

**TENTATIVE AGREEMENT
FOR PROPOSED 2012-2013 CONTRACT UPDATES
BETWEEN THE COMPTON FEDERATION OF CERTIFICATED EMPLOYEES AND
THE COMPTON COMMUNITY COLLEGE DISTRICT**

ARTICLE VI: DIVISIONS AND DIVISION CHAIRS

6.1 Division Structure

Effective July 1, 2014, there shall be three Division Chairs. The District shall determine the structure of the Divisions.

6.3 Reassigned Time and Stipends for Division Chairs.

- a. The District shall give each Division Chair 40% reassigned time.
- b. The District shall pay each Division Chair a stipend of \$2000, payable in two installments in July and August.

6.4 Division Chair Duties

- a. Every Division Chair shall report to a Dean. Any action taken by the Division Chair in his or her capacity as Chair is subject to the approval of the Dean to whom the chair reports.
- b. Each Division Chair's duties and responsibilities shall include the following:
 - 1) Coordinating and participating in the evaluation of academic and classified personnel within the Division.
 - 2) In consultation with the Dean, recommending scheduling and assigning and/or canceling classes after faculty consultation in conformance with El Camino standards and practices.
 - 3) Recommending adjustment of class size to comply with applicable El Camino class size limits.
 - 4) Recommending curriculum development, modification and deletions, and supervising the selection and development of course materials in accordance with student learning outcomes and other objectives approved by El Camino's curriculum committee.
 - 5) Consulting with faculty in the various disciplines, appropriate experts, El Camino officials and others to coordinate curriculum development or service improvement efforts within the Division and with other Divisions.
 - 6) In consultation with the Dean, recruiting and interviewing staff in conformance with applicable hiring procedures, and making hiring recommendations in consultation with faculty members having expertise in the affected discipline and consistent with relevant El Camino standards and practices.

- 7) Scheduling and conducting division meetings at least once per month.
- 8) Managing day-to-day operations and first-level problem solving; maintaining health and safety standards and handling informal grievances; submitting requests for supplies, equipment, repairs and maintenance.
- 9) Providing orientation of new personnel within the Division in conjunction with faculty members with expertise in the affected discipline to help to ensure that faculty and staff in the Division understand their obligation to adhere to required work hours and schedules and to the system for reporting absences or other attendance matters.
- 10) Advising, assisting and counseling faculty and staff within the division.
- 11) Serving on, or recommending appropriate faculty to serve on division-related and Center- or college-wide committees.
- 12) Communicating and consulting with other divisions, and serving as a reliable intermediary between the Division and other segments of the Center and El Camino.
- 13) Supporting student retention and recruitment efforts.
- 14) Being regularly available to students who enroll in the Division's courses, or make use of the Division services, to facilitate their success, respond to their inquiries and concerns, explore their suggestions and monitor their complaints.
- 15) Supporting course program assessment efforts and assisting the Division faculty in the development of appropriate assessment tools.
- 16) In conjunction with the Division SLO facilitator, organizing and coordinating division faculty meetings on Student Learning Outcomes, program development and program review.
- 17) Facilitating strong collegial relationships and teamwork among professionals.
- 18) Performing other duties as assigned by the Dean.

ARTICLE X: EVALUATION PROCEDURE

10.1 GENERAL PROVISIONS

a. The major aim of evaluation is to support student learning by improving instruction and educational services to students. However, formal evaluations have several purposes, which include:

- 1) Recognizing outstanding performance;
- 2) Improving satisfactory performance and furthering the growth of faculty members who are performing well;
- 3) Identifying weak performance and assisting faculty members in achieving required improvement; and
- 4) Documenting unsatisfactory performance.

Among the purposes of evaluation, the quest for the improvement of instruction and educational services to students is the highest goal. A systematic approach to evaluation is essential to the improvement of instruction and educational services to students. Therefore, a procedure that reviews a faculty member's performance of his or her assigned duties as well as all of his or her other contractual and professional responsibilities shall be implemented with these aims paramount.

- b. All faculty members are considered potential members of Faculty Evaluation Teams. If a faculty member chosen to evaluate feels unable to serve on an Evaluation Team, the faculty member shall refer the matter to his or her Dean. All full-time faculty members may be required to serve on up to 2 Faculty Evaluation Teams per semester to evaluate other faculty members. A faculty member may decline to evaluate one faculty member in one semester if selected as a peer evaluator. In that case, the faculty member may be expected to serve on up to three evaluations per year.
- c. Formal evaluations shall be conducted and documented as prescribed in this article. They shall occur at intervals that are at least as frequent as those prescribed in Sections 10.2.a, 10.4.a, and 10.5.a and can take the form of a Standard evaluation or a specialized evaluation (for example, a Special Evaluation or a Division Chair evaluation).
- d. All results of evaluation procedures, including data, discussions and recommendations made by the evaluators, shall be held in strict confidence by all persons involved in the evaluation process or in the handling of evaluation materials.
- e. Evaluation procedures shall apply to all unit members, either directly or indirectly involved in the instructional process, and the results shall become a part of that individual's personnel file.
- f. Evaluation will employ objective criteria which lend themselves to use in reaching conclusions relating to instruction or educational services. However, certain aspects of instruction and educational services cannot be reduced to specific objective criteria; therefore, professional judgment will be included in the evaluation procedure.
- g. Unless expressly provided otherwise, the following definitions shall apply throughout this article:
 - (1) "Standard evaluation" is an evaluation that reviews a tenured faculty member's performance based on a portfolio, data from structured data gathering, and observations by the Faculty Evaluation Team
 - (2) "Probationary evaluation" is an annual standard evaluation that reviews a probationary faculty member's performance based on a portfolio, data from structured data gathering, and observations by the Faculty Evaluation Team.
 - (3) "Division Chair evaluation" is an evaluation that reviews a Division Chair's performance based on data from structured data gathering from the division faculty and observations by the Dean.
 - (4) "Temporary Faculty evaluation" is an evaluation that reviews a temporary faculty member's performance based on a portfolio, data from structured data gathering, and observations by the Faculty Evaluation Team.

- (5) "Special evaluation" is an administrative evaluation that reviews a faculty member's performance related to the issue or issues that cause the evaluation to be initiated, based on data from structured data gathering and observations by the Dean.
- (6) "El Camino" means the El Camino Community College District.
- (7) "Faculty Council" means the El Camino College Compton Center Faculty Council of the El Camino College Academic Senate.
- (8) "Academic Senate" means the Academic Senate of the Compton Community College District.
- (9) "CEO" means the Chief Executive Officer of Compton Community College District or his or her designee.
- (10) "Tenured faculty" means those faculty members who have completed their probationary period and obtained permanent status.
- (11) "Probationary faculty" means those faculty members who are employed under an annual contract in a probationary assignment, but who have not completed their probationary period.
- (12) "Temporary faculty" means those faculty members who are neither tenured nor probationary, and who are employed under provisions of the Education Code that authorize their service as temporary employees, full- or part-time.
- (13) "Board of Trustees" means the governing board of the Compton Community College District or the State's Special Trustee acting on the Board's behalf.
- (14) "Portfolio" is a collection of current documents created by a faculty member being evaluated that includes: a self-evaluation; a reflective narrative describing participation in, development of, assessment of, and follow-up to his or her course and program SLOs, program plans, and program reviews; representative course syllabi; sample class assignments, tests, or exercises; and selected course handouts. It also includes as appropriate other materials that document curriculum development or service improvement activities; professional development or research activities; committee work; professional contributions to the department or Center, publications, relevant community service, awards and honors, etc.

10.2. EVALUATION OF TENURED FACULTY

- a. Tenured faculty members shall be evaluated every three academic years unless a special evaluation is appropriate.
- b. To initiate a formal evaluation, the Dean shall send the tenured faculty member, and his or her Division Chair, a notice informing them that the faculty member will be evaluated as provided in this article
- c. Faculty Evaluation Teams shall be appointed by the president of the Academic Senate and the CEO or his/her designee with agreement by the Federation and shall consist of:
 - (1) the appropriate dean or academic administrator, who shall chair the evaluation team; and
 - (2) the appropriate Division Chair or his or her designee; and
 - (3) two tenured faculty members from the discipline; and
 - (4) if possible, one additional faculty member from a related discipline

The faculty member being evaluated may submit a timely challenge to the appointment of any one faculty member from the Faculty Evaluation Team with an explanation for the challenge. To be timely the challenge must be received in writing by the CEO on or before the date of the Faculty Evaluation Team's first meeting. Whenever a Team member needs to be replaced because the CEO honors the timely challenge, the CEO shall promptly appoint a replacement in consultation with the presidents of the Academic Senate and the Federation.

- i. If the CEO allows the challenged faculty member to serve on the Team, and if that challenged faculty member is the only faculty member in that discipline on the Team, then the evaluated faculty member may request a second faculty member from a discipline different from the challenged faculty member's discipline to be appointed to the Team. This second faculty member will be selected by the CEO or his/her designee.

- d. The role of the Dean shall be to convene meetings of the committee, prepare meeting agendas, preside at committee meetings, and assemble an evaluation file (which shall be kept in the Human Resources Office) consisting of all of the documents and other materials that are relevant to the evaluation and that need to be preserved as a part of the process.
- e. Standard evaluations shall be conducted during Fall or Spring semesters and shall include:
 - (1) A Self Evaluation as described in Appendix B,
 - (2) Workplace observations by Faculty Evaluation Team members in accordance with the forms in Appendix B,
 - (3) Student Surveys as described in Appendix B,
 - (4) A portfolio, as described below in section 10.1.g.(14) and in Appendix B, and
 - (5) A summary written by the Team, as described in section 10.2.f.(3).
- f. Standard evaluations shall be conducted as follows:
 - 1) Before commencing any structured data gathering or engaging in any other substantive business, the Faculty Evaluation Team shall prepare a plan for the evaluation that specifies:
 - i. The materials assembled in a portfolio that it intends to request from the faculty member being evaluated.
 - ii. The manner and extent to which it intends to collect data from students, peers, administrators and other individuals using the data collection instruments set forth in Appendix B.
 - iii. How it intends to inquire into the nature and extent of the faculty member's response to recommendations contained in any of his or her previous evaluations;
 - iv. Whom it intends to charge with the responsibility of collecting the data, whether a member of the Team or not; and
 - v. A general schedule under which the Team intends to complete its work and appropriate protocols for giving the faculty member prior notification of classroom visits or other data collection activities that require interaction with the faculty member's students. To the extent possible, different courses will be observed up to a maximum of three, and in the event that only one course is assigned up to a maximum of three sections will be observed.
 - 2) Before adopting a final version of its plan, the Faculty Evaluation Team shall share a draft of the plan with the faculty member being evaluated and solicit his or her comments. Once it adopts a final plan, the Team shall send a copy of the plan to the faculty member being evaluated.
 - 3) At the conclusion of its data gathering, the Faculty Evaluation Team shall review all of the data collected as part of the evaluation plan, as well as any formal recommendations to the faculty member contained in his or her past evaluations. Based on that information, the committee shall complete an appropriate evaluation summary that includes at least an evaluation of the faculty member's performance related to SLO assessment, Program Review, program plans, and commitment to advancing the program, division, and/or institution (via committee and other work), instructional performance, and course management.. For each applicable performance category listed on the form, the Team shall:
 - i) prepare a brief narrative assessment of the faculty member's performance that reflects the Team's analysis of the data it collected; and
 - ii) assign one of the following ratings: exceeds expectations, meets expectations, needs improvement. Any "exceeds expectations" ratings will be substantiated in writing with detailed explanations of how the expectations are exceeded. Similarly, any "needs improvement" ratings will be substantiated in writing with detailed explanation of the areas needing improvement.

