

MEMORANDUM OF UNDERSTANDING

between

Allan Hancock Joint Community College District and

Faculty Association of Allan Hancock College

April 20, 2026

The parties to this Memorandum of Understanding are the Allan Hancock Joint Community College District ("the District") and the Faculty Association of Allan Hancock College ("the Association").

WHEREAS a joint evaluation task force was created pursuant to Article 1.4, whereby the "Academic Senate shall facilitate a process including the Faculty Association and District to review and revise the evaluation and tenure criteria and procedures; the task force has completed its review and has made its recommendations to the Association and District.

WHEREAS the Association and the District bargained in good faith pursuant to Article 1.4, whereby the "District and the Faculty Association shall re-open Article 17 to negotiate the proposed revisions in Fall 2025 to take effect Fall 2026." These negotiations have been concluded.

THEREFORE, the District and Association recommend the following changes to Article 17 and related forms.

1. Article 17
2. Appendices:
 - a. Class/Worksite Observation Form
 - b. Colleague Feedback Form
 - c. Faculty Self-Evaluation Form
 - d. Fulltime Faculty DEIA Reflection Form
 - e. Full-time Faculty Evaluation Team Report
 - f. Instructional Faculty Student Feedback Form (online)
 - g. Instructional Faculty Student Feedback Form (onsite)
 - h. Service Faculty (counselor) Student Feedback Form
 - i. Service Faculty (distance education specialist) Stakeholder Feedback on Service Form
 - j. Service Faculty (LAP specialist) Student Feedback Form
 - k. Service Faculty (librarian) Student Feedback Form
 - l. Service Faculty (mental health counselor) Student Feedback on Service Form

- m. Service Faculty (nurse) Student Feedback Form
- n. Stakeholder (tutors) Feedback Form on Service (academic resource center coordinator/specialist)
- o. Stakeholder Feedback on Service Form (articulation officer)

Additionally, the following forms will be removed from the appendices:

1. Parent Feedback Form on Children's Center Teaching
2. Student Feedback Form on Instruction
3. Student Feedback Form on Service

All other forms shall remain in the appendices as part of the evaluation process.

These revisions are subject to local ratification and approval by the Board of Trustees and shall take effect in Fall 2026. This memorandum and reopener to a closed contract does not establish precedent for either party.

For the Faculty Association:


Daniel McNeil (Apr 21, 2026 16:22:03 PDT)

Daniel McNeil, President

For the District:


Kevin Walthers (Apr 22, 2026 09:22:51 PDT)

Kevin G. Walthers,
Superintendent/ President

ARTICLE 17: EVALUATION AND TENURE

17.1 Definitions

“Appropriate Vice President” *see Article 16. [definition of Vice President](#).*

“Asynchronous Online” modality is the delivery of instruction through an approved technology, in which there are no expectations of specific meeting times, while maintaining the academic calendar and providing regular and substantive contact between students and faculty. This modality is ~~evaluated using the assessment tool for~~ [considered Distance Education \(DE\)](#).

“~~Classroom~~[Class](#)” or “Worksite” may refer to either a physical location or to distance learning instruction/[service](#) of all modalities used by the district.

“Client” *see Article 16. [definitions](#).*

“Colleague” as used in this article is any person employed by the District with whom the ~~evaluated~~[faculty](#) has regular professional contact. Examples include the bargaining unit member’s immediate supervisor, college administrators, discipline faculty, and classified staff.

“College Service” *see Article 16. [definitions](#).*

“Contract Faculty” or “Probationary Faculty” or “Tenure-Track Faculty” are synonymous terms and refer to a bargaining unit member who is employed in accordance with the provisions of Education Code Section 87605 or Subdivision (b) of Section 87608.

A “Day” in this article is a “Business Day” – any day Monday through Friday on which the Allan Hancock Joint Community College District administrative offices are open for business.

“Evaluation Forms” refer to evaluation forms mutually agreed upon between the District and the Faculty Association to be used in the evaluation of a bargaining unit member and placed in the appendix. The District shall post all evaluation forms online.

“Evaluation Team” refers to the members of the approved group consisting of the supervisor and two tenured bargaining unit members, one of which is selected by the bargaining unit member undergoing evaluation and the other is selected by the supervisor as provided within this Article.

“Face-to-Face” modality, for both service and instructional faculty, is the in-person, line of sight delivery of instruction or service in which both the provider and receiver are in the same location. This modality is ~~evaluated per this article~~ [“in-person” or “onsite.”](#).

“Hybrid” is the delivery of instruction [or service](#) in which some combination of face-to-face, asynchronous online, and synchronous online modalities are employed as scheduled components of the course/[service](#). This modality is ~~evaluated using the available assessment tools for each modality~~ [considered Distance Education \(DE\)](#).

“Overload Assignment” *see Article 16. [definitions](#).*

“Performance Techniques” are methods used appropriate to the bargaining unit member’s teaching or service assignment.

"Primary Duties/Assignment" see [Article 16 definitions](#).

"Probationary Faculty" - see "Contract Faculty."

"Reassignments or Reassigned Time" see [Article 18 definitions](#).

"Regular Faculty" or "Tenured Faculty" means a tenured bargaining unit member who is employed in accordance with the provisions of Education Code Subdivision (c) of Section 87608 or Section 87609.

"SGID" - Small Group Instructional Diagnosis is an evaluation process conducted by a trained facilitator.

"Special Assignments" are reassigned activities outside of the bargaining unit member's primary assignment and are voluntary and mutually elective. Additionally, they are administrative in nature and fall into one of three categories: Department Chair, Coach, or Coordinator.

~~"Stakeholders" -any individual affected by or who has interest in the role/function of the distance education specialist, articulation officer, or academic resource center coordinator/specialist identified service faculty's position's role/function and for which could provide feedback as to the effectiveness of these faculty member's' job performance.~~

"Synchronous Online" is the delivery of service or instruction, through an approved technology, in which there is an expectation of scheduled meeting times. This modality ~~is evaluated using the assessment tool for~~ [considered Distance Education \(DE\)](#).

"Temporary Faculty" means a non-tenure track bargaining unit member who is employed on a temporary basis fully compensated by categorical funds within the provisions of Education Code section 87470.

"Worksite" see ~~"Classroom~~ [Class](#)" definition.

17.2 Purpose and Intent

17.2.1 The purpose of the evaluation of faculty is the continuous improvement [and professional development](#) of instruction and support services at Allan Hancock College. ~~Other purposes include the maintenance of quality in programs and instruction and the professional competence of the faculty. The intent of the process is to provide a meaningful structure in which faculty can explore their contribution to the District and areas of professional growth.~~

17.2.1.1 Tenured Faculty: The primary purpose of the regular evaluation for tenured faculty is to provide feedback for the member to consider for professional growth.

17.2.1.2 Probationary Faculty: The primary purpose of the probationary faculty evaluation is to determine suitability for continued employment and tenure.

17.2.2 The evaluation process shall promote professionalism, enhance

performance, and be closely linked with professional growth efforts.

17.2.3 The evaluation shall not be arbitrary or capricious or discriminatory in scope or practice.

17.2.4 The intent of the regular periodic evaluations is to evaluate the employee's primary assignment activities which are either instruction or service.

17.2.5 The intent of evaluation for special assignment is to determine suitability for that particular assignment. Performance in special assignments is not evaluated for the purposes of tenure or continued employment in the primary assignment.

17.3 Criteria

The following criteria delineate the areas of faculty evaluation and tenure as they relate to their primary assignment.

17.3.1 Professional Competencies

17.3.1.1 Bargaining unit members ~~teaching in any modality~~ shall demonstrate satisfactory performance in the following areas:

- a) exhibits knowledge of ~~teaching field~~ discipline and or primary assignment;
- b) communicates effectively ~~communication with students~~;
- c) ~~teaching, counseling or other service techniques~~ uses appropriate methods and materials in the performance of assignment;
- d) ~~organization skills~~ organizes instruction/service effectively in the performance of assignment;
- e) ~~use of appropriate materials related to primary assignment~~ reports census and final grades on time (if applicable);
~~incorporation of appropriate student assessment methods~~ uses appropriate materials related to assignment;
- f) incorporates appropriate student assessment methods in assignments;
- g) demonstrates ~~evidence~~ evidence of meeting course/service objectives;
- h) appropriately uses technology and the District's course management system in assignment (if applicable);
- ~~f)i~~ i) demonstrates regular and substantive interaction (RSI) and ADA compliance in Distance Education (DE) (if applicable).

17.3.2 Students

17.3.2.1 Bargaining unit members shall ~~evidence~~ demonstrate respect for

students' rights and needs ~~by demonstrating~~ in the following areas:

- a) ~~objectivity and fairness in the evaluation and discussion of student work exhibits objectivity~~ e and fairness in the evaluation of student work/performance;
- b) ~~maintenance of contractual obligations to hold regular and timely office hours; arrives to class/appointment on time and uses allotted time effectively~~;
- b) —
- c) ~~respect for the rights and responsibilities of students as expressed in official college policies; and~~ maintains contractual obligations to hold regular and timely office hours (if applicable);
- c) ~~appropriate record keeping and reporting~~
- d) respects the rights and responsibilities of students as expressed in official college policies, and in accordance with student accommodations as designated by the Learning Assistance Program;
- e) communicates student progress effectively;
- d)f) responds to or assesses student work/performance in a time frame that is helpful to student progress/success.

17.3.3 Colleagues

17.3.3.1 Bargaining unit members shall ~~evidence~~ demonstrate respect for colleagues and the ~~teaching~~ academic profession ~~by~~ in the following areas:

- a) ~~acknowledging and defending the free inquiry of their associates in the exchange of ideas~~ engages in department activities;
- b) ~~acknowledging academic debts (crediting sources to avoid plagiarism)~~ engages in college service responsibilities;
- c) ~~acting in accordance with the ethics of the profession and with a sense of personal integrity; and~~ acts ethically and demonstrates integrity, respect, and fairness to others;
- c) ~~establishing and maintaining cooperative working relationships among faculty, administrators, and staff~~
- d) maintains a professional demeanor and tone, despite disagreements differing perspectives;
- e) establishes and maintains cooperative working relationships among faculty, administrators, and staff;
- f) takes initiative and/or offers support to ~~to address problems or improve processes in a timely fashion~~;
- d)g) contributes to a positive environment by supporting others and participating in the college community.

