AGENDA
SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT
BOARD OF TRUSTEES STUDY SESSION
October 8, 2014, 6:00 p.m.
District Office Board Room
3401 CSM Drive, San Mateo, CA 94402

NOTICE ABOUT PUBLIC PARTICIPATION AT BOARD MEETINGS

The Board welcomes public discussion.
- *The public's comments on agenda items will be taken at the time the item is discussed by the Board.*
- *To comment on items not on the agenda, a member of the public may address the Board under "Statements from the Public on Non-Agenda Items;" at this time, there can be discussion on any matter related to the Colleges or the District, except for personnel items and potential or existing litigation. No more than 20 minutes will be allocated for this section of the agenda. No Board response will be made nor is Board action permitted on matters presented under this agenda topic.*
- *If a member of the public wishes to present a proposal to be included on a future Board agenda, arrangements should be made through the Chancellor's Office at least seven days in advance of the meeting. These matters will be heard under the agenda item "Presentations to the Board by Persons or Delegations." A member of the public may also write to the Board regarding District business; letters can be addressed to 3401CSM Drive, San Mateo, CA 94402.*
- *Persons with disabilities who require auxiliary aids or services will be provided such aids with a three day notice. For further information, contact the Executive Assistant to the Board at (650) 358-6753.*
- *Regular Board meetings are recorded; recordings are kept for one month.*
- *Government Code §54957.5 states that public records relating to any item on the open session agenda for a regular board meeting should be made available for public inspection. Those records that are distributed less than 72 hours prior to the meeting are available for public inspection at the same time they are distributed to the members of the Board. The Board has designated the Chancellor's Office at 3401 CSM Drive for the purpose of making those public records available for later inspection; members of the public should call 650-358-6753 to arrange a time for such inspection.*

6:00 p.m.   **ROLL CALL**

      Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA

MINUTES

    14-10-1   Approval of the Minutes of the Regular Meeting of September 23, 2014

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS

NEW BUSINESS

    14-10-1A   Approval of Personnel Items: Changes in Assignment, Compensation, Placement, Leaves, Staff Allocations and Classification of Academic and Classified Personnel

STUDY SESSION

    14-10-1B   Presentation and Approval of Accreditation Follow-Up Reports – Cañada College, College of San Mateo and Skyline College

    14-10-1C   Discussion of Topics for Future Board of Trustees Study Sessions

STATEMENTS FROM BOARD MEMBERS

RECESS TO CLOSED SESSION

1. Closed Session Personnel Items

    A. Executive Appointment, Reappointment, Assignment and Reassignment: None

    B. Public Employee Discipline, Dismissal, Release

CLOSED SESSION ACTIONS TAKEN

ADJOURNMENT

The meeting was called to order at 6:04 p.m.

Board Members Present: President Karen Schwarz, Vice President Patricia Miljanich, Trustees Richard Holober, Dave Mandelkern and Thomas Mohr, Student Trustee Rupinder Bajwa

Others Present: Chancellor Ron Galatolo, Deputy Chancellor Jim Keller, Skyline College President Regina Stanback Stroud, College of San Mateo President Michael Claire, Cañada College Vice President of Instruction Gregory Anderson, District Academic Senate President Diana Bennett

Pledge of Allegiance

DISCUSSION OF THE ORDER OF THE AGENDA
None

MINUTES
It was moved by Vice President Miljanich and seconded by Trustee Mandelkern to approve the minutes of the study session of September 10, 2014. The motion carried, all members voting "Aye."

STATEMENTS FROM EXECUTIVES
Skyline College President Stanback Stroud said Dr. Cornel West provided an outstanding and eloquent presentation on the evening of September 11. She read a portion of a letter from a student who expressed gratitude that this type of resource is available at Skyline College. President Stanback Stroud said 75 students, who are sponsored by the Mexican Consulate and funded by the Becalos Foundation, have had the opportunity to participate in many activities, including an outing to the Mission District in San Francisco. President Stanback Stroud referenced the article in her written report on Skyline College student Darwin Valesquez, who gave a speech for the Latino Community Foundation describing his emigration as an unaccompanied child. President Stanback Stroud expressed thanks to Vice Chancellor José Nuñez for his leadership in working with the Sustainability Ambassador Network at Skyline College. The College received a statewide award for "The Green Gorillas: Student-led Waste Diversion Project." President Stanback Stroud said a student who won an award from the California Science Teachers Association credited Dr. Carina Antilla-Suarez, Professor of Biology, for contributing to her success.

College of San Mateo President Claire distributed a postcard announcing the "Family Science & Astronomy Festival" to be held on October 4. On the same day, the College of San Mateo Makerspace will host free, drop-in crafting and tinkering workshops. Jeffrey Levine, U.S. Ambassador to Estonia, returned to the College of San Mateo campus for his first visit since he attended the College in the 1970s. President Claire and Chancellor Galatolo met with him and provided a tour of the campus. More than 1,000 people attended Transfer Day and had the opportunity to speak with representatives from 55 colleges and universities. President Claire highlighted the article in his written report on College of San Mateo alumnus Brad Martens, who is the Digital Media Coordinator for the San Francisco Giants and possesses two Emmy awards and two World Series rings. Mr. Martens was a concurrently enrolled student while attending Aragon High School and was an intern at KCSM. He completed his General Education requirements at College of San Mateo and transferred to and graduated from San Francisco State University. President Claire distributed information on the "Introductory Habits of Mind Workshop," a professional development workshop aimed at providing students the tools they need to be successful.

Cañada College Vice President Anderson said Cañada College received a sustainability award and he thanked Vice Chancellor Nuñez and his Facilities team for their leadership. He said the solar field will open soon and will generate 1.8 million kWh and the equivalent of 15 jobs for this year. Cañada College has been awarded a $2.5 million HSI Title 5 grant. Vice President Anderson thanked President Schwarz and Trustee Mohr for attending the ACCEL Regional Convening on September 12. The Convening was the kickoff event in the effort to bring together all adult schools and community colleges in the County around AB 86 legislation, which is designed to find ways in which adult schools and colleges can better connect to serve the thousands of students who are currently underserved. Attendees included board members and superintendents from every school district in San Mateo County. Assemblyman Kevin Mullin provided the keynote address. Cañada College hired a new women's volleyball coach, Brandon Prudencio and the team has a perfect record thus far. The men's soccer team is having a strong season as well.

Deputy Chancellor Keller said the auditors will visit the District in October to go over the books, culminating in the audit reports being presented to the Board in January. The District has refinanced approximately $121 million of its outstanding General Obligation Bonds, resulting in a savings to the community of approximately $20 million over the life of the bonds. Deputy Chancellor Keller discussed internal borrowing, which the Board is requested to approve tonight as part of the consent agenda. He said that, in addition to issuing Tax and Revenue Anticipation Notes (TRANs) for cash flow purposes, the District may also borrow from some of its own funds for the same purpose. The money is paid back within 120 days. Deputy Chancellor Keller said there will be open forum discussions at the Colleges this week in order to get input on the development of the District Strategic Plan. Trustees Holober and Mohr are representing the Board in this effort and they also have held an initial meeting.

District Academic Senate President Bennett said Structured Training for Online Teaching (STOT), which offers training to faculty who wish to teach online courses, is beginning its fifth year. Appendix G was ratified by faculty and members of the Performance Evaluation Task Force (PETF) are conducting training at each campus. Tenured faculty will continue to use the old evaluation process while new faculty will be evaluated using the new process. The Academic Senate is planning a joint meeting with the Vice Presidents Council. President Bennett said minimum qualifications review is taking place at the state and local level. The Senate is also reviewing the local minimum qualifications set in 1990. A full-time faculty member from each campus in the areas of reading and psychology will hold Districtwide and local discussions with faculty and then make recommendations to the District Academic Senate regarding what the local minimum qualifications should be.

BOARD SERIES PRESENTATION – INNOVATIONS IN TEACHING, LEARNING AND SUPPORT SERVICES: IMAGING SUPERNOVAS AT COLLEGE OF SAN MATEO (14-9-3C)

Sandra Stefani Comerford, Vice President of Instruction at College of San Mateo, said it was a pleasure to introduce two distinguished professors, Mohsen Janatpour and Darryl Stanford. She said tonight's presentation is a summary of their research conducted in spring 2014. College of San Mateo students were also involved in the research. Vice President Comerford said the quality of the research is partly the result of the District's investment in excellent equipment in the Observatory and partly the result of the District's commitment to hiring and retaining outstanding faculty.

Professor Janatpour said he has been the Coordinator of the Astronomy Program since 1992. He said the team, including Professor Stanford and Laboratory Technician Dean Drumheller, has put together a program that gives the opportunity for education and research to students and the public. He said the program is the envy of community colleges nationwide and of some four-year institutions. He thanked the Board of Trustees, Chancellor, College President, Vice President and Division Dean for their support of the program. Professor Janatpour introduced students Alex Chassy and Ali Emami who described their research on SN2014J, a supernova that occurred earlier this year. SN2014J is a type 1a supernova which occurs when a white dwarf becomes too massive and explodes. SN2014J is located in M82, a galaxy about 12 million light years away in the constellation Ursa Major. All data on SN2014J was collected at College of San Mateo by students and Mr. Drumheller, using computers, cameras and telescopes. Ms. Chassy, on behalf of the Astronomy Department, thanked the Board for their support.

Trustee Mohr asked the presenters if they are considering publishing their work. Mr. Emami said they are investigating how this might be done. Vice President Miljanich asked Ms. Chassy and Mr. Emami if they plan to continue in this field of study. Both said they plan to continue, noting that it is a fascinating and challenging subject. Vice President Miljanich said she is pleased that the District employs professors who can make this possible. President Schwarz thanked the presenters for their excellent report.

STATEMENTS FROM THE PUBLIC ON NON-AGENDA ITEMS
None

NEW BUSINESS

APPROVAL OF PERSONNEL ACTIONS: CHANGES IN ASSIGNMENT, COMPENSATION, PLACEMENT, LEAVES, STAFF ALLOCATIONS AND CLASSIFICATION OF ACADEMIC AND CLASSIFIED PERSONNEL (14-9-2A)

It was moved by Vice President Miljanich and seconded by Trustee Mandelkern to approve the items in the report. President Schwarz asked for information about the request for shuttle drivers as short-term positions at Skyline College. President Stanback Stroud explained that the 75 students sponsored by the Mexican Consulate live in apartments in Daly

City and are currently transported by charter buses which cost $995 per day. She said there are vans on campus that are available to be used as shuttles to transport the students, necessitating the request for drivers. After this discussion, the motion carried, all members voting "Aye."

APPROVAL OF REVISION TO MISCELLANEOUS PAY RATES SALARY SCHEDULE (14-9-3A)

It was moved by Vice President Miljanich and seconded by Trustee Holober to approve the revision as detailed in the report. Trustee Mandelkern asked what the current minimum wage is. Trustee Holober said the state minimum wage is $9.00 per hour. Trustee Mandelkern asked why the hourly rate for the position of lifeguard is below the minimum wage. Eugene Whitlock, Vice Chancellor of Human Resources and Employee Relations, said some positions with pay rates below minimum wage might be filled by students, who are on a different pay scale which is not subject to minimum wage. They might also be positions that are currently unfilled and would be updated if and when they are filled. Tom Bauer, Vice Chancellor of Auxiliary Services and Enterprise Operations, said all lifeguards at the San Mateo Athletic Club earn minimum wage or above. He said he believes the hourly pay rates listed are no longer accurate and are reflective of the time during which the District employed lifeguards. Trustee Mandelkern suggested that the Salary Schedule be updated for accuracy regarding the lifeguard position. President Schwarz asked if the positions listed on the Salary Schedule as KCSM positions are currently filled and if they are positions that are paid by the District. Vice Chancellor Whitlock said he believes some of these positons are vacant, similar to the situation with the lifeguard position. Chancellor Galatolo said any of the KCSM positions that are filled are paid by the District. After this discussion, the motion to approve the revision to the Miscellaneous Pay Rates Salary Schedule carried, with the provision that the position of lifeguard be updated. All members voted "Aye."

APPROVAL OF CONSENT AGENDA

President Schwarz said the consent agenda consists of board reports 14-9-1CA, Ratification of May and June 2014 District Warrants; 14-9-2CA, Request for Approval of Internal Borrowing; and 14-9-3CA, Approval of Curricular Additions, Skyline College. It was moved by Vice President Miljanich and seconded by Trustee Mandelkern to approve the items on the consent agenda. The motion carried, all members voting "Aye."

Other Recommendations

APPROVAL OF SUBSTANTIVE CHANGE PROPOSAL FOR CAÑADA COLLEGE TO BE SUBMITTED TO THE ACCREDITING COMMISSION FOR COMMUNITY AND JUNIOR COLLEGES (ACCJC) (14-9-1B)

It was moved by Vice President Miljanich and seconded by Trustee Holober to approve the proposal as detailed in the report. Trustee Mohr said national and state studies indicate that students who take online courses do not do as well as other students in terms of success, and underrepresented students do substantially less well. He asked if the District tracks data in order to determine how it might help these students be more successful. Vice President Anderson said the researchers do track and disaggregate data. He said there is a success gap between students who take distance courses and those who take face-to-face classes. He said this reflects the ease of entry and exit for online courses, i.e. it is easy to sign up and easy to drop courses. He said most students who take online courses are also taking face-to-face courses at the College and an extra effort is made to connect those students with academic and student support services that exist on campus. Vice President Anderson said demand is strong but the College is proceeding with great caution as it expands its online offerings. He said all faculty who teach online courses have completed STOT or other recognized training. Much of that training consists of how to connect students with the necessary support services and how to create an environment online that matches the face-to-face environment. Trustee Mohr said he is encouraged by the personal support services being offered to students and believes this can help close the gap for underrepresented students.

Trustee Mandelkern said he shares the concerns expressed by Trustee Mohr. He said information he has seen tends to suggest that students who are not as experienced or adept at navigating college systems and coursework on their own and do not have the same level of support that is provided in face-to-face environment are less successful. He said he hopes that on-campus courses are not being replaced with online only courses. Trustee Mandelkern said he believes the Colleges should use judgment and discretion in the types of courses offered and types of students being served. Vice President Anderson said the College will not offer online courses until faculty leaders – both those responsible for teaching and those responsible for the curriculum – are confident that the potential exists for students to succeed at the same rate. He said it is incumbent on professors to connect students to help that is available. He noted that there is ongoing professional development for professors which allows them to work with and learn from other professors who have found success teaching online courses. Vice President Anderson said online courses will never replace on-campus courses.

Trustee Holober said it appears that the District is addressing the potential pitfalls of online education. He said he expects that the Board will continue to receive reports and monitor results. He said he believes online courses are a positive enhancement to course offerings.