The Team may also include as a part of the evaluation summary any formal recommendations to the faculty member being evaluated it believes are appropriate, including professional development activities. Such recommendations shall be included if the Team is assigning a rating of "needs to improve" or "unsatisfactory." The recommendations will include required timelines for completion. In cases of "needs to improve" or "unsatisfactory", the faculty member will have a Standard evaluation in the following semester, if still employed as a faculty member.

- 4) Faculty members of the Faculty Evaluation Team shall each write a summary report including, at a minimum, a recommendation to the dean about the final rating of the evaluatee. The Dean will then make the final determination of the evaluatee's performance, and write the final evaluation summary described above. If all of the members of the Team do not agree with the content of the evaluation summary, the Team shall provide for dissenting views to be documented and included as a part of the summary.
- 5) In addition to completing an evaluation summary, the Faculty Evaluation Team members may also prepare separate documents containing any informal comments or recommendations to the faculty member being evaluated. Any such document shall be treated as a private communication to the faculty member and shall not become part of the evaluation file.
- 6) The Faculty Evaluation Team chair shall forward the evaluation summary to the faculty member being evaluated for his or her review. The chair shall also provide the faculty member an opportunity to meet with the Team to discuss the evaluation.
- 7) The completed evaluation, when delivered to the faculty member by the Team chair, shall be accompanied by written advice that the faculty member may submit a written comment regarding the evaluation. If the faculty member chooses to submit a comment, it shall be appended to the copy of the evaluation contained in the faculty member's personnel file.

10.3 SPECIAL EVALUATIONS

- a. The CEO in consultation with the appropriate El Camino College administrator may initiate a Special Evaluation of any faculty member if:
 - 1) the faculty member requests a Special Evaluation; or
 - 2) the Dean cites identifiable issues about the faculty member's performance that are disclosed in the faculty member's evaluation, and the Faculty Evaluation Team concurs that those issues warrant further review and documentation through a Special Evaluation; or
 - 3) the faculty member's Faculty Evaluation Team recommends a Special Evaluation (which the committee may do at any time it determines such a recommendation to be appropriate); or
 - 4) The dean receives two or more written complaints with a finding against the instructor forwarded from the Student Life office; or
 - 5) If there is sufficient rationale indicating the faculty member is not fulfilling committee responsibilities or other professional obligations as described in Article 7 or Article 15.6; or
 - 6) the CEO in consultation with the appropriate El Camino College administrator determines that a Special Evaluation is appropriate to review events or circumstances that could lead to formal disciplinary action under Education Code Section 87732 (in which case the evaluation, once completed, shall be deemed to have served the purposes specified in Education Code Section 87671).

Any Special Evaluation initiated under Subsections (1) through (5) of this section shall be concluded within sixty days after it was commenced.

- b. Special Evaluations shall be conducted by an appropriate Dean or other administrator (hereinafter referred to as a Dean) designated by the CEO in consultation with the appropriate El Camino College administrator as follows:
- 1) The Dean shall solicit input from:
 - i) the available members of the Faculty Evaluation Team;
 - ii) appropriate individuals the faculty member identifies as having relevant information about his or her performance; and
 - iii) any others who the Dean or his or her designee believes should have relevant information about the performance of the faculty member.All such input shall be considered by the Dean before he or she completes the Special Evaluation.
 - 2) The Dean may, if it is appropriate to the evaluation, observe the faculty member as he or she teaches or performs his or her other duties, conduct student surveys with prior notification to the faculty member as to when such surveys would occur, or collect relevant data through other appropriate data collection methods.
 - 3) The Special Evaluation shall be recorded in writing. Once the Dean has completed the evaluation, he or she shall deliver the evaluation to the faculty member, offer to meet with the faculty member to discuss it, and after the meeting, if one occurred — place a copy of the evaluation in the faculty member's personnel file.
 - 4) The Dean shall also include as a part of the evaluation summary any formal recommendations to the faculty member being evaluated he or she believes are appropriate, including professional development activities. Such recommendations shall be included if the Dean is assigning a rating of "needs to improve" or "unsatisfactory." The recommendations will include required timelines for completion. In cases of "needs to improve" or "unsatisfactory", the faculty member will have a Standard evaluation in the following semester,
 - 5) The completed Special Evaluation, when delivered to the faculty member by the Dean, shall be accompanied by written advice that the faculty member may submit a written comment within 10 days regarding the evaluation. If the faculty member chooses to submit a comment, it shall be appended to the copy of the Special Evaluation contained in the faculty member's personnel file.

10.4 EVALUATION OF DIVISION CHAIRS

- a. During a faculty member's service as a Division Chair, his or her performance of the Division Chair's duties and responsibilities shall be evaluated at the end of his or her first year of service as Division Chair and at least once every other academic year thereafter.
- b. The evaluation of a Division Chair shall be conducted in the same manner as Special Evaluation with the following modifications:
 - (1) In place of the list of individuals specified in Section 10.3.b(1), the Dean shall solicit information about the Division Chair's performance of his or her duties and responsibilities as chair from faculty and staff in the division (including all those who ask to provide relevant information), as well as any others the Dean believes should have relevant information about the faculty member's performance as Division Chair.
 - (2) The Dean shall record the evaluation in writing as described in 10.3.b.(3) and Appendix B.
 - (3) Appendix B contains a survey that may be used to help evaluate Division Chairs.
 - (4) The evaluation of a Division Chair is a specialized evaluation that is separate from and in addition to the normal evaluation of the Division Chair as a faculty member.

10.5 EVALUATION OF TEMPORARY FACULTY

1. Temporary faculty shall be evaluated during their first semester of employment and at least once during the following three semesters of employment. Thereafter, each temporary faculty member shall be evaluated at least once every three years provided a break of service of more than one year has not occurred.
 - a. To initiate a formal evaluation, the Dean shall send the temporary faculty member, and his or her Division Chair, a notice informing them that the faculty member will be evaluated as provided in this article and specifying the time by which the evaluation should be completed.

- b. The evaluation shall be conducted as a Standard evaluation as described in section 10.2 with the following change:
 1. Evaluation of a full-time temporary faculty member shall follow all of the evaluation processes of a probationary faculty, as described in 10.6.
 2. Evaluation teams of part-time temporary faculty members shall contain, the Dean in addition to the Division Chair or designee, one faculty member, and the faculty member will be from the same or related discipline as the evaluatee. During the evaluation, the Faculty Evaluation Team may not complete the following without the evaluatee's written permission:
 - i) Survey Regarding Fulfillment of Professional Responsibilities
 - ii) Faculty Service Survey

This team shall provide for data collection which shall include the following:

- a) Portfolio;
 - b) one classroom observation,
 - c) student surveys collected from the faculty member's students
3. At the conclusion of data gathering, the team shall review all of the data collected, and based on that information, the committee shall complete an evaluation summary, using the appropriate summary form. The team shall assign one of the following ratings: exceeds expectations, meets expectations, or needs improvement.
 - a. The team may include as part of the evaluation summary any formal recommendations to the faculty member being evaluated it believes are appropriate.
 - b. The evaluation team shall forward the evaluation summary to the faculty member for review and comment and shall provide the evaluatee an opportunity to meet with the Dean to discuss the evaluation.
 - c. If the evaluatee submits comments, the team shall review them and take any additional action it determines to be appropriate in light of the comments. If the member declines to meet with the team, or fails to submit comments within 10 working days of the date on which the team met with the faculty member, the evaluation is deemed complete.
 4. Based solely on the evaluation summary and the accompanying materials in the evaluation file, the Dean shall either:
 - a. complete the evaluation by formally accepting the Faculty Evaluation Team's evaluation summary and based on the summary, rate the faculty member's overall performance as satisfactory, needs improvement, or unsatisfactory, or
 - b. return the evaluation to the evaluation team with a written explanation of the reasons the Dean declined to accept the evaluation, and comments regarding proposed steps the team should take to remedy the problems the Dean perceived.
 5. If the Dean declined to accept the recommendation of the evaluation team, the following shall occur:
 - a. The Faculty Evaluation Team shall review the explanation of the reasons the evaluation was not accepted and take the appropriate action to remedy the concerns identified. If the Team determines that additional actions are necessary to enhance or improve the evaluation in light of the explanation and comments from the Dean it shall take those actions. It may revise, correct, or amend the evaluation summary in any way it determines is appropriate, or it may leave the summary unchanged.

b. Once the Evaluation Team has completed any actions it determined to be necessary , it shall again forward the summary, with a written statement of the actions it took, to the faculty member being evaluated for comment. If the faculty member submits comments, the team shall review them and take any additional action it deems appropriate in light of the comments. It shall then forward the completed evaluation summary to the Dean. If the faculty member declines to comment or fails to comment within 10 working days of the date on which the committee sent the summary to the faculty member, the team shall forward the evaluation summary to the Dean.

c. Upon receiving the evaluation summary, the Dean shall complete the evaluation by formally accepting the evaluation summary, and based on the summary, rate the faculty member's overall performance as satisfactory, needs improvement or unsatisfactory.

