

**MEMORANDUM OF UNDERSTANDING**  
**Between Compton Community College District**  
**And Compton Community College Federation of Employees (Locals 3486 & 3486A)**  
**Regarding**  
**Evaluation Work Provisions from the COVID-19 MOU**

**May 7, 2021**

The Compton Community College District (“District” or “Compton CCD”) and the Compton Community College Federation of Employees (Certificated Unit) and (Classified Unit) (“CCCFE”) enter into this Memorandum of Understanding and agree as follows:

**1) Evaluations**

- a) Classified unit members shall be evaluated in substantial compliance with the classified collective bargaining agreement and applicable Rules of the Classified Service.
- b) Evaluations for probationary and part-time faculty that had not been concluded by March 20, 2020, shall be deferred until the next semester that the faculty member works.
- c) The evaluation cycle for tenured faculty shall be delayed by one year (i.e. faculty who were being evaluated in 2019-20 shall be evaluated in 2020-21; faculty scheduled to be evaluated in 2020-21 shall be evaluated in 2021-22, etc.), except that tenured faculty evaluations which were concluded by March 20, 2020 shall remain in effect.
- d) The process for conducting Faculty Evaluation student surveys for asynchronous classes will be conducted as follows:
  1. The asynchronous student survey forms as negotiated by the parties (as attached in Appendix A) will be entered into CourseEvalHQ by the LMS Specialist.
    - a. The Faculty Evaluator of the course shall request via email that the LMS Specialist distribute the student survey in the Faculty Evaluatee’s course based on the agreed upon time frame by the Faculty Evaluation Committee.
    - b. The LMS Specialist shall set the “results to” field in CourseEvalHQ to be the Faculty Evaluator on the Faculty Evaluation Committee.
    - c. Upon receipt of the results, the Faculty Evaluator shall provide the Course Evaluation Results (Student Surveys) to the Faculty Evaluation Committee after the surveys have been administered in the asynchronous online class.
    - d. Student survey data collected electronically will be subject to 9.1.d of the current faculty CBA: “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.”

2. For asynchronous classes, Faculty Evaluatees shall provide “Faculty Evaluator Role” course access to Faculty Evaluators during the Evaluation process.
- e) The District and the Faculty Federation agree to the evaluation procedure in Appendix A of this MOU for all faculty evaluations during emergency campus closure. The Evaluation instruments in Appendix A shall also be used in accordance with the evaluation procedure described in Appendix A.
- f) Documentation relating to the evaluation process may be prepared, maintained, and transmitted electronically.
- g) Notification(s) relating to the evaluation process may be made by email.

**2) General Provisions**

- a) This MOU shall not be precedent-setting, nor shall it constitute *status quo* or a past practice, except that Paragraphs 1(a) through (d), relating to extension of evaluation timelines shall continue in effect beyond the expiration date of this MOU.
- b) Any dispute concerning the application, interpretation, and/or meaning of this MOU — excepting disputes relating to interpretation of laws, regulations, guidance, orders, or other enactments of federal, state, or local governmental entities — shall be subject to the grievance and arbitration processes set forth in the parties’ CBA.
- c) This MOU may be extended only by written agreement between the Parties.

This MOU is effective immediately upon approval of the parties, and will continue in effect through December 31, 2021.

**Dated: 05-13-2021**



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**For Compton Community College District**



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**For Compton Community College Federation of Employees, Local 3486**



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**For Compton Community College Federation of Employees, Local 3486A**

## APPENDIX A

1. In case of campus closure due to an emergency declared by the President/CEO, the same process for evaluations shall take place according to the Agreement Between the Compton Community College District and the Compton Community College Federation of Employees (Certificated Unit). The following forms shall be collected electronically for the evaluation process:
  - a. A self-evaluation portfolio (e.g., Portfolio Table of Contents for Teaching Faculty or Non-Teaching Faculty)
  - b. Worksite Observations - (e.g. Faculty Observation for Asynchronous Online Teaching forms for classes taught asynchronously, Emergency Only Classroom Observations for classes taught synchronously, the Emergency Only Narrative for Counseling, Library and Other Non-Classroom Activity form or the Observation for Counseling, Library and Other Non Classroom Activity form)
  - c. Review of committee work (Faculty Service Surveys in CBA)
  - d. Student surveys (e.g., Student Survey for Asynchronous Online Teaching; forms to be distributed pursuant to section 1.d. of this MOU; Counselor's Student Evaluation, or Librarian's Student Survey)
  - e. Review of professional responsibilities by the Dean (Survey Regarding Fulfillment of Professional Responsibilities in the CBA)
  - f. Summary Evaluation Form to be completed by the evaluation team (e.g., Comprehensive Evaluation Summary).
    - i. Regarding the Comprehensive Evaluation Summary Form, performance categories being evaluated will include:
      1. Discipline Knowledge/Currency
        - a. The Faculty Observation for Asynchronous Online Teaching form shall be used for all asynchronous classes.
        - b. The Emergency Only Classroom Observation Form for Synchronous Classes shall be used for the evaluation of synchronous classes. The evaluatee shall specify whether they want the Faculty members of the Evaluation Team to observe one of their recorded lectures or observe a synchronous online lecture.
        - c. Counselor and Librarian evaluatees may complete the Emergency Only Narrative for Counseling, Library and Other Non-Classroom Activity form and include it in their Portfolio for this category. Or, the evaluatee may choose to have a Faculty Evaluation Team member observe an online student interaction utilizing the Observation for Counseling, Library and Other Non-Classroom Activity form. The evaluatee shall specify whether they choose to