17.3.4 Professional Development and Growth:

17.3.4.1 The bargaining unit member shall demonstrate continued professional development ~~which~~ that contributes to the improvement of professional growth and practices by completing annual hours as defined in Article 16.

17.3.4.2 College Service: The bargaining unit member shall demonstrate continued college service by completing the professional responsibility required hours as defined in Article 16. College service activities shall contribute to the college's mission/vision and to the overall betterment of the institution.

17.3.5 Diversity, Equity, Inclusion and Access (DEIA) Competencies:

17.3.5.1 Bargaining unit members shall:

a. demonstrate through activities and practices an effort to grow in understanding of diversity, equity and equity-mindedness, inclusion, accessibility, and anti-racism in all professional practices.

b. apply DEIA principles in interactions with students in ways that contribute to the closing of opportunity gaps.

17.4 Evaluation of Instructional/Service Assignments

17.4.1 Tenured instructional faculty shall select at least one ~~class course~~ section per prep (regular load and overload) to be evaluated. When teaching a course in multiple modalities, each modality shall be considered a separate prep

17.4.2 ~~When teaching a course in multiple modalities, each modality shall be considered a separate prep~~ Probationary and temporary instructional faculty shall have all courses (regular load and overload) evaluated.

~~17.4.3 Probationary faculty may have all classes (regular load and overload) evaluated~~ Service faculty (probationary, temporary, and tenured) shall have service hour activities evaluated in all modalities relevant to current schedule.

17.4.4 Service faculty teaching courses (as part of load or overload) shall include these courses within the evaluation process.

~~17.4.3~~ 17.4.5 Only courses taught and service hours assigned during the current term of the evaluation may be included in the evaluation process when due.

17.5 Evaluation of Special Assignments

17.5.1 Purpose and Intent

Evaluation of a faculty member performing special assignments shall allow program faculty and staff to examine the leadership, conduct of duties, and the establishment and attainment of program goals. Evaluations may offer constructive criticism and shall contribute to a sense of program collegiality, renewing common understanding between program leadership, faculty and staff.

The evaluation is intended as a tool for the support and the improvement of leadership skills, not primarily as a quantitative metric of success. The evaluation process shall promote professionalism, enhance performance, and be closely linked with professional growth efforts. The evaluation shall not be arbitrary or capricious or discriminatory in scope or practice, nor admissible to the tenure process [or continued employment in primary assignment](#).

17.5.2 Criteria:

- a. Evaluation shall be based on the bargaining unit member's ability to perform the special assignment duties as defined in the assignment job description or duties/expectations.
- b. The evaluation shall utilize a standardized and agreed upon evaluation form and method developed for the special assignment (available in the appendix).
- c. The evaluation may be conducted in conjunction with the faculty member's regular evaluation; however, there must be a clear and distinguishable separation of the evaluations.
- d. Department Chair, Coaches, and Coordinators shall be evaluated pursuant to article 17.5, 16.12.1, 16.13.2, and 18.14.2

17.5.3 Evaluation Team

By mutual agreement, the faculty member and their supervisor shall determine if the supervisor will solely conduct the evaluation or a team per article 17.9 will conduct the evaluation.

17.5.4 Process

Evaluations for special assignments shall follow the process specified in article 17.10.2 and 17.10.2.4.

17.5.5 Frequency of Evaluations

- a. Faculty serving in one or two-year special assignments shall be evaluated per article 17.5 in their second semester of the assignment.
- b. Faculty serving in a three-year special assignment shall be evaluated per article 17.5 in their second and fourth semesters of the assignment.
- c. Faculty serving in an on-going special assignment (four years or more) shall be evaluated per article 17.5 in their second and fourth semesters and every three years thereafter.
- d. Faculty members serving in a special assignment that have been evaluated per article 17.5 two times and remain in that special assignment shall only be evaluated every three years per article 17.5.

17.6 Frequency of Evaluations

- 17.6.1 Probationary faculty shall be evaluated in their first (1st), third (3rd), fifth (5th), and seventh (7th) semesters. Mid-year (spring) hires shall be considered as

entering the first (1st) probationary year in the first (1st) fall semester of the assignment.

17.6.2 Regular faculty shall be evaluated every third (3rd) academic year and may be evaluated in either semester by mutual agreement of supervisor and faculty member.

17.6.4 In addition to the periodic evaluations, the appropriate vice president may authorize an off-cycle evaluation of a bargaining unit member based upon substantiated complaints that their performance is less than satisfactory in the areas delineated in Section 17.3.

17.6.4.1 The supervisor shall notify the bargaining unit member of such an off-cycle evaluation in advance. See off-cycle evaluation in this article.

17.6.5 A bargaining unit member who is reassigned or transferred (temporarily or permanently) to teaches or provides service in a discipline outside their primary assignment shall be evaluated using the off-cycle process during the first semester of the new assignment, after which evaluations will continue in conjunction with the employee's regular assignment evaluation cycle.

17.6.6 Temporary faculty hired under Education Code Section 87470 will be evaluated in the same manner as "probationary evaluation" in this Article.

17.7 Timelines Mentor Program

~~In order to fulfill the purpose of this article, bargaining unit members shall be evaluated according to the timelines set forth in this article.~~

17.7.1 The District and Academic Senate shall establish a sufficient pool of tenured faculty who agree to serve as mentors to newly hired fulltime faculty (probationary and temporary) for up to four (4) regular terms (1-2 years) or to faculty assigned a mentor as a condition of a previous evaluation outcome. The pool shall be updated every three (3) years.

17.7.2 Each mentor shall complete a training developed jointly by the District and Academic Senate before serving as a mentor and shall be compensated for completing the training per Article 14.7.

17.7.3 Each newly hired probationary/temporary faculty member shall be offered the opportunity to have a mentor for up to four (4) regular terms (1-2 years). The appropriate Vice President shall assign the mentor to the newly hired faculty member in consultation with the department chair and newly-hired faculty member. The assigned mentor shall be compensated per Article 14.6.1 (Mentor Program MOU).

17.7.4 The mentor shall not be a member of the evaluation team for the newly hired faculty member, and is intended to be an equal, supportive, reflective "sounding board" to the newly-hired faculty member.

17.7.5 Participation in the mentoring program is voluntary for all faculty unless a condition of "conditional continued employment" results from a previous evaluation

[process.](#)

17.8 Training for Evaluators

All members of an evaluation team shall be trained.

17.8.1 The Faculty Association and Academic Senate shall jointly develop and provide training in evaluation techniques [and contractual requirements](#) including how to conduct class/worksite observations, interpreting [colleague and student/stakeholder](#) feedback, assessing ~~student learning outcomes~~ [Distance Education \(DE\) standards, understanding effective DEIA practices,](#) and administering Small Group Instructional Diagnoses (SGIDs).

17.8.2 The District shall provide training in evaluation techniques [and contractual requirements including how to conduct class/worksite observations, interpreting colleague and student/stakeholder feedback, assessing Distance Education \(DE\) standards, understanding effective DEIA practices, and administering Small Group Instructional Diagnoses \(SGIDs\)](#) for supervisors of evaluation teams.

17.9 Evaluation Team

17.9.1 The evaluation team shall consist of the supervisor and two (2) tenured bargaining unit members; one selected by the bargaining unit member undergoing evaluation and the other selected by the supervisor in the following order of preference: the designated program coordinator; the department chair; other tenured faculty member.

17.9.1.1 If the bargaining unit member being evaluated does not provide a name to the supervisor within two (2) weeks of notification of evaluation, the second member of their team will be appointed by the bargaining unit member's supervisor.

17.9.2 The supervisor is the team leader and shall be responsible for communications between the bargaining unit member and the team, assigning evaluation workload to team members, ensuring compliance with process and timelines, distributing and gathering forms, coordinating meetings, and submitting the final report to the vice president.

17.9.3 The evaluation team shall conduct its evaluation in confidence. Team members shall not discuss a bargaining unit member's performance with anyone not directly involved in the process.

17.10 Process

17.10.1 Notification: Prior to the end of the first (1st) week of the semester the supervisor shall notify the bargaining unit member of their pending evaluation in writing specifying the evaluation process and timeline.

17.10.2 Initial/Orientation Meeting: The evaluation team shall meet with the

bargaining unit member being evaluated to discuss the purpose of the evaluation process per Article 17.2, review the evaluation criteria per Article 17.3, ~~procedures,~~ and timelines for each the evaluation step and meeting. The team, with input from the bargaining unit member being evaluated, will identify colleagues who are in positions to comment on the ~~evaluator~~faculty member's job performance, student/stakeholders to receive feedback from, and class/worksites to be observed (if applicable). Team member orientations shall be held prior to or in conjunction with this meeting.

17.10.2.1 Probationary/Temporary Faculty: ~~The P~~probationary/temporary bargaining unit members shall be evaluated using (1) either student/stakeholder feedback forms or the SGID process (at least one (1) feedback evaluation shall be completed using the negotiated SGID method), (2) classroom/class/worksite observations, (3) colleague feedback, and (4) the self-evaluation packet~~form, and (5) the Academic Senate Distance Education (DE) peer review documentation (if applicable).~~ Additionally, bargaining unit members shall complete the DEIA reflection form. ~~For probationary faculty, at least one (1) feedback evaluation shall be completed via the negotiated SGID method.~~ Each component will be completed using the designated ~~evaluation~~ form.

17.10.2.2 Regular Faculty: Regular faculty shall be evaluated using the (1) student/stakeholder -feedback form (or- the bargaining unit member may request an SGID in place of the student/stakeholder feedback form), (2) colleague feedback form, and (3) the Academic Senate Distance Education (DE) peer review documentation (if applicable) colleague feedback.

~~17.10.2.3 Children's Center Faculty: Children's Center Faculty shall be evaluated using parent feedback, colleague feedback, and classroom/class observation. Each component will be completed using the designated evaluation form.~~ 17.10.2.3 The Academic Senate Distance Education (DE) peer review documentation may only be used to assess the appropriateness and competency of a faculty member's performance-compliance with federal and state requirements for Regular and Substantive Interaction (RSI) between instructors and students in DE.- It may not be used to determine continued employment within a primary assignment.- Non-compliance Poor performance-teaching-DE instruction may result in required remediation, followed by a second DE peer review to occur no sooner than the following semester. Failure to pass a second DE peer review may result in restricting access to DE course sections through the scheduling process per Article 16.2.2 (a) until deficiencies-compliance is are corrected/resolveddemonstrated. The peer review process is an Academic Senate process.