6. Once the Dean has completed the evaluation by formally accepting the team's evaluation summary and assigning a rating to the faculty member's overall performance, he or she shall deliver the evaluation summary to the faculty member and place a copy of it in the faculty member's personnel file.

7. The completed evaluation, when delivered to the faculty member by the Dean, shall be accompanied by written advice that the faculty member may submit a written comment regarding the evaluation. If the faculty member chooses to submit a comment, it shall be appended to the copy of the evaluation contained in the faculty member's personnel file.

10.6 EVALUATION OF PROBATIONARY FACULTY

(1) General Provisions

1. The purpose of a probationary period is to give probationary faculty members who are candidates for tenure the opportunity to demonstrate that they meet the needs and expectations of the District and are performing at a level that warrants the granting of tenure. As a consequence, tenure review is, in a sense, the conclusion of the selection process: continued review and rigorous evaluation leading to a recommendation to the Board on whether to employ an individual as a permanent, tenured member of the faculty.
2. All results of evaluation procedures that are a part of the tenure review process, including data, discussions and recommendations made by the Probationary Faculty Evaluation Team or any other evaluator, shall be held in strict confidence by all persons involved in the evaluation and tenure review processes or in the handling of evaluation materials.
3. Evaluation of probationary faculty will employ objective criteria which lend themselves to use in reaching conclusions relating to instruction or educational services. However, certain aspects of instruction and educational services cannot be reduced to specific objective criteria; therefore, professional judgment will be included in the evaluation procedure.

(2) Probationary Faculty Evaluation Team

1. Within twenty working days of a probationary faculty member's first day of service in a probationary position, the CEO in consultation with appropriate El Camino College administrator shall appoint a Probationary Faculty Evaluation Team to evaluate his or her performance. The Dean serving on the Probationary Faculty Evaluation Team will make recommendations to the CEO. The Probationary Faculty Evaluation Team shall supervise the probationary faculty member's tenure review.

The Probationary Faculty Evaluation Team functions as a Standard evaluation team described in section 10.2, with the following exception.

- a. The evaluations must be conducted during Fall semesters unless conducted in the semester following a "Needs to Improve" evaluation.

The membership of the Probationary Faculty Evaluation Team is the same as that of the Standard evaluation team described in section 10.2, with the following exceptions.

- b. Two tenured faculty members of the Probationary Faculty Evaluation Team must be from the discipline. If there are no full-time faculty from the discipline currently active in the Compton District, a full-time faculty member from the discipline will be chosen from a nearby college, such as El Camino.
- c. To the extent practical, the membership of the Probationary Faculty Evaluation Team shall remain constant throughout the probationary faculty member's probationary period. However, a committee member shall be replaced if his or her service was challenged pursuant to section 10.2.c or he or she:
 1. resigns, retires, or becomes unavailable for continued service on the committee for any other reason; or
 2. will be absent on a leave of absence for one semester or more.

Whenever a committee member needs to be replaced, the CEO in consultation with appropriate El Camino College administrator shall promptly appoint a replacement by following the appointment process applicable to the replacement member's predecessor.

The tenure review committee shall consist of the probationary faculty evaluation team. In addition to two tenured members from the faculty at large designated by the Academic Senate (to the extent practical, one of those faculty members should be employed by Compton and the other by El Camino, and one of the two should be nominee of the faculty member being evaluated).

The faculty member may submit a timely challenge to the appointment of any one voting member of the Tenure Review Committee. To be timely the challenge must be received in writing by the CEO on or before the date of the committee's first meeting.

To the extent practical, the membership of the Tenure Review Committee shall remain constant throughout the probationary faculty member's probationary period. However, a committee member shall be replaced if his or her service was challenged pursuant to the final paragraph of Section B.1 or he or she:

- (a) resigns, retires, or becomes unavailable for continued service on the committee for any other reason;
- (b) will be absent on a leave of absence for one semester or more; or,
- (c) in the case of the Division Chair vacates his or her assignment as Division Chair.

Whenever a committee member needs to be replaced, the CEO shall promptly appoint a replacement by following the appointment process applicable to the replacement member's predecessor.

The Dean will serve as the chairperson of the Tenure Review Committee. The role of the chairperson shall be to convene meetings of the committee, prepare meeting agendas, preside at committee meetings, and assemble a tenure review file (which shall be kept in the Human Resources Office) consisting of all of the documents and other materials that are relevant to the process and that need to be preserved.

As one of its initial acts, the Tenure Review Committee will meet with the probationary faculty member to review the tenure review process and to discuss, in general terms, how it will be conducted.

C. First-Year Evaluation and Recommendation

1. As provided in Education Code Section 87605, "a faculty member shall be deemed to have completed his or her first contract year if he or she provides service for 75 percent of the first academic year." As a consequence, if a probationary faculty member's service as a probationary employee begins during the spring semester, his or her service during that academic year does not count as his or her first contract year for the purposes of tenure review, and he or she shall receive a first-year evaluation during the following fall semester. All other probationary faculty members shall receive their first-year evaluation during the fall semester of the academic year during which they first served as a probationary employee.

2. Before commencing the evaluation, the Probationary Faculty Evaluation Team shall prepare a recommended plan for the evaluation that anticipates the need to submit all required recommendations and supporting materials in a timely fashion so that the Board can act before March 15. The evaluation shall be conducted as a Standard evaluation described in section 10.2.
3. As a part of the Probationary evaluation summary the Probationary Faculty Evaluation Team shall also include:
 - a. the committee's recommendation as to whether the faculty member's overall performance should be rated as satisfactory, needs to improve, or unsatisfactory; and
 - b. the committee's recommendation regarding the probationary faculty member's continued employment as specified in Section F.
 - c. A needs Improvement recommendation shall follow the guidelines set forth in the section on Mentoring (Section 10.6 G). Second and third year evaluations with Needs Improvement recommendations shall follow the same procedure as set forth in the section on Mentoring.
4. Faculty members of the Probationary Faculty Evaluation Team shall write a summary report including, at a minimum, a recommendation to the dean about the final rating of the evaluatee. Based on the Team's summary, the Dean will then make the final determination of the evaluatee's performance, and write the final evaluation summary described above. If all of the members of the Team do not agree with the content of the evaluation summary, the Team shall provide for dissenting views to be documented and included as a part of the summary.
5. The Dean shall forward the evaluation summary to the probationary faculty member for his or her review and comment. It shall also provide the faculty member an opportunity to meet with the team to discuss the evaluation.
6. The completed evaluation, when delivered to the probationary faculty member by the Dean, shall be accompanied by written advice that the faculty member may submit a written comment regarding the evaluation. If the faculty member chooses to submit a comment, it shall be appended to the copy of the evaluation contained in the faculty member's tenure review and personnel files.
7. Based on the completed evaluation, if that evaluation is unsatisfactory, the District may remove the faculty member, or, if the evaluation indicates "needs improvement," it shall continue the evaluation during the second semester of the first year with a plan for improvement under a mentor. (See Sec 10.6 g.)
8. If the evaluation is continued, the probationary faculty member has 90 days from the completion of the first evaluation to demonstrate improvement based on the evaluation team's recommendations for improvement. That improvement must be demonstrated by February 1 for continued employment into the second probationary year.

(3) Second-Year Evaluation and Recommendation

1. Each probationary faculty member shall be evaluated during the fall semester of his or her second contract year. As a continuation of the tenure review process, the evaluation shall cover the entire period since the probationary faculty member's last evaluation, not just his or her performance during the fall semester. The original evaluation team shall, to the extent possible, continue to evaluate the same probationary faculty member through the tenure process.
2. The second-year evaluation shall be conducted in the manner specified in Sections C.2 through C.9, with the addition that, as a part of the evaluation, the Probationary Faculty Evaluation Team shall review the probationary faculty member's prior evaluations and inquire into the nature and extent of the faculty member's response to the recommendations contained in those evaluations.
3. At the same time it forwards the completed second-year evaluation file to the Dean, the Dean serving on the Probationary Faculty Evaluation Team shall forward its recommendation regarding the probationary faculty member's continued service. Based solely on the Probationary evaluation summary and the accompanying materials in the evaluation file, the Dean serving on the Probationary Faculty Evaluation Team shall, except under the circumstances described in Section F.4, recommend one of the following two actions: that the

probationary faculty member be given notice by the Board that he or she will be employed for the following two academic years as a probationary faculty member, or that the probationary faculty member be given notice by the Board that he or she will not be employed for the following academic year.

(4) Third- and Fourth-Year Evaluations and Recommendation

1. Each probationary faculty member shall be evaluated during the fall semester of his or her third contract year, and again during the fall semester of his or her fourth contract year. As a continuation of the tenure review process, each evaluation shall cover the entire period since the probationary faculty member's last evaluation, not just his or her performance during the semester in which the evaluation is conducted.
2. The third- and fourth-year evaluations shall be conducted in the manner specified in Sections C.2 through C.9, with the addition that, as a part of the evaluation, the Probationary Faculty Evaluation Team shall review the probationary faculty member's prior evaluations and inquire into the nature and extent of the faculty member's response to the recommendations contained in those evaluations.
3. Notwithstanding anything in Section C to the contrary, neither the Probationary Faculty Evaluation Team, nor the Dean serving on the Team shall forward any recommendation regarding the probationary faculty member's continued service as a part of the evaluation conducted during the faculty member's third contract year, but they shall do so as a part of the evaluation conducted during the fourth contract year. The Dean serving on the Probationary Faculty Evaluation Team will forward recommendations to the CEO as part of the evaluation conducted during the fourth contract year.