District Academic Senate President Bennett said that, in addition to STOT training, the STOT Advisory Committee follows up and mentors faculty who teach online courses. She said areas that need to be addressed include having better representation from support services, technical issues, and research into why students drop out of online classes. President Claire said College of San Mateo has conducted research on the reasons that students drop classes. He said there are many different reasons and no discernable trends have been detected.

After this discussion, the motion to approve the Substantive Change Proposal carried, all members voting "Aye."

APPROVAL OF SUBCONTRACT WITH MONTEREY PENINSULA COLLEGE AND MARIN COMMUNITY COLLEGE DISTRICT FOR NATIONAL SCIENCE FOUNDATION GRANT TO CAÑADA COLLEGE (14-9-102B)
It was moved by Vice President Miljanich and seconded by Trustee Holober to approve the subcontract as detailed in the report. The motion carried, all members voting "Aye."

ACCEPTANCE OF HSI TITLE V GRANT AWARD FROM THE DEPARTMENT OF EDUCATION FOR CAÑADA COLLEGE: DEVELOPING HISPANIC-SERVING INSTITUTIONS PROGRAM – ¡ESO! EXPANDING STUDENT OPPORTUNITIES (14-9-103B)
It was moved by Vice President Miljanich and seconded by Trustee Mandelkern to accept the grant as detailed in the report. The motion carried, all members voting "Aye."

APPROVAL OF CONTRACT AWARD FOR THE DISTRICT OFFICE RESTROOM RENOVATION PROJECT (14-9-104B)
It was moved by Vice President Miljanich and seconded by Trustee Holober to approve the contract as detailed in the report. Trustee Mandelkern asked for background regarding the necessity for the renovation. Vice Chancellor Nuñez said the intent is to update the infrastructure in terms of sanitary lines as well as to upgrade to energy efficient fixtures. The motion carried, all members voting "Aye."

ADOPTION OF RESOLUTION NO. 14-13 REGARDING BOARD ABSENCE (14-9-105B)
It was moved by Vice President Miljanich and seconded by Trustee Holober to adopt the resolution as detailed in the report. The motion carried, with Trustees Holober, Mandelkern, Miljanich and Mohr voting "Aye" and President Schwarz abstaining.

INFORMATION REPORT

DISCUSSION OF BOARD OF TRUSTEE SELF-EVALUATON
President Schwarz said Board members completed the self-evaluation survey as required by Board Policy 1.35. She said the purpose of the self-evaluation is to identify areas of Board functioning which are working well and those which need improvement and to improve communication and understanding among Board members. Vice President Miljanich said she appreciates the opportunity to engage in the self-evaluation and said it is interesting to learn of fellow Board members' opinions. Trustee Mohr said it is healthy to see things from several different frames of reference. He suggested that the Board might consider periodically inviting faculty and staff to participate in evaluating the Board in order to learn of others' perceptions. Trustee Mandelkern said that, while he would not object philosophically to others' input, it would be necessary to ascertain whether this would be permitted under accreditation standards and other regulations. Trustee Holober said evaluation from faculty and staff could be helpful if it does not replace the self-evaluation; however, he noted that the majority of faculty and staff have not attended Board meetings and, therefore, might have difficulty providing feedback. Vice President Miljanich suggested that input could be solicited by means of open-ended questions, asking respondents what they would like the Board to know as it goes about its planning. President Schwarz said that the self-evaluation instrument was sent to the Board previously for review and one suggestion was that the Chancellor participate. She said Chancellor Galatolo declined. She said the Community College League of California's publication on self-evaluation addresses solicitation of input from others. She suggested that all Board members review the publication and discuss the issue further at a future meeting. Staff will forward the publication to all Board members.

The Board discussed the ten areas covered in the self-evaluation survey.

A. Institutional Mission and Educational Policy
Discussion included whether decisions are made with consideration of the institutional mission, Board goals and values, Board policies and procedures, and use of data to examine strengths and weaknesses. Community needs assessment and data provided by the Colleges were cited as useful tools in the Board's decision-making. The Board discussed methods of measuring progress on goals.

B. Institutional Planning
Discussion included methods of measuring student success and completion, citing the opinion expressed at an earlier meeting that the State's method does not match the needs of this District. It was noted that the Board is participating in the development of a new strategic plan for the District, including the appointment of Trustees Holober and Mohr to represent the Board during the process. The hope was expressed that the new strategic plan will help the Board in both areas discussed – Institutional Mission and Educational Policy and Institutional Planning.

C. Instructional/Student Services Programs
There was discussion on the Program Improvement and Viability process at the Colleges, which results in recommendations to the Board, and presentations at Board meetings on teaching and learning activities at the Colleges. A suggestion was made that more attention be focused on areas in which improvement is needed.

D. Facilities
There was wide agreement that this is an area of strength.

E. Financial Resources
Most Board members consider this an area of strength. There was a suggestion that the budget be more consistent with educational priorities and objectives of the District.

F. Board Operations
There was discussion about the Board's review of consultative decision-making processes within the District. It was noted that the Board has reviewed the participatory governance process, especially the student role. It was suggested that this could be revisited further at a future time.

G. Board-Chancellor Relations
The belief was expressed that relationships have improved as the Board has worked on this over the last few months.

H. Faculty/Student/Classified Relationships
There was wide agreement that relationships are positive. The belief was expressed that Board members do the best they can, within the limits of their schedules, to interact with faculty, students and classified employees.

I. Community Relations
Discussion included the well-developed President's Advisory Council at Skyline College and similar organizations at the other Colleges, as well as Citizen Oversight Committees for the bonds and parcel tax.

J. Governmental Relationships
There was strong agreement that the Board is interested and informed about issues and that Board members do the best they can to participate in organizations and programs affecting community colleges.

President Schwarz said she appreciates the dialogue shared on the self-evaluation survey and in the discussion at this meeting. She said the Board will be stronger because of this process.

COMMUNICATIONS
It was reported that Trustee Mandelkern received a telephone call from an anonymous caller regarding concerns about the screening process for disabled students at Skyline College. President Schwarz received an email from the same individual and referred it to Vice Chancellor Whitlock, who has been communicating with this student. President Schwarz asked that Vice Chancellor Whitlock forward his response to the entire Board.

An email from an employee regarding a personnel matter was received today; it was addressed to Trustee Mohr and copied to other Board members. The Board also received an email regarding an existing claim by Interstate Grading & Paving, Inc.

STATEMENTS FROM BOARD MEMBERS
Student Trustee Bajwa said he attended a joint meeting of the Cañada College and Skyline College Student Senates; he said it was a good learning and bonding experience for both Senates. The Student Senate boards at the three Colleges have started to conduct their fall meetings, including planning advocacy activities for themselves and for California community colleges.

Trustee Mohr said he attended the ACCEL Convening and he applauded the leadership of Vice President Anderson and Larry Teshara, Director of the Adult School for the San Mateo Union High School District. Trustee Mohr participated in a steering committee meeting on the strategic plan and said the purpose of the plan was laid out clearly. He also attended a strategic planning forum held at College of San Mateo, at which Dr. Rick Voorhees distributed an excellent set of assumptions. Trustee Mohr said the Obama administration plans to issue a set of criteria for colleges around the country to rate themselves and to be rated by the public. The criteria will involve affordability, accessibility and outcomes. He said that it will focus on data that demonstrate how well students are doing. Trustee Mohr stressed the importance of examining student outcomes.

Trustee Mandelkern said he appreciates Chancellor Galatolo and Vice Chancellor Whitlock taking the time to respond to the individual who placed the anonymous telephone call to him. He said the caller informed him that he was not provided access to the Board; Trustee Mandelkern invited him to speak at this meeting and to email him with specific information. Trustee Mandelkern said he attended the impressive presentation by Dr. Cornel West at Skyline College. He said the College is fortunate to attract world-class speakers such as Dr. West and others. He said that equally impressive was student participation in the question and answer period, during which students asked thoughtful and articulate questions. Trustee Mandelkern said he was pleased to represent the Board at a reception held by the Peninsula Jewish Community Relations Council. He encouraged attendance at the Skyline College Success Summit to be held on September 26. He commended Deputy Chancellor Keller and staff for saving taxpayers $20 million by the refinancing of bonds.

President Schwarz said she represented the Board at a meeting of the Foundation Board of Directors. The Foundation's annual campaign goal for 2014 was $215,000 and the amount raised was $238,000. President Schwarz reminded the Board of upcoming events – the Arts & Olive Festival at Cañada College on October 5, the Success Summit at Skyline College, and the Chancellor's Circle Foundation event on the evening of September 26. President Schwarz said she attended the ACCEL Convening and learned that Half Moon Bay is attempting to reestablish an adult school. She said she will attend a forum on October 15 to show support for this effort. President Schwarz suggested that Vice President Anderson update the Board about ACCEL at a future meeting, including a possible connection with Early College.

RECESS TO CLOSED SESSION
President Schwarz said that during Closed Session, the Board will (1) consider the personnel items listed as 1A on the printed agenda, (2) conduct public employee performance evaluations as listed on the printed agenda, and (3) hold a conference with agency labor negotiator Eugene Whitlock; the employee organizations are AFT, AFSCME and CSEA. The Board recessed to Closed Session at 8:20 p.m.

ADJOURNMENT
It was moved by Vice President Miljanich and seconded by Trustee Holober to adjourn the meeting. The motion carried, all members voting "Aye." The meeting was adjourned at 10:00 p.m.

Submitted by

Ron Galatolo, Secretary

Approved and entered into the proceedings of the October 8, 2014 meeting.

Patricia Miljanich, Vice President-Clerk

BOARD REPORT 14-10-1A

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Eugene Whitlock, Vice Chancellor, Human Resources and Employee Relations
                 (650) 358-6883

APPROVAL OF PERSONNEL ITEMS

New employment; changes in assignment, compensation, and placement; leaves of absence; changes in staff allocation and classification of academic and classified personnel; retirements, phase-in retirements, and resignations; equivalence of minimum qualifications for academic positions; and short-term temporary classified positions.

A. ADMINISTRATIVE APPOINTMENT, REAPPOINTMENT, ASSIGNMENT AND REASSIGNMENT

None

B. PUBLIC EMPLOYMENT

College of San Mateo

Mondana Bathai   Instructional Aide II   Language Arts

New part-time (48%), 9-month classified employment, effective September 22, 2014.

District Office

Cristian Heredia   Groundskeeper   Facilities/Public Safety

New full-time, 12-month classified employment, effective September 19, 2014.

Jose Cortez Arias   Groundskeeper   Facilities/Public Safety

New full-time, 12-month classified employment, effective September 29, 2014.

Rain Kernytsky   Groundskeeper   Facilities/Public Safety

New full-time, 12-month classified employment, effective September 29, 2014.

Maria Alcala   Custodian (Swing Shift)   Facilities/Public Safety

New full-time, 12-month classified employment, effective October 6, 2014.

Jennie Elizalde   Human Resources Specialist   Human Resources

New full-time, 12-month classified confidential employment, effective October 13, 2014.

C. REASSIGNMENT

Skyline College

Elizabeth Osai   Financial Aid Technician   Enrollment Services

Promoted through the hiring process from a full-time, 12-month Financial Aid Assistant position (Grade 22A of Salary Schedule 60) into this full-time, 12-month position at Grade 26A of the same salary schedule, effective October 1, 2014.

D. TRANSFER

Skyline College

Allison Hughes   Instructional Aide II   Academic Support & Learning Tech.

Transferred from a part-time (48%), 11-month Instructional Aide II position (Grade 22 of Salary Schedule 60) into this full-time, 12-month position, effective October 20, 2014.

E. CHANGE IN STAFF ALLOCATION

District Office

Recommend a change in title for the Recruitment Specialist position classification and the Compensation Specialist position classification to Human Resources Specialist, effective October 1, 2014.   Accordingly, recommend a corresponding title change for incumbent Noemi Diaz (1C0274) and a currently vacant position (1C0272), effective October 1, 2014.

F. LEAVE OF ABSENCE

None

G. PUBLIC EMPLOYEE RETIREMENT AND RESIGNATION

1. Retirement

Skyline College

Silvia Martinez   Admissions & Records Assistant II   Enrollment Services

Retiring effective October 19, 2014 with 35 years of District service. Eligible for District retiree benefits.

Karen Nielsen   Cosmetology Aide   Business

Retiring effective August 14, 2014 with 12 years of District service. Not eligible for District retiree benefits.

2. Resignation
Skyline College

Ira Lau   Multimedia Technician   Academic Support & Learning Tech.

Resigned effective August 26, 2014.

Alexander Jones   Career Resources/Counseling Aide   Counseling Services

Resigned effective September 18, 2014.

H. ESTABLISHMENT OF EQUIVALENCY TO MINIMUM QUALIFICATIONS

None

I. SHORT-TERM, NON-CONTINUING POSITIONS

The following is a list of requested classified short-term, non-continuing services that require Board approval prior to the employment of temporary individuals to perform these services, pursuant to Assembly Bill 500 and its revisions to Education Code 88003:

Location	Division/Department	No. of Pos.	Start and End Date		Services to be performed
CSM	Student Services/Health Center	1	10/2/2014	2/27/2015	**Assistant Project Director:** Perform outreach and education for the Affordable Care Act open enrollment period.

San Mateo County Community College District   October 8, 2014

BOARD REPORT NO. 14-10-1B

To: Members of the Board of Trustees

From: Ron Galatolo, Chancellor- Superintendent

Prepared by: Chialin Hsieh, Dean, Planning, Research and Institutional
                                    Effectiveness/Accreditation Liaison Officer, Cañada College, 306-3145
                                    Jennifer Hughes, Vice President, Student Services/Accreditation Liaison
                                    Officer, College of San Mateo, 574-6118
                                    Aaron McVean, Dean, Planning, Research and Institutional
                                    Effectiveness/Accreditation Liaison Officer, Skyline College, 738-4454

APPROVAL OF ACCREDITATION FOLLOW-UP REPORTS – CAÑADA COLLEGE, COLLEGE OF SAN MATEO AND SKYLINE COLLEGE

The three colleges in the San Mateo County Community College District – Cañada College, College of San Mateo and Skyline College – had their accreditation fully reaffirmed as a result of the action taken by the Association for Community and Junior Colleges (ACCJC) at its January 2014 meeting.

However, all three colleges are required to complete a Follow-Up Report by October 15, 2014 to address specific recommendations issued to each college.

Each of the colleges has completed its Follow-Up Report. There was wide participation in the development of the reports using the established participatory governance process.

RECOMMENDATION

It is recommended that the Board of Trustees approve the Accreditation Follow-Up Reports for Cañada College, College of San Mateo and Skyline College.

