).

143 **11. Respect for Colleagues and the Teaching Profession**

144 Effective faculty members are involved in department affairs. This involvement gives faculty a broader
145 perspective on curriculum design and allows them to develop collegial relationships.

- 146 • Attends staff development activities and department meetings as appropriate.
- 147 • Assists in curriculum/program development, program review, and evaluation.
- 148 • Uses department resources wisely.
- 149 • Responds on time to administrative requirements (attendance, grades, ordering supplies).
- 150 • Serves on department and college-wide committees.
- 151 • Takes a role in long-range planning.
- 152 • Acts in accordance with ethics of the profession.

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

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

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165 Contract faculty evaluation is an extension of the hiring process during which contract faculty are integrated
166 into the life of the college prior to becoming permanent faculty members of the college community. The
167 decision to grant tenure is as important as the initial employment decision.
168

169 a) Contract Faculty Evaluation Committee

170
171 The evaluation committee for a contract faculty member shall consist of two (2) tenured faculty members
172 and the faculty member's dean, or the dean's designee. The two (2) faculty members shall preferably be
173 selected from the contract faculty member's subject area, or if that is not possible, from a closely related
174 discipline. The contract faculty member shall select one member of his/her evaluation committee, and
175 the dean, or the dean's designee, shall select the second member of the evaluation committee. The
176 evaluation committee selected during the contract faculty member's first contract shall, to the extent it is
177 possible, serve as the evaluation committee for each evaluation during the contract faculty member's
178 probationary status. The dean, or the dean's designee, shall serve as chair of the evaluation committee.
179 The committee chair shall be responsible for maintaining the evaluation file. At the conclusion of the
180 evaluation process, the file shall be returned to Office of Human Resources.
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182 b) Components of the Evaluation

183
184 The evaluation of contract faculty shall include: 1) professional growth/self-evaluation report; 2) student
185 evaluation; 3) classroom or other appropriate observation; 4) committee member review; 5) an instructor
186 portfolio consisting of course syllabi, examples of tests and class handouts for each preparation; and, 6)
187 any other components mutually agreed to by the faculty member and his/her evaluation committee.
188

189 c) Evaluation Timelines

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191 The following timelines are directive in nature and not mandatory, except to the extent that a contract
192 faculty member's evaluation must be completed by no later than the end of the fall semester of each
193 contract year.
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195 1. Mid-September: Evaluation Committee Formation

196 The dean of each department or area, in consultation with the Office of Human Resources shall
197 ensure that an evaluation committee is formed for each first contract faculty member and still in place
198 for second and third contract faculty members.
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200 2. October 1: Initial Evaluation Conference

201 The evaluation committee shall meet with the contract faculty member to review the timelines and
202 procedure for the evaluation. The Evaluation Criteria and the forms used will be reviewed. The
203 contract faculty member shall provide the evaluation committee with his/her instructor portfolio. By
204 the conclusion of this meeting a schedule for classroom observations, the date for student
205 evaluations, and the due date for the contract faculty member to submit his/her Professional
206 Growth/Self-Evaluation Report shall be agreed upon and set.
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208 3. November: Classroom Observations

209 The evaluation committee shall conduct at least three (3) classroom observations. The classroom
210 observations should be of distinct preparations unless the contract faculty member has an
211 assignment consisting of fewer than three (3) preparations. In such case, observations of at least
212 three (3) different classes should be conducted. If a contract faculty member is assigned a lab or
213 clinical time, at least one (1) observation will include lab or clinical time. For non-classroom faculty,
214 the observations may include counseling appointments or other visitation of the contract faculty
215 member during assigned time. The classroom observations shall be conducted during the time-
216 period established during the initial evaluation conference. Observations will be for a minimum of
217 forty (40) minutes each. At the conclusion of an observation, the evaluation committee member is to
218 complete the Faculty Observation Report Form.
219

220 4. Mid-November: Student Evaluations

221 By the end of the first week in November, the Office of Human Resources will provide each dean with
222 student evaluation packets for each contract faculty member to be evaluated. By mid-November, the

223 dean will distribute the student evaluations consistent with departmental practice. The contract
224 faculty member being evaluated may not be present in the classroom while students are completing
225 their evaluation. The student evaluations will be provided to the contract faculty member at the end
226 of the semester.