(5) Recommendations to the Board

1. Before March 15 of each probationary faculty member's first, second and fourth contract years, the CEO shall forward the recommendation of the faculty member's Probationary Faculty Evaluation Team's Dean regarding the probationary faculty member's continued service, along with the CEO's recommendation regarding that matter to the Board of Trustees. The CEO's recommendation shall be based solely on the Probationary Faculty Evaluation Team Dean's Probationary evaluation summaries, accompanying materials in the evaluation file, any Special Evaluations that were performed, and the recommendations of the Probationary Faculty Evaluation Team Dean.
2. Except as provided in Section F.4, below, any recommendation forwarded during a probationary faculty member's first contract year shall be a recommendation to notify the faculty member that:
 - a. he or she will be employed for the following academic year as a second year probationary faculty member, or that
 - b. he or she will not be employed for the following academic year.
3. Except as provided in Section F.4, below, any recommendation forwarded during a probationary faculty member's second contract year shall be a recommendation to notify the faculty member that:
 - a. he or she will be employed for following two academic years as a probationary faculty member, or that
 - b. he or she will not be employed for the following academic year.
4. Notwithstanding Sections F.2 and F.3, the CEO, in consultation with appropriate El Camino College, administrator may, during a probationary faculty member's first or second contract year, recommend that the faculty member be employed for all subsequent academic years as a tenured faculty member, but only in extraordinary circumstances where that recommendation has been initiated by the Dean serving on the Probationary Faculty Evaluation Team on the basis of documented evidence that the probationary faculty member is performing at a level that warrants the granting of early tenure, and the CEO finds that there are clear and compelling reasons to conclude that the action will be in the best interests of the district. No recommendation made pursuant to this section, and no action accepting or rejecting any such recommendation, shall be grievable.

5. Any recommendation forwarded during a probationary faculty member's fourth contract year shall be a recommendation to notify the faculty member that:
 - a. he or she will be employed for all subsequent academic years as a tenured faculty member, or that
 - b. he or she will not be employed for the following academic year.

G. Mentors

New faculty members are to be encouraged to have a mentor. The mentor shall be a tenured faculty member with satisfactory evaluations. The mentor may not be a member of the new faculty member's evaluation team. As mentoring is part of a team-building process, it is voluntary; therefore, a mentor may be assigned only one evaluatee to coach to a satisfactory evaluation.

Mentors become essential in the case of a Needs Improvement recommendation during the evaluation process for probationary faculty; they can also be instrumental in fostering improvement for tenured faculty with the Needs Improvement recommendation.

1. When a probationary faculty member requests a mentor, the Dean shall consult with the probationary faculty member and his or her Division Chair to identify and recruit an appropriate mentor. A mentor can be any tenured faculty member employed by Compton or El Camino who volunteers to serve in that capacity, but he or she may not serve on the probationary faculty member's Probationary Faculty Evaluation Team.
2. There are two distinct categories of mentors: one is sought by the evaluatee, not as a part of the evaluation process; the other is recommended by the evaluation team as the result of a "needs improvement evaluation during probationary evaluations.
3. Mentors shall be trained in accordance with guidelines mutually agreed upon and developed by representatives from the Academic Senate in consultation with the Federation, and a representative from Academic Affairs. Training for mentorship and team building shall be provided by the district; Based on the number of hours required for mentorship training, the mentor shall receive flex credit for the hours completed.
4. Mentors may be recommended by the evaluation team and shall be assigned by the Dean and the Division Chair in consultation with the evaluatee. When a mentor is recommended as part of the evaluation process, the committee shall produce a detailed list of specific issues that the faculty member must work on to achieve a satisfactory evaluation during the 90 day period following the fall semester evaluation.
5. Tenured faculty shall have one semester from the issuance of the evaluation summary in which to improve performance and complete the tasks assigned by the evaluation team.
6. A tenured faculty member may not serve as a mentor to more than one probationary faculty member, since effective mentoring often requires the investment of an extensive amount of time and effort, and the work is voluntary..
7. During the period of mentoring, the mentor shall consult and interact with the probationary faculty member for the purposes of enhancing the probationary faculty member's effectiveness and ability to perform his or her basic duties, and encouraging the probationary faculty member's professional growth. All mentors shall adhere to any mentoring guidelines adopted by the District.

10.7 Non-Teaching Faculty Evaluations:

Non-teaching faculty includes counselors, librarians, and coordinators of special programs.

Non-teaching faculty shall receive probationary standard evaluations or tenured faculty standard evaluations on the three-year cycle; however, the forms for the evaluation by peer teams shall be based on the job description for the position.

APPENDIX [B]
EVALUATION FORMS

**COMPTON COMMUNITY COLLEGE DISTRICT
EVALUATION NOTICE FORM**

To:

From:

Subject: Evaluation

Date:

-To initiate a formal evaluation, the Dean shall send the tenured faculty member, and his or her Division Chair, a notice informing them that the faculty member will be evaluated as provided in this article and, if a Standard evaluation is not already required by Section 10.2.a, describing how the form of the evaluation will be determined. (Article X, Section 10.2.b.)

Article X of the agreement between the District and AFT provides for evaluations of tenured, probationary, and temporary full time and part-time faculty and division chairs as well as a special administrative evaluation for faculty. The article also specifies the evaluation form and timeline for each.

The District's records show that you are due for an evaluation this year and according to Article X, the form of the evaluation will be a

- Standard Evaluation to be conducted as prescribed in Section 10.2.
- Special Evaluation to be conducted as prescribed in Section 10.3,
- Division Chair Evaluation to be conducted as prescribed in Section 10.4,
- Temporary Faculty Evaluation to be conducted as prescribed in Section 10.5, or
- Probationary Faculty evaluation to be conducted as prescribed in Section 10.6.

If you have any questions about this notice or your evaluation this term, please see me.

PORTFOLIO INFORMATION

For each distinctly different course you are currently teaching, please provide *examples* of the following materials you have prepared:

1. Self-evaluation in accordance with the attached template
2. Course syllabus, including description of grading policy, textbook (title, author, publisher and date) and description of any supplemental material used in the course.
3. Sample quizzes, mid-terms, and final examination.
4. Key information handouts.
5. Assignments (e.g., typical assignments, key projects).

In addition, please provide any other information you think should be included to adequately describe the instructional strategies you employ in the course. Please be concise.

Self-Evaluation Template

Items you should discuss in your self-evaluation include all of the following:

Your:

1. analysis of the student survey summary report and student comments,
2. student learning outcomes (SLO) assessment strategies, and any follow-up revisions to instruction you have made or plan to make based on SLO assessments since your previous evaluation,
3. success and retention rates in your courses, if applicable; what changes could and should be made to improve student success,
4. unique contributions in the development or revisions to course curriculum since your previous evaluation,
5. unique contributions to writing, editing, or following through on recommendations in Program review or program plans since your previous evaluation,
6. participation in professional development activities and committee work (departmental, shared governance, screening, district and state), what you gained by this service, and what the institution gained by this service since your previous evaluation,
7. methods to stay current in your field, both in terms of content knowledge and pedagogical techniques, and
8. plans to make any other changes related to your role as a faculty member.

Part-time temporary faculty may omit items 4, 5 and 6 if the evaluatee wishes.

Evaluation Plan Template, Time Table & Worksheet

Name of Evaluatee:	
Department:	
Evaluation Period:	

Step	Approximate Date (Week of Term)	Actual Start Date	Action	Task & Responsible Party
1	1		Start the process.	Dean informs faculty member and Division Chair
2	4		CEO or designee Appoints Faculty Evaluation Team	Evaluation Team Chair : <hr/> Faculty Team Members : <hr/> <hr/> <hr/> <hr/>

Step	Approximate Date (Week of Term)	Actual Start Date	Action	Task & Responsible Party
3	5		<p>Faculty Eval Team convenes to:</p> <p>1. Prepare a plan for the evaluation that specifies:</p> <p>materials needed from the faculty member</p> <p>the data to be collected and the manner of collection</p> <p>nature of inquiry into faculty member's response to recommendations in past evaluations</p> <p>who will perform class or worksite visits or complete other data collection activities</p> <p>a general schedule under which the Team will complete its work and protocols for giving the faculty member notice of visits or other data collection activities that require interaction with his or her students.</p>	<p>Name of chair:</p> <p>_____</p> <p>Portfolio requested from faculty member —</p> <ul style="list-style-type: none"> <input type="checkbox"/> self-evaluation <input type="checkbox"/> syllabi – all classes <input type="checkbox"/> sample assignments <input type="checkbox"/> sample handouts <input type="checkbox"/> sample exams/quizzes <input type="checkbox"/> narrative – professional responsibilities (SLO, Program plan, Program Review, etc.) <input type="checkbox"/> other items, if any (describe) <p>_____</p> <p>_____</p> <p>Other data to be collected –</p> <ul style="list-style-type: none"> <input type="checkbox"/> student surveys <input type="checkbox"/> class or worksite observations <input type="checkbox"/> other, if any (describe) <p><input type="checkbox"/> who will collect data</p> <p>_____</p> <p><input type="checkbox"/> how will data be collected/when</p> <p>_____</p>

Step	Approximate Date (Week of Term)	Actual Start Date	Action	Task & Responsible Party
4	6		Share plan with faculty member and solicit comments.	Plan shared with faculty member on :
5	7		Adopt final plan Send copy to faculty member	Final plan adopted on: Copy sent to faculty member on:
6	8		Data gathering begins.	
7	11		Data gathering complete. Review all data and past evaluations. Complete evaluation summary form.	Team meets to review data and prepare draft summary form on:
8	12		Send summary to faculty member for review and comment. Provide faculty member with opportunity to meet with Team.	Draft summary sent to faculty member on:
9	15		Dean delivers completed evaluation summary to faculty member with notice that faculty member may submit a written comment regarding the evaluation, which will be appended to it.	Completed evaluation summary sent to faculty member on:

CLASS OBSERVATION (TEACHING)

Faculty Member: _____ Observer: _____

Class/Section: _____ Date: _____ Scheduled Time: _____

Type of Class Observed (e.g., lecture, lab, demonstration, performance)

Number of Students Attending: _____ Time Class Began: _____

Subject Matter Covered (e.g., the primary subject matter focused upon during the session):

Each section below must include comments supporting the rating checked in the box.