Follow-Up Report 2014

To

Accrediting Commission for Community and Junior
Colleges Western Association of Schools and Colleges

Submitted by

Cañada College

4200 Farm Hill Boulevard
Redwood City, California
94061

Approved by
the San Mateo County Community College District Board of Trustees
October 8, 2014

Follow-Up Report 2014 – Certification Page

To: Accrediting Commission for Community and Junior Colleges,
        Western Association of Schools and Colleges

From: Lawrence Buckley, President
        Cañada College
        4200 Farm Hill Boulevard
        Redwood City, CA 94061

Date: October 10, 2014

This Follow-Up Report 2014 is submitted to the Accrediting Commission for Community and Junior Colleges/Western Association of Schools (ACCJC/WASC) for the purpose of fulfilling the Commission's requirements in connection with its action to reaffirm the institution's accreditation status. We certify that there was broad participation by the campus community and believe that this report accurately reflects the nature and substance of Cañada College.

Signed:

_____
Karen Schwarz, President, Board of Trustees

_____
Ron Galatolo, Chancellor

_____
Dr. Lawrence Buckley, College President

_____
Douglas Hirzel, President, Academic Senate

_____
Debbie Joy, President, Classified Senate

_____
Javier Santos, President, Associated Students of Cañada College

_____
Dr. Chialin Hsieh, Accreditation Liaison Officer/Dean of Planning, Research and Institutional Effectiveness

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1. Report Preparation

This report was prepared with input from a large number of individual stakeholders as well as the college's participatory governance bodies. The specific recommendation – which dealt with outdated course outlines of record – primarily impacted the instructional area and the Faculty, Curriculum Committee, Academic Senate, Instructional Deans and Vice President, Instruction, all played key roles in preparing the documents referenced in this report. The following outlines the process used to prepare, review and revise the Follow-up Report.

In November 2013, immediately following the Site Visit, Cañada College staff and faculty began activities to address the Team's recommendation #2 concerning outdated course outlines. The College community felt a need to have the issues with the process for updating the course outlines of record addressed <u>immediately</u>. This was accomplished by December 2013, well in advance of the review by the Commission at their meeting in January 2014.

At the January Commission meeting, the Cañada College President presented a report on how the campus had made all of the changes necessary to address Recommendation #2, which included:

- *reviewing its system for identifying course outlines of record that are out of date*
- *improving and implementing a curriculum process that ensures all Course Outlines of Record are reviewed and curriculum currency is maintained.*

All of the changes needed to address this recommendation were completed by December 2013.

In response to the Commission's official letter received on February 7, 2014, the College began its preparations for its Follow-Up Report 2014. A college wide conversation was conducted on campus in March 2014 about the recommendations. It was noted that a new policy and process were adopted in November 2013, all of the work had been completed, and all of the Course Outlines of Record were up-to-date as of the end of January 2014.

To create the Follow-Up Report, a timeline was established by the Accreditation Liaison Officer (ALO). The Accreditation Steering Committee provided overall direction for the process which included broad participation from constituent groups, including participatory governance committees, faculty, staff, and students.

The Accreditation Steering Committee met and reviewed the draft Follow-Up Report 2014 in May 2014 and provided feedback. After the report was reviewed, the ALO's office sent it to the President's Cabinet, the Accreditation Steering Committee, and President's Council for their review and feedback.

In August 2014, the draft of the Follow-Up Report 2014 was emailed to the College community via the *Accreditation News* (Communication from the Accreditation Liaison Officer) and was

posted on the College website for comment. During the week of September 8th, 2014, the revised Follow-Up Report 2014 was sent to members of the Academic Senate, the Classified Senate, the Associated Students of Cañada College, the Planning and Budgeting Council, Instructional Planning Council, Student Services Planning Council, and Administrative Planning Council for final review.

On September 17, 2014, an electronic link to the final version of the Follow-Up Report 2014 was sent by email to the Planning and Budgeting Council for approval and the members unanimously approved the report at their September 17, 2014, meeting.

Lastly, the Follow-Up Report 2014 was submitted to the Board of Trustees on October 8, 2014 for review and approval. At this meeting, the Board of Trustees approved the Follow-Up Report 2014.

The final Follow-Up Report 2014 was submitted to the Commission on October 9, 2014.

Groups involved in the Review of the Report:

    Accreditation Steering Committee
    Planning and Budgeting Council
    Academic Senate
    Classified Senate
    Associated Students of Cañada College
    Instructional Planning Council
    Student Services Planning Council
    Administrative Planning Council
    President's Council
    San Mateo County Community College District Board of Trustees

2. Response to the Commission Action Letter

The February 7, 2014 Action Letter from the Commission stated:
"The Commission took action to reaffirm accreditation with the requirement that the College complete a Follow-up Report that must be submitted by October 15, 2014. The Report will be followed by a visit of Commission representatives." The Action Letter stated that Cañada College was deficient in meeting Accreditation Standard II.A.2.e. and that the deficiency must be fully resolved by October 2015. This deficiency is included in the College Recommendation #2:

College Recommendation #2

In order to meet the Standard, the College must review its system for identifying course outlines of record that are out of date to improve and implement a curriculum process that ensures all Course Outlines of Record are reviewed and curriculum currency is maintained. (2.A.2.e)

Specific Actions & Evidence to Fully Address Recommendation #2

As indicated earlier, this recommendation was addressed fully prior to the January 2014 Commission meeting. The following outlines the actions taken to address issues related to Course Outlines of Record (COR) curriculum process and currency as noted in Commission's Action Letter, Recommendation #2.

The information provided is in a timeline format. As indicated below, the campus community began work on this issue in early fall 2013. And, they have accepted this recommendation wholeheartedly and made changes to strengthen the Course Outline of Record (COR) process to address the required corrections prior to the January Commission meeting.

PRIOR TO THE ARRIVAL OF THE TEAM: SEPTEMBER 2013

In early September 2013, prior to the arrival of the Accrediting Team in October, the new Vice President of Instruction[1] reviewed the status of the course outlines of record as part of the orientation process for his new position. After his review, he noted, similar to the team's finding[2], there were CORs which were out-of-date. The VPI met with the Instructional Deans on September 9, 2013 to discuss the need to assure currency. Subsequent to this meeting, the Deans immediately began communicating with faculty members of the need for all courses to be current.

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[1] The new Vice President, Instruction, Dr. Gregory Anderson, began on July 2, 2013.
[2] A similar finding was noted by the team on page 37 of the *External Evaluation Report* where "several CORs were out-of-date and exceeded the College's stated six-year cycle (e.g. Paralegal)".

Early in September (after his review), he also communicated with the College President regarding his concern, including the need for additional resources (funding) to assist faculty leadership in reviewing and strengthening the curriculum review process. This funding was approved by the President and provided support for another faculty member to assist the Curriculum Chair in the revision of the process and review of the CORs.[3]

Information about outdated CORs was shared with the Curriculum Committee at their September 27, 2013 meeting, and they too were concerned about the currency of the curriculum and that the existing process for ensuring regular review and revision of CORs had fallen short of its intended purpose. At that time, the new VPI discussed with the Curriculum Committee the process by which CORs should be regularly reviewed and how that process must be followed to ensure the review is completed in a timely manner. The group discussed effective processes including methods for communicating with faculty about updating CORs[4].

EXIT INTERVIEW: OCTOBER 2013

At the exit interview on October 24, 2013, the Team Chair identified the need to develop a means of ensuring CORs are current. She recommended that action be taken to ensure "curriculum currency is maintained." While this was a meaningful recommendation, the Curriculum Committee and the Academic Senate were already working to revise the process to assure that COR changes were addressed.

COR PROCESS REVISION: OCTOBER/NOVEMBER 2013

In late October and early November 2013, faculty leadership engaged in a series of discussions to complete the revisions that had been underway for almost two months. The draft of this revised policy: *Ongoing Review of Prerequisites, Co-requisites, Advisories, and Course Outlines of Record* was first reviewed by the Curriculum Committee on November 8, 2013[5] The Curriculum Committee provided revisions at this meeting and the revised draft was circulated to the faculty as part of the attachments for the November 14, 2013 Academic Senate meeting[6]. The Senate made comments on the draft document and provided those to the Curriculum Committee. The final document was approved by the Curriculum Committee on November 22, 2013[7] and endorsed by the Academic Senate on December 12, 2013.

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[3] An email was sent to the College President requesting resources as well as to the Academic Senate President requesting assistance of an additional faculty member to assist the Curriculum Committee (page 12)

[4] Cañada College Curriculum Committee Minutes – September 27, 2013: https://smccd-public.sharepoint.com/_layouts/15/WopiFrame.aspx?sourcedoc={B294CF61-CCA8-4B31-9AAD-C42FC22D43E3}&file=Minutes%2009%2027%202013.docx&action=default (See Appendix page 13)

[5] Cañada College Curriculum Committee Minutes – November 8, 2013: https://smccd-public.sharepoint.com/_layouts/15/WopiFrame.aspx?sourcedoc={BD323286-ACDA-4176-9ACB-24E612677AB5}&file=Minutes%2011%2008%202013.doc&action=default (See Appendix page 18)

[6] http://www.canadacollege.edu/academicsenate/meetings-1314.php

[7] The revised policy is included in the Evidence Section of this report.

This document more clearly defined the timeframe for reviewing CORs (two years for CTE courses and five years for non-CTE courses) and described the sanctions for not completing the review and revision within that timeframe (classifying courses as inactive and not including them in the class schedule).

ALL CORS UP-TO-DATE: JANUARY 2014

Once the new process was adopted in late fall, all of the faculty who had CORs that needed updating were contacted and a timeline for correction was identified. All of the CORs that needed review and revision were completed and submitted to the Curriculum Committee at the December and January meetings. As of the end of January 2014, all CORs are up-to-date according to the new process.

The College has, since the time of the Team visit, revised its existing system for identifying course outlines of record that more fully ensures regular review and secures curriculum currency.

 "Review of the System [Process] for Identifying Course Outlines of Record that are Out-of-Date"

The College has reviewed the process for identifying course outlines of record that are out-of-date. The revised process adopted by the Curriculum Committee has been included as a revision to the *Curriculum Committee Handbook*. The revised process approved on November 22, 2013 is included on pages 9-10. The following is an excerpt which outlines the process to be used to **identify CORs that are out of date**:

> *Each January the Office of Instruction will generate a list of all CTE courses that have reached their two-year review cycle and a separate list of all other courses that have reached their five-year review cycle. These lists will be distributed to all faculty, the Curriculum Committee, Division Deans, and posted online no later than the third week of the spring semester.*

> *Faculty will have one calendar year to update all courses that will remain active. For example, in January 2014, a list of courses will be generated that must be updated for inclusion in the 2015- 2016 catalog.*

"Implementation of a Curriculum Process to Ensure Timely Review and Currency"

In order to assure that CORs are regularly reviewed, the Curriculum Committee identified strategies for addressing those which are not reviewed within the two-year (CTE courses) or five-year (non-CTE courses) cycles. The following excerpt from the revised process provides *assurance of timely review and currency*:

> *In accordance with Title 5 and C-ID, the Office of Instruction will generate a list of any courses that have failed to meet the required review deadline. The Curriculum*

Committee will bank (classify as inactive) and remove from the schedule of classes and catalog those courses until such a time as the COR is updated and approved. The Committee will provide a list of all affected courses to the Academic Senate Governing Council.

Working closely with faculty and division deans throughout the months of November 2013, December 2013 and January 2014, the Curriculum Committee has ensured compliance of all Course Outlines of Record with this new policy as of the adjournment of its January 24, 2014 meeting. Additional policies are in development for ongoing implementation of this policy, as well as future automation of the notification process.

Conclusion

The College has met the directive of the Team's recommendation outlined in the External Evaluation Report by making changes in the following processes:

1. COR review is no longer part of Program Review. It occurs as a process of the Curriculum Committee.
2. Curriculum Committee Handbook – revised to address CORs more specifically, and
3. Revised Course Outline of Record Review process adopted by the Curriculum Committee.

We believe no additional action is necessary to further review our system or implement additional processes.

3. Appendices

Policy: Ongoing Review of Prerequisites, Corequisites, Advisories and Course Outlines of Record Procedure

December 2013

Whereas, Title 5, §55003 states that "at least **once each six years** all prerequisites and corequisites   established by the district shall be reviewed, except that prerequisites and corequisites for vocational   courses or programs shall be reviewed **every two years**. These processes shall also provide for the   periodic review of advisories on recommended preparation."

Whereas, the University of California's *Policy on Course Transferability, Directions for Revising the UC   Transferable Course Agreements and Special Regulations for Courses in Specific Subject Areas* states that   for UC transferable course agreements, "Outlines should be current (not more than seven years old)." The   CSU system also demands currency of course outlines in order to articulate the courses.

Whereas, the C‑‑‑ID (Course Identification Numbering System) requires that course outlines submitted for   C‑‑‑ID designation be **no more than five years** old. Outlines that have not been reviewed within five years   therefore cannot be assigned a C‑‑‑ID designator.

Resolved, the Academic Senate of Cañada College requires a routine review and updating of Course   Outlines of Record for CTE courses every two years and for all other courses at least once every five years.   During the routine review of the required and recommended preparation, a department should:

1. Determine whether prerequisites, corequisites, and/or advisory courses are still appropriate

2. Check to see if the content of any preparatory courses has changed

3. Add or delete prerequisite, corequisite, and/or advisory courses, as necessary

4. Make any other revisions in the course, such as changes to current textbooks

5. Submit the revised Course Outline of Record for approval

Failure to update the Course Outline of Record within five years for non‑‑‑CTE courses, and within two   years for CTE courses, will result in the course being banked (classified as inactive) by the Curriculum   Committee and removed from the schedule of classes and the college catalog as detailed in the   following procedure.

Procedure

Each January the Office of Instruction will generate a list of all CTE courses that have reached their two--- year review cycle and a separate list of all other courses that have reached their five---year review cycle. These lists will be distributed to all faculty, the Curriculum Committee, Division Deans, and posted online no later than the third week of the spring semester.

Faculty will have one calendar year to update all courses that will remain active. For example, in January 2014, a list of courses will be generated that must be updated for inclusion in the 2015---2016 catalog.

Departments will identify a faculty member with discipline expertise to be responsible for reviewing and updating the affected Course Outlines of Record.

If there are no discipline experts with the appropriate FSA at the college, an expert from the other two district colleges will be sought to consult with local faculty from related disciplines in updating the COR. In the event that no discipline experts are available within the district, the division Dean may seek experts from other colleges or the private sector subject to the approval of the college's Academic Senate Governing Council.

CORs must be updated and approved by the Curriculum Committee before the deadline for inclusion in the next fall schedule of classes.

In accordance with Title 5 and C---ID, the Office of Instruction will generate a list of any courses that have failed to meet the required review deadline. The Curriculum Committee will bank (classify as inactive) and remove from the schedule of classes and catalog those courses until such a time as the COR is updated and approved. The Committee will provide a list of all affected courses to the Academic Senate Governing Council.