227
228 5. Early December: Evaluation Committee Meeting

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

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

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

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241 • For a contract faculty member working under his/her first one-year contract or
242 second one-year contract recommend to either: 1) not enter into a contract for
243 the following academic year; 2) enter into a contract (one/two year) for the
244 following academic year; or, 3) employ the contract faculty member as a
245 permanent employee for all subsequent academic years.
- 246
247 • For a contract faculty member completing the second year of his/her third contract
248 (final year of probationary status) recommend either: 1) not employ the contract
249 faculty member as a permanent faculty member; or, 2) employ the contract
250 faculty member as a permanent (tenured) faculty member for all subsequent
251 academic years.

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253 6. Mid-December: Final Evaluation Conference

254 At the final evaluation conference the evaluation committee shall review its evaluation and
255 recommendations with the contract faculty member. A copy of all evaluation reports will be provided to
256 the contract faculty member.

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258 In the event that the evaluation committee recommends that the contract faculty member's contract not
259 be renewed or that the contract faculty member not be employed as a permanent faculty member, the
260 recommendation will be forwarded to the superintendent/president who shall determine whether to
261 forward the recommendation to the Board of Trustees for final action

262
263 In the event that the evaluation committee's recommendation is not unanimous, the
264 superintendent/president shall, along with his/her recommendation, forward to the Board of Trustees any
265 dissenting report prepared by an evaluation committee member and a copy of the contract faculty's
266 evaluation packet. The Board of Trustees shall make the final decision with respect to the forwarded
267 recommendation(s).

268
269 A recommendation from the evaluation committee to enter into a new contract for the ensuing year or in
270 the case of the final year of contract faculty member's third contract that the contract employee be
271 employed as a permanent faculty member for all subsequent academic years, shall be forwarded to the
272 superintendent/president. The superintendent/president shall forward the evaluation committee's
273 recommendation and his/her recommendation to the Board of Trustees. The Board of Trustees shall
274 make the final decision with respect to the forwarded recommendation.

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276 In the event of a recommendation not to enter into a contract for the following year or not to employ the
277 contract faculty member as a permanent member of the faculty, the effected contract faculty member
278 may file a grievance in accordance with Education Code Section 87610.1
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280 If a contract faculty member is evaluated as "Needs Improvement" with a recommendation to employ the
281 contract faculty member for the following academic year, the evaluation committee and the contract
282 faculty member shall develop a written improvement plan. The plan must have identifiable objectives and
283 include the timelines within which each objective is to be achieved. At the conclusion of the timelines
284 included in the plan for improvement, the contract faculty member shall submit to the evaluation
285 committee a written report outlining the steps taken by the contract faculty member in compliance with
286 the plan for improvement. The improvement plan, will be included as part of the Contract Faculty
287 Evaluation Summary Form and will be part of the evaluation components for the contract faculty
288 member's next evaluation.

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

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

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294 Regular faculty members shall be evaluated every third year unless there is a recommendation for further
295 evaluation based on an "Unsatisfactory" evaluation.

296 **a) Evaluation Committee**

297
298 The composition of a regular faculty member's evaluation committee will be determined by the regular
299 faculty member, but should meet the following criteria:

- 300 1. There should be a maximum of two (2) faculty members and at least one academic administrator on a
301 team. The faculty may include an additional academic administrator, faculty from another college, or
302 faculty from another discipline.
- 303 2. All faculty members of a team shall be tenured.
- 304 3. If the dean of the division in which the faculty member provides academic services is not selected to
305 be a member of the evaluation committee, then:
 - 306 a. The dean will complete the Dean's Evaluation Form and submit it to the evaluation committee for
307 their consideration and inclusion as an evaluation document.
 - 308 b. The faculty member may submit a written response to the Dean's Evaluation Form to the
309 evaluation committee for their consideration and inclusion as an evaluation document.
- 310 4. If the faculty member is not able to secure an academic administrator (other than his/her dean) to
311 serve on his/her evaluation committee, the faculty member shall submit to the appropriate vice
312 president a list of three academic administrators to serve on the evaluation committee. The vice
313 president shall select, from the list submitted, one academic administrator to serve on the faculty
314 member's evaluation committee.