Method(s) of instruction (e.g., lecture, discussion, tutorial, seminar, demonstration, or a combination of methods):

Check one: Very strong Good Weak Needs Improvement Not Applicable

Knowledge of subject matter (e.g., how does the instructor show awareness of recent developments and research in the field; how does the instructor show a sufficient understanding of the technical aspects of the field; how does the instructor demonstrate a command of facts as well as interpretations of the material?):

Check one: Very strong Good Weak Needs Improvement Not Applicable

Appropriateness of subject matter (i.e., how does the subject matter relate to and contribute to the course objectives and achievement of the stated student learning outcomes?):

Check one: Very strong Good Weak Needs Improvement Not Applicable

Appropriateness of assignments (i.e., is the work assigned during the observed class period commensurate with students' ability and the objectives of the course?):

Check one: Very strong Good Weak Needs Improvement Not Applicable

Evidence of subject matter organization (e.g., how has the instructor used the class period efficiently; how has the instructor designed the lesson in a logical manner so that the objectives are clear and logical?):
Check one: Very strong Good Weak Needs Improvement Not Applicable

Evidence of preparation (e.g., how has the instructor provided necessary material for the class in an organized fashion; how has the in instructor anticipated students' questions about materials?):
Check one: Very strong Good Weak Needs Improvement Not Applicable

Use of available resources (e.g., how does the instructor appropriately and effectively use educational facilities — such as the board or seating arrangements — visual or audio aids, or other forms of technology; are teaching aids current?):
Check one: Very strong Good Weak Needs Improvement Not Applicable

Instructional delivery (e.g., does the instructor speak clearly and modulate the pace of his or her speech appropriately; how does the instructor show enthusiasm for the subject matter and the students through physical movement and speech?):
Check one: Very strong Good Weak Needs Improvement Not Applicable

Evidence of creativity (e.g., how has the instructor attempted to present the subject matter imaginatively in a way that engages students and increases their mastery of the lesson?):
Check one: Very strong Good Weak Needs Improvement Not Applicable

Communication with students (e.g., does the instructor listen to the students; does the instructor answer questions clearly, pursuing discussion to ensure students' understanding; does the instructor encourage all students to participate in discussion and to express divergent opinions; how is the climate conducive to promoting respect and confidence among the students and among the instructor and students; how does the instructor encourage equal participation among students, regardless of ethnicity, cultural background, age, gender and lifestyle?):
Check one: Very strong Good Weak Needs Improvement Not Applicable

Critical thinking skills (i.e., how does the instructor stimulate critical thinking by presenting material inductively or otherwise promoting independent thinking and the precise evaluation of ideas or principles?):
Check one: Very strong Good Weak Needs Improvement Not Applicable

OBSERVATION FOR ON-LINE TEACHING

Faculty Member: _____ Observer: _____

Course: _____ Date: _____

Subject Matter Covered: _____

Each section below must include comments supporting the rating checked in the box.

Knowledge of subject matter (e.g., How does the instructor show awareness of recent developments and research in the field; how does the instructor show a sufficient understanding of the technical aspects of the field; how does the instructor demonstrate a command of facts as well as interpretations of the material?):

Check one: Very strong Good Weak Needs Improvement Not Applicable

Appropriateness of subject matter (i.e., How does the subject matter relate to and contribute to the course objectives and achievement of the stated student learning outcomes?):

Check one: Very strong Good Weak Needs Improvement Not Applicable

Appropriateness of assignments (i.e., is the work assigned commensurate with students' ability and the objectives of the course?):

Check one: Very strong Good Weak Needs Improvement Not Applicable

Evidence of subject matter organization and preparation (e.g. has the instructor designed the online class so that the objectives are clear and class activities are logically related?):

Check one: Very strong Good Weak Needs Improvement Not Applicable

Student authentication (i.e., how has the instructor designed the online class to minimize opportunities for cheating?):

Check one: Very strong Good Weak Needs Improvement Not Applicable

Use of web site resources (e.g., do site materials show clear signs of planning and organization; does the site contain multiple instructional elements — text, graphics, links, media, chat; is the site easy to navigate; is the content presented in an effective, understandable manner; in what ways does site meet accessibility standards?).

Check one: Very strong Good Weak Needs Improvement Not Applicable

Evidence of creativity (e.g., how has the instructor attempted to present the subject matter imaginatively in a way that engages students and increases their mastery of the lesson?):

Check one: Very strong Good Weak Needs Improvement Not Applicable

Communication with students (e.g., how does the instructor initiate communication and interaction with students; how does the instructor provide an adequate opportunity for communication with students; does the instructor answer questions clearly, pursuing communication among students to ensure understanding; how does the instructor encourage all students to participate in discussion and to express divergent opinions; is the climate conducive to promoting respect and confidence among the students and among the instructor and students; how does the instructor encourage equal participation among students, regardless of ethnicity, cultural background, age, gender and lifestyle?):

Check one: Very strong Good Weak Needs Improvement Not Applicable

Critical thinking skills (i.e., does the instructor stimulate critical thinking by presenting material inductively or otherwise promoting independent thinking and the precise evaluation of ideas or principles?):

Check one: Very strong Good Weak Needs Improvement Not Applicable

Communication Types with Students (e.g. Does the instructor regularly participate in online discussions with students? Does the instructor hold regularly schedule Chat sessions/Virtual Office Hours with students? Does the instructor respond to student emails in a timely manner?):

Check one: Very strong Good Weak Needs Improvement Not Applicable

OBSERVATION FOR COUNSELING, LIBRARY AND OTHER NON-CLASSROOM ACTIVITY

(Note: Class Observation form for Human Development and similar classes)

Faculty Member: _____ Observer: _____

Type of Session: _____ Date: _____

The Faculty member:	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
1. Is approachable.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					
2. Treats student(s) equitably and with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					
3. Discusses academic needs, goals, information, and ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					
4. Presents information clearly and sees to it that transitions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					
5. Uses language that is understandable and at an appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					
6. Encourages questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					
7. Answers questions clearly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					
The Faculty member:	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
8. Maintains a rate and tone of oral delivery that are effective.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					
9. Uses effective ways to communicate information to the student (e.g. discussion, handouts, technology).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					

10. Uses material that is appropriate for the setting and student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					
11. Uses time effectively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					
12. Shows appropriate interest in the student's needs and enthusiasm for the task.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					
13. Demonstrates adequate, up-to-date knowledge of the topics discussed.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					

Additional comments, if any:

COMPTON COMMUNITY COLLEGE DISTRICT
Survey Regarding Fulfillment of Professional Responsibilities

To: Dean	
From: Faculty Evaluation Team	Date:
Subject: Evaluation of	
Period Covered: Beginning _____ Ending _____	

A Faculty Evaluation Team is collecting data for use in a comprehensive evaluation of the faculty member listed above and is asking for your help in providing relevant information about his/her fulfillment of professional responsibilities. When you have completed this form, please return it to the person who sent it to you. Thank you in advance for your help!

The Faculty Member:	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
1. Adheres to applicable district policies and procedures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					
2. Submits grades no later than 10 calendar days following the last class date.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					
3. Submits supplemental documents to Admissions and Records related to students' course grades by posted deadlines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					
4. Submits census reports, adds, drops in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					
5. Posts teaching/office hour schedule and submits a copy to Academic Affairs by the end of the second week of each semester	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					
6. Attends and participates collegially in department/division meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					

The Faculty Member:	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
7. Serves on committees (institutional, screening-selection, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					
8. Works collegially with division faculty and others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					
9. Keeps current in the field (e.g.: attending workshops, attending conferences, professional/technical journals)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Comments:					

5, 6 and 7: Not Applicable to part-time temporary faculty. Can note if desired by the Part Time faculty member.

Additional comments, if any:

Signature:	Date:
------------	-------

Thank you for your participation in this survey.

**COMPTON COMMUNITY COLLEGE DISTRICT
Faculty Service Survey**

To:	Leadership Position	
From: Faculty Evaluation Team	Date:	
Subject: Faculty Service Evaluation		
Committee/Task Force/Group:	Period Covered: Beginning _____ Ending _____	

A Faculty Evaluation Team is collecting data for use in a comprehensive evaluation of the faculty member listed above and is asking for your help in providing relevant information about his/her contribution as a participant in the committee, task force or group listed above. When you have completed this form, please return it to the person who sent it to you. Thank you in advance for your help!

	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
1. Attends meetings of the above group regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Contributes to the overall efficacy of the above group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Deals in a professional manner with colleagues.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. List and describe the responsibilities for this individual on your committee during this evaluation period.

5. Describe how well this individual is performing in these areas of responsibility.

6. What, if anything, could this person do to contribute more?

Comments (feel free to attach additional comments)

Signature	Date
Position	

Not applicable to Part-time Temporary Faculty

Thank you for your participation in this survey.

**COMPTON COMMUNITY COLLEGE DISTRICT
STUDENT SURVEY – FACE-TO-FACE INSTRUCTION**

Course Title:

Section Number:

Instructor:

Directions:

- Use a black number 2 pencil only
- Mark only one answer per question by completely filling in the appropriate circle.
- Erase completely any answer changes and stray marks
- Use the other side of the form for written comments.

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know / Not Applicable
1. The instructor clearly defined the course requirements. 2. The instructor distributed a syllabus by the second class meeting. 3. The syllabus clearly outlined the course objectives, student learning outcomes, and grading criteria. 4. The instructor is well prepared and organized. 5. The instruction relates to the course objectives and student learning outcomes. 6. The class starts on time and meets for the entire time specified in the class schedule. 7. The instructor regularly grades/evaluates or provides feedback on my performance in a timely fashion. 8. The instructor is available during posted office hours. 9. The instructor interacts with students in ways that are free of discrimination. 10. The instructor challenges me, motivates me and encourages my interest in the subject. 11. The instructor creates an environment in which it is safe for students to seek help, ask questions, or express opinions that differ from those of the faculty member. 12. The instructor is knowledgeable in the subject area. 13. The instructor treats students with respect. 14. The instructor maintains good class control. 15. I would take another course with this instructor, if possible, or I would recommend this instructor to other students.					

Comments:

**COMPTON COMMUNITY COLLEGE DISTRICT
STUDENT SURVEY – ONLINE INSTRUCTION**

Course Title:

Section Number:

Instructor:

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know / Not Applicable
<ol style="list-style-type: none"> 1. The instructor clearly defined the course requirements. 2. The instructor distributed a syllabus by the first day of the session. 3. The syllabus clearly outlined the course objectives, student learning outcomes, and grading criteria. 4. The instructor is well prepared and organized. 5. The instruction relates to the course objectives and student learning outcomes. 6. The academic rigor of this class is comparable to an on-campus class. 7. The instructor regularly grades/evaluates or provides feedback on my performance in a timely fashion. 8. The instructor is available during posted virtual office hours and/or responds to my emails in a timely fashion. 9. The instructor interacts with students in ways that are free of discrimination. 10. The instructor challenges me, motivates me and encourages my interest in the subject. 11. The instructor creates an environment in which it is safe for students to seek help, ask questions, or express opinions that differ from those of the faculty member. 12. The instructor is knowledgeable in the subject area. 13. The instructor treats students with respect. 14. The instructor maintains good class control. 15. I would take another course with this instructor, if possible, or I would recommend this instructor to other students. 					