write a narrative or want the Faculty members of the Evaluation Team to observe one of their online student interaction sessions.

## 2. Effectiveness of Teaching or Non-Teaching Assignment

a. For classes that are asynchronous, the Faculty Evaluator shall use the Faculty Observation form Asynchronous Online Teaching form and the Student Survey for Asynchronous Online Teaching forms for the category. The process for evaluation with the Student Survey for Asynchronous Online Teaching form shall follow Section 1.d. of this MOU.

b. The Emergency Only Classroom Observation Form for Synchronous Classes shall be used for the evaluation of synchronous classes. The evaluatee shall specify whether they want the Faculty members of the Evaluation Team to observe one of their recorded lectures or observe a synchronous online lecture. Additionally, the Student Survey for Face-To-Face Instruction forms will be collected for this category. The process for evaluation with the Student Survey for Face-to-Face Instruction form shall follow Section 1.d of this MOU during emergency campus closure only.

c. Counselor and Librarian evaluatees may complete the Emergency Only Narrative for Counseling, Library and Other Non-Classroom Activity form and include it in their Portfolio for this category. Or, the evaluatee may choose to have a Faculty Evaluation Team member observe an online student interaction utilizing the Observation for Counseling, Library and Other Non-Classroom Activity form. The evaluatee shall specify whether they choose to write a narrative or want the Faculty members of the Evaluation Team to observe one of their online student interaction sessions. Additionally, the applicable student surveys will be collected for this category.

## 3. Fulfillment of Professional Responsibilities & Committee Work

## 4. Professional Development

## 5. Portfolio

## COVID-19 MOU - Appendix A

### Emergency Only Narrative for Counseling, Library and other Non-Classroom Activity

This form shall be filled out by the Faculty Evaluator

Faculty Member \_\_\_\_\_

Date \_\_\_\_\_

**Instructions:**

Please reflect on a recent student session and provide a narrative that addresses each area below. Once complete, please include this narrative in your portfolio.

- A. When working with a student, please explain how you:
1. Were approachable
  2. Treated the student equitably with respect
  3. Presented information clearly and transitioned between topics effectively
  4. Used language that was at an understandable level for the student

Provide narrative:

- B. When working with a student, please explain how you:
1. Discussed information and ideas with the student
  2. Encouraged questions
  3. Answered questions clearly

Provide narrative:

- C. When working with a student, please explain how you:
1. Maintained a rate and tone of oral delivery that were effective
  2. Used effective ways to communicate information to the student (i.e. discussion, handouts, technology)
  3. Used materials that are appropriate for the settings and the students level of understanding

Provide narrative:

- D. When working with a student, please explain how you:
1. Used the session time effectively
  2. Showed appropriate interest in the student's needs and enthusiasm for the task
  3. Demonstrated adequate, up-to-date knowledge of the topics discussed

Provide a narrative including successes as well as challenges during this student session:

## COVID-19 MOU - Appendix A

### Emergency Only Classroom Observation Form for Synchronous Classes

This form shall be filled out by the evaluation team faculty members.

Faculty Member	Faculty Observer
Course Name & Number	Date
CRN	Scheduled Class Time
Type of class observed	Subject Matter Covered

<b>Instructions:</b> Provide comments and check the appropriate rating for each observation area below.	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>
1. The method of instructions (i.e. lecture, webinar, tutorial, demonstration, discussion) appropriately addresses the learning objective of the lesson.			
Comments:			
2. Knowledge of subject matter.			
Comments:			
3. Appropriateness of subject matter addresses learning objectives or SLO.			
Comments:			
4. Presented information is in an organized, logical manner.			
Comments:			
5. The material showed evidence of preparation.			
Comments:			
6. Used technology such as visual, audio and/or teaching aids.			
Comments:			

7. Instructor speaks clearly and shows enthusiasm.			
Comments:			
<b>Instructions:</b> Provide comments and check the appropriate rating for each observation area below.	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>
8. Presented the lesson in a way that engages students and increases their mastery of the subject matter.			
Comments:			
9. Promotes respect, confidence, equity, and diversity in the classroom.			
Comments:			
10. Promotes critical thinking of the material.			
Comments:			

## COVID-19 MOU - Appendix A

### Faculty Observation for Asynchronous Online Teaching

This form shall be filled out by the evaluation team faculty members.