In extenuating circumstances, the Curriculum Committee may recommend a one---year extension for updating a COR, during which time the course will continue to be listed in the schedule of classes and catalog. The extension is subject to approval from the Academic Senate Governing Council and Vice President of Instruction.

Cañada College Follow-Up Report 2014 Timeline

November/December 2013: Curriculum Committee and Academic Senate develop, review and approve the new Course Outline of Records Process

December 2013/January 2014: All faculty with outdated course outlines of record revise them and submit to the Curriculum Committee

January 2014: All CORs are up-to-date

February 7, 2014: College receives letter from the Commission

May 2014: The Accreditation Steering Committee meet and review the draft Follow-Up Report 2014 and provide feedback.

June and July 2014: President's Cabinet and President's Council review the draft.

August 2014: Draft Follow-Up Report sent to the College via the Accreditation News (communication from the ALO) and posted on the Accreditation Website

September 1 to September 15, 2014: Feedback and approval from IPC, SSPC, APC, Academic Senate, Classified Senate, and Student Senate.

September 17, 2014: The Final Follow-Up Report for PBC approval

October 8, 2014: The Final Follow-Up Report for BOT review and approval

October 9, 2014: submit to ACCJC

November 2014: ACCJC visit

Curriculum Committee Meeting Minutes

- September 27, 2013
- November 8, 2013
- November 22, 2013

Cañada College

CURRICULUM COMMITTEE

MEETING MINUTES OF

Friday, September 27, 2013

9:30 am – 11:30 am, Building 2, Room 10

Members Present: Alicia Aguirre, Lorraine Barrales-Ramirez, Danielle Behonick, Maria Lara, Rafael Rivera, Paul Roscelli, Katie Schertle, Janet Stringer, Diana Tedone, José Peña (Ex-Officio), Gregory Anderson (Ex-Officio).

Members Absent: Kurt Devlin, Robert Lee, Soraya Sohrabi.

Guests: Linda Hayes, David Johnson, Joan Tanaka.

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1) Approval of Agenda – **Approved as amended:** move articulation report before curriculum items, add

announcements and research as agenda items.

2) Approval of Minutes – September 13, 2013 – **Approved**

3) Articulation report

Articulation Officer, Janet Stringer, presented an excel spreadsheet which shows status of courses that have been submitted for C-ID. Discussion followed on how to communicate to faculty to update their course outline of record.

4) <u>MODIFICATION OF COURSES</u>

- **DRAM 150**   Script Analysis
  Presented by David Johnson
  Modified SLO's, recommended preparation, representative instructional methods, course content, lab content, representative texts, writing and reading assignments, addition of distance education – **Approved**
          The following courses were presented together and APPROVED:

- **PHIL 200** Introduction to Logic
  Presented by David Johnson
  Modified catalog and class schedule course descriptions, grading methods FROM Grade option or P/NP TO Letter Grade only, SLO's, course objectives, recommended preparation, representative instructional methods, representative methods of evaluation, course content, lab content, representative texts, proposed for AA-T/AS-T, AA/AS degrees, writing and reading assignments.

- **PHIL 240** Introduction to Ethics
  Presented by David Johnson
  Modified catalog and class schedule course descriptions, grading methods FROM Grade option or P/NP TO Letter Grade only, SLO's, course objectives, recommended preparation, representative instructional methods, representative methods of evaluation, course content, lab content, representative texts, proposed for AA-T/AS-T, AA/AS degrees, writing and reading assignments.

- **CIS 250**   Introduction to Object Oriented Programming: C++
  Presented by Janet Stringer, Dean of Science & Technology
  Modified course objectives, course content, added distance education. - **Approved**

- **ENVS 115**   Environmental Science
  Presented by Danielle Behonick
  Modified catalog and class schedule course descriptions, grading methods FROM Grade option or P/NP TO Letter Grade only, SLO's, course objectives, representative instructional methods, representative methods of evaluation, course content, representative texts, transferability revision, addition of distance education effective Spring 2014. - **Approved**

- **GEOL 100** Introduction to Geology
  Presented by Danielle Behonick
  Modified catalog and class schedule course descriptions, SLO, course objectives, representative instructional methods, representative methods of evaluation, course content, representative texts, proposed for AA-T/AS-T, AA/AS Degree, writing and reading assignments, added distance education effective Spring 2014. - **Approved**

- **GEOL 101** Geology Laboratory
  Presented by Danielle Behonick
  Modified catalog and class schedule course descriptions, SLO, course objectives, recommended preparation, content review, representative instructional methods, representative methods of evaluation, course content, lab content, representative texts, proposed for AA-T/AS-T, AA/AS Degree, writing and reading assignments, added distance education effective Spring 2014. - **Approved**

- **MATH 130** Analytical Trigonometry
  Presented by Janet Stringer, Dean of Science & Technology
  Modified SLO, content review, representative instructional methods, representative methods of evaluation, course content, representative texts, added Certificate/Skill award, writing, reading, and other outside assignments. - **Approved**

5) ADDITION OF ASSOCIATE DEGREES FOR TRANSFER

- **Associate in Arts Degree for Transfer Philosophy**
  Philosophy is a disciplined reflection on the human condition. It can be an analysis and criticism of ideas

  and statements, or an attempt to synthesize all experience and knowledge, or an exploration of the

  meaning of life and how best to live it. Critical thinking is developed while examining peoples' responses to fundamental questions. This degree prepares students for transfer to the CSU system for further study in philosophy. - **Approved**

6) Information/Discussion/Report/Approval Items

- **Goals for 2013-14**
  Chair Aguirre asked committee members for input on ideas that go beyond approving

courses, programs, degrees and certificates. If you have ideas that you would like to discuss, send them to Alicia.

- **Curriculum Handbook Revision Subcommittee**
  Members are Dani Behonick, Katie Schertle, and Alicia Aguirre.

- **Bylaws Revision Subcommittee**
  Members are Paul Roscelli, Lorraine Barrales-Ramirez, and Bob Lee.

- **Flex Day Discipline Meetings**
  Chair Aguirre asked division representatives to get feedback from their faculty at division meetings on how to organize the discipline meetings next year.

- **TracDat and CurricUNET**
  VPI Anderson reported that after discussion with CurricUNET personnel, it is now possible to integrate TracDat into CurricUNET. VPI Anderson requested to present the results of the discussion at the next meeting. José Peña reported that SLO from TracDAT is now inputted into CurricUNET. The expectation is to have this completed three to four times a year.

- **SLO's vs. Instructional Objectives**
  Chair Aguirre will send the proposed document from Skyline to committee members. What is the difference between the two? Instructional objectives are content while SLO are general. Are objectives required in COR? This topic needs more discussion at the next meeting.

- **District Curriculum Committee Updates**
  Aguirre reported that the committee set these goals for the year:

  1. By the end of the year, to have populated the help screens in CurricUNET with relevant information.
  2. Solve the TracDat/CurricUNET problem.
  3. Provide general MOOC information.
  4. Research the possibility of sharing low enrollment courses and programs that are required for a degree that can possibly be offered district-wide.

- **Program Review**
  Chair Aguirre asked the committee to think about the expectations of the comprehensive program review cycle.

- **Additional meeting on 10/22/13 for meeting with ACCJC**
  Curriculum committee will meet with the accreditation team on 10/22/13 at 2:00 pm in

CIETL room. This meeting is a regular curriculum meeting.

- **Other**
  José Peña presented in CurricUNET a change in the course outline of record that will require a justification for all types of modifications (course reactivations, banking, deletions, and/or modifications). This justification will be used for changes to the state inventory as needed.

7) <u>Adjournment</u>

The meeting adjourned 11:05 am.

CURRICULUM COMMITTEE

MEETING MINUTES OF

Tuesday, November 8, 2013

9:30 am – 11:30 am, Building 2 Room 10

Members Present: Alicia Aguirre, Lorraine Barrales-Ramirez, Danielle Behonick, Kurt Devlin, Maria Lara, Robert Lee, Elmer Martinez , Rafael Rivera, Javier Santos, Katie Schertle, Soraya Sohrabi, Janet Stringer, Diana Tedone, José Peña (Ex-Officio), Gregory Anderson (Ex-Officio).

Members Absent: Paul Roscelli

Guests: Victoria Clinton, Valerie Goines, Linda Hayes, David Johnson, Denise Erickson, Annie Nicholls.

1) Approval of Agenda – **Approved**

2) Approval of Minutes – October 11, 2013 – **Approved**

3) Articulation report

Articulation Officer, Janet Stringer, reported the status of C-ID submitted by our college.

4) <u>MODIFICATION OF COURSES</u>

- **ART 101**   Ancient, Classical and Medieval Art History
Presented by Denise Erickson
Modified student learning outcomes, recommended preparation, representative
instructional methods, course content, representative texts, degree/certificate applicability
proposed for AA-T/AS-T, AA/AS degree, writing and reading assignments; modified to
comply with TMC guidelines. – **Approved**

- **ART 102**   Late Medieval, Renaissance and Baroque Art History
Presented by Denise Erickson

    Modified student learning outcomes, recommended preparation, representative
instructional methods, course content, representative texts, degree/certificate applicability
proposed for AA-T/AS-T, AA/AS degree, writing and reading assignments; modified to
comply with TMC guidelines. – **Approved**

- **ART 103**   Eighteenth Century to Contemporary Art History
Presented by Denise Erickson
title changed FROM Eighteenth and Nineteenth Century TO Contemporary Art History,
modified catalog and schedule course descriptions, SLO, recommended preparation,
representative instructional methods, representative methods of evaluation, course
content, representative texts, degree/certificate applicability proposed for AA-T/AS-T
AA/AS degrees, writing and reading assignments. – **Approved**

- **ART 104**   History of Modern Art
Presented by Denise Erickson
Modified student learning outcomes, recommended preparation, representative
instructional methods, course content, representative texts, degree/certificate applicability
proposed for AA-T/AS-T, AA/AS degree, writing and reading assignments; modified to
comply with TMC guidelines. **– Approved**

- **ART 105**   Art of Asia and the Near East – Modification – Denise Erickson
Presented by Denise Erickson

    Modified student learning outcomes, recommended preparation, representative
instructional methods, course content, representative texts, degree/certificate applicability
proposed for AA-T/AS-T, AA/AS degree, writing and reading assignments; modified to
comply with TMC guidelines. – **Approved**

5) <u>DELETION OF COURSES</u>

- **MEDA 161   ICD (International Classification of Diseases)–10–CM (Clinical Modification) Beginning Coding**
  Presented by Victoria Clinton
  Deletion due to coding change from 9 to 10. Effective Spring 2014. – **Approved**

- **MEDA 162   ICD (International Classification of Diseases)–10–CM (Clinical Modification) Intermediate Coding**
  Presented by Victoria Clinton
  Deletion due to coding change from 9 to 10. Effective Spring 2014. – **Approved**

- **MEDA 163   ICD (International Classification of Diseases)–10–CM (Clinical Modification) Advanced Coding**
  Presented by Victoria Clinton
  Deletion due to coding change from 9 to 10. Effective Spring 2014. – **Approved**

- **ECE. 250   Violence and Its Impact on Children and Their Families**
  Presented by Victoria Clinton
  Deletion due to coding changed from 9 to 10. Effective Spring 2014– **Approved**

- **ECE. 252   Teaching Violence Intervention Strategies to Children and Families**
  Presented by Victoria Clinton
  Deletion due to coding changed from 9 to 10. Effective Spring 2014– **Approved**

- **ECE. 337   Child–Parent Relationships**
  Presented by Valerie Goines
  Deletion due to coding changed from 9 to 10. Effective Spring 2014 – **Approved**

6) <u>REACTIVATION OF COURSES</u>

- **ECE. 384   Principles and Practices of Family Child Care**
  Presented by Valerie Goines

3.0 units, a minimum of 48.0 lectures hours/semester, letter grade only, recommended preparation is eligibility for READ 836 and ENGL 836; or ENGL 847 or ESL 400, CSU transferability. Catalog description is this course focuses on the principles and policies related to child care in home-based settings; it examines child care in the home as a small business. The course is designed for those already caring for children in their homes and for those considering this as an option in the child care profession. Reactivated due availability of First 5 grant funding. – **Approved**

7) <u>ADDITION OF COURSES</u>

- **ECE. 680CH Principles and Practices of Family Child Care**
  Presented by Valerie Goines
  Catalog description is this course focuses on the principles and policies related to child care in home-based settings; it examines child care in the home as a small business. The course is designed for those already caring for children in their homes and for those considering this as an option in the child care profession. Offered specifically under contract with The Child Care Coordinating Council of SMC. They are specifically targeting family child care providers through a grant that they received from the First 5 Commission of SMC. Effective Spring 2014. - **Approved**

- **MEDA 167   ICD (International Classification of Diseases)–10–CM (Clinical Modification) Beginning Coding**
  Presented by Victoria Clinton
  Catalog descriptions is development of nomenclature and classification of diseases. Basic coding principles of diseases and symptoms according to ICD-10-CM with emphasis on the coding of medical records. Use of indexes, sequencing of code numbers, and preparation of documents to increase competency. – **Approved**

- **MEDA 168   ICD (International Classification of Diseases)–10–CM (Clinical Modification)** Intermediate Coding
  Presented by Victoria Clinton
  Catalog description is intermediate principles and philosophy of coding logic according to ICD-10-CM. Emphasizes the use of UHDDS, source documents, multiple coding, sequencing, Z codes, tables, neoplasms, and mental disorders. – **Approved**

- **MEDA 169   ICD (International Classification of Diseases)–10–CM (Clinical Modification)** Advanced Coding
  Presented by Victoria Clinton
  Catalog description is advanced principles and philosophy of coding logic according to ICD-10-CM. Emphasizes diseases by body systems, complications, injuries, and adverse effects of drugs. –**Approved**

- **MEDA 680CB ICD (International Classification of Diseases)–10–CM (Clinical Modification)** Beginning Coding
  Presented by Victoria Clinton
  Catalog description is development of nomenclature and classification of diseases. Basic coding principles of diseases and symptoms according to ICD-10-CM with emphasis on the coding of medical records. Use of indexes, sequencing of code numbers, and preparation of documents to increase competency. Effective Spring 2014- **Approved**

- **MEDA 680CC   ICD (International Classification of Diseases)–10–CM (Clinical Modification)** Intermediate Coding
  Presented by Victoria Clinton
  Catalog description is intermediate principles and philosophy of coding logic according to ICD-10-CM. Emphasizes the use of UHDDS, source documents, multiple coding, sequencing, Z codes, tables, neoplasms, and mental disorders. Effective Spring 2014-
  Approved

- **MEDA 680CD ICD (International Classification of Diseases)–10–CM (Clinical Modification)** Advanced Coding
  Presented by Victoria Clinton
  Catalog description is advanced principles and philosophy of coding logic according to ICD-10-CM. Emphasizes diseases by body systems, complications, injuries, and adverse effects of drugs. Effective Spring 2014. - **Approved**