Comments:

**COMPTON COMMUNITY COLLEGE DISTRICT
Special Evaluation Summary**

Name of Faculty Member:		
Div/Discipline or Program/Service Area:	Date:	Pages:

Performance Category: (Insert a brief narrative. Attach additional pages if necessary)
1. Description of reason for evaluation
2. Description of how evaluation was conducted.
3. Summary of findings
4. Formal recommendations

Faculty Response

Dean/Date

--

Team Members' Signatures		
Print	Sign	Date

Dean's Acceptance of Evaluation Summary and Rating of Overall Performance		
__ Satisfactory	__ Needs Improvement	__ Unsatisfactory

Signed: _____ Date: _____

Comments:

Faculty Member's Acknowledgment of Receipt of Evaluation Summary

My signature, below, acknowledges receipt of this Evaluation Summary, but it does not necessarily indicate my agreement. I understand that I have a right to submit a written comment regarding the evaluation, and that if I do so, it will be appended to the copy of the evaluation contained in my personnel file.

Signed: _____ Date: _____

COMPTON COMMUNITY COLLEGE DISTRICT
Standard/Temporary Evaluation Summary

Name of Faculty Member:		
Div/Discipline or Program/Service Area:	Date:	Pages:

Performance Category: (Insert a brief narrative. Attach additional pages if necessary)	Exceeds Expectations	Meets Expectations	Needs Improvement
1. Discipline Knowledge/Currency			
2. Effectiveness of Teaching [or other relevant service]			
3. Institutional Participation & Fulfillment of Professional Responsibilities, including Student Learning Outcomes assessment, Program Review, program plans, and commitment to advancing the program, division, and/or institution (via committee and other work).			
4. Professional Development			

Formal Recommendations of the Faculty Evaluation Team (Attach additional sheets if necessary)

Recommendation regarding overall performance rating [optional]:
<input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvements <input type="checkbox"/> Unsatisfactory

Team Members' Signatures		
Print	Sign	Date
Dean's Acceptance of Evaluation Summary and Rating of Overall Performance		
__Satisfactory	__Needs Improvement	__Unsatisfactory

Signed: _____ Date: _____

Comments:

Faculty Member's Acknowledgment of Receipt of Evaluation Summary

My signature, below, acknowledges receipt of this Evaluation Summary, but it does not necessarily indicate my agreement. I understand that I have a right to submit a written comment regarding the evaluation, and that if I do so, it will be appended to the copy of the evaluation contained in my personnel file.

Signed: _____ Date: _____

COMPTON COMMUNITY COLLEGE DISTRICT
Probationary Evaluation Summary

Name of Faculty Member:		Probationary year: 1 2 3 4
Div/Discipline or Program/Service Area:	Date:	Pages:

Performance Category: (Insert a brief narrative. Attach additional pages if necessary)	Exceeds Expectations	Meets Expectations	Needs Improvement
1. Discipline Knowledge/Currency			
2. Effectiveness of Teaching [or other relevant service]			
. Institutional Participation & Fulfillment of Professional Responsibilities, including Student Learning Outcomes assessment, Program Review, program plans, and commitment to advancing the program, division, and/or institution (via committee and other work).			
4. Professional Development			

Formal Recommendations of the Faculty Evaluation Team (Attach additional sheets if necessary)

Recommendation regarding overall performance rating: <input type="checkbox"/> Satisfactory <input type="checkbox"/> Needs Improvement <input type="checkbox"/> Unsatisfactory Recommendation regarding continuation of employment: <input type="checkbox"/> One Year <input type="checkbox"/> Two Years <input type="checkbox"/> Permanent <input type="checkbox"/> None

Team Members' Signatures		
Print	Sign	Date
Dean's Acceptance of Evaluation Summary and Rating of Overall Performance		
__Satisfactory	__Needs Improvement	__Unsatisfactory

Signed: _____ Date: _____

Comments:

Faculty Member's Acknowledgment of Receipt of Evaluation Summary

My signature, below, acknowledges receipt of this Evaluation Summary, but it does not necessarily indicate my agreement. I understand that I have a right to submit a written comment regarding the evaluation, and that if I do so, it will be appended to the copy of the evaluation contained in my personnel file.

Signed: _____ Date: _____

COMPTON COMMUNITY COLLEGE DISTRICT
Division Chair Evaluation Summary

Name of Division Chair:		
Div/Discipline or Program/Service Area:	Date:	Pages:

Performance Category: (Insert a brief narrative. Attach additional pages if necessary)	Exceeds Expectations	Meets Expectations	Needs Improvement
1. Supervising, coordinating and participating in the evaluation of academic and classified personnel within the Division.			
2. Recommending scheduling, assigning, canceling, and/or adding classes after faculty consultation and in conformance with El Camino standards and practices.			
3. Recommending curriculum development, modification and deletions, and supervising the selection and development of course materials in accordance with student learning outcomes and other objectives approved by El Camino's curriculum committee.			
4. Consulting with faculty in the various disciplines, appropriate experts, El Camino officials, and others to coordinate curriculum development or service improvement efforts within the Division and with other Divisions.			
5. Recruiting and interviewing staff in conformance with applicable hiring procedures, and making hiring recommendations in consultation with faculty members having expertise in the affected discipline and consistent with relevant El Camino standards and practices.			
6. Scheduling and conducting division meetings at least once per month.			
7. Managing day-to-day operations and first-level problem solving, maintaining health and safety standards, and handling informal grievances.			
8. Submitting requests for supplies, equipment, repairs, and maintenance.			
9. Providing orientation, staff development, and in-service training of new personnel within the Division in conjunction with faculty members with expertise in the affected discipline.			
10. Advising, assisting, and counseling faculty and staff within the division.			
11. Providing input for institutional research/grant development efforts.			
12. Serving on, or recommending appropriate faculty to serve on, division-related and Center- or college-wide committees.			
13. Communicating and consulting with other divisions, and serving as a reliable intermediary between the Division and other segments of the Center and El Camino.			
14. Being regularly available to students who enroll in the Division's courses, or make use of the Division's services, to facilitate their success, respond to their inquiries and concerns, explore their suggestions, and monitor their complaints.			
15. Helping to ensure that faculty and staff in the division understand their obligation to adhere to required work hours and schedules and the system for reporting absences or other attendance matters.			
16. Facilitating strong collegial relationships and teamwork among the Division's faculty and staff, and facilitating adherence to applicable professional standards.			
17. Each Divisions Chair shall, in consultation with the appropriate Dean, establish a regular work schedule that will ensure his or her availability on campus for required meetings, consultations, and other activities or events where the Chair's presence is			

important, and that will minimize conflicts between the Chair's teaching or other duties and his or her performance of the duties of Division Chair. Furthermore, each Division Chair shall limit his or her acceptance of additional assignments or other commitments to the extent necessary to ensure that he or she will remain fully accountable for the quality, completeness, and timeliness of his or her performance of the duties of Division Chair.			
18. At the beginning of each academic year, each Division Chair shall, in consultation with his or her Divisional colleagues and the appropriate Dean, establish annual goals for the Division.			
19. Please take this opportunity to comment further on any additional topics of interest. Examples might include: a. How well the Division Chair addresses faculty, staff, student, or division needs; b. How well he or she ensures broad-based active faculty and staff participation in activities such as program planning, program review, SLO development and assessment; c. How well he or she delegates responsibility; d. How professional and respectfully he or she deals with faculty, staff, managers, and students; e. How well you believe he or she represents your division at the Center and elsewhere; f. Or other thoughts you would like to include.			

Formal Recommendations (Attach additional sheets if necessary)

Recommendation regarding overall performance rating:

Satisfactory
 Needs Improvement
 Unsatisfactory

Dean/Date

Division Chair Response

Division Chair/Date

COMPTON COMMUNITY COLLEGE DISTRICT

Evaluation Tool for Division Chairs

NOTE: This survey may be administered online instead of or in addition to being on paper.

This anonymous survey is designed to gather input from Compton Center employees as part of the evaluation of _____ in his/her role of Division Chair.

We appreciate you taking the time to give your opinion on how well you believe he/she is performing as Division Chair. This survey should only take a few minutes, although you are welcome to take as long as you wish.

Wording for 23 of the 24 questions comes directly from the faculty contract language describing Division Chair responsibilities.

Note that you may add a comment on any question and you may provide a longer comment at the end.

For each item below, give a rating between 1-5, 1 being the lowest rating and 5 being the highest rating, or assign a rating of "Not Applicable/Don't know" or give an "other" rating supported by comments. Comments are optional for all questions.

"Each Division Chair's duties and responsibilities shall include the following ..."

1. Supervising, coordinating and participating in the evaluation of academic and classified personnel within the Division.
2. Recommending scheduling, assigning, canceling, and/or adding classes after faculty consultation and in conformance with El Camino standards and practices.
3. Recommending adjustment of class size to comply with applicable El Camino class size limits.
4. Recommending curriculum development, modification and deletions, and supervising the selection and development of course materials in accordance with student learning outcomes and other objectives approved by El Camino's curriculum committee.
5. Consulting with faculty in the various disciplines, appropriate experts, El Camino officials, and others to coordinate curriculum development or service improvement efforts within the Division and with other Divisions.
6. Recruiting and interviewing staff in conformance with applicable hiring procedures, and making hiring recommendations in consultation with faculty members having expertise in the affected discipline and consistent with relevant El Camino standards and practices.
7. Scheduling and conducting division meetings at least once per month.
8. Managing day-to-day operations and first-level problem solving, maintaining health and safety standards, and handling informal grievances.
9. Submitting requests for supplies, equipment, repairs, and maintenance.
10. Providing orientation, staff development, and in-service training of new personnel within the Division in conjunction with faculty members with expertise in the affected discipline.
11. Advising, assisting, and counseling faculty and staff within the division.
12. Serving on, or recommending appropriate faculty to serve on, division-related and Center- or college-wide committees.