17.10.2.4 Special Assignments:

Department Chairs and Coaches shall be evaluated using the standardized

and agreed upon evaluation form and method in the appendix per article 17.5.2b.

Coordinators shall be evaluated by SGID focusing solely on the duties listed in the reassignment agreement and conducted by a training facilitator not connected to the department or special project.

17.10.2.5 DEIA Reflection

The DEIA reflection component of the evaluation process is ~~solely~~ used solely to foster individual reflection and colleague discussion of our collective work to improve diversity, equity, inclusion, access, and anti-racism in professional practices, as well as align with Title 5, Section 53602 regulations. The reflection process shall not be utilized as evidence to support a less than satisfactory evaluation outcome.

17.10.2.6 Guided Asynchronous Online Class Observation

Probationary/Temporary faculty teaching an asynchronous course in which a class/worksite observation is necessary for that particular course per the parameters of Article 17, shall meet with the observer and guide them through the elements of their course to demonstrate evidence for each competency (items 1 – 7) of the Class/Worksite Observation Form. This serves as the required class/worksite observation process.

17.10.3 Observation and Feedback Reports: Between the first day of the tenth (10th) week and the last day of the twelfth (12th) week of the semester, the evaluation team shall conduct class/worksite observations (when applicable), as well as ~~and/or~~ distribute and collect the colleague feedback forms and student/stakeholder feedback forms or ~~SGID~~.

17.10.3.1 Self-Evaluation (Probationary/~~Temporary~~ -Faculty Only): Prior to the end of the twelfth (12th) week of the semester, the bargaining unit member shall submit the self-evaluation ~~packet~~ form to the supervisor.

~~17.10.3.2 For distance learning classes, at the end of the twelfth (12th) week of the semester, the supervisor shall request the results from the student feedback forms~~ The Academic Senate Distance Education (DE) peer review processes (if needed) shall be conducted prior to the end of the twelfth (12th) week of the semester

~~17.10.3.2~~ **17.10.3.3 DEIA Reflection** shall be submitted by the bargaining unit member to the supervisor prior to the end of the twelfth (12th) week of the ~~semester~~ semester.

17.10.4 Evaluation Team Consensus Meeting: Prior to the end of the fourteenth (14th) week, the evaluation team shall meet to review all documents and prepare the Evaluation Report.

17.10.4.1 If the Evaluation Report results in an Evaluation Team Final Assessment of continued employment/tenure, the process proceeds to the final team meeting per Article 17.10.6. The Final Growth meeting is an opportunity for faculty to discuss professional growth openly and shall not have effects/consequences on the Evaluation Report's recommendation.

17.10.4.2 If the Evaluation Report results in an Evaluation Team Final Assessment of conditional recommendation, the team shall develop a Concerns Report which outlines specific concerns and a proposed plan for improvement. The bargaining unit member is given a copy of the Concerns Report within two business days ~~48 hours~~ of the Evaluation Team Consensus meeting in order to review the concerns and plan for improvement. The Final Growth meeting will be scheduled no earlier than 10 business days after the bargaining unit member receives the Concerns Report, but before the end of the 16th week of the semester per Article 17.10.6.

~~17.10.3.3~~ 17.10.4.3 If the Evaluation Report results in an Evaluation Team Final Assessment of not recommended continued employment (probationary and temporary faculty only), the process proceeds to the Final Growth meeting per Article 17.10.6.

~~17.10.4~~ 17.10.5 Special Meeting(s): At any time during the evaluation process a team member may meet with the bargaining unit member to gain clarification and understanding of any potential issues or concerns. The purpose of this meeting is to ensure each team member ~~fully understands the~~ seeks clarity of any concerns/-issue(s) and has exercised due consideration for fairness.

~~17.10.5~~ 17.10.6 Final Growth Meeting: Prior to the end of the sixteenth (16th) week of the semester, the team shall meet with the bargaining unit member to review the Evaluation Report and its findings and recommendations. The bargaining unit member shall be provided a copy of the report.

~~17.10.6~~ 17.10.7 Administrative Review and Approval: After signature by the team members and the bargaining unit member, the final ~~written evaluation~~ Evaluation Team Report and attachments shall be forwarded to the appropriate vice president for review, recommendation, and signature.

~~17.10.6.1~~ 17.10.7.1 The bargaining unit member may request a meeting with the vice president to challenge the team's findings and recommendations.

~~17.10.6.2~~ 17.10.7.2 For probationary and temporary faculty, the vice president shall make a recommendation to the superintendent/president.

~~17.10.6.3~~ 17.10.7.3 For tenured faculty, the vice president shall forward ~~overall satisfactory~~ "continued employment" evaluations to the office of human resources for placement in the personnel files. The vice president shall forward ~~overall unsatisfactory~~ "conditional continued employment" and "not recommended for continued employment"

evaluations to the superintendent/president along with a recommendation.

~~17.10.6.4~~ 17.10.7.4 The superintendent/president shall make a final recommendation to the Board of Trustees for all probationary faculty and temporary faculty evaluations ~~and for unsatisfactory~~ "conditional continued employment" and "not recommended for continued employment" ~~tenured faculty~~ evaluations.

17.10.7.5 If a probationary employee is not re-hired due to ~~an unsatisfactory~~ the outcome of an evaluation or resignation, the vacant position shall be reopened for recruitment within the academic year taking into consideration the appropriate timeline to recruit for the position, unless the District and Faculty Association mutually agree otherwise.

~~17.10.6.5~~ 17.10.7.6 The Vice President shall meet with ~~all~~ bargaining unit members whose evaluations result in a Vice President recommendation of "conditional continued employment" (all faculty) and "not recommended for continued employment" (probationary and temporary faculty only) to discuss the District's decision and plan forward. Any bargaining unit member not recommended for continued employment shall be have explained their rights per Ed Code , and may be put placed on paid administrative leave for future terms within the scope of their contract, and assured a neutral recommendation for future reference checks.

~~17.10.7~~ 17.10.8 Personnel File: One copy of the final evaluation report shall be provided to the bargaining unit member and the original shall be placed in the bargaining unit member's personnel file. No other copies, drafts and materials shall be maintained outside the office of human resources.

~~17.10.7.1~~ 17.10.8.1 The evaluation report shall be included in the personnel file, all other documentation related to the evaluation shall be maintained by the office of human resources.

~~17.10.7.2~~ 17.10.8.2 If a formal grievance is filed, the District shall provide the grievant with full and complete access to all materials and information used in the evaluation process.

17.11 ClassroomClass/Worksite Observations

17.11.1 ClassroomClass/worksite observations are required for all probationary/temporary faculty. ~~ClassroomClass/worksite observations are only required for tenured faculty who have never been observed providing instruction or service in the distance learning modality.~~

17.11.1.1 The purpose of classroomclass/worksite observations is to observe the bargaining unit member in the performance of their primary assignment and to provide feedback to the bargaining unit member.

- 17.11.1.2 Each evaluation team member, including the supervisor per 17.9.1, shall schedule with the bargaining unit member a time to make a 50-minute class/worksite observation. After the observation, the evaluator shall complete the ~~classroom~~class/worksite observation form and meet with the bargaining unit member to review the results.
- 17.11.1.3 The bargaining unit member shall sign the form acknowledging the review and may indicate agreement with the content or may, within seven (7) days, submit a written response to the observation evaluation form.
- 17.11.1.4 Each team member shall perform at least one ~~classroom~~class or worksite observation of a primary duty. Every attempt shall be made for the evaluators to observe different class sections or courses.
- 17.11.1.5 In the case of counselors and other academic specialists, at least one worksite observation shall include an observation of an activity relevant to ~~his or her~~their primary duty such as a counseling session or in-group session.
- 17.11.1.6 All ~~classroom~~class/worksite/SGID evaluation forms shall be submitted to the supervisor no later than the end of the thirteenth (13th) week of the semester.

17.12 Student/~~Stakeholder~~Client Feedback

- 17.12.1 The purpose of student/~~client~~stakeholder feedback is to obtain input from students/~~clients~~stakeholders pertaining to the bargaining unit member's effectiveness.
- 17.12.1.1 Student/~~Client~~Stakeholder Feedback forms shall not be utilized for instruction in open access labs (example: Math Center, Writing Center, physical fitness lab, etc.).
- 17.12.2 Intentionally left blank.
- 17.12.3 The feedback forms shall be distributed to students/~~clients~~stakeholder of the bargaining unit member being evaluated.
- 17.12.4 Except where otherwise specified, team members shall administer the student/stakeholder survey process and, when appropriate, conduct student/stakeholder SGID's.
- 17.12.5 The supervisor shall collect the forms and submit the student/stakeholder survey forms and have them tabulated and processed.
- 17.12.6 The supervisor will distribute the ~~computer printouts of~~ numerical data from the student/stakeholder feedback form to the evaluation team members and the bargaining unit member for review and discussion.
- 17.12.6.1 In order to maintain student/stakeholder confidentiality, written

comments on student/[stakeholder](#) feedback forms will not be returned to the person being evaluated until the end of the semester and after grades have been submitted. Only the person being evaluated, the evaluation team, and those District employees whose assignment requires access to student feedback forms shall see written comments on the forms.

17.12.7 Within seven (7) days from date of distribution, the person being evaluated shall submit, in writing, a response to the student/[stakeholder](#) feedback and SGID reports to the evaluation team members.

17.12.8 Any reference to student/[stakeholder](#) feedback in the final written evaluation shall be based upon information gathered from the student/[stakeholder](#) feedback forms, a substantiated complaint and/or the SGID(s).

17.12.9 Student/~~client~~[stakeholder](#) surveys may be distributed before or after ~~classroom~~[class/worksite](#) observations.

17.13 Colleague Feedback

17.13.1 The Colleague feedback forms will be used to gather input from colleagues.

17.13.2 The supervisor shall distribute the colleague feedback forms to the persons identified during the initial/[orientation](#) meeting [per Article 17.10.2](#) and collect the completed forms.

17.13.3 Colleague feedback forms shall include the name and signature of the person completing the form. Anonymous forms shall be discarded and not considered for evaluation.

17.13.4 The bargaining unit member undergoing evaluation shall not have a right to see the names of the person(s) who completed the feedback form except if disclosure is required during a formal grievance proceeding. The supervisor shall ensure that the bargaining unit member undergoing evaluation does not view the name(s) of the person(s) who completed the feedback forms during the regular evaluation process.