8) <u>MODIFICATION OF ASSOCIATE DEGREES AND/OR CERTIFICATE</u>

- **Medical Billing Specialist** (AS Degree)
  Presented by Victoria Clinton
  deleted the following core courses MEDA 161, 162, 163, 164, 165, 166 REPLACED with MEDA 164, 165, 166, 167, 168, 169. - **Approved**

- **Medical Billing Specialist** (Certificate of Achievement)
  Presented by Victoria Clinton
  deleted the following core courses MEDA 161, 162, 163, 164, 165, 166 REPLACED with MEDA 164, 165, 166, 167, 168, 169. – **Approved**

- **Medical Coding Specialist** (Certificate of Achievement)
  Presented by Victoria Clinton
  deleted the following core courses MEDA 161, 162, 163, 164, 165, 166 REPLACED with MEDA 164, 165, 166, 167, 168, 169. - **Approved**

- **Art With An Emphasis in Art History** (AA Degree)
  Presented by Denise Erikson
  Modified title of ART 103 FROM Eighteenth and Nineteenth Century TO Contemporary Art History - **Approved**

- **Interdisciplinary Studies With Emphasis In Arts and Humanities** (AA Degree)
  Presented by Denise Erikson
  Modified title of ART 103 FROM Eighteenth and Nineteenth Century TO Contemporary Art History - **Approved**

- **Studio Arts** (AA Degree)
  Presented by Denise Erickson
  Modified title of ART 103 FROM Eighteenth and Nineteenth Century TO Contemporary Art History - **Approved**

- **Studio Arts for Transfer** (AA–T Degree for Transfer)
  Presented by Denise Erickson
  Modified title of ART 103 FROM Eighteenth and Nineteenth Century TO Contemporary Art History – **Approved**

9) <u>ADDITION OF ASSOCIATE DEGREES AND/OR CERTIFICATE</u>

- **MART 672   Cooperative Education: Internship**
  Presented by Annie Nichols

  Catalog description is earn college credit for learning or improving skills or knowledge on the job. Internship is "discipline specific" in that students' job and learning objectives relate to the work experience course. Students can earn up to 3 units per semester (for a total of 16). There are no classroom meetings after the initial orientation which is offered the first three weeks of each semester. Units are degree applicable and transferable and are awarded upon achievement of approved learning objectives. Each unit requires 60 hours per unit for unpaid work during the semester. The internship must be supervised by a job supervisor and an appropriate faculty member for the chosen occupational discipline. The unit limitation applies to Occupational Cooperative Education Work Experience (any combination of 670 and/or 672 courses) offered within the SMCCCD. - **Approved**

10) **ADDITION OF ASSOCIATE DEGREES FOR TRANSFER**

- **Art History for Transfer** (AA–T Degree for Transfer)
  Presented by Denise Erickson
  This degree has been developed in response to statewide approval of the TMC in Art History. Core courses 15 units, selective courses 6 units, GE requirements 39 units, total 60 units. - **Approved**

11) **Course Outline of Record Policy**

VPI Anderson outlined that one of the recommendations from the accreditation team is to update COR (Course Outline of Records). In response to this recommendation, the college will institute a process to update COR which speaks directly to the accreditation recommendation. Updating COR must be completed by middle of January, before ACCJC meets and makes their final recommendations to the college.

The policy outlines that once each six years, all COR must be reviewed except for vocational courses or programs which must be reviewed every two years. In extenuating circumstances, the Curriculum Committee may recommend a one year extension for the COR update.

Curriculum Chair Aguirre read aloud the proposed COR policy. It was requested that division representatives take this policy to their respective division meeting to received feedback. The committee will review the policy and for changes, please submit to Alicia Aguirre & Dani Behonick.

There was a question of defining what "banking" means, distinguishing from "deletion". Banked courses are inactive courses which doesn't need to be updated. A discussion of the exploring the idea of deleting courses that has been on "banked" status, therefore resulting in updating CORs that have more than six years old.

There are about 102 courses that need to be updated before January.

It was also noted that when updating courses, keep in mind that other programs may also be affected, therefore, you should run the "proposal impact report" in CurricUNET.

Link to the new legislation SB 440 is http://leginfo.ca.gov/pub/13-14/bill/sen/sb_0401-0450/sb_440_bill_20131010_chaptered.htm

6) Announcements

- **Curriculum Handbook Revision Subcommittee**
  Danielle Behonick reported the subcommittee is continuing to work on the document. The new updated handbook will have CA Ed Code, COR, information about new/deleted/modified programs. It was requested to email ideas to Dani.

- **Bylaws Revision Subcommittee**
  Reported that they are still working on the document.

- **District Curriculum Committee**
  No update.

- **Research** – Chialin Hsieh
  No new update.

- **Announcements**
  None

7) Adjournment

The meeting adjourned at 11:36 am.

CURRICULUM COMMITTEE

MEETING MINUTES OF

Tuesday, November 22, 2013
9:30 am – 11:30 am, Building 2, Room 10

Members Present: Alicia Aguirre, Lorraine Barrales-Ramirez, Danielle Behonick, Kurt Devlin, Robert Lee, Rafael Rivera, Paul Roscelli, Javier Santos (ASCC), Eli Smith (ASCC), Soraya Sohrabi, Janet Stringer, Diana Tedone, José Peña (Ex-Officio), Gregory Anderson (Ex-Officio).

Members Absent: Maria Lara, Katie Schertle.

Guests: Linda Hayes, Denise Erickson, David Johnson, Dave Meckler, Paul Naas, Lezlee Ware.

1) **Approval of Agenda** – Approved

2) **Articulation report**
        Articulation Officer, Janet Stringer, reported the status of C-ID as submitted by our college.

3) MODIFICATION OF COURSES

- **PLSC 130   Introduction to International Relations**

    Presented by Lezlee Ware
    Modified catalog course description, FROM 16 TBA hours to 0 TBA hours, FROM Grade option or P/NP TO Letter grade only, SLO, course objectives, representative methods of evaluation, course content, lab content, representative texts, writing, reading, and other outside assignments, distanced education. – **Approved**

- **PLSC 150   Introduction to Political Theory**
    Presented by Lezlee Ware
    Modified catalog course description, FROM 16 TBA hours to 0 TBA hours, FROM

Grade option or P/NP TO Letter grade only, SLO, course objectives, honors content, honors addendum, recommended preparation, representative instructional methods, representative methods of evaluation, course content, lab content, representative texts, degree/certificate applicability for AA-T/AS-T AA/AS degree, writing and reading assignments, distance education. - **Approved**

- **PLSC 170   Introduction to Comparative Politics**
  Presented by Lezlee Ware
  Modified catalog course description, FROM 16 TBA hours to 0 TBA hours, FROM Grade option or P/NP TO Letter grade only, SLO, course objectives, representative instructional methods, representative methods of evaluation, course content, lab content, representative texts, degree/certificate applicability, writing, reading, and other outside assignments, distance education. - **Approved**

- **PLSC 210   American Politics**
  Presented by Lezlee Ware
  Modified catalog and schedule course descriptions, FROM 16 TBA hours to 0 TBA hours, FROM Grade option or P/NP TO Letter grade only, SLO, course objectives, recommended preparation, representative instructional methods, representative methods of evaluation, course content, lab content, representative texts, writing, reading, and other outside assignments, distance education. – **Approved**

4) **DELETION OF COURSES**

- **BUS. 395   Getting Started in Business the Green Sustainable Way**

  Presented by Paul Roscelli
  This one-unit course has been incorporated into a three-unit course, BUS 393 (Starting and Growing a Sustainable Business) and needs to be deleted. - **Approved**

- **BUS. 396   Developing a Business Plan Incorporating Sustainable Practices**
  Presented by Paul Roscelli
  This one-unit course has been incorporated into a three-unit course, BUS 393 (Starting and Growing a Sustainable Business) and needs to be deleted. - **Approved**

- **BUS. 397   Developing Tools to Create a Marketing Plan**
  Presented by Paul Roscelli
  This one-unit course has been incorporated into a three-unit course, BUS 393 (Starting and Growing a Sustainable Business) and needs to be deleted. - **Approved**

5) **ADDITION OF COURSES**

- **ART 114   The Art History of Paris**
  Presented by Denise Erikson

This course will be a core requirement of the upcoming Art History Certificate and for transfer. Catalog course description: A cultural and historic survey of the art and architecture of Paris: the Gallo-Roman settlement, Medieval Paris, the Renaissance and Baroque periods, revolutionary and Napoleonic Paris, the Second Empire and the Fin-de-SiÃ¨cle, and modern Paris. This course includes a discussion of the historic figures, the social and political movements, and the artists who shaped the art history of the city. Emphasis is on architecture, painting, sculpture, and museum collections. **- Approved**

6) <u>MODIFICATION OF ASSOCIATE DEGREES AND/OR CERTIFICATE</u>

- **Political Science** (AA Degree)
  Presented by Lezlee Ware
  Deleted PLSC 130, 150, 170 and added 120 to list of required core course (3 units), deleted PLSC 200, 210, ANTH 110, HIST 100/101, HIST 202, PHIL 300 and added PLSC 130, 150, 170 200, COMM 110, ECON 100, GEOG 110, PLSC 310, SOCI 141 to list of selectives (15 units). - **Approved**

- **Entrepreneurship and Small Business Management** (AS Degree)
  Presented by Paul Roscelli
  Deleted BUS 395, 396, and 397 to core courses (21 units) and added BUS 393. – **Approved**

- **Entrepreneurship and Small Business Management** (Certificate of Achievement)
  Presented by Paul Roscelli
  Deleted BUS 395, 396, and 397 to core courses (21 units) and added BUS 393. – **Approved**

7) <u>DELETION OF ASSOCIATE DEGREES AND/OR CERTIFICATE</u>

- **Political Science With Emphasis in Pre-Law** (AA Degree)
  Presented by Lezlee Ware
  Deleted due to addition of the AA-T in Political Science. - **Approved**

- **Political Science With Emphasis in Pre-Law With Transfer Status** (AA Degree)
  Presented by Lezlee Ware
  Deleted due to addition of the AA-T in Political Science. - **Approved**

- **Political Science With Emphasis in Public Administration And Service** (AA Degree)
  Presented by Lezlee Ware
  Deleted due to addition of the AA-T in Political Science. - **Approved**

- **Political Science With Emphasis in Public Administration And Service With Trasnfer Status** (AA Degree)
  Presented by Lezlee Ware

Deleted due to addition of the AA-T in Political Science. – **Approved**

8) ADDITION OF ASSOCIATE DEGREES FOR TRANSFER

- **Political Science For Transfer** (AA–T Degree for Transfer)
  Presented by Lezlee Ware
  To create a clear pathway for Political Science students to complete an AA-T in Political Science that is aligned with this TMC to adequately be prepared for transfer to and major in Political Science at a CSU or UC. 60 total units: 3 units required core course (PLSC 210), 9-10 units from List A, min 6 units for List B 34-39 units of CSU GE or 37 units IGETC for CSU Pattern. - **Approved**

9) All Divisions – Inactivation of Courses and Modification of affected Programs

The following courses were presented and APPROVED for deleted/banked together due to being outdated, and therefore removed from the catalog effective Fall 2014.
The programs affected by the inactivation of these courses are listed at the bottom of this memo.

BUS. 399 Small Business Development Center Training	Deleted
CHEM 112 Chemistry in Action	Banked
CRER 140 Peer Counseling	Deleted
CRER 410 College and Career Awareness	Deleted
CRER 650 Special Interest Discussion Groups	Deleted
DRAM 101 History of Theatre	Deleted
DRAM 208 Acting Practicum I (Acting laboratory)	Deleted
DRAM 209 Acting Practicum II (Acting laboratory)	Deleted
DRAM 210 Acting Practicum III (Acting laboratory)	Deleted
DRAM 212 Stage Voice	Deleted
LCTR 110 Teaching/Tutoring Practicum	Banked
LIBR 120 Information Competency	Banked
LIT. 152 Introduction to Shakespeare II	Banked
LIT. 251 Women in Literature	Banked
MART 365 Photographic Retouching and Restoration	Deleted
MART 410 3D Spatial Visualition	Deleted
MUS. 461 Instrumental Ensemble I	Deleted
MUS. 462 Instrumental Ensemble II	Deleted
MUS. 463 Instrumental Ensemble III	Deleted
MUS. 464 Instrumental Ensemble IV	Deleted
MUS. 490 Peninsula Cantare I	Deleted
P.E. 305 Theory of Basketball	Deleted
P.E. 306 Theory of Coaching Soccer	Deleted

PSYC 201 Child Development	Banked
RADT 475 Specialized Techniques: Principles of Computed Tomography	Banked
SPAN 196 Spanish Language Laboratory	Deleted
SPAN 801 Conversational Spanish I	Deleted
SPAN 802 Conversational Spanish II	Deleted
SPAN 803 Conversational Spanish III	Deleted
SPAN 804 Conversational Spanish IV	Deleted

PROGRAMS AFFECTED AND THEREFORE BEING MODIFIED:

COMMUNITY HEALTH WORKER (Certificate of Achievement)	Modified
INTERDISCIPLINARY STUDIES WITH EMPHASIS IN ARTS & HUM. (AA Degree)	Modified
PSYCHOLOGY (AA Degree)	Modified
PSYCHOLOGY for Transfer (AA-T Associate in Arts Degree for Transfer)	Modified
THEATRE ARTS (AA Degree)	Modified

10) Course Outline of Record Policy

Committee discussed changes to the draft COR policy. Paul Naas will look at the overall look of the document. Once all changes/additions are made to the document, it will brought for action then submitted to Academic Senate for final approval.

11) Announcements

- **Handbook**
  Paul Roscelli shared that the new handbook will clarify three questions: the flow process (VPI, Chair, Technical Review) of the course/programs, the number of people in a meeting to approve a course/program modification, delete specific date on the document to avoid having to modify the handbook each year, and to integrate CurricuNET into the policy. Recommendation included one representative from each division instead of two, one single vote with a maximum of two.

  It is the goal of the subcommittee that in February, the new handbook will be ready to presented to the Curriculum Committee and reviewed for approval.

  Discussion about division representation was also discussed.

12) Adjournment

The meeting adjourned at 10:35 am

Academic Senate Governing Council – 2013-2014

Meeting Minutes for Thursday, December 12, 2013
Room: CIETL (9-154)
2:10 to 4:00 p.m.

Academic Senate Governing Council Members in Attendance: Doug Hirzel, Anne
Nicholls, Sandra Mendez, Denise Erickson, Alicia Aguirre, Leonor Cabrera, Lorraine Barrales-
Ramirez, David Meckler, Ana Miladinova, Hyla Lacefield
Academic Senate Members in Attendance: Yolanda Valenzuela, Lisa Palmer, Salumeh
Eslamieh, Jeanne Gross, Patty Hall, Jenny Castello, Heather Ott, David Clay
Guests in Attendance: VPI Anderson, Dean Hsieh, Dean Stringer, President Buckley, Dean
Hayes, Dean Lopez, Kay O'Neil, Lucy Carter

1. Call to Order: 2:18PM
2. Introductions: None.
3. Adoption of Agenda: Moved/seconded/approved unanimously.
4. Approval of Minutes 11/14/13: Moved/seconded/approved unanimously.