Faculty Member	Faculty Observer
Course Name	Date

<b>Areas of observation:</b> Add comments and check the appropriate rating for each area.	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>
1. Regular and Effective Contact: The instructor uses a variety of modes to maintain weekly meaningful contact with students promoting instructor-to-student contact and student-to-student contact.			
Comments:			
2. Accessibility: The instructor meets all ADA 508 accessibility laws.			
Comments:			
3. Student Authentication: The instructor utilizes the Student Affirmation Statement included in their first 48-hour check-in assignment. The instructor continues to use the college Learning Management System to authenticate the student for the semester/term.			
Comments:			
4. Originality of Course Content: The instructor creates authentic course content and modifies publisher content to deliver unit objectives.			
Comments:			
5. Humanizing the course experience: The instructor conveys presence emphasizing caring and empathy to build community and foster meaningful student interactions.			
Comments:			
6. Unit Objectives: The instructor effectively organized online content (i.e. lectures and assignments) using unit objectives.			
Comments:			



7. Assessments and Feedback: The instructor uses a variety of formative and summative assessments to evaluate student learning. These assessments include meaningful and timely feedback to the student as stated in the syllabus.			
Comments:			
<b>Areas of observation:</b> Add comments and check the appropriate rating for each area.	<b>Exceeds Expectations</b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>
8. Learning Tools Interoperability (LTI): The instructor uses a variety of accessible web LTI tools (i.e. Turnitin, publisher content etc.) and technology to support student learning, ease of course navigation, inter-class communication, and assessments among other appropriate uses.			
Comments:			
9. Critical Thinking: The instructor creates regular opportunities that engage the critical thinking skills of the student with course material.			
Comments:			
10. Student Learning Outcomes: The instructor establishes specific assessment criteria to align course activities with desired student learning outcomes.			
Comments:			
11. Incorporating Student Support: The instructor embeds campus and online student support services throughout their course.			
Comments:			
12. Discipline Knowledge: The instructor implements recent developments and research in their field.			
Comments:			
13. Organization of Course: The instructor uses the LMS effectively to reduce the labor-intensity of learning and streamlines access to materials and activities for students. Instructions are included to help students navigate the course.			
Comments:			



## COVID-19 MOU - Appendix A

### Librarian's Student Evaluation

This form shall be provided electronically to and filled out by students.

Name of Librarian \_\_\_\_\_

Date \_\_\_\_\_

Areas of observation: Add comments and check the appropriate rating for each area.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. This librarian listened to me attentively.					
Comments:					
2. This librarian treated me with respect.					
Comments:					
3. This librarian was helpful.					
Comments:					
4. This librarian assisted me in finding information that helped me complete course requirements.					
Comments:					
5. This librarian assisted me in finding information that helped me remain in my classes and/or improve the grades that I earned in my classes.					
Comments:					
6. This librarian provided me with additional information on resources available on campus.					
Comments:					

Areas of observation: Add comments and check the appropriate rating for each area.	Excellent	Good	Average	Below Average	Poor
7. Overall rating of this librarian.					
Comments:					

<b>Areas of observation:</b> Add comments and check the appropriate rating for each area.	<b>Never</b>	<b>One</b>	<b>Two</b>	<b>Three</b>	<b>Four or more</b>
8. How many times have you seen a librarian this year?					
9. How many times have you seen this (same) librarian before?					

10. Mark the reason(s) for your visit today.		
<input type="checkbox"/> Reference (research support)	<input type="checkbox"/> Circulation (check out materials, study rooms, etc.)	<input type="checkbox"/> Periodical/Reserves/Textbooks assistance
<input type="checkbox"/> Librarian Orientation Session	<input type="checkbox"/> Wi-Fi access to the internet assistance	<input type="checkbox"/> Book catalog assistance
<input type="checkbox"/> E-Books assistance	<input type="checkbox"/> Library/LRU website assistance	<input type="checkbox"/> Library database assistance
<input type="checkbox"/> Other:		
11. What did you find helpful about this librarian's service?		
Comments:		
12. What else could we do to better serve you?		
Comments:		