17.13.5 Any reference to colleague feedback in the final ~~written-e~~[Evaluation Report](#) shall be based solely upon information gathered from the colleague feedback forms and/or (a) substantiated complaint(s).

17.14 Evaluation Report

17.14.1 The ~~E~~[evaluation](#) ~~R~~[Report](#) shall accurately describe the evaluation process used, evaluation activities engaged in by the bargaining unit member, and significant findings by the team only according to the criteria listed in 17.3. The evaluation report shall include a recommendation based solely upon those findings and completed using the designated evaluation form.

17.14.2 Conclusions reached by the team shall be based on direct observation and feedback documentation gathered during the evaluation and documented

using the agreed upon form. The team may consider the previous Evaluation Report, and documented complaints or concerns as well as commendations received since the last evaluation that have been previously shared with the bargaining unit member and are part of the bargaining unit member's personnel file.

17.14.3 Complaints arising through the evaluation process must be substantiated ~~through investigation~~ in order to be included in the ~~E~~evaluation ~~R~~report.

17.14.3.1 Second-hand information, hearsay, and unsubstantiated complaints shall not be considered by the team or included in the ~~E~~evaluation ~~R~~report.

17.14.4 All members of the evaluation team must sign the ~~E~~evaluation ~~R~~report. If a member of the evaluation team is not in agreement with the assessment of the other team members, the dissenting member must attach a statement giving the reason(s) for the disagreement.

17.14.5 The bargaining unit member being evaluated shall acknowledge receipt of the ~~E~~evaluation ~~R~~report by signature and may, within eight (8) working days after receipt of the report, submit a written response to it, which shall be attached. A copy of the ~~E~~evaluation ~~R~~report shall be provided to the bargaining unit member.

17.14.6 Recommendations - Pursuant to the provisions of the Education Code sections 87606, 87608.5, and 87609:

~~Satisfactory Evaluations~~Continued Employment:

17.14.6.1 Regular Faculty: ~~An overall satisfactory rating~~ "continued employment" recommendation requires no further action.

17.14.6.2 Probationary Faculty: A ~~n overall satisfactory rating~~ "continued employment" recommendation during the first three (3) years shall result in a recommendation to rehire. ~~An overall satisfactory rating~~ "continued employment" recommendation during the fourth year shall result in a recommendation to award tenure.

~~17.14.6.2~~ 17.14.6.3 Temporary Faculty: A "continued employment" recommendation shall result in continued employment per the conditions of Ed Code 87470.

~~Unsatisfactory Evaluations~~Conditional Continued Employment:

~~17.14.6.3~~ 17.14.6.4 Regular Faculty: A "conditional continued employment" recommendation ~~n overall unsatisfactory rating~~ may result in one or more of the following:

- a) a recommendation for an off-cycle evaluation
- b) development ~~and measurement~~ of a specific goalsplan for improvement

c) additional training or mentoring

Not Recommended for Continued Employment:

~~17.14.6.4~~ 17.14.6.5 Probationary/Temporary Faculty: ~~An overall unsatisfactory rating may result in an off-cycle evaluation, additional mentoring/training or recommendation not to reemploy/not to award tenure pursuant to provisions in the Education Code. The vice president's decision regarding an unsatisfactory evaluation~~ A recommendation to not continue employment will shall be based on the severity of the noted deficiencies and previous evaluations. The vice president will provide the bargaining unit member an opportunity to meet and discuss the ~~unsatisfactory evaluation~~ recommendation. Please see Article 17.10.7.6.

17.15 Procedural Compliance

17.15.1 It is the intent of the procedures and timelines defined in this Article to provide effective, meaningful, and fair evaluations of bargaining unit members. Every effort shall be made to comply with the defined process and timelines of this Article.

17.15.2 The parties recognize there will be occasions when a timeline or process may not apply to a particular bargaining unit member's situation or that it may be inadvertently misapplied or overlooked.

17.15.3 If non-compliance is due to a unique assignment or to an accidental oversight, then the supervisor shall immediately notify the director of human resources who in turn shall notify the Faculty Association to meet and confer. The District, bargaining unit member and Faculty Association shall agree to a modified process and/or timeline.

17.15.4 Any delays resulting from procedure or timeline non-compliance shall not be held against the bargaining unit member and every effort should be made to implement a modified process which is fair and has the least adverse impact on the bargaining unit member.

17.15.5 Only those negotiated evaluation tools may be included in the evaluation process.

17.16 Off-Cycle Evaluations

17.16.1 ~~Pursuant to Ed Code Section 87734, a~~ An off-cycle evaluation of a bargaining unit member may be authorized based upon substantiated complaints that the bargaining unit member's performance is less than satisfactory in the areas delineated in Section 17.3; or, when a bargaining unit member receives an overall unsatisfactory rating during a periodic evaluation.

17.16.2 Off-cycle evaluations shall be limited in scope to those areas in which deficiencies were delineated in the periodic evaluation or ~~complaint~~ per Ed

Code 877324.

- 17.16.3 The evaluation process/timelines as outlined in this article for periodic evaluations shall be followed in the off-cycle evaluation, except that feedback forms and SGID shall be limited to address only the areas noted for review.
- 17.16.4 Materials gathered in previous evaluations may be used in the initial orientation meeting of the off-cycle evaluation.
- 17.16.5 If the off-cycle evaluation is the result of ~~an overall unsatisfactory rating during a periodic evaluation~~ the conditions of Article 17.14.6.43, then the same team shall perform the off-cycle evaluation unless the bargaining unit member requests a team change. Upon the request for a new team, the supervisor will choose one new faculty team member; the faculty ~~evaluatee~~ will select a second faculty team member.
- 17.16.6 If the bargaining unit member requests a new administrator, then the appropriate vice president may appoint a different administrator to conduct the off-cycle evaluation.
- 17.16.7 The evaluation team shall work constructively with the person being re-evaluated to encourage improvement. The techniques involved shall include consultation and may include mentorship, class/worksite observations, recommended course-work, review of literature, ~~arrangement for updating of background, staff~~ professional development activities, specific and appropriate trainings, and any other appropriate activities agreed upon by the team. [RC1]

17.17 Grievance Process for Evaluation and Tenure

- 17.17.1 The contents of evaluations of tenured bargaining unit members are not subject to the grievance procedures set forth in Article 6. The procedures of Article 6 shall apply to any allegation that the specific procedures contained herein have been misinterpreted, misapplied or violated. However, nothing in the procedures contained in Article 6 shall be construed to prohibit revision of the contents of any evaluation.
- 17.17.2 Allegations that the District, in a decision not to reappoint a probationary bargaining unit member, violated, misinterpreted or misapplied any of the procedures contained in this article shall be classified and procedurally addressed as grievances. They shall thereafter be processed in accordance with this article. Article 6 shall not apply.

17.17.3 General Provisions

The purpose of the general provisions below is to address the grievance procedures not applicable in Article 6.

- 17.17.3.1 A "grievance" as used in this article only is a formal written allegation that the District, in a decision not to offer a probationary bargaining unit member a second or third contract, or, to deny tenure to a probationary member under a third contract, violated, misinterpreted, or misapplied

any of its policies and procedures concerning the evaluation of the probationary bargaining unit member.

17.17.3.2 A "grievant" as used in this Article is a probationary bargaining unit member denied reappointment or tenure; or the Faculty Association on behalf of the bargaining unit member.

17.17.4 Level One — Written Grievance

17.17.4.1 Within ten (10) working days of receiving the official written notice that a second/third contract or tenure is denied, the grievant must present the grievance in writing to the appropriate vice president. The grievance shall:

- a) be specific;
- b) contain a synopsis of the facts supporting the allegation;
- c) identify the specific policy or procedure of this article which is alleged to have been violated;
- d) contain the date of the alleged violation;
- e) state the remedy requested; and
- f) be signed by the grievant.

17.17.4.2 The vice president shall communicate the decision to the bargaining unit member in writing within ten (10) working days after receiving the grievance. If the vice president does not respond within the time limit, the grievant may appeal to the next level.

17.17.5 Level Two — Arbitration

17.17.5.1 If the grievant is not satisfied with the disposition of the grievance at Level One or if no written decision has been rendered within ten (10) working days after submission of the grievance to the vice president, the grievant may, within an additional five (5) working days, request in writing that the grievance be submitted to arbitration.

17.17.5.2 The grievant and the District shall attempt to agree upon an advisory arbitrator. If no agreement can be reached, they shall request the California State Mediation and Conciliation Service to supply a panel of five (5) names of persons experienced in hearing grievances in public schools and community colleges. Each party shall alternately strike a name until only one name remains. The remaining panel member shall be the advisory arbitrator. The order of the striking shall be determined by lot. If the arbitrator will not be available within sixty (60) days, the parties shall secure another list and repeat the selection.

17.17.5.3 The arbitrator shall be without power to grant tenure, except for failure to give notice on or before March 15 pursuant to subdivision (b) of Education Code Section 87610. The arbitrator may issue an appropriate make-whole remedy, which may include, but need not be limited to, back pay and benefits, reemployment in a probationary position, and reconsideration.

17.17.5.4 The arbitrator shall have no power to alter, amend, change, add to, or subtract from any of the terms of this Agreement, but shall determine only whether or not there has been a violation of the procedures of this article in the respect alleged in the grievance. The decision of the arbitrator shall be based solely upon the evidence and arguments presented to them by the parties in the presence of each other and upon arguments presented in briefs, if any. The arbitrator shall consider and decide only on the specific issues submitted in writing and shall have no authority to make a decision on any other issue not so submitted.

17.17.6 Arbitrator's Decision and Board Review

17.17.6.1 The arbitrator's decision will be in writing and will set forth all findings of fact, reasoning, and conclusions on the issues submitted. The arbitrator will be without power or authority to make any recommendation which requires the commission of any act prohibited by law or which violates any term of this Agreement. The arbitrator in no case shall make any recommendation inconsistent with District duties, responsibilities, or obligations as such are prescribed in state or federal law. The decision of the arbitrator will be submitted to the Board of Trustees, the superintendent/president of the college, the grievant, and the Association.

17.17.6.2 The decision of the arbitrator shall be in the form of a recommendation to the Board of Trustees. The Board shall render a decision on the matter within thirty (30) days after receiving the arbitrator's decision. Such decision shall be final and binding on all parties. If the Board does not render a decision within the time specified, it shall be deemed to have adopted the decision reached by the vice president at Level One.

17.17.6.3 Arbitration Costs: The district will incur the cost of arbitration for grievances under this section of this article.