5. Questions/comments on non-agenda items:
Basic Skills Committee – Plan to designate a "Majors day" each semester for Basic Skills
students to become aware of the opportunities available at Cañada and beyond.
Letter of Inquiry from the Dreamers Task Force – New screen on the CCC apply application now
requires that students have a SSN. If students do not have one they have to use ITN. This issue
was brought to the attention of the administration. IRS, state law, and Kathy Blackwood have
been working on a response to the situation. Request to place this item as an agenda item for
future meeting.

6.1 District Committees – Key topics from District Academic Senate are listed below:
The AFT will hold a district-wide vote to ratify appendix G "faculty evaluation" sometime in
spring semester. If ratified, the new process and documents will be in effect by Fall 2014.
AB86 – The purpose of AB86 is to provide grant funds to regional consortium to create and
implement plans to better serve the educational needs of adults. Senate is interested in following
up on this bill and to learn more about our district's role.
Study abroad program – The program is now housed at Skyline College. Gary Fleener and Sarah
Perkins are the contacts at Skyline. Patty Hall and Paul Stegner are contacts at Cañada.
STOT – Goal is to increase faculty interest in STOT. The District is moving to WebAccess 2.0.
The deadline for doing so is January 8th. Various workshops are taking place to facilitate this
transition. Please contact Jane Rice to sign up for a workshop.
Proposal for F/W grade – A proposal is being developed to consider adopting a new FW grade.
For financial aid accountability, the colleges must distinguish between a student who fails a
course because they stopped attending but did not withdraw, from one that tries to complete the

DASGC is looking to advertise professional development activities district-wide so that faculty can attend regardless of their assigned campus. They are also looking at a new proposal for funding sabbaticals.

6.2 Curriculum – Reviewing over 77 courses; in January over 100 courses will be reviewed. A breakfast meeting will be held to recognize the wonderful faculty members who take an active role to serve on the committee. The curriculum handbook and by laws are being review and should be ready by the end of the semester. ASGC would like to commend the outstanding work done by the members of the Curriculum Committee, faculty, staff and management.

6.3 Prof. Personnel – Received two outstanding long term proposals from Carol Rhodes and Jessica Einhorn 4 units of release time each. Deadline Deadlines for Fall semester is March 1. Faculty are encouraged to continue to apply for both long and short term proposals. Additional details can be found at http://www.canadacollege.edu/professionaldevelopment/faculty.php

6.4 Division Reports –
>   **Humanities –** No report
>   **Business/Workforce –** No report
>   **Science –** No report
>   **Counseling –** As a result of the Student Success Initiative faculty/staff are looking at Modules for online and face to face students. The SARS record keeping system is streamlined to accurately capture the services being provided to students for MIS purposes.
>   **Kinesiology** – Dean Position and Coordinator Position are being discussed.

7.1: Annual Program Plan Survey
http://tinyurl.com/AnnualProgramPlan
Flex day in January will provide departments with an opportunity to work on their Annual Program Plans and to submit feedback via the survey.

Reassigned Time Presentation
Defined:
Reassigned time, or "release time", is time getting paid for doing non-instructional work.
3 units = 0.2 FTE = 7.5 hours/week
Reassigned time is given for several reasons: (a) by Aft contract – AFT, ASGC, Curriculum reps;
(b) by regulation – some CTE coordinators and MESA director; (c) Other – special programs/projects, CIETL, SLOAC, program coordination; or (d) by "buying out" through use of grant funding or banked time.

Amount of reassigned time at Cañada:
There are currently 26 full time instructional faculty members (42% of all FT faculty) that have partially reassigned time out of the classroom. That is, they may spend, for example, only 80% of their time on instruction. Some of this reassigned time is contractual and/or mandated, other for special projects (e.g. accreditation or PETF), and much of the rest is for coordination time.

Taken together, all of this reassigned time is the equivalent of 6.7 FT-FTEF (FT-full time equivalent faculty). In case you are wondering, this level of reassigned time is slightly less than that at our sister colleges. The net result for Cañada is approximately 55 FT-FTEF in the classroom.

Goal: Create a transparent process for allocating reassigned time and ensure accountability

Proposal: To include requests for reassigned time in the annual program plan

Possible questions for the APP: "Does your program need its reassigned time to continue at current levels? Explain. Are there ways to mitigate the loss/reduction of this reassigned time? Does your program need new/additional reassigned time? Explain. How will you mitigate the loss of fulltime instructional faculty?

from those in attendance:
- Moving forward it is a good idea to place the request in the program review.
- Who will receive and prioritize these requests?

.2 Adoption of Distance Ed. Checklist
Successful online teaching requires following a number of state and federal policies regarding student contact and attendance that are different for online classes compared to face-to-face classes. The following documents list the rules and requirements for online instruction.
http://www.canadacollege.edu/academicsenate/1314/faculty%20checklist.pdf
Motion to: approve the recommendations of the Distance Ed. Checklist.
Moved/seconded/approved unanimously.

7.3 Endorse COR Review Policy

http://www.canadacollege.edu/academicsenate/1314/COR_Policy_Approved_112213.pdf

Motion to: endorse COR Review Policy. Moved/Seconded/approved unanimously.

7.4 Prioritization of New Faculty Position Proposals
The Academic Senate Governing Council reviewed and discussed the five proposed new faculty positions and made a recommendation for prioritizing the hiring proposals based on the rules listed below.

Discussion Points:

English 1 & English 2 – Need to increase student contact = more fulltime faculty; FT faculty ratio to adjunct very low 38%. Have been requesting new hire for 8 years; two positions are necessary to make up for lost faculty and fill program review request.

Math – Growing demands, high loads, more collaboration and projects; FT/PT ratio not Acceptable

Kinesiology/Coach – Is it reasonable to have expertise in both fields?-YES. Growing enrollment and demand on the student side. If we want growth, we need another hire.
Kinesiology is an exploding area of our economy. Goal is to expand the current curriculum of the department.

Workforce Development – Will this set precedent? 40% teaching = FT tenure track? Do we have enough demand for courses at this time? Counts toward faculty member, yet 40% teaching?

Voting on New Positions - Rules:
  1. Only voting members of the ASGC may submit a ballot.
  2. You can only vote for as many or as few positions as you feel are justified.
  3. Place the name of the position in the table above according to your assigned priority.
  4. Each position can only receive one priority.
  5. Only one position can be assigned to each priority.
  6. Any narrative comments/explanation can be included in the space below.
Ten ASGC members voted and the results are listed below: 5=highest priority, 1=lowest priority,

Narrative comments submitted on ballots:
- ESL should move forward with an ESL replacement hire (i.e., Linda Haley's position).
- The College should consider funding workforce development as a non-faculty position
The ASGC thus recommends that hiring proposals be given the following priority:
Priority Position Points
  1st English 1 39
  2nd Math 37
  3rd Kinesiology/Coach 34
  4th Workforce 18
  5th English 2 14
7.5 Resource Allocation Model: Faculty factors – postponed for future meeting

8.1 CIETL- No report

8.2 PBC – No report
9. Adjourn: 4:00PM
Next meeting: January 23, 2014

Curriculum Committee Handbook Excerpts

Curriculum Handbook

Curriculum Review Cycle —including Curriculum Review Cycle and Curriculum Review Matrix

College of San Mateo
Follow-Up Report

Submitted by:
College of San Mateo
1700 West Hillsdale Blvd.
San Mateo, CA 94402

Submitted to:
Accrediting Commission for Community
and Junior Colleges
Western Association of Schools and Colleges

October 15, 2014

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Certification of Follow-Up Report
October 15, 2014

To: Accrediting Commission for Community and Junior Colleges,
        Western Association of Schools and Colleges

From: Michael Claire, President
        College of San Mateo
        1700 W. Hillsdale Blvd.
        San Mateo, CA 94402

I certify there was broad participation by the campus community and I believe this report accurately reflects the nature and substance of this institution.

Signatures:

_____   9/15/14
Michael Claire   President, College of San Mateo   Date
                        San Mateo County Community College District

_____   _____
Ron Galatolo   Chancellor, San Mateo County Community College District   Date

_____   _____
Karen Schwarz   President, Board of Trustees   Date
                        San Mateo County Community College District

_____   9/8/14
Jennifer Hughes   Accreditation Liaison Officer   Date
                        Vice President of Student Services

_____   9/17/14
David Laderman   President, Academic Senate   Date
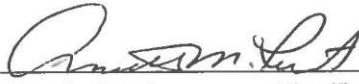
_____   9/19/14
Annette Perot   Classified Staff Representative   Date

_____   9/12/14
Maggie Garcia   President, Associated Students   Date

Narrative

Recommendation Addressed:

2013 ACCJC External Evaluation Report, College Recommendation 3
In order to meet the Standards, the team recommends that the College complete and assess SLOs for all courses, programs, certificates and degrees, linking them to Institutional Learning Outcomes. Further, the team recommends implementing multiple modes of assessment for certificates and degrees. The College should utilize multiple modes of assessment for the Learning Centers in order to integrate academic support services with the instructional programs. (II.A.1.a,c; II.A.2.a,b,c,e,f,h,i; II.A.6; II.A.3.a; ER 10)

EXECUTIVE SUMMARY

College of San Mateo has fully responded to College Recommendation 3. The Executive Summary addresses the Recommendation in three parts as follows:

[1] *"The team recommends that the College complete and assess SLOs for all courses, programs, certificates and degrees, linking them to Institutional Learning Outcomes."*

Status as of October 15, 2014:
- 100% of active courses have SLOs
- 100% of courses have been assessed, or are appropriately scheduled to be assessed in accordance with the College's assessment schedule
- 100% of active instructional programs (certificates and degrees), Student Services programs, and Learning Support Centers have SLOs
- 100% of SLOs for active instructional programs (certificates and degrees), Student Services programs, and Learning Support Centers have been assessed
- 100% of all course and program SLOs are now aligned with Institutional Learning Outcomes (General Education SLOs)

[2] *"Further, the team recommends implementing multiple modes of assessment for certificates and degrees."*

Status as of October 15, 2014:
The College employs the following modes of assessment for programs, certificates and degrees:

- **Survey of Award Earners**
  The college routinely surveys all award earners regarding the achievement of SLOs for all programs as defined by associate degrees, Certificates of Achievement, and Certificates of Specialization. This mode of assessment is fully implemented. The most recent assessment occurred in Fall 2014.

- **Program Review**
  The College's program review process requires assessment of multiple program indicators such as outcomes from student satisfaction surveys, program usage trend data, disaggregated student achievement data, demographic trends, delivery-mode course comparison data, and program efficiency data. This mode of assessment is fully implemented.

- **Course SLO Mapping to Program SLOs**
  The College has reviewed best practices from the 2013 ACCJC Regional Workshops on SLOs. Based upon this review, the College has adopted a course-to-program SLO mapping methodology. As of October 15, 100% of course SLOs have been mapped to program SLOs. The College has modified its program review process to reflect this additional mode of assessment. The modified program review process will be implemented beginning with the Spring 2015 program review cycle.

- **Assessment of Licensing Exam Results**
  Where applicable, mandated licensing exams serve as methods of program, assessment. This mode assessment is fully implemented.

[3] *"The college should utilize multiple modes of assessment for the Learning Centers in order to integrate academic support services with instructional programs."*

Status as of October 15, 2014:
- The college has created and has staffed a new Division: Academic Support and Learning Technologies. Among other things, this Division provides oversight, support, and general coordination to the College's Learning Support Centers.

- All discipline-level Learning Support Centers are directly managed by discipline faculty. The college's organizational structure assures an integration of the academic support services provided by these centers with instructional programs.

- The Learning Support Center program review process requires assessment of SLOs and multiple quantitative indicators.

- The college has researched assessment best practices for learning centers, has adopted additional assessment methodologies, and has modified program review for learning centers to reflect additional assessment methods.

ACTION STEPS TO ADDRESS RECOMMENDATION

College of San Mateo (CSM) has undertaken the following action steps to address the Recommendation. The action steps are organized by the narrative's subtopics, whose discussion follows this section:

Addressing the Recommendation
- Convened a team of faculty, administrators, instructional staff, research and planning staff with appropriate technical expertise to address the Recommendation and develop the *Follow-Up Report*
- Provided additional technical support to implement improvements in SLO tracking, implementation, and assessment
- Established a new division, Academic Support and Learning Technologies, whose dean is charged with supporting SLO implementation
- Conducted an audit of the processes by which SLOs are developed, revised, and assessed
- Facilitated access to new data and information related to SLO improvements through the new *Follow-up Report* web page
- Articulated ideal features for an SLO management system which can be integrated into current curriculum management processes via CurriCUNET

Update: Course SLOs and Assessments
- Ensured that 100% of active courses have been assessed or are appropriately scheduled for assessment
- Conducted an audit of course-tracking methods to create an accurate data set for SLO completion, tracking, and assessment
- Formally banked courses slated for discontinuance and identified courses to be banked in 2014-2015
- Audited course SLO assessments
- Updated and implemented an assessment schedule for courses that needed SLO assessments
- Completed assessments as identified by the schedule

Update: Program SLOs and Assessments
- Ensured that 100% of active instructional programs, Student Services programs, and Learning Support Centers now have SLOs completed
- Ensured that 100% of active instructional programs have undergone SLO assessments
- Completed the alignment from course-to-program SLOs for all instructional programs thereby assuring multiple modes, both direct and indirect, of program assessment
- Conducted an audit of processes for defining an "active" program for SLO completion, tracking, and assessment
- Formally discontinued programs and identified those expected to be discontinued in 2014-2015

- Identified 135 "active" instructional programs which offer degree and certificates and serve as an accurate data set for SLO completion, tracking, and assessment
- Updated SLO website with appropriate courses programs and their associated SLOs
- Identified need to streamline and condense number of programs offered for ease in communication with students and data management
- Identified programs (degrees and certificates) where there were gaps in SLOs
- Audited program SLO assessments (via surveys) and identified gaps
- Ensured that all SLO assessment results for instructional programs are posted on the appropriate program review discipline site and on the SLO website
- Analyzed data and published response rates for all program SLO assessments
- Conducted research to identify best practices for using "multiple measures" in SLO program assessment
- Consulted with ACCJC staff for guidance in defining "multiple measures" in the context of SLO program assessments
- Evaluated components of CSM's program review template in relation to SLO program assessment
- Identified areas for improvements of SLO assessment within the program review template for the Spring 2015 program review cycle
- Evaluated best practices adopted by several colleges
- Identified ACCJC's best practices and Skyline College model for "multiple mode" program SLO assessment to adapt and adopt at CSM in Fall 2014

Update: General Education (GE) SLOs
- Ensured that 100% of active instructional, Student Services, and Learning Support Centers course and program SLOs are aligned with GE SLOs
- Completed analysis of GE SLO assessment data from the Spring 2014 Student Campus Climate and Satisfaction survey (n~1,119) and published findings
- Analyzed and published data for program-to-GE aligned disaggregated by unique GE SLO, course, program, and department
- Developed preliminary plan for professional development activities focused on identifying program implications as a result of the GE alignment data

Update: Learning Support Centers
- Conducted research to identify best practices for defining "multiple measures" in the context of SLO program assessments for Student Learning Centers
- Adapted Learning Support Centers in Higher Education's inventory of best practices to use as a multiple measure assessment at CSM
- Conducted inventory among the Learning Support Centers at CSM
- Distributed summary data of inventory results
- Integrated appropriate elements of inventory into the program review process for Spring 2015

NARRATIVE ANALYSIS

<u>Addressing the Recommendation</u>

Development of the Follow-Up Report
College of San Mateo (CSM) is committed to using the recommendation as an opportunity to improve how it identifies and assesses all SLOs and how to adopt the best practices that ultimately ensure improvement in student outcomes. Since receiving this recommendation, CSM has engaged in a variety of activities which have resulted in its full resolution.