315 **b) Components of the Evaluation**

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

321 **c) Evaluation Timelines**

- 322 1. End of September
323 The Office of Human Resources will provide each dean with a list of regular faculty members to be
324 evaluated in the spring semester.
- 325 2. End of Fall Semester
326 All regular faculty members to be evaluated in the spring will complete the formation of his/her
327 evaluation committee.
- 328 3. March 1: Initial Evaluation Conference
329 The evaluation committee shall meet with the regular faculty member to review the timelines and
330 procedure for the evaluation. The Evaluation Criteria and the forms used will be reviewed. The
331 regular faculty member shall provide the evaluation committee with his/her instructor portfolio. By the
332 conclusion of this meeting a schedule for classroom observations, the date for student evaluations,
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and the due date for the regular faculty member to submit his/her Professional Growth/Self-Evaluation Report shall be agreed upon and set.

4. April: Classroom Observations

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

5. Early April: Student Evaluations

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

6. May 1: Evaluation Committee Meeting

The evaluation committee shall meet to review that all required forms have been completed and that the regular faculty member has provided the evaluation committee with his/her Professional Growth/Self-Evaluation Report. The evaluation committee, in review of the entire evaluation file shall prepare a final evaluation report utilizing the Regular Faculty Evaluation Summary Form.

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

7. Mid-May: Final Evaluation Conference

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

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

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

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

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

VI. SPECIAL PROVISIONS FOR FACULTY TEACHING DISTANCE EDUCATION

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

- a) At least one (1) on-line class will be observed. The observation team will consist of one (1) evaluation committee member and the distance education faculty coordinator. The distance education faculty coordinator, unless a member of the evaluation committee, will have only an advisory role. The observation will include review of the online content, the navigability of the course site and student evaluation for the particular class.
- b) Student evaluations will be completed on a form specifically designed for distance education courses.
- c) The online class may be used as one of the preparations for the required observations.

VII. EVALUATION FORMS

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

- Contract Faculty Evaluation Forms
- Regular Faculty Evaluation Forms

These evaluation forms are the only versions approved for use, and shall not be altered or modified without authorization.

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DEAN'S EVALUATION FORM

Attachment #2

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.

Attachment #3

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



FACULTY OBSERVATION REPORT – COLLEGE NURSE

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FACULTY MEMBER _____
TERM _____ YEAR _____
DAY/TIME _____
TEAM MEMBER _____

DEPARTMENT _____
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NUMBER OF STUDENTS PRESENT _____
DEPARTMENT _____

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|--|---------|--------|
| 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.

- What are the strengths of this person's role as a college nurse and faculty member?
- What are the weaknesses of this person's role as a college nurse and faculty member?
- Provide an overall assessment of the student evaluations.
- Provide an overall assessment of recent profession growth activities.

Team Member's Signature

Date

Comments of Faculty Member:

Faculty Member's Signature

Date

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

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

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



FACULTY OBSERVATION REPORT – LIBRARIAN

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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 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.

Attachment #5

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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 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

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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 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.

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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 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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REGULAR FACULTY (TENURED) EVALUATION SUMMARY

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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.



CONTRACT FACULTY (NON-TENURED) EVALUATION SUMMARY

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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.