Classroom/Worksite Observation Form

~~(Section 17.11.1: Classroom/worksite observations are required for all probationary faculty. They are only required for tenured faculty who have never been observed providing instruction or service in the distance learning modality.)~~

Instructions: ~~The purpose of focus during the observation is to~~ Observe the performance of the faculty ~~describe events and~~ provide feedback ~~collect data~~ to be used in the evaluation process.

Observation for: _____

(Name of faculty member being evaluated)

Observer: _____

(Name of team member conducting observation)

Date of Observation: _____ **Time:** _____

Course Prefix and Title or Type of Activity Observed: _____

Summary: Provide a brief description ~~documentation~~, without subjective commentary, of the activity being observed. You may include a chronology of the specific topics covered. Please indicate the number and the classifications (e.g., students, staff, faculty, other ~~physicians, nurses, patients~~) of people in attendance.

Please provide feedback on ~~answer~~ the following. Comments are valuable and ~~are~~ encouraged; however, comments are only required when performance does not meet the standard. ~~the selection of NEEDS IMPROVEMENTS or DISAGREE require explanation:~~

1. The faculty member exhibits knowledge of discipline and primary assignment. ~~Knowledge: The faculty member is knowledgeable of the subject matter.~~

☐ Commendable ~~Agree~~ ☐ Satisfactory ~~Needs Improvement~~ ☐ Needs Improvement ~~Disagree~~ ☐ Does Not Meet Standards ~~Unable to Evaluate~~ ☐ Not Applicable

Comments:

2. ~~Communication:~~ The faculty member communicates ~~provides clear and effectively communication with students.~~

☐ Commendable ~~Agree~~ ☐ Satisfactory ~~Needs Improvement~~ ☐ Needs Improvement ~~Disagree~~ ☐ Does Not Meet Standards ~~Unable to Evaluate~~ ☐ Not Applicable

Comments:

3. ~~Performance:~~ The faculty member uses ~~utilizes~~ appropriate methods ~~techniques~~ and materials related to and in the performance of ~~their~~ assignment.

☐ Commendable ~~Agree~~ ☐ Satisfactory ~~Needs Improvement~~ ☐ Needs Improvement ~~Disagree~~ ☐ Does Not Meet Standards ~~Unable to Evaluate~~ ☐ Not Applicable

Comments:

4. ~~Organizational skills:~~ The faculty member ~~is~~ organizes ~~d.~~ instruction/service effectively in the performance of assignment.

☐ Commendable ~~Agree~~ ☐ Satisfactory ~~Needs Improvement~~ ☐ Needs Improvement ~~Disagree~~ ☐ Does Not Meet Standards ~~Unable to Evaluate~~ ☐ Not Applicable

Comments:

5. **~~Respect for students/clients:~~** The faculty member demonstrates respect for the rights and responsibilities of students/~~stakeholders~~~~clients~~ as expressed in official college policies and in accordance with student accommodations as designated by the Learning Assistance Program.
- ☐ Commendable~~Agree~~ ☐ Satisfactory~~Needs Improvement~~ ☐ Needs Improvement~~Disagree~~ ☐ Does Not Meet Standards~~Unable to Evaluate~~ ☐ Not Applicable

Comments:

6. **~~Evaluation Measurements:~~** The faculty member incorporates ~~uses~~ appropriate student assessment methods and demonstrates evidence of meeting course/service objectives.
- ☐ Commendable~~Agree~~ ☐ Satisfactory~~Needs Improvement~~ ☐ Needs Improvement~~Disagree~~ ☐ Does Not Meet Standards~~Unable to Evaluate~~ ☐ Not Applicable

Comments:

7. **~~Use of technology:~~** The faculty member uses the District course management system for fully online or hybrid course sections and/or uses appropriate technology in the performance of assignment.
- ☐ Commendable~~Agree~~ ☐ Satisfactory~~Needs Improvement~~ ☐ Needs Improvement~~Disagree~~ ☐ Does Not Meet Standards~~Unable to Evaluate~~ ☐ Not Applicable

Comments:

Observer's Signature _____

Date _____

Response from faculty member being evaluated (optional)

Faculty’s Member’s Signature

Date

Colleague Feedback Form (Class Climate Survey)

Statement of Purpose: Your thoughtful responses to the following items will assist in the evaluation of the below listed faculty member.

Evaluation Process: Please answer the items based on your direct knowledge of the employee's performance only as it relates to the assignment indicated. Avoid answering questions based on hearsay or speculation. If you do not have direct knowledge please indicate "~~CE~~" (Not ~~Observed~~ Applicable). In order to be considered within the evaluation process, feedback forms need to be signed and dated ~~must be signed~~. Your name will not appear on the form shared with the faculty member. The faculty member will see your responses only. Do not discuss items or responses with other employees.

Faculty Member Name: _____

Assignment being evaluated: _____

Directions: Choose the answer that best describes your response to the following statements of the faculty member in their primary assignment.

- A. ~~Agree~~ Commendable B. ~~Disagree~~ Satisfactory C. ~~Not~~ Needs
Improvement
D. Does Not Meet Standards E. Not Applicable ~~Observed~~

1. The faculty member engages in department activities.
 2. The faculty member engages in college service responsibilities.
 3. The faculty member acts ethically and demonstrates integrity, respect, and fairness to others.
 4. The faculty member maintains a professional demeanor and tone, despite ~~disagreements~~ differing perspectives.
 5. The faculty member establishes and maintains cooperative working relationships among faculty, administrators, and staff.
 6. ~~The faculty member takes initiative to address problems or improve processes in a timely fashion.~~
The faculty member takes initiative and/or offers support to address problems or improve processes.
 7. The faculty member contributes to a positive environment by supporting others and participating in the college community.
-
- ~~1. I have frequent and regular contact with this faculty member.~~
 - ~~2. The faculty member demonstrates knowledge of their teaching field or assignment.~~
 - ~~3. The faculty member communicates effectively in written and oral English.~~
 - ~~4. The faculty member seems organized in their assignment.~~
 - ~~5. The faculty member seems objective and fair in the evaluation of students.~~
 - ~~6. The faculty member respects the rights and needs of students.~~
 - ~~7. The faculty member acknowledges and defends the free inquiry of their associates in the exchange~~

of ideas.

- ~~8. The faculty member acknowledges debts (crediting sources to avoid plagiarism).~~
- ~~9. The faculty member acts ethically and with a sense of personal integrity.~~
- ~~10. The faculty member establishes and maintains cooperative working relationships among faculty, staff and administrators.~~
- ~~11. The faculty member develops appropriate materials related to their assignment.~~
- ~~12. The faculty member incorporates appropriate student assessment methods.~~
- ~~13. The faculty member uses the District's course management system in online and hybrid modalities.~~

~~Explain any "Disagree" responses. (Provide an example)~~

Comments are valuable and encouraged, especially regarding any "~~disagree rating~~Needs Improvement" or "Does Not Meet Standards" rating.:

Completed by: _____ Date: _____

Faculty Self-Evaluation Form (Article 17 Evaluations)

Name: _____

Academic Year and Semester: _____

Supervisor: _____

Instructions: Refer to Article 17 of the Agreement (contract) between the District and the Faculty Association to complete this self-evaluation form. Complete this form and submit it to the evaluation team by the date indicated in your evaluation timeline as provided during your initial meeting. This form does not include evaluation of reassignments.

Faculty Status (check one):

- ☐ Probationary (Tenure Track)
Check one: ☐ 1st ☐ 3rd ☐ 5th ☐ 7th semester
- ☐ Temporary
Check one: ☐ 1st ☐ 3rd ☐ 5th ☐ 7th semester
- ☐ Over 4 years

Section 1: List all duties related to your primary assignment since your last evaluation (*You may provide an attachment*)

Section 2: Is your current assignment typical of your previous assignments since your last evaluation? If not, please explain.

Section 3: Criteria and Expectations

Please provide a brief description of how you believe you have met the following contractual evaluation areas. Provide at least one example. You may attach examples and indicate a reference to it (i.e., see attached course syllabus; or see attached student planning sheet, etc.). Indicate N/A if an area does not apply to your assignment.

PROFESSIONAL COMPETENCIES ~~COMPETENCY~~ (17.3.1)

a. Exhibits knowledge of disciplines and primary teaching field or assignment

b. Communicates effectively ~~communicatio~~

c. Uses appropriate methods and materials in the performance of assignment ~~Teaching, counseling, or other service techniques~~

d. Organizes instruction/service effectively in the performance of assignment ~~Organization skills~~

e. Reports census and final grades on time (if applicable) ~~Use of appropriate materials related to your assignment~~

f. Incorporates appropriate student assessment methods in assignment ~~Incorporation of appropriate student assessment methods in your assignment~~

g. Demonstrates evidence of meeting course or service objectives ~~Use of district course management system for DL~~

h. Appropriately uses technology and the District's course management system in assignment (if applicable)

i. Demonstrates regular and substantive interaction (RSI) and ADA compliance in Distance Education (if applicable)

STUDENTS (17.3.2)

a. Exhibits cObjectivity and fairness in the evaluation ~~and discussion~~ of student work/performance.

b. Arrives to class/appointments on time and uses allotted time effectively

~~c~~b. Maintains~~Maintenance of~~ contractual obligations to hold regular and timely office hours (if applicable).

~~d~~e. Respects ~~for~~ the rights and responsibilities of students as expressed in official college policies and in accordance with student accommodations as designated by the Learning Assistance Program.

~~e~~d. Communicates student progress effectively~~Appropriate record keeping and reporting.~~

f. Responds to or assesses student work/performance in a time frame that is helpful to student progress/success.

COLLEAGUES (17.3.3)

a. Engages in department activities~~Acknowledging and defending the free inquiry of their associates in the exchange of ideas.~~

b. Engages in college service responsibilities~~Acknowledging academic debts (crediting sources to avoid plagiarism).~~

c. Acts ethically and demonstrates integrity, respect, and fairness to others~~Acting in accordance with the ethics of the profession and with a sense of personal integrity.~~

d. Maintains a professional demeanor and tone, despite differing perspectives~~Establishing and maintaining cooperative working relationships among faculty, administrators, and staff.~~

e. Establishes and maintains cooperative working relationships among faculty, administrators, and staff.

f. Takes initiative and/or offers support to address problems or improve processes.

g. Contributes to a positive environment by supporting others and participating in the college community.