To address this recommendation, President Claire assembled a team in early Spring 2014 to:

- Audit the processes by which SLOs are developed, revised, and assessed
- Evaluate the processes for documenting and tracking SLOs
- Address gaps which the Recommendation and the process analyses
    have identified

This team has met regularly from Spring 2014 through Fall 2014. The Accreditation Liaison Officer (ALO), who is also the Vice President of Student Services, has convened meetings and guided the team's workplan. Other participants have included: the Vice President of Instruction; the Instruction Office's Curriculum and Instructional Systems Specialist; the outgoing faculty coordinator for SLOs; the Dean of Academic Support and Learning Technologies; and staff from the Office of Planning, Research, and Institutional Effectiveness (PRIE), including PRIE's Dean, Coordinator of Planning, and Research & Planning Analyst. These team members have been primary contributors to the *Follow-Up Report* and have met from December 2013 through October 2014. The Coordinator of Planning has served as the lead writer.

Additional technical support for SLO assessment and documentation has been provided by Community Relations & Marketing, the Office of Instruction, and other support staff from PRIE.

Other Consultation
The Vice Presidents have regularly updated the President about progress in addressing this recommendation. They have worked with the instructional and student services deans who have collaborated with relevant faculty to implement improvements. The AOL, who chairs the Accreditation Oversight Committee, has also updated the committee about progress in addressing this recommendation; membership in this group reflects the various participatory-governance constituencies. The President has consulted with the Academic Senate leadership and kept them abreast of activities. In addition, in August and September the *Follow-Up Report* was reviewed by the Accreditation Oversight Committee, Associated Students' leadership, Academic Senate's Governing Council, and College Council (Ref. 1, Ref. 2, Ref. 3, and Ref. 4). The college community at large was also invited to provide feedback via an online survey (Ref. 5).

Documentation and Evidence

As part of these process analyses, the team has examined the capabilities of its SLO database application, TracDat, and the need to provide up-to-date, real-time reports that accurately reflect the status of active courses and programs and the online repository of curriculum information, CurricUNET ([Ref. 6](#)). This evaluation of TracDat will continue through Fall 2014 as CSM explores new application features and considers other tracking methodologies.

As a result of this continued evaluation of Tracdat, primary reporting documentation regarding SLOs is currently posted online at the college's Accreditation Oversight Committee's website and serves as evidence for the October 2014 *Follow-Up Report* ([Ref.7](#)).

Additional Administrative Support for SLOs and Assessment

In Spring 2014 a new instructional division was established, Academic Support and Learning Technologies, whose newly-appointed dean is charged with providing support for SLO implementation, among other areas of oversight. The dean is responsible for coordinating SLO efforts with the faculty at large, the College Assessment Committee (CAC), and the faculty professional development coordinators ([Ref. 8](#)). This support will be fully implemented in Fall 2014 as the division office becomes fully staffed and as the college finalizes plans to improve SLO documentation via TracDat or other methods.

Update: Course SLOs and Assessments

One hundred percent (100%) of the 600 active courses offered during the last four years, Fall 2010-Spring 2104, have SLOs identified ([Ref. 9](#) and [Ref.12](#)). Of these courses, 532 (88%) have been assessed and those previously slated to be assessed for 2013-2014 have completed their assessments. The college has established a four-semester schedule to assess the 68 remaining courses with the result that 100% of all active courses have been either assessed or scheduled to be assessed.

As the active course listing indicates, of those 68 courses scheduled to be assessed, 18 (26%) courses were offered for the first time during the past academic year, 2013-2014, while others are infrequently scheduled ([Ref. 10](#)).

The assessment schedule is systematic: assessments are scheduled for three-year intervals or otherwise determined by the curriculum sequence in which the courses are offered. The three-year interval for course assessments is the mid-point for Committee on Instruction's six-year review of non-CTE courses and the juncture for full-cycle review of CTE courses. Assessment methods and outcomes are recorded by faculty in TracDat, and a variety of assessment methods, appropriate to the discipline, are employed.

These data are consistent with information reported to the ACCJC by the President as *Additional Information, December 2013* ([Ref. 11](#)).

Update: Program SLOs and Assessments

Completion of Program SLOs
The college has 135 instructional programs approved for the academic year, 2014-2015. These are comprised of AA, AS, AA-T, and AS-T degrees; Certificates of Achievement; and Certificates of Specialization (Ref. 13). All undergo a formal approval process by the Committee on Instruction, which includes review of program SLOs; where required, individual programs are also scrutinized and approved by the State (Ref. 14). All (100%) instructional programs have completed SLOs.

All 17 (100%) Student Services programs have SLOs completed by program and faculty specialists (Ref.15). In addition, all 12 (100%) Learning Support Centers have program SLOs completed by the appropriate discipline faculty (Ref. 16).

The SLO website has been updated with appropriate program information along with their associated SLOs (Ref.17).

As a result of completing an inventory of instructional degree and certificate programs, including programs that are scheduled to be deactivated, the college has identified the need to condense the numbers of its instructional programs. This will eliminate confusion for students and improve ease of data management and reporting. The instructional deans will begin to address this issue in early Fall 2014.

Program SLO Assessments
One hundred percent (100%) of instructional programs have now been assessed. Award earners for degrees, Certificates of Achievement, and Certificates of Specialization have been surveyed regarding SLOs achievement (Ref. 18 , Ref.19, and Ref. 20).

Survey findings for individual programs are posted on the relevant instructional program review pages as well as on the SLO website (Ref. 18 and Ref.19). The college has been conducting surveys of award earners since 2013 and accumulated data that indicate trends. Data regarding survey response rates are also published by the Office of Planning, Research, and Institutional Effectiveness (Ref. 21).

The program review template requires assessment of SLOs for instructional programs, Student Services, and the Learning Support Centers (Ref. 22). (Also see section below, "Learning Support Centers.") It is in this context that program review writers analyze multiple indicators and scrutinize SLO program assessments, explicitly required by the program review process. In program review the multiple indicators being analyzed may include: outcomes from student satisfaction surveys, program usage trend data, a variety of student achievement data, demographic profile of students/program users, delivery-mode course comparison data, program efficiency and Load data, and information about professional enrichment, among several other areas. Student Services' program review authors analyze their program SLOs using a range of data and types of indicators unique to their respective programs.

In addition to annual program review, mandated licensing exams serve as methods of program SLO assessments for several CTE programs at CSM: Cosmetology, Dental Assisting, Nursing, and Fire Technology/EMT. Results of the exams guide program improvement, informing annual program review. Cosmetology, Dental Assisting, and Nursing also have accrediting boards to which they report, which require industry-standard assessments ([Ref 37](), [Ref. 38](), and [Ref. 39]()).

The college has reviewed successful practices for SLO program assessment at other institutions, including the model programs for SLO assessment presented at ACCJC regional workshops. We have also examined the alignment from course-to-program SLO model currently used by CSM's sister college, Skyline. Skyline, like CSM, assesses program SLOs in the context of program review. ([See examples of Skyline model, Ref. 23).]() CSM's Academic Senate Governing Council (ASGC) has officially approved the adoption of this model, as recommended to ASGC by CSM's College Assessment Committee (CAC) [(Ref. 40)](). All instructional departments have completed the course-to-program SLO matrix for their programs [(Ref 41)](). Further, the program review task force will incorporate this assessment into the program review document for the next program review cycle in Spring 2015 [(Ref. 3).]() The implementation of this mode of assessment ensures that the College is conducting authentic assessment of its programs, using multiple modes, including direct and indirect methods.

Update: General Education SLOs

General Education SLO Assessment

CSM's Institutional SLOs are its General Education (GE) SLOs ([Ref. 24]()). They are organized into five broad categories: Effective Communication, Quantitative Skills, Critical Thinking, Social Awareness and Diversity, and Ethical Responsibility/Effective Citizenship. Since 2010, the Office of Planning, Research, and Institutional Effectiveness conducts an annual *Student Campus Climate and Satisfaction Survey* which contains a GE SLO assessment component. Typically more than 1,000 students complete the survey each year, including the SLO component; respondents mirror the demographic profile of CSM's students ([Ref. 25]()).

Reports for GE SLO survey assessments 2010-2014 are published online ([Ref. 25]()). Analysis of SLO assessment results occurs formally in the context of program review. To enable easy access to the assessment data for program review authors, links to these reports are also published on the primary program review web pages for Instruction, Student Services, and Learning Support Centers ([Ref. 26]()).

Course and Program SLO Alignment with General Education SLOs

One hundred percent (100%) of all course and program SLOs are aligned with the GE SLOs ([Ref. 27](), [Ref. 28](), [Ref. 29](), and [Ref. 30]()). This alignment includes all instructional, Student Services, and Learning Support Centers program SLOs.

In summer 2014, the Office of Planning, Research, and Institutional Effectiveness analyzed and published summary alignment data for courses and programs as well as

alignment data disaggregated by course, department, program, and individual GE SLOs. All reports are available online (Ref. 31).

For the 2014-2015 academic year, the college plans to conduct professional development activities for faculty and others to analyze the trends identified in these reports, address the implications for the college as a whole and for individual programs, and evaluate the ways to integrate assessment of GE SLO alignment data into program review (Ref. 42).

Update: Learning Support Centers

CSM's Learning Support Centers are tightly integrated into the instructional programs which they support. Except for the centralized CSM Learning Center—which serves the college at large—all Learning Support Centers are managed by the discipline's teaching faculty (Ref. 32). These faculty coordinators conduct SLO assessments as part of annual program review for their respective centers (Ref. 33). While student satisfaction surveys are designed to measure a student's self-assessed mastery of the individual center's SLOs, the survey is by no means the only measure of the center's effectiveness. The current program review template for Learning Support Centers explicitly requires assessment of SLOs as well as use of many other measures (Ref. 33). Multiple indicators include: outcomes from center-specific student satisfaction surveys, usage trend data, demographic profile of student users, delivery-mode and program efficiency data, and information about professional enrichment, among other areas (Ref. 33).

As a result of research conducted by staff from the Office of Planning, Research, and Institutional Effectiveness (PRIE), CSM identified a prospective multiple-measure assessment designed for use with learning support centers. Learning Support Centers in Higher Education (LSCHE) has guidelines for best practices which the college adapted into a self-assessed Inventory of Best Practices. This Inventory was completed by the faculty coordinators of CSM's Learning Support Centers in Spring 2014 (Ref. 34 and Ref. 36). PRIE summarized findings for CSM's Learning Support Centers Coordination Committee (LSC)(Ref. 35). With assistance from the Dean of Academic Support and Learning Technologies, in Fall 2014 the LSC will integrate components into the annual program review next scheduled for Spring 2015 (Ref. 43).

Next Steps

CSM has been committed to preparing for the Follow-Up Report not only as an opportunity to address the recommendation and improve the relevant programs and processes but as an opportunity to exceed the Standard.

The activities planned for 2014-2015 include:

- Complete evaluation of SLO documentation and tracking processes application; implement improvements to TracDat and/or other methods

- Conduct professional development activities for faculty and others to analyze the trends identified in these reports and address their implications for the college as a whole and for individual programs in 2014-2015

- Continue to assess program SLOs through program-specific surveys from degree and certificate earners conducted with degree and certificate earners in 2014-2015

- Adapt and adopt best practices from ACCJC Regional Workshops and the Skyline College multiple-mode assessment model for tracking the results of program SLO assessments

- Evaluate the ways to integrate assessment of GE SLO alignment data into program review for the Spring 2015 program review cycle

- Evaluate instructional program survey assessments for program SLOs, including the efficacy of how findings are distributed

- In Fall 2014 integrate the Inventory of Best Practices (For Learning Support Centers) into annual program review through the Learning Support Centers Coordination Committee (LSC)

- Evaluate the number of instructional (degree and certificate) programs to reduce redundancy, enhance communication with the students, and improve the ease of data management

Appendix: Evidence and References

Ref. 1-20
Ref. 1   Accreditation Oversight Committee, Meeting Agenda, 8-29-2014
Ref. 2   Associated Students, Meeting Summary, 9-22-2014
Ref. 3   Academic Senate Governing Council, Meeting Summary, 9-23-2014
Ref. 4   College Council, Meeting Agenda, 9-24-2014
Ref. 5   Feedback Survey for Follow-Up Report, 8-29-2014 to 9-26-2014
Ref. 6   Committee on Instruction Course Submission Guidelines and CurricUNET
Ref. 7   Accreditation Oversight Committee Website, CSM Reports to ACCJC, Follow-Up Report October 2014, Narrative and Evidence
Ref. 8   College Assessment Committee Website
Ref. 9   CSM Active Courses with SLO Status, Fall 2010-Spring 2014, 8-12-2014
Ref. 10   SLO Assessment Schedule for Courses Offered Fall 2010-Spring 2014, Sorted by Date, 7-21-2014
Ref. 11   Additional Information to the ACCJC, December 2013
Ref. 12   All Active Courses with Their SLOs Aligned to GE SLOs
Ref. 13   Instructional Program Inventory of Degrees and Certificates, Spring 2014
Ref. 14   Committee on Instruction
Ref. 15   Student Services Program SLOs
Ref. 16   Learning Support Centers Program SLOs
Ref. 17   Student Learning Outcomes Website
Ref. 18   For SLO instructional program SLO-assessment surveys, see individual programs on the Program Review page
Ref. 19   For SLO instructional program SLO-assessment surveys, also SLO webpage where they are cross-listed
Ref. 20   Inventory of Instructional Programs Assessed by Surveys