846 **CURRENT EVALUATION:**

847 Satisfactory Needs Improvement * Unsatisfactory

- 848
- 849 * A written Improvement Plan must be developed by Evaluation Committee and Faculty member and attached.
- 850 ◆ Plan contains identifiable objectives with timelines for each.
- 851 ◆ Faculty member to submit to the Evaluation Committee a written report outlining the steps taken in
- 852 compliance with the Improvement Plan.
- 853 ◆ Improvement Plan will be included as part of the evaluation components for the next evaluation
- 854
-

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856 **Provide an overall assessment of the student evaluations:**

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

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862 **Recommendation / Suggestion:**

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865 **Commendation:**

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

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871 **CONTRACT RECOMMENDATION:**

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

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878 **SIGNATURES:**

880	Signed: _____	I agree/dissent w/ Team Summary	_____
881	Team Member	circle one	Date
882	Signed: _____	I agree/dissent w/ Team Summary	_____
883	Team Member	circle one	Date
884	Signed: _____	I agree/dissent w/ Team Summary	_____
885	Team Chair	circle one	Date
886	Signed: _____	I agree/dissent w/ Team Summary	_____
887	Faculty Member	circle one	Date

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

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891 For purposes of compliance with Education Code, this summary shall be considered part of the personnel file and, thus, the faculty member has

892 the right to respond to any comment in this summary.

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894 Signed: _____

895 **Appropriate Vice President**

896 _____

897 Date

898 Date received in Human Resources: _____



PROFESSIONAL GROWTH AND SELF-EVALUATION REPORT

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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"/>	
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II. SERVICE TO COLLEGE

List and/or describe other college assignments, college/departamental 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.

922 **III. EDUCATIONAL AND PROFESSIONAL DEVELOPMENT**

923 Describe your educational development activities. This may include seminars, conferences, or courses
924 which you have attended or presented.
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930 Describe your professional development activities. This may include community service, publications,
931 research, the arts or employment in the field.
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937 **IV. SELF-EVALUATION**

938 Describe any new teaching techniques or approaches implemented, new courses taught, or other curricular
939 development.
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943 Identify areas that you want to improve or develop professionally.
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948 Identify areas of strength as a faculty member.
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953 Describe how you have used assessment of learning outcomes in your classroom/teaching.
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957 Faculty Signature _____ Date _____
958

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959 Classroom Instruction Evaluation

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1. This course was well organized, understandable and effective.

962

2. The instructor explained course material and concepts clearly.

963

3. The instructor checked to see if students understood the material.

964

4. The instructor seemed well informed in his/her subject area.

965

5. The instructor was enthusiastic in their classroom presentation.

966

6. The instructor stimulated interest in the subject.

967

7. The instructor encouraged questions and discussion.

968

8. The instructor was open to viewpoints other than his/her own.

969

9. The instructor set and maintained high standards of achievement.

970

10. The instructor began class on time.

971

11. The instructor promoted appropriate student conduct in the classroom.

972

12. The instructor's syllabus was clear and accurately represented the course.

973

13. The instructor's assignments were clear.

974

14. The instructor provided reasonable time to complete assignments.

975

15. The exams were fair and understandable.

976

16. The instructor returned assignments and exams in a timely manner.

977

17. The instructor's system of grading was fair.

978

18. The instructor provided constructive feedback.

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19. The required text was important to success in the class.

980

20. The instructor was available for personal consultation either through office hours on campus, virtual office hours or by appointment.

981

21. The instructor responded to emails or communication in a timely manner.

982

22. The site was well organized and easy to navigate. (Distance Ed)

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984

23. *My reading ability was adequate for this course.*

985

24. *My writing ability was adequate for this course.*

986

25. *I was rarely absent.*

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26. *The instructor used Blackboard for disseminating information.*

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27. *The instructor made use of Blackboard for posting grades.*

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STUDENT SURVEY

Attachment #11

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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.						

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



STUDENT SURVEY

Counselor Appointment Student Survey

FOR EVALUATION OF THE COUNSELOR

This survey is given to learn how you view your counselor. Survey forms are confidential and anonymous.
When completed, please turn in this survey form to the counseling office secretary. Thank you for your time.

Counselor Name: _____ Semester: _____ Year: 20_____

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

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

Academic Senate
2009-2010
PURPOSE STATEMENT

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The Citrus College Academic Senate is formed in order to ensure democratic participation of the faculty in shared governance, in accordance with statewide bill AB 1725 and local Board Regulation 1010, in the development of policies and procedures of the college and to foster the long-range interests and well being of the college. The Academic Senate is established for the purpose of participation in the formation of educational and professional policy. The Senate Council (the governing body of the Senate) shall be the executive group and serve as the official representative body of the Senate on all non-contract matters. The Senate Council is empowered to make recommendations to the Administration, Board of Trustees and all campus committees. It also has the right to lay directly before the governing board its views on any matter pertaining to the conduct and welfare of the College after advising the college President of such intent.