13. Communicating and consulting with other divisions, and serving as a reliable intermediary between the Division and other segments of the Center and El Camino.
14. Supporting student retention and recruitment efforts
15. Being regularly available to students who enroll in the Division's courses, or make use of the Division's services, to facilitate their success, respond to their inquiries and concerns, explore their suggestions, and monitor their complaints.
16. Helping to ensure that faculty and staff in the division understand their obligation to adhere to required work hours and schedules and the system for reporting absences or other attendance matters.
17. Facilitating strong collegial relationships and teamwork among the Division's faculty and staff, and facilitating adherence to applicable professional standards.
18. Each Divisions Chair shall, in consultation with the appropriate Dean, establish a regular work schedule that will ensure his or her availability on campus for required meetings, consultations, and other activities or events where the Chair's presence is important, and that will minimize conflicts between the Chair's teaching or other duties and his or her performance of the duties of Division Chair. Furthermore, each Division Chair shall limit his or her acceptance of additional assignments or other commitments to the extent necessary to ensure that he or she will remain fully accountable for the quality, completeness, and timeliness of his or her performance of the duties of Division Chair.
19. At the beginning of each academic year, each Division Chair shall, in consultation with his or her Divisional colleagues and the appropriate Dean, establish annual goals for the Division.
20. Please take this opportunity to comment further on any additional topics of interest. Examples might include:
 - a. How well the Division Chair addresses faculty, staff, student, or division needs;
 - b. How well he or she ensures broad-based active faculty and staff participation in activities such as program planning, program review, SLO development and assessment;
 - c. How well he or she delegates responsibility;
 - d. How professional and respectfully he or she deals with faculty, staff, managers, and students;
 - e. How well you believe he or she represents your division at the Center and elsewhere;
 - f. Or other thoughts you would like to include.

Because this is an anonymous survey, please respond to the following two questions:

I am:

Full-time faculty

Adjunct faculty

Staff

Manager

Student

I work

In the same division as the Division Chair

In another area

Thank you for your participation in this survey.

COMPTON COMMUNITY COLLEGE DISTRICT
First Year Experience Counselor
Evaluation Summary

Name:		
Div/Discipline or Program/Service Area:	Date:	Pages:

Performance Category: (Insert a brief narrative. Attach additional pages if necessary)	Exceeds Expectations	Meets Expectations	Needs Improvement
1. Counsel students in all academic and vocational areas providing academic advising, counseling and career exploration.			
2. Participate in the matriculation process including assessment, orientation, and development of student education plans and identifying retention strategies. .			
3. Teach Human Development classes.			
4. Assist in the preparation of curriculum guide sheets and catalog materials with four year institutions..			
5. Foster relationships with District high schools.			
6. Maintains records and reports as appropriate.			
7. Develop and implement a comprehensive FYE strategic plan that ensures student success within the program. Participate in division program review.			
8. Develop and assess student learning outcomes and monitor student success measures for the program. .			
9. Recruit students to participate in the FYE program. Enroll students to the appropriate FYE learning community. Administer a peer mentoring program for learning communities.			
10. Serve as a liaison with the counselors to keep them informed of the program. .			
11.Coordinate with deans, department chairs, program directors, and instructors to identify courses for FYE learning communities. Run meetings for both faculty and students.			
12. Train and supervise peer mentors for FYE program..			
13. Publicize FYE opportunities to new and continuing students and oversee FYE website and other publications.			
14. Coordinate academic support activities, including off-campus field trips for FYE participants.			
15. Coordinate student and parent communication systems if appropriate.			
16. Chair program review process to assess the effectiveness of the program.			
17. Work with program faculty to develop an intervention plan for FYE students not succeeding.			
18. Supervise graduate interns to assist with the FYE program.			
19. Provide group counseling			
20. Counsel probation/dis---status students			
21. Assist student learning outcomes and student success measures			
22. Participate in Division program services			
23. Cooperate and foster with faculty input FYE learning communities			
24. Running meetings for both faculty and students			
25. Administer a peer mentoring program for learning			

Formal Recommendations (Attach additional sheets if necessary)

Recommendation regarding overall performance rating: Satisfactory Needs Improvement Unsatisfactory

Team Members' Signatures		
Print	Sign	Date

Dean's Acceptance of Evaluation Summary and Rating of Overall Performance		
<input type="checkbox"/> Satisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Unsatisfactory

Signed: _____ Date: _____

Comments:

Faculty Member's Acknowledgment of Receipt of Evaluation Summary

My signature, below, acknowledges receipt of this Evaluation Summary, but it does not necessarily indicate my agreement. I understand that I have a right to submit a written comment regarding the evaluation, and that if I do so, it will be appended to the copy of the evaluation contained in my personnel file.

Signed: _____ Date: _____

COMPTON COMMUNITY COLLEGE DISTRICT
Evaluation Tool for First Year Experience Counselor

NOTE: This survey may be administered online instead of or in addition to being on paper.

This anonymous survey is designed to gather input from Compton Center employees as part of the evaluation of _____ in his/her role of FYE Counselor.

We appreciate you taking the time to give your opinion on how well you believe he/she is performing as FYE Counselor. This survey should only take a few minutes, although you are welcome to take as long as you wish.

Wording for the questions comes directly from the typical duties listed for this job position.

Note that you may add a comment on any question and you may provide a longer comment at the end.

For each item below, give a rating between 1-5, 1 being the lowest rating and 5 being the highest rating, or assign a rating of "Not Applicable/Don't know" or give an "other" rating supported by comments. Comments are optional for all questions.

"The FYE Coordinator's duties and responsibilities shall include the following ..."

1. Counsel students in all academic and vocational areas providing academic advising, counseling and career exploration..	
2. Participate in the matriculation process including assessment, orientation, and development of student education plans and identifying retention strategies. .	
3. Provide group counseling.	
4. Teach Human Development classes.	
5. Counsel probation/dismissal status students.	
6. Assist in the preparation of curriculum guide sheets and catalog materials with four year institutions..	
7. Foster relationships with District high schools.	
8. Assist student learning outcomes and student success measures..	
9. Participate in division program review.	
10. Maintains records and reports as appropriate.	
11. Develop and implement a comprehensive FYE strategic plan that ensures student success within the program.	
12. Develop and assess student learning outcomes and monitor student success measures for the program. .	
13. Recruit students to participate in the FYE program.	
14. Serve as a liaison with the counselors to keep them informed of the program. .	
15. Coordinate with deans, department chairs, program directors, and instructors to identify courses for FYE learning communities.	
16. Cooperate and foster with faculty input FYE learning communities.	
17. Running meetings for both faculty and students.	
18. Enroll students to the appropriate FYE learning community..	
19. Administer a peer mentoring program for learning communities.	
20. Train and supervise peer mentors for FYE program..	
21. Publicize FYE opportunities to new and continuing students and oversee FYE website and other publications.	
22. Coordinate academic support activities, including off-campus field trips for FYE participants..	
23. Coordinate student and parent communication systems if appropriate..	
24. Chair program review process to assess the effectiveness of the program..	
25. Work with program faculty to develop an intervention plan for FYE students not succeeding.	

26. Hire and supervise graduate interns to assist with the FYE program..	
--	--

Because this is an anonymous survey, please respond to the following two questions:

I am:

Full-time faculty

Adjunct faculty

Staff

Manager

Student

I work

In the same division as the Division Chair

In another area

Thank you for your participation in this survey.

COMPTON COMMUNITY COLLEGE DISTRICT
Instructional Specialist
Evaluation Summary

Name:		Date:	
Div/Discipline or Program/Service Area:		Pages:	

Performance Category: (Insert a brief narrative. Attach additional pages if necessary)	Exceeds Expectations	Meets Expectations	Needs Improvement
1. Design instructional support materials and activities for supplemental learning assistance..			
2. Organize the functions of the Center to work in concert with the functions of the appropriate instructional programs (s) and support services.. Establish planning priorities as they relate to the Center.			
3. Develop instructional intervention strategies for the retention of underprepared and at-risk students as well as strategies for enhancing student learning at all levels, with the basic skills, degree-applicable and transfer curriculum..			
4. Evaluate the suitability of instructional material, software, and media associated with the Center.			
5. Interface with faculty of all disciplines to determine their students' needs.			
6. Work with faculty to accomplish the delivery of instruction and supplemental learning activities and supervise the day to day delivery of all instruction in the center.			
7. Develop mechanisms to identify, diagnose and address individual student learning difficulties. .			
8. Help faculty to develop course-support materials for use in the Center.			
9. Serve as instructor of record in the Center and teach as assigned. .			
10. Assist in recruitment, training and evaluation of tutors and provide for the delivery of tutorial services.			
11. Ensure the preparation of accurate attendance reports and student usage statistics..			
12. Assist in providing direction to and supervision of student workers and classified staff as assigned..			
13. Develop, revise and refine curriculum.			
14. Design instructional support materials and activities for supplemental learning assistance.			
15. Organize the functions of the Center to work in concert with the functions of the appropriate instructional program(s) and support services. Establish planning priorities as they relate to the Center.			
16. Develop instructional intervention strategies for the retention of underprepared and at-risk students as well as strategies for enhancing student learning at all levels, with the basic skills, degree-applicable and transfer curriculum.			
17. Evaluate the suitability of instructional material, software and media associated with the Center.			
18. Interface with faculty of all disciplines to determine their students' needs.			
19. Work with faculty to accomplish the delivery of instruction and supplemental learning activities and supervise the day to day delivery of all instruction in the center.			
20. Develop mechanisms to identify diagnose and address individual student learning difficulties.			
21. Help faculty to develop course-support materials for use in the Center.			
22. Serve as instructor of record in the Center and teach as assigned.			
23. Assist in recruitment, training and evaluation of tutors and provide for the delivery of tutorial services.			

24. Assist in developing policies and procedures.			
25. Establish planning priorities as they relate to the Center.			
26. Ensure the preparation of accurate attendance reports and student usage statistics.			
27. Assist in providing direction to and supervision of student workers and classified staff as assigned.			
28. Participate in all appropriate departmental and college activities.			
29. Promote the Center throughout the campus.			

Formal Recommendations (Attach additional sheets if necessary)

Recommendation regarding overall performance rating: ___ Satisfactory ___ Needs Improvement ___ Unsatisfactory

Team Members' Signatures		
Print	Sign	Date

Dean's Acceptance of Evaluation Summary and Rating of Overall Performance		
___ Satisfactory	___ Needs Improvement	___ Unsatisfactory

Signed: _____ Date: _____

Comments:

Faculty Member's Acknowledgment of Receipt of Evaluation Summary

My signature, below, acknowledges receipt of this Evaluation Summary, but it does not necessarily indicate my agreement. I understand that I have a right to submit a written comment regarding the evaluation, and that if I do so, it will be appended to the copy of the evaluation contained in my personnel file.