DEIA COMPETENCIES (17.3.5)

a. Demonstrates through activities and practices an effort to grow in understanding of diversity, equity and equity-mindedness, inclusion, accessibility, and anti-racism in all professional practices.

b. Applies DEIA principles in interactions with students in ways that contribute to the closing of opportunity gaps.

PROFESSIONAL DEVELOPMENT AND GROWTH (17.3.4.1)

a. ~~—~~ Maintained 36 hours of professional development per Article 16 of the contract. Professional growth activities contribute to the improvement of professional growth and practices.

Attach a summary of the hours. If you did not maintain 36 hours annually, explain why:

COLLEGE SERVICE (17.3.4.2)

a. Indicate how you satisfied the requirements of Article 17.3.4.2: College service contributes to the college's mission/vision and to the overall betterment of the institution.

Section 4: Comments

You may use this section to explain answers or provide comments you feel will assist the team in reviewing your evaluation.

Section 5: Working Climate Survey

While not mandatory or part of your evaluation, it will be helpful for the district if you please complete the following survey:

A. Very Satisfied

B. Somewhat Satisfied

C. Somewhat Dissatisfied

D. Very Dissatisfied

How satisfied are you with:

- | | | | | |
|--|-------------------------|-------------------------|-------------------------|-------------------------|
| 1. Your level of performance in your assignments. | ☐ A | ☐ B | ☐ C | ☐ D |
| 2. The level and quality of clerical support you receive. | ☐ A | ☐ B | ☐ C | ☐ D |
| 3. The level and quality of technical support you receive. | ☐ A | ☐ B | ☐ C | ☐ D |
| 4. The adequacy and quality of facilities. | ☐ A | ☐ B | ☐ C | ☐ D |
| 5. The quantity and quality of equipment and technology. | ☐ A | ☐ B | ☐ C | ☐ D |
| 6. The level and quality of department level support. | ☐ A | ☐ B | ☐ C | ☐ D |
| 7. The level and quality of administrative support. | ☐ A | ☐ B | ☐ C | ☐ D |
| 8. Overall satisfaction. | ☐ A | ☐ B | ☐ C | ☐ D |

Section 5: Comments

You may use this section to explain answers or provide comments.

Fulltime Faculty DEIA Reflection Form

Purpose: This portion of the evaluation is intended to foster individual reflection –as well as conversations among colleagues— on how we can individually and collectively work to improve diversity, equity, inclusion, access, and anti-racism in our professional practices. Ultimately, this DEIA Reflection is intended to foster awareness and encourage practices that will improve student outcomes for historically under-represented groups and disproportionately impacted populations.

In addition, this DEIA Reflection is intended to ensure that the faculty evaluation process aligns with Title 5, Section 53602 regulations, which require that California Community College districts develop policies for evaluating employees on Diversity, Equity, Inclusion, and Accessibility (DEIA) competencies.

More specifically, the California Community Colleges Board of Governors has determined that community college employees should develop the professional skills, knowledge, and behaviors necessary to provide our diverse student population with the welcoming and inclusive campus environments that are necessary to student success and more equitable outcomes through the reduction of achievement gaps.

The DEIA Reflection should be used to help advance individual professional growth and institutional dialogue on change. The DEIA Reflection must not be used as evidence to support a less than satisfactory rating in the evaluation process.

Finally, the inclusion of information in the reflection does not preclude its inclusion in the other portions of the evaluation process (through e.g., evidence/observation).

Please answer the following Reflection Questions:

1. What have you done to improve (grow, increase, better) your understanding of anti-racism, equity, equity- mindedness, and/or equity as it relates to your field and AHC? [The following prompts are intended to provide some ideas on the actions or activities you could address in your response but are neither intended to be addressed in their totality nor should they limit the scope of your answer.]
 - curriculum review related to anti-racism, decolonization, and equity
 - participation in anti-racism and equity related workshops/institutes
 - review of professional materials and best practices for equity in your field
 - review of your student success data (local and districtwide)
 - participation in meetings or committees that directly and regularly examine barriers for students of color

- modification, enhancement, or changes to instructional delivery practices for both onsite and online courses to improve equity and accessibility.
2. How have you used and/or how will you use these understandings to improve your practice and/or help close opportunity gaps?
 3. What additional trainings and resources, whether offered by AHC or others, would be helpful in continuing your development of inclusive and anti-racist practices?

**Full-time Faculty Evaluation Team Report
(Article 17 – Evaluations)**

Completed by: _____ Date: _____

Semester: _____ Academic Year: _____

Name: _____ Title: _____

Department: _____ Division: _____

Division Supervisor: _____

Faculty Status (check one): ☐ Regular (Tenured) ☐ Probationary (tenure track) ☐ Temporary

If probationary, check one: ☐ 1st year ☐ 2nd year ☐ 3rd year ☐ 4th year

If Temporary, check one: ☐ 1st year ☐ 2nd year ☐ 3rd year ☐ 4th year ☐ over 4 years

Evaluation Type and Cycle (17.6) (check one):

☐ Probationary faculty (tenure track) ☐ 1st ☐ 3rd ☐ 5th ☐ 7th semester

☐ Regular Faculty (Tenured) triennial

☐ Temporary Faculty ☐ 1st ☐ 3rd ☐ 5th ☐ 7th semester ☐ _____
(semester)

☐ Triennial Off-cycle (indicate reason): _____

Evaluation Team Members (17.9):

Supervisor: _____

Faculty member (Supervisor designee): _____

Faculty member (Faculty designee): _____

Evaluation process (17.10) used in this evaluation:

- ☐ SGID (required for probationary/temporary faculty; optional for regular faculty) (attach results)
- ☐ [Academic Senate Distance Education \(DE\) peer review documentation \(if applicable\) *](#)
- ☐ [DEIA Reflection *](#)
- ☐ Classroom/worksite observation [form](#) (required for probationary/temporary faculty) ~~and first time~~
~~—Distance Learning~~ (attach results)
- ☐ Self-evaluation Form (required for probationary/temporary faculty) (attach)
- ☐ Student/~~Stakeholder~~~~Parent~~ Feedback Forms (attach results summary)
- ☐ Colleague Feedback ~~F~~form (attach results summary)

~~*Process also utilizes full time faculty~~ [DEIA Reflection](#) ~~an~~ Form and [Distance Education \(DE\)](#) documentation are subject to ~~per~~ the parameters in Article 17.10.:

The following section summarizes the assessment of the faculty member's performance in their primary assignment based on the input collected only during the evaluations process.

Assess the following areas based on the information gathered only from the evaluation process.

Comments are encouraged; however, the selection of "Does Not Meet Standards" requires explanation.	Commendable Meets Standards	Satisfactory Does not meet standards	Needs Improvement Not observed	Does Not Meet Standards applicable to assignment	N/A
Section 1: PROFESSIONAL COMPETENCIES Y (17.3.1)					
1. Exhibits k Knowledge of discipline and primary teaching field or assignment					
2. Communicates e Effectively communication with students					
3. Uses appropriate methods and materials in the performance of assignment Performance techniques					
4. Organizes instruction/service effectively in the performance of assignment Organization skills					
5. Reports census and final grades on time (if applicable) Use- appropriate materials related to assignment					
6. Incorporates appropriate student assessment methods in assignment Uses appropriate materials related to-					
7. Demonstrates evidence of meeting course or service objectives. Incorporates appropriate student assessment methods in- assignment Use of the district's course management system (required- for Distance Learning courses)					

8. Demonstrates evidence of meeting course or service objectives.					
	<u>Commendable</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Does Not Meet Standards</u>	<u>N/A</u>
9. <u>Appropriately uses technology and the District's course management system (if applicable) in assignment</u> Appropriately uses technology-					
10. <u>9. Demonstrates regular and substantive interaction (RSI) and ADA compliance in Distance Education (if applicable)</u>					
Section 1 narrative comments are encouraged; however, the selection of "Does Not Meet Standards" requires explanation.					
Section 2: STUDENTS (17.3.2)					
1. <u>Exhibits o</u> bjectivity and fairness in the evaluation and discussion of student work/ <u>performance.</u>					
2. <u>Arrives to class/appointments on time and uses allotted time effectively</u> Maintenance of contractual obligations to hold regular and timely office hours.					
3. <u>Maintains contractual obligations to hold regular and timely office hours (if applicable).</u> Respect for the rights and responsibilities of students as expressed in official college policies					
4. <u>Respects the rights and responsibilities of students as expressed in official college policies and in accordance with student accommodations as designated by the Learning Assistance Program.</u> Appropriate record keeping and reporting					
5. <u>Communicates student progress effectively</u>					
6. <u>Responds to or assesses student work/performance in a time frame that is helpful to student progress/success.</u>					
Section 2 narrative comments are encouraged; however, the selection of "Does Not Meet Standards" requires explanation.					
Section 3: COLLEAGUES (17.3.3)					
1. <u>Engages in department activities</u> Acknowledging and defending the free inquiry of their associates in the exchange of ideas					
2. <u>Engages in college service responsibilities</u> Acknowledging academic debts (crediting sources to avoid plagiarism)					

	<u>Commendable</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Does Not Meet Standards</u>	<u>N/A</u>
3. <u>Acts ethically and demonstrates integrity, respect, and fairness to others.</u> Acting in accordance with the ethics of the profession and with a sense of personal integrity					
4. <u>Maintains a professional demeanor and tone, despite disagreements differing perspectives.</u> Establishing and maintaining cooperative working relationships among faculty, administrators, and					
5. <u>Establishes and maintains cooperative working relationships among faculty, administrators, and staff.</u>					
6. <u>Takes initiative to address problems and/or offers support to address problems or improve processes</u> or improve processes in a timely					
7. <u>Contributes to a positive environment by supporting others and participating in the college community.</u>					
Section 3 narrative comments are encouraged; however, the selection of "Does Not Meet Standards" requires explanation.					
<u>Section 4: DEIA COMPETENCIES (17.3.5)</u>					
1. <u>Demonstrates through activities and practices an effort to grow in understanding of diversity, equity and equity-, mindedness, inclusion, accessibility, and anti-racism in all professional practices.</u>					
2. <u>Applies DEIA principles in interactions with students in ways that contribute to the closing of opportunity gaps.</u>					
<u>Section 4 narrative comments</u>					
Section 5 4: PROFESSIONAL <u>DEVELOPMENT AND</u> GROWTH (17.3.4. <u>1</u>)					
1. Maintained 36 hours of professional development per Article 16 of the contract. of the contract. <u>Professional growth activities contribute to the improvement of professional growth and practices.</u>					
Section 4 5 narrative comments are encouraged; however, the selection of "Does Not Meet Standards" requires explanation.					