# COVID-19 MOU - Appendix A

## Self Evaluation Portfolio Table of Contents Full-Time Teaching Faculty Probationary and Tenured

Portfolio Categories	Portfolio Page #
<b>I. Course Curriculum For Each Course Taught</b>	
A. Course syllabus/syllabi in accordance with the syllabus template.	
B. Sample quizzes, midterms and final exam.	
C. Key information handouts/presentations.	
D. Assignments.	
<b>II. Course Data Analysis</b>	
A. Analysis of the student survey summary report and student comments.	
B. Analysis of 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.	
C. Analysis of success and retention rates in your courses, if applicable; what changes will be made to improve student success.	
<b>III. Contributions to Department/Program</b>	
A. Unique contributions to writing, editing or following through on recommendations in program review or program plans since your previous evaluation.	
B. Unique contributions in the development or revisions to course curriculum since your previous evaluation.	
<b>IV. Committee Participation</b>	
A. Participation in committees, workgroups, task forces, etc. (i.e. campus wide collaborative governance, accreditation, department committee work, hiring committees, etc.)	
<b>V. Professional Development</b>	
A. Methods to stay current in your field, both in terms of content knowledge and pedagogical techniques, as well as the Individual Professional Development Plan.	
B. Attending professional conferences or collegial organizations, campus activities, etc.	
<b>VI. Future Plans</b>	
A. Plans to make any other changes related to your role as a faculty member.	

**COVID-19 MOU - Appendix A**  
**Self Evaluation Portfolio Table of Contents**  
**Full Time Non-Teaching Faculty**  
**Probationary and Tenured**

<b>Portfolio Categories</b>	<b>Portfolio Page #</b>
<b>I. Contributions to Department/Program</b>	
A. Unique contributions to writing, editing or following through on recommendations in program review or annual program plans since your previous evaluation. Contributing to writing and updating SAOs for the department.	
<b>II. Student Survey Data Analysis</b>	
A. Analysis of the student survey summary report and student comments.	
<b>III. Committee Participation</b>	
A. Participation in committees, workgroups, task forces, etc. (i.e. campus wide collaborative governance, accreditation, department committee work, hiring committees, etc.)	
<b>IV. Professional Development</b>	
A. Methods to stay current in your field, both in terms of content knowledge and pedagogical techniques, as well as the Individual Professional Development Plan.	
A. Attending professional conferences or collegial organizations, campus activities, etc.	
<b>V. Future Plans</b>	
A. Plans to make any other changes related to your role as a faculty member.	

\*In the event of an emergency campus closure, create section VI titled "Observation" and include the Emergency Only Narrative for Counseling, Library and other Non-Classroom Activity form.

Note: Counseling and Library Faculty who teach should use the Self Evaluation Portfolio Table of Contents: Full-Time Teaching Faculty.

# Student Survey for Asynchronous Online Teaching

This form shall be provided electronically to and filled out by online students.

Course Instructor		CRN	
Course Name		Date	

Areas of observation: Add comments and check the appropriate rating for each area.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
1. Instructor uses a variety of modes to maintain weekly meaningful contact with students promoting instructor-to-student contact and student-to-student contact.					
Comments:					
2. Instructor ensures the class is accessible by captioning videos, providing descriptions of pictures, using descriptive url links.					
Comments:					
3. Instructor utilizes the Student Affirmation Statement included in their first 48-hour check-in assignment.					
Comments:					
4. Instructor uses Canvas to deliver course content and activities.					
Comments:					
5. Instructor creates authentic course content and modifies publisher content to deliver unit objectives.					
Comments:					
6. Instructor conveys presence emphasizing caring and empathy to build community and foster meaningful student interactions.					
Comments:					
7. Instructor effectively organizes online content (i.e. lectures and assignments) using unit objectives.					
Comments:					

<b>Areas of observation:</b> Add comments and check the appropriate rating for each area.	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable
8. Instructor uses a variety of assignments to evaluate student learning (e.g. quizzes, tests, discussion groups, etc.).					
Comments:					
9. Instructor provides meaningful and timely feedback to the student as stated in the syllabus.					
Comments:					
10. Instructor uses a variety of tools such as Turnitin, publisher content as well as technology to support student learning, ease of course navigation, inter-class communication, and assessments.					
Comments:					
11. Instructor creates regular opportunities that engage the critical thinking skills of the student with course material.					
Comments:					
12. Instructor establishes assignment criteria and/or rubrics to align course activities with course student learning outcomes.					
Comments:					
13. Instructor embeds campus and online student support services throughout their course.					
Comments:					
14. Instructor keeps course content current.					
Comments:					
15. Instructor includes instructions to help students navigate the course.					
Comments:					