Signed: _____ Date: _____

COMPTON COMMUNITY COLLEGE DISTRICT
Evaluation Tool for Instructional Specialist

NOTE: This survey may be administered online instead of or in addition to being on paper.

This anonymous survey is designed to gather input from Compton Center employees as part of the evaluation of _____ in his/her role of Instructional Specialist.

We appreciate you taking the time to give your opinion on how well you believe he/she is performing as Instructional Specialist. This survey should only take a few minutes, although you are welcome to take as long as you wish.

Wording for the questions comes directly from the typical duties listed for this job position.

Note that you may add a comment on any question and you may provide a longer comment at the end.

For each item below, give a rating between 1-5, 1 being the lowest rating and 5 being the highest rating, or assign a rating of "Not Applicable/Don't know" or give an "other" rating supported by comments. Comments are optional for all questions.

"The Instructional Specialist's duties and responsibilities shall include the following ..."

1. Design instructional support materials and activities for supplemental learning assistance..	
2. Organize the functions of the Center to work in concert with the functions of the appropriate instructional programs (s) and support services.. Establish planning priorities as they relate to the Center	
3. Develop instructional intervention strategies for the retention of underprepared and at-risk students as well as strategies for enhancing student learning at all levels, with the basic skills, degree-applicable and transfer curriculum. .	
4. Evaluate the suitability of instructional material, software, and media associated with the Center.	
5. Interface with faculty of all disciplines to determine their students' needs.	
6. Work with faculty to accomplish the delivery of instruction and supplemental learning activities and supervise the day to day delivery of all instruction in the center.	
7. Develop mechanisms to identify, diagnose and address individual student learning difficulties. .	
8. Help faculty to develop course-support materials for use in the Center.	
9. Serve as instructor of record in the Center and teach as assigned. .	
10. Assist in recruitment, training and evaluation of tutors and provide for the delivery of tutorial services.	
11. Ensure the preparation of accurate attendance reports and student usage statistics..	
12. Assist in providing direction to and supervision of student workers and classified staff as assigned..	
13. Develop, revise and refine curriculum.	
14. Design instructional support materials and activities for supplemental learning assistance.	
15. Organize the functions of the Center to work in concert with the functions of the appropriate instructional program(s) and support services. Establish planning priorities as they relate to the Center.	
16. Develop instructional intervention strategies for the retention of underprepared and at-risk students as well as strategies for enhancing student learning at all levels, with the basic skills, degree-applicable and transfer curriculum.	
17. Evaluate the suitability of instructional material, software and media associated with the Center.	

18. Interface with faculty of all disciplines to determine their students' needs.	
19. Work with faculty to accomplish the delivery of instruction and supplemental learning activities and supervise the day to day delivery of all instruction in the center.	
20. Develop mechanisms to identify, diagnose and address individual student learning difficulties...	
21. Help faculty to develop course-support materials for use in the Center.	
22. Serve as instructor of record in the Center and teach as assigned.	
23. Assist in recruitment, training and evaluation of tutors and provide for the delivery of tutorial services.	
24. Assist in developing policies and procedures.	
25. Establish planning priorities as they relate to the Center.	
26. Ensure the preparation of accurate attendance reports and student usage statistics...	
27. Assist in providing direction to and supervision of student workers and classified staff as assigned...	
28. Participate in all appropriate departmental and college activities...	
29. Promote the Center throughout the campus...	

Because this is an anonymous survey, please respond to the following two questions:

I am:

Full-time faculty

Adjunct faculty

Staff

Manager

Student

I work

In the same division as the Division Chair

In another area

Thank you for your participation in this survey.

A component of the FYE Coordinator/Counselor's position is to oversee the FYE program which involves working with both faculty and students. Students have the ability to evaluate the coordinator/counselor using the student survey for counseling. This survey was developed to allow faculty who participate in the FYE program to provide feedback to the coordinator.

1. The FYE Coordinator clearly defines my role as an instructor in the FYE program.
2. The FYE Coordinator is knowledgeable in the area of current learning community practices.
3. The FYE Coordinator regularly provides feedback regarding the FYE program and encourages our participation in developing the long-term goals for the program.
4. The FYE Coordinator is available to assist faculty teams.
5. The FYE Coordinator is well-prepared and organized when giving workshops or conducting meetings.
6. The FYE Coordinator is available to assist me if requested.
7. The FYE Coordinator creates an environment in which it is safe to seek help, ask questions, or express opinions that differ from those of others.
8. The FYE Coordinator treats us with respect.
9. The FYE Coordinator provides opportunities to learn new techniques.
10. The FYE Coordinator encourages us to make suggestions to improve service to students and/or the program.

A component of the Instructional Specialist's position is to provide tutor training and support. This survey was developed along the lines of the student survey for teaching faculty to allow the tutors, SI coaches, Teaching Assistants and Instructional Assistants to evaluate the specialist.

1. The Instructional Specialist clearly defines my role as a tutor and/or SI coach.
2. The Instructional Specialist is knowledgeable in the area of current tutoring practices.
3. The Instructional Specialist regularly provides feedback on my performance.
4. The Instructional Specialist understands the specific tutorial needs of different academic areas.
5. The Instructional Specialist is well-prepared and organized when giving workshops on tutoring.
6. The Instructional Specialist is available to assist me if requested.
7. The Instructional Specialist creates an environment in which it is safe to seek help, ask questions, or express opinions that differ from those of others.
8. The Instructional Specialist treats us with respect.
9. The Instructional Specialist provides opportunities to learn new techniques.
10. The Instructional Specialist motivates me and encourages my development as a tutor and/or SI coach.
11. The Instructional Specialist encourages us to make suggestions to improve services to students.
12. The Instructional Specialist is fair and unbiased in his/her assignments of tutors and SI coaches.

A component of the Librarian's position is to provide library services and support. This survey mirrors the students survey used to evaluate teaching faculty and allows the library staff opportunity to evaluate the librarians.

1. The Librarian clearly defines my role as a classified library employee.
2. The Librarian is knowledgeable in the current library practices in my area.
3. The Librarian regularly provides feedback on my performance.
4. The Librarian understands the specific needs for my area.
5. The Librarian is well-prepared and organized when giving library workshops and instructions.
6. The Librarian is available to assist me if requested.
7. The Librarian creates an environment in which it is safe to seek help, ask questions, and express opinions different from others.
8. The Librarian treats me with respect.
9. The Librarian provides me with the opportunities to learn new techniques.
10. The Librarian encourages me to make suggestions to improve services to students.
11. The Librarian takes suggestions and plans appropriate strategies for the future.

ARTICLE XVIII: COMPENSATION

18.1 Full-Time Salary

\$130,000 shall be applied retroactively, to July 1, 2013, to the salary schedule faculty members for the 2013-2014 academic year.

18.5 Part-Time/Overload Salary Schedule:

\$135,000 shall be applied retroactively, to July 1, 2013, to the part-time/overload salary schedule.

18.7 District Health and Welfare Coverage Payment

- a. The District shall increase the annual health benefit contribution to \$ 12,000 for full-time eligible unit members for District medical, dental, and vision insurance. Any excess costs in each contract year shall be paid by the unit member. In the event a unit member selects less than a full benefit package (medical, dental and vision, and waives the health package) the difference shall be applied by the District towards a tax shelter annuity or similar use, the total amount of which shall not exceed \$7000. To be eligible to waive health insurance the employee must, at the time he or she first enrolls in the benefit program or during a subsequent open enrollment period, provide proof that he or she is covered by health insurance that is substantially the same as, or better than, the coverage available through the District.

18.7 (6) District Health and Welfare Coverage Payment

The District shall provide each full-time member of the bargaining unit a \$50,000 term life insurance policy with amounts limited by age as determined by the insurance carrier. Any employee who retires from the District with 20 or more years of service to the District may elect to continue this policy in effect by paying the full premiums directly to the District at the same rate as the District pays for active employees, subject to the approval of the life insurance provider. The section shall not be applicable to unit members hired by the District on or after June 30, 2014.

18.9 Retirees Coverage

- a. Members of the bargaining unit who retire during the term of the Agreement and who have a combination of at least 20 years of full and part-time service at the Compton Community College District shall be permitted to continue with the District's health plan with premiums to be paid by the District, in an amount not to exceed the maximum District contribution for full-time teachers in each fiscal year of the Agreement. Each retiree must apply for Medicare and/or MediCal when he/she becomes eligible for such coverage and such coverage shall be the primary insurance. This section shall not be applicable to unit members hired on or June 30, 2014.

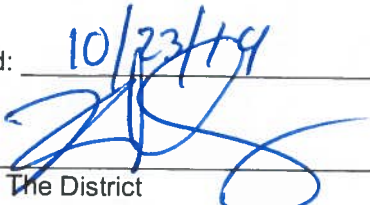
18.11 Faculty Emeriti

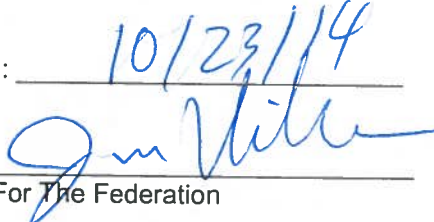
Faculty who have retired from the District with 20 or more years of combined full and part-time experience shall be designated Emeriti.

- a) Those Emeriti faculty who serve as adjunct faculty shall receive an identification card denoting their Emeritus status and business cards upon request.
- b) Those Emeriti faculty who serve as adjunct faculty shall receive shared office space.
- c) The District will provide access to computers, telephones and email to conduct college business for those Emeriti who serve as adjunct faculty.
- d) The District shall provide a campus parking permit to the Emeriti who serve as adjunct faculty.
- e) Each Emeritus faculty member shall be granted library privileges.
- f) Retirees shall be eligible to attend campus committee meetings as non-voting members if they are currently serving as adjunct professors.

AGREEMENT

This agreement between the Compton Community College District and the Compton Community College Federation of Employees, Certificated Unit, Local 3486 covers the period of July 1, 2010 through June 30, 2013, and becomes effective immediately upon ratification by the parties.

Dated: 10/23/14
By: 
For The District

Dated: 10/23/14
By: 
For The Federation