	<u>Commendable</u>	<u>Satisfactory</u>	<u>Needs Improvement</u>	<u>Does Not Meet Standards</u>	<u>N/A</u>
Section 6 5: COLLEGE SERVICE (17.3.4.2)					
1. Meets Professional Responsibilities average 2 hours per week per Article 16 of the contract. <u>College service contributes to the college's mission/vision and to the overall betterment of the institution.</u>					
Section 6 5 narrative comments are encouraged; however, the selection of "Does Not Meet Standards" requires explanation.					

Evaluation Team's Final Assessment

~~Evaluation team's assessment of whether the faculty member meets the criteria in 17.3 of the contractual—agreement.~~

☐ ~~Satisfactory~~

Evaluation Team Recommendation

- ☐ Continue employment pursuant to terms and conditions of appropriate status.~~Regular faculty: No further action.~~
- ☐ Continue employment under conditions specified in the concerns report and plan for improvement (attached).~~Probationary faculty (first three years): Rehire.~~
- ☐ Not recommended for continued employment. (probationary and temporary faculty only)~~Probationary faculty (fourth year): Award tenure.~~
- ☐ Awarde tenure. (if applicable).~~Unsatisfactory (explain significant findings leading to this recommendation) (see attached)~~

Evaluation Team Recommendation

- ☐ ~~Regular faculty:~~
 - ☐ ~~Off-cycle evaluation to be conducted~~
 - ☐ ~~Recommended goals for improvement to be completed by (see attached):~~
 - ☐ ~~Recommended training to be completed by (see attached):~~
- ☐ ~~Probationary faculty:~~
 - ☐ ~~Off-cycle evaluation to be conducted~~
 - ☐ ~~Recommended training to be completed by (see attached):~~
 - ☐ ~~Recommended mentoring to be completed by (see attached):~~
 - ☐ ~~Recommended not to rehire.~~
 - ☐ ~~Recommended not to award tenure.~~

Evaluation Team Signatures

Faculty team member: _____ Date _____
☐ Agree ☐ Disagree (requires reason(s) in an attached statement)

Faculty team member: _____ Date _____
☐ Agree ☐ Disagree (requires reason(s) in an attached statement)

Supervisor: _____ Date _____
☐ Agree ☐ Disagree (requires reason(s) in an attached statement)

Acknowledgement Statement

I have read this report and have had the opportunity to discuss it with all the evaluation team members. My signature indicates receipt of the evaluation report and not necessarily agreement with the evaluation. I am aware I have the right to discuss this evaluation with my vice-president, if I so desire, and may submit a written response to the evaluation within eight (8) working days after receipt of the report.

Signature of Faculty Member

Date

Vice-president review and recommendation

I have reviewed the evaluation and recommend the following for the faculty member:

☐ Continue employment pursuant to terms and conditions of ~~their~~ appropriate status.

☐ Continue employment under the following condition(s):

[\(attach concerns report and plan for improvement\)](#)

☐ An off-cycle evaluation to be conducted: _____

☐ Specified goals to be completed by (see attached): _____

☐ Specified training to be completed by (see attached): _____

☐ Specified mentoring to be completed by (see attached): _____

☐ [Not recommended for continued employment. \(probationary and temporary faculty only\)](#)

☐ Award tenure.

☐ ~~Deny tenure.~~

Appropriate Vice President

Date

Original to Faculty Member Personnel File in Human Resources
Copy to Faculty Member

Instructional Faculty Student Feedback Form (online)
(Class Climate Survey)

Purpose: Your thoughtful responses to the following items will help improve instruction. Your cooperation in completing this form is appreciated.

Process: This feedback will be provided anonymously. Do not put your name on the answer sheet. The instructor will see the written responses only after final grades have been submitted.

Directions: Choose the answer that best describes your response to the following statements. If an item does not apply to a particular course, subject, or instructor, choose option E (No Opinion).

A. Strongly Agree B. Agree C. Disagree D. Strongly Disagree E. No Opinion

Part 1:

1. The instructor follows the course syllabus.
2. The instructor uses textbooks or materials effectively in the course.
3. The instructor provides a clear calendar of assignments.
4. Course materials are available on time when I need them to complete my work.
5. The course is well organized and easy to navigate.
6. The instructor demonstrates knowledge of the course subject.
7. The instructor answers questions clearly.
8. The instructor encourages student participation.
9. The instructor is reasonably available to students as outlined in the course.
10. The instructor gives tests or other assessments that cover what is taught in this course.
11. The instructor has activities or assignments that support my learning of the course material.
12. The instructor provides feedback quickly enough to help my progress/success in the course.
13. The instructor grades my work fairly.
14. The instructor is respectful of students.
15. The instructor shows interest in student success.

Comments related to the above questions are encouraged.

Additionally, we value your thoughts on these questions:

Part II:

1. What do you like most about how the faculty member teaches this course?
2. How can the faculty member improve this course?
3. What could you have done to be more successful in this course?
4. Do you have any other general observations or comments to offer about this course?

Instructional Faculty Student Feedback Form (onsite)
(Class Climate Survey)

Purpose: Your thoughtful responses to the following items will help improve instruction. Your cooperation in completing this form is appreciated.

Process: This feedback will be provided anonymously. Do not put your name on the answer sheet. The instructor will see the written responses only after final grades have been submitted.

Directions: Choose the answer that best describes your response to the following statements. If an item does not apply to a particular course, subject, or instructor, choose option E (No Opinion).

A. Strongly Agree B. Agree C. Disagree D. Strongly Disagree E. No Opinion

Part 1:

1. The instructor follows the course syllabus (a plan for the course).
2. The instructor uses textbooks or materials effectively in the course.
3. The instructor arrives on time and uses the allotted class time.
4. The instructor uses class time effectively.
5. The instructor is well prepared and well organized.
6. The instructor explains the subject clearly.
7. The instructor answers questions clearly.
8. The instructor encourages student participation.
9. The instructor is accessible to students in one or more ways (for example, during office hours, through e-mail, voicemail, or Canvas Inbox).
10. The instructor gives tests or other assessments that cover what is taught in this course.
11. The instructor has activities or assignments that support my learning of the course material.
12. The instructor responds to or assesses student work in a time frame that is helpful to my progress/success in the course.
13. The instructor grades my work fairly.
14. The instructor is respectful of students.
15. The instructor shows interest in student success.

Comments related to the above questions are encouraged.

Additionally, we value your thoughts on these questions:

Part II:

1. What do you like most about how the faculty member teaches this course?
2. How can the faculty member improve this course?
3. What could you have done to be more successful in this course?
4. Do you have any other general observations or comments to offer about this course?

Service Faculty (counselor) Student Feedback Form
(Class Climate Survey)

Purpose: Your thoughtful responses to the following items will help improve services. Your cooperation in completing this form is appreciated.

Process: This feedback will be provided anonymously. Do not put your name on the answer sheet.

Directions: Choose the answer that best describes your response to the following statements. If an item does not apply to this particular faculty member, choose option E (No Opinion).

A. Strongly Agree B. Agree C. Disagree D. Strongly Disagree E. No Opinion

Part 1:

1. The counselor listened to my concerns and questions.
2. The counselor communicated clearly with me.
3. The counselor was courteous and treated me with respect.
4. I was comfortable discussing academic or personal concerns with this counselor.
5. I felt free to ask questions and express my own ideas.
6. The counselor was helpful and appropriately addressed my academic needs.
7. The counselor was knowledgeable and informative.
8. I would return to see this counselor.

Comments related to the above questions are encouraged.

Part II:

1. Do you have any other comments you would like to add about the help you received from the counselor?

Stakeholder (distance education specialist) Feedback on Service
(Class Climate Survey)

Purpose: Your thoughtful responses to the following items will help improve services. Your cooperation in completing this form is appreciated.

Process: This feedback will be provided anonymously. Do not put your name on the answer sheet.

Directions: Choose the answer that best describes your response to the following statements. If an item does not apply to this particular faculty member, choose option E (No Opinion).

A. Strongly Agree B. Agree C. Disagree D. Strongly Disagree E. No Opinion

Part 1:

1. The distance education specialist provides timely and effective support to faculty in developing and maintaining quality online and hybrid courses.
2. The distance education specialist demonstrates expertise in the college's learning management system and related instructional technologies and communicates technical guidance clearly.
3. The distance education specialist promotes effective online andragogy and instructional design practices consistent with the California Community Colleges Distance Education Guidelines and Title 5, and the CVC-OEI course design rubric.
4. The distance education specialist collaborates effectively to improve online teaching and learning experiences.
5. The distance education specialist introduces and supports innovative approaches or tools that enhance student engagement, accessibility, and success in online learning environments.
6. The distance education specialist promotes awareness and provides guidance to help faculty ensure their online course materials and resources meet accessibility standards and support equity and inclusion.
7. The distance education specialist responds promptly and courteously to inquiries and communicates information about distance education policies and updates clearly.
8. The distance education specialist provides high-quality training and resources that help faculty comply with local and systemwide distance education standards and improve their instructional practice.
9. The distance education specialist contributes to college-wide distance education planning, program review, accreditation work, and alignment with CCCCO and ACCJC distance education standards.
10. Overall, the distance education specialist contributes positively to the college's capacity to deliver effective, compliant, and high-quality distance education.

Comments related to the above questions are encouraged.

Part II:

1. Are there any comments that you would like to add about the help you received from the distance education specialist?

Service Faculty (LAP specialist) Student Feedback Form
(Class Climate Survey)

Purpose: Your thoughtful responses to the following items will help improve services. Your cooperation in completing this form is appreciated.

Process: This feedback will be provided anonymously. Do not put your name on the answer sheet.

Directions: Choose the answer that best describes your response to the following statements. If an item does not apply to this particular faculty member, choose option E (No Opinion).

A. Strongly Agree B. Agree C. Disagree D. Strongly Disagree E. No Opinion

Part 1:

1. The LAP specialist listened to my concerns and questions.
2. The specialist communicated clearly with me.
3. The specialist was courteous and treated me with respect.
4. I was comfortable discussing academic or personal concerns with this specialist.
5. I felt free to ask questions and express my own ideas during my time with the specialist.
6. The specialist was helpful and appropriately addressed my academic needs.
7. The specialist was knowledgeable and informative.
8. I would return to see this specialist.

Comments related to the above questions are encouraged.