RESPONSIBILITIES for 2009-2010

- Support all matters that fall under the purview of the “10 plus 1” items defined by the California Statewide Academic Senate. They are:
 1. Curriculum including establishing prerequisites and placing courses within disciplines
 2. Degree and certificate requirements
 3. Grading Policies
 4. Educational Program Development
 5. Standards or policies regarding student preparation and success
 6. District and college governance structures, as related to faculty roles
 7. Faculty roles and involvement in accreditation
 8. Policies for faculty professional development activities
 9. Processes for program review
 10. Processes for institutional planning and budget development
 11. Other academic and professional matters as mutually agreed upon between the governing board and the academic senate
- Review, advise and refine Board Policies and Administrative Procedures that fall under the purview of “10 plus 1” matters as defined by the California Statewide Academic Senate, including particularly the Board Policy and Administrative Procedure on Sabbatical Leave
- Participate in the Department Chairs Task Force, to study possible revisions to the college governance structure
- Participate in discussion of ways to reduce the costs of photocopying
- Support faculty training in honoring intellectual ownership under copyright law
- Participate in active discussion of the Accreditation Self-Study
- Participate in implementation of Educational Master Plan
- Continue to evaluate issues surrounding compressed calendar

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- Support implementation of both the Six-Year Cycle and Annual Program Review process with the addition of a Program Review Coordinator
- Support curriculum dialogue regarding student learning outcomes and assessment/course objectives
- Facilitate open dialogue regarding budget challenges and impact on faculty

FREQUENCY OF MEETINGS: 2nd and 4th Wednesday of each primary semester month
DAY/TIME OF MEETINGS: Wednesday 2:10p.m. to 3:50 p.m.

Primary Contacts:

Academic Senate President: senate@citruscollege.edu

Senate Office: (626) 914-8877

2009/2010 President- Jack Call

jcall@citruscollege.edu

Administrative Assistant -

Linda Swan

(626) 852-8002

lswan@citruscollege.edu

Academic Senate Membership

OFFICERS:

President

Vice President/President Elect

Past President

Secretary

Treasurer

SENATORS:

1 from Each Department:

Behavioral Sciences Physical Education

Biological Sciences Language Arts

Business Foreign Language

Cosmetology Mathematics

Counseling Music

CSIS Physical Sciences and Engineering

Fine Arts Public Services

Health Sciences Social Sciences

Library Transportation Technology

(3) Annually Elected At-Large Senators

Liaisons from ASCC and Faculty Association

District Academic Senate Secretary



Academic Calendar 2012-2013

Fall Semester 2012 201320 Aug 24-Dec 15

August 12						
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October 12						
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Wk. 8						
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November 12						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
Wk. 10						
Wk. 11						
Wk. 12						
Wk. 13						
December 12						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Wk. 14						
Wk. 15						
Wk. 16						

Winter Session 2013 201325 Jan 7-Feb 14

January 13						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
Wk. 1						
Wk. 2						
Wk. 3						
Wk. 4						
February 13						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Wk. 5						
Wk. 6						

Spring Semester 2013 201330 Feb 19-Jun 15

February 13						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	
Wk. 1						
March 13						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					
Wk. 2						
Wk. 3						
Wk. 4						
Wk. 5						
Wk. 6						
April 13						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
Wk. 7						
Wk. 8						
Wk. 9						
May 13						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
Wk. 10						
Wk. 11						
Wk. 12						
Wk. 13						
June 13						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
Wk. 14						
Wk. 15						
Wk. 16						

Summer Session 2013 201340 Jun 24-Aug 15

June 13						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						
Wk. 1						
July 13						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
Wk. 2						
Wk. 3						
Wk. 4						
Wk. 5						
August 13						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
Wk. 6						
Wk. 7						
Wk. 8						

- 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