Part II:

1. Are there any comments that you would like to add about the help you received from the LAP specialist?

Service Faculty (librarian) Student Feedback Form
(Class Climate Survey)

Purpose: Your thoughtful responses to the following items will help improve services. Your cooperation in completing this form is appreciated.

Process: This feedback will be provided anonymously. Do not put your name on the answer sheet.

Directions: Choose the answer that best describes your response to the following statements. If an item does not apply to this particular faculty member, choose option E (No Opinion).

A. Strongly Agree B. Agree C. Disagree D. Strongly Disagree E. No Opinion

Part 1:

1. The librarian demonstrated knowledge of the library and information resources while assisting me.
2. The librarian answered my questions clearly.
3. The librarian assisted me to my satisfaction.
4. The librarian seemed organized.
5. The librarian provided me with appropriate materials that were helpful for my information need.
6. The librarian showed me how to help myself find materials appropriate to my needs.
7. The librarian treated me with respect.
8. I think this librarian does their job effectively.

Comments related to the above questions are encouraged.

Part II:

1. Are there any comments that you would like to add about the help you received from this librarian?
2. The last time I interacted with this librarian was:
 - ☐ At the Reference Desk
 - ☐ During a library orientation
 - ☐ In another class
 - ☐ Other (please specify below):

Service Faculty (mental health counselor) Student Feedback Form
(Class Climate Survey)

Purpose: Your thoughtful responses to the following items will help improve services. Your cooperation in completing this form is appreciated.

Process: This feedback will be provided anonymously. Do not put your name on the answer sheet.

Directions: Choose the answer that best describes your response to the following statements. If an item does not apply to this particular faculty member, choose option E (No Opinion).

A. Strongly Agree B. Agree C. Disagree D. Strongly Disagree E. No Opinion

Part 1:

1. I found the mental health counselor to be approachable.
2. I was comfortable discussing my needs and concerns with the counselor.
3. The counselor listened attentively and treated me with courtesy and respect.
4. The counselor clearly explained confidentiality and professional boundaries.
5. The counselor understood my concerns.
6. The counselor addressed my immediate needs and provided options for follow-up support.
7. I would return to this counselor for assistance if necessary.

Comments related to the above questions are encouraged.

Part II:

1. Are there any comments that you would like to add about the care you received from this mental health counselor?

Service Faculty (nurse) Student Feedback Form
(Class Climate Survey)

Purpose: Your thoughtful responses to the following items will help improve services. Your cooperation in completing this form is appreciated.

Process: This feedback will be provided anonymously. Do not put your name on the answer sheet.

Directions: Choose the answer that best describes your response to the following statements. If an item does not apply to this particular faculty member, choose option E (No Opinion).

A. Strongly Agree B. Agree C. Disagree D. Strongly Disagree E. No Opinion

Part 1:

1. I found the nurse to be approachable
2. I was comfortable discussing my needs/issues with this nurse.
3. The nurse was attentive and courteous to me.
4. The nurse listened to my concerns and questions.
5. The nurse communicated clearly with me.
6. The nurse met my immediate needs.
7. The nurse provided an opportunity for follow-up.
8. The nurse assisted me in a professional and confidential manner.
9. I would return to this nurse for assistance if necessary.

Comments related to the above questions are encouraged.

Part II:

1. Are there any comments that you would like to add about the help you received from this nurse?

Stakeholder (tutors) Feedback on Service
(academic resource center coordinator/specialist)
(Class Climate Survey)

Purpose: Your thoughtful responses to the following items will help improve services. Your cooperation in completing this form is appreciated.

Process: This feedback will be provided anonymously. Do not put your name on the answer sheet.

Directions: Choose the answer that best describes your response to the following statements. If an item does not apply to this particular faculty member, choose option E (No Opinion).

A. Strongly Agree B. Agree C. Disagree D. Strongly Disagree E. No Opinion

1. The academic resource center coordinator/specialist effectively trained and prepared me to tutor.
2. The academic resource center coordinator/specialist facilitated a welcoming and supportive tutoring environment.
3. The academic resource center coordinator/specialist provided training materials and sessions that were clear, organized, and relevant to my tutoring responsibilities.
4. The academic resource center coordinator/specialist provided training that addressed diverse learning styles and strategies for supporting different types of learners.
5. The academic resource center coordinator/specialist provided training that made me feel confident in my tutoring abilities after completing the training.
6. The academic resource center coordinator/specialist gave me opportunities to practice my tutoring techniques during training.
7. The academic resource center coordinator/specialist is accessible and supportive.
8. I would recommend working in the Tutorial Center to other students.
9. The academic resource center coordinator/specialist effectively manages the tutoring center's operations and logistics.

Comments related to the above questions are encouraged.

Part II:

1. Are there any comments that you would like to add about the support you received from the academic resource center coordinator/specialist?

Stakeholder Feedback on Service (articulation officer)
(Class Climate Survey)

Purpose: Your thoughtful responses to the following items will help improve services. Your cooperation in completing this form is appreciated.

Process: This feedback will be provided anonymously. Do not put your name on the answer sheet.

Directions: Choose the answer that best describes your response to the following statements. If an item does not apply to this particular faculty member, choose option E (No Opinion).

A. Strongly Agree B. Agree C. Disagree D. Strongly Disagree E. No Opinion

Part 1:

1. The Articulation Officer demonstrates responsibility and accountability for day-to-day operations of the College's articulation process as it applies to four-year colleges and universities.
2. The Articulation Officer initiates faculty-approved articulation agreements between institutions of higher education.
3. The Articulation Officer builds effective working relationships with Articulation Officers at four-year institutions.
4. The Articulation Officer builds effective working relationships with faculty and peers at the college.
5. The Articulation Officer communicates effectively (both oral and written).
6. The Articulation Officer demonstrates leadership qualities in serving as a consultant to the faculty and academic units, providing needed materials and information about the articulation process.
7. The Articulation Officer serves as an advocate for the faculty and campus academic programs to the academic community inside and outside the college.
8. The Articulation Officer serves as an informed and active liaison for the receiving school by communicating that school's information and concerns to the college faculty.
9. The Articulation Officer serves as the campus liaison to the segmental system-wide offices, often responsible for disseminating policy changes and updating information to ensure currency.
10. The Articulation Officer serves on appropriate campus committees such as Academic Policies & Planning (AP&P) committee and the Technical Review subcommittee to provide input and receive information about proposed changes in campus policy and curriculum, and actively seeks to disseminate, in a timely manner, the information gained from participation on such committees to peers and others affected by such information.

Comments related to the above questions are encouraged.

Part II:

1. Are there any comments that you would like to add about the help you received from the articulation officer?

~~Parent Feedback on Children's Center Teaching~~
~~(Class Climate Survey)~~

~~Purpose:~~ Your thoughtful responses to the following items will help improve teaching. Your cooperation in completing this form is appreciated.

~~Process:~~ This feedback will be provided anonymously. Do not put your name on the answer sheet.

~~Directions:~~ Choose the answer that best describes your response to the following statements. If an item does not apply to a particular teacher, choose option E (No Opinion).

~~A. Strongly Agree — B. Agree — C. Disagree — D. Strongly Disagree — E. No Opinion~~

- ~~1. _____ The teacher demonstrates knowledge of their teaching field or assignment.~~
- ~~2. _____ The teacher communicates clearly.~~
- ~~3. _____ The teacher's techniques are interesting and engaging.~~
- ~~4. _____ The teacher seems organized.~~
- ~~5. _____ The teacher has communicated what is expected of me and my child to succeed in this program.~~
- ~~6. _____ The teacher is fair and objective when addressing rules and procedures.~~
- ~~7. _____ The teacher has been willing to meet with me when needed.~~
- ~~8. _____ The teacher is respectful of the children and parents.~~
- ~~9. _____ I think this teacher is an effective teacher.~~

~~Comments related to the above questions are encouraged.~~

Student Feedback on Instruction
(Class Climate Survey)

Purpose: ~~Your thoughtful responses to the following items will help improve instruction. Your cooperation in completing this form is appreciated.~~

Process: ~~This feedback will be provided anonymously. Do not put your name on the answer sheet. The instructor will see the written responses only after final grades have been submitted.~~

Directions: ~~Choose the answer that best describes your response to the following statements. If an item does not apply to a particular course, subject, or instructor, choose option E (No Opinion).~~

~~**A. Strongly Agree B. Agree C. Disagree D. Strongly Disagree E. No Opinion**~~

- ~~1. — The instructor demonstrates knowledge of the course subject.~~
- ~~2. — The instructor uses appropriate materials in this course.~~
- ~~3. — The instructor's written and verbal explanations are clear.~~
- ~~4. — The instructor's techniques are interesting and thought-provoking.~~
- ~~5. — The instructor seems organized.~~
- ~~6. — The instructor makes regular attempts to communicate with me.~~
- ~~7. — The instructor has communicated what is expected of me to succeed in this course.~~
- ~~8. — The instructor grades my work fairly and objectively.~~
- ~~9. — The instructor is available during their office hour.~~
- ~~10. — The instructor is respectful of students.~~
- ~~11. — The instructor keeps records of my grades and makes them reasonably available to me.~~
- ~~12. — My instructor allows for my participation in discussions or activities.~~
- ~~13. — I think this instructor is an effective teacher.~~

~~Comments related to the above questions are encouraged.~~

Student Feedback on Service
(Class Climate Survey)

Purpose: Your thoughtful responses to the following items will help improve services. Your cooperation in completing this form is appreciated.

Process: This feedback will be provided anonymously. Do not put your name on the answer sheet.

Please check the appropriate box of the service faculty member that assisted you:

☐ Counselor ☐ Academic Specialist ☐ Nurse ☐ Librarian

Directions: Choose the answer that best describes your response to the following statements. If an item does not apply to this particular faculty member, choose option E (No Opinion).

A. Strongly Agree B. Agree C. Disagree D. Strongly Disagree E. No Opinion

1. The faculty member demonstrates knowledge of their service assignment while assisting me.
2. The faculty member answered my questions clearly.
3. The faculty member performed their service to my satisfaction.
4. The faculty member seemed organized.
5. The faculty member provided me with appropriate materials that were helpful.
6. The faculty member appropriately assessed my needs.
7. The faculty member treated me with respect.
8. I think this faculty member is effective in their service assignment.

Comments related to the above questions are encouraged.

Article 17 and Evaluation Forms MOU Combined

Final Audit Report

2026-04-22

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