Ref. 21-30
Ref. 21   Program SLO Survey Response Rates, Fall 2014 Report
Ref. 22   Program Review Forms, Spring 2014 Cycle
Ref. 23   Skyline College, Examples of Multiple Measure SLO Program Assessments
Ref. 24   General Education (Institutional) SLOs
Ref. 25   GE SLO Survey Assessments, 2010-2014
Ref. 26   College of San Mateo Program Review Website
Ref. 27   Summary Report, Course to GE SLOs Alignment, 2014
Ref. 28   Summary Report, Instructional Program SLOs to GE SLOs Alignment, 2014
Ref. 29   Summary Report, Student Services Program SLO to GE SLOs Alignment, 2014
Ref. 30   Summary Report, Learning Support Centers SLO to GE SLOs Alignment, 2014

Ref. 31-41
Ref. 31   See Section on Alignment with General Education SLOs
Ref. 32   Learning Support Centers Coordination Committee
Ref. 33   Learning Support Centers Program Review
Ref. 34   Inventory of Best Practices for Learning Support Centers in Higher Education

Ref. 35   Learning Support Centers, Inventory of Best Practices, College of San Mateo, Summary of Findings, Spring 2014
Ref. 36   LSCHE Best Practices for Learning Support Centers in Higher Education
Ref. 37   Board of Barbering and Cosmetology
Ref. 38   Commission on Dental Accreditation
Ref. 39   Board of Registered Nursing
Ref. 40   Academic Senate Governing Council, Meeting Agenda, 9-23-2014
Ref. 41   Instructional Course SLOs Mapped to Program SLOs
Ref. 42   GE SLOs Professional Development Activities Planned
Ref. 43   Inventory Follow-up for Program Review: Spring 2015 Cycle

Skyline College Accreditation Follow Up Report

Skyline
COLLEGE
Achieve

Follow Up Report

Respectfully Submitted by:

Skyline College

San Mateo Community College District

3300 College Dr.

San Bruno, CA 94066

Submitted to:

Accrediting Commission for Community and Junior Colleges (ACCJC),

Western Association of Schools and Colleges (WASC)

Approved by the San Mateo Community College District Board of Trustees

October 8, 2014

Submitted to the ACCJC

October 15, 2014

FOLLOW-UP REPORT – CERTIFICATION PAGE

To: Accrediting Commission for Community and Junior Colleges (ACCJC)
         Western Association of Schools and Colleges (WASC)

From: Dr. Regina Stanback Stroud, President
        Skyline College
        3300 College Dr.
        San Bruno, CA 94066

This Follow-Up Report for Skyline College is submitted to the Accrediting Commission for Community and Junior Colleges/Western Association of Schools (ACCJC/WASC) for the purpose of fulfilling the Commission's requirements in connection with its action to reaffirm the College's accredited status. We certify there was broad participation by the campus community and believe this report accurately reflects the nature and substance of Skyline College.

Signed: _____
            Karen Schwarz, President, Board of Trustees

            _____
            Ron Galatolo, Chancellor

            _____
            Dr. Regina Stanback Stroud, President, Skyline College

            _____
            Kate Browne, President, Academic Senate

             _____
            Alana Utsumi, President, Classified Senate

             _____
            Nicole Harris, President, Associated Students of Skyline College

            _____
            Aaron D. McVean, Accreditation Liaison Officer, Dean, PRIE

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REPORT PREPARATION

The preparation for the Skyline College Follow-Up Report began immediately following the conclusion of the site visit in Fall 2013. At the time of the site visit, the Visiting Team had found that one of the five instructional divisions of the college had not been adhering to published policy for the systematic and regularly scheduled process of performance evaluations for all adjunct faculty members. This issue was immediately addressed and resolved. The Vice President of Instruction worked with the Division Deans to ensure that all adjunct faculty were place into a regular schedule of evaluations, published for each Division and assigned as appropriate.

The Follow-Up Report outlines the results of these efforts below and provides appropriate evidence. The report itself was vetted through the Skyline College participatory governance process. The report was reviewed by the President's Cabinet, Accreditation Oversight Committee (AOC), and the Strategic Planning and Allocation of Resources Committee (SPARC). Action was taken by the College Governance Council (CGC) to recommended approval to the President at its September 24th meeting, before being adopted by the Board of Trustees on October 8, 2014.

RESPONSE TO THE COMMISSION ACTION LETTER

From the Commission Action Letter dated February 7, 2014:

College Recommendation 1
In order to meet the Standard and ensure quality instruction, the team recommends that the College adhere to its systematic and regularly scheduled process of performance evaluations for all adjunct faculty members (Standard III.A.1.b).

Response
In accordance with District policy adjunct faculty are evaluated in the first semester of service. Subsequently, adjunct faculty are evaluated at least once every six (6) semesters and the evaluation is completed by the end of the semester in which it is begun. The Division Dean facilitates and the Vice President of Instruction Office monitors the adjunct faculty evaluations to assure compliance with the District policy and procedures (see Table 1 for listing of Divisions). The adjunct faculty receive a peer evaluation by a tenured faculty and an evaluation from the Division Dean. With the peer evaluator, the Division Dean then forwards the joint evaluation recommendation to the Vice President of Instruction. At the beginning of each Fall and Spring semester, the Division Dean provides an updated "Part-Time Faculty Evaluation Tracking" spreadsheet to the Office of the Vice President of Instruction. The tracking spreadsheet provides information on which adjunct faculty have completed their evaluation or will be evaluated at the end of each semester. This tracking spreadsheet assists the Division Deans to be in compliance

Table 1 : Divisions
Business, Education, & Professional Programs (BEPP)
Kinesiology, Athletics, & Dance (KAD)
Language Arts & Learning Resources (LA/LR)
Science, Math, & Technology (SMT
Social Sciences & Creative Arts (SS/CA)

with the evaluation timelines. (Evidence – 1.1, 1.2)

Immediately following the Fall 2013 visit when the deficiency was noted, Skyline College addressed the issue by making current all adjunct evaluations and putting a procedure in place to ensure a systematic and regularly scheduled process of performance evaluations moving forward.

The process for the collecting and tracking the information is documented as follows:

1. At the beginning of each semester, Instructional Deans and Counseling Dean fill out PT Faculty tracking spreadsheet (standard format for all divisions).
2. Deans forward their completed tracking spreadsheets to the Instruction Office SharePoint site and upload into appropriate folders by the end of the second week of each semester. The spreadsheet indicates faculty start dates, when evaluations are due, and when each is completed.
3. Vice President of Instruction reviews the tracking charts during the third and fourth weeks of each semester and provides feedback to the deans.
4. At the end of each academic year, the VPI will prepare a summary report to the College President.

By the end of the Fall 2013 semester, the Divisions had completed the evaluations at the following rates: (1) BEPP – 96% (2) LA/LR – 91%; (3) KAD – 100% (4) SMT – 100% and (5) SS/CA – 70% --totaling an average of 91.4% completion of evaluations by the end of the fall 2013 semester as scheduled. The deficiency has therefore been fully addressed and will be maintained in the subsequent semesters. The procedures, process, and schedules for these evaluations is now part of the Instruction Office Operations Sharepoint site, available to all Division Deans. (Evidence – 1.2, 1.3, 1.4, 1.5)

CONCLUSION

Skyline College has fully addressed the noted deficiency and meets the Standard III.A.1.b.

APPENDICES

1.1 – Part-Time Faculty Evaluation Tracking – EXAMPLES
1.2 – Part-Time Faculty Evaluation Process
1.3 – Faculty Evaluation Form
1.4 – Evaluation Summary Form
1.5 – Faculty Evaluation Procedures

Part-Time Faculty Evaluations Tracking Sheet
Division: Language Arts

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY

Color	Meaning
Orange/Gold	Taught this Semester
Red	To be evaluated this Semester
Blue	Evaluation Review Complete
Gray (hatched)	Did not teach this semester

Cell legend used below: **T** = Taught, **E** = To be evaluated, **C** = Evaluation Review Complete, **N** = Did not teach, blank = no data

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14	Fall 14	Sp 15	Fall 15	Sp 16
World Languages																
Bautista, Reina	Spring 2012	Fall 2015	Y	Spring 2012	N	N	N	C	T	T	T	N	T	T		
Buenavista, Joe	Spring 2014	Spring 2014	N--did not teach	Spring 2014	N	N	N	N	N	N	N	E	N	N		
Chen, Amy	Fall 1999	NA	Y	Fall 2011	T	T	C	T	T	N	N	N	N	N		
Cheung, Michael	Fall 2012	Spring 2014	Y	Spring 2014	N	N	N	N	T	T	T	C	T	T		
Di Pietro, Gerardo	Fall 2014	Fall 2014			N	N	N	N	N	N	N	N	E	T		
Gazulla, Juan	Fall 2001	Spring 2014	Y	Fall 2010	C	T	T	T	T	T	T	T	T	T		
Khoury, George	Fall 2002	Spring 2015	Y	Spring 2012	T	T	T	C	T	T	T	T	T	E		
Lim, Poh, Kim	Fall 2006	Spring 2016	Y	Fall 2010	C	N	N	N	N	T	T	T	T	T		
Meng, Tracy	Fall 2013	Spring 2014	Y	Spring 2014	N	N	N	N	T	T	T	C	T	T		
Wong, William	Fall 1988	Fall 2015	Y	Fall 2012	T	T	T	T	C	T	T	T	T	T		
Yuen, Sui Wing	Fall 1999	NA	Y	Fall 2010	C	T	T	T	T	T	T	C	N	N	N	
Communications																
Al-Shamma, Kate	Fall 2011	N/A	Y	Fall 2011	N	N	C	N	N	N	N	N	N	N		
Babin, Joanne	Fall 2013	Spring 2014	Y	Spring 2014	N	N	N	N	N	N	T	C	T	T		
Bishow, Michael	Fall 2006	Spring 2016	Y	Spring 2013	T	T	T	T	T	C	T	T	T	T		E
Cunningham, Cherakah	Spring 2006	Spring 2015	Y	Spring 2012	T	T	T	C	T	T	T	T	T	E		
Kirby, Karen	Fall 1993	Fall 2015	Y	Fall 2012	T	T	T	T	C	T	T	T	T	T		
Koppel, Scott	Fall 2008	NA	Y	Fall 2012	T	T	T	T	C	N	N	N	N	N		
Larson, Ashley	Fall 2013	Spring 2014	Y	Spring 2014	N	N	N	N	N	N	T	C	T	T		
Lescure, Ryan	Fall 2013	Spring 2014	Y	Spring 2014	N	N	N	N	N	N	T	C	T	T		
Mair, Jennifer	Fall 2007	Spring 2014	Y	Fall 2010	C	T	T	T	T	T	T	C	T	T		
McDonnell, Patrick	Spring 2008	Spring 2014	Y	Fall 2010	C	T	T	T	T	T	T	C	T	T		
Whitley-Putz, Lene	Fall 2010	N/A	Y	Fall 2010	C	N	N	N	N	N	N	N	N	N		
ESOL																
Carey, Julie	Spring 2008	Fall 2014	Y	Fall 2011	T	T	C	T	T	T	T	T	E	T		
Craige, Ellen	Fall 2002	Fall 2014	Y	Fall 2011	T	T	C	T	T	T	T	T	E	T		
Frasca, David	Spring 2002	NA	Y	Fall 2012	T	T	C	C	C	N	N	N	N	N		

Part-Time Faculty Evaluations Tracking Sheet
Division: Language Arts

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
(yellow)	Taught this Semester
(red)	To be evaluated this Semester
(blue)	Evaluation Review Complete
(gray hatched)	Did not teach this semester

Color codes in grid below: Y = Taught (yellow), R = To be evaluated (red), B = Evaluation Review Complete (blue), — = Did not teach (gray), (blank) = white/empty

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14	Fall 14	Sp 15	Fall 15	Sp 16
Hertig, Cheryl	Fall 2006	Spring 15	Y	Fall 2011	Y	Y	Y	B	Y	Y	Y	Y	Y	R		
Kurland, Emily	Spring 2012	Spring 15	Y	Fall 2011	—	—	—	B	Y	—	—	—	—	—	—	—
Lamarre, Tim	Spring 2002	Fall 2016	Y	Fall 2013	B	Y	Y	Y	Y	Y	B	Y	—	—	—	—
Lerman, Eve	Fall 1987	Fall 2015	Y	Fall 2012	Y	Y	Y	Y	B	Y	Y	Y	Y	—	—	—
O'Connor, Mary	Spring 2012	Fall 2015	Y	Fall 2012	—	—	—	—	B	Y	Y	Y	Y	—	—	—
Rivera, Meegan	Fall 2009	Fall 2015	Y	Fall 2012	Y	Y	Y	Y	B	Y	Y	Y	Y	Y		
Rueckhaus, Paul	Spring 2013	NA		NA	—	—	—	—	—	—	—	—	—	—	—	—
Suer, Mine	Fall 2012	Fall 2016		Fal 2013	—	—	—	—	—	—	Y	B	Y	Y		
Thompson, Helen	Fall 1999	NA	Y	Spring 2011	Y	B										
Warden, Mary	Fall 2007	Spring 2014	Y	Fall 2010	B	Y	Y	Y	Y	Y	Y	B	Y	Y		
English																
Basnage, Linda	Fall 2012	Fall 2015	Y	Fall 2012	—	—	—	—	B	Y	Y	Y	—			
Benton, Mona	Fall 2013	Spring 2014	N--did not teach	Spring 2014	—	—	—	—	—	—	Y	Y	—			
Burns, Mary Grace	Spring 2014	Spring 2014	Y	Spring 2014	—	—	—	—	—	—	—	B	Y			
Christensen, Greg	Fall 2008	Fall 2014	Y	Fall 2011	Y	Y	B	Y	Y	Y	Y	Y	R	Y		
Connors, Joan	Fall 1997	Spring 2015	Y	Spring 2011	—	B	Y	—	—	Y	Y	Y	Y	Y		
Doreen, Dianna	Fall 2011	Spring 2015	Y	Fall 2011	—	—	B	Y	—	—	Y	—	—			
Drisdell, Lucas	Fall 2009	NA	Y	Fall 2012	Y	Y	Y	Y	B	Y	Y	Y	—			
Erwert (Hibble), Anna	Spring 2004	Spring 2014	Y	Spring 2011	Y	B	Y	Y	Y	Y	Y	B	Y	Y		
Escamilla (Mahler), Kimberly	Spring 2001	NA	Y	Spring 2011	Y	B	—	—	—	—	Y	—	—			
Feiner, Jarrod	Spring 2011	Spring 2014	Y	Spring 2011	Y	B	Y	Y	Y	Y	Y	Y	Y			
Fuller, Gwendolyn	Fall 1991	Fall 2014	Y	Fall 2011	Y	Y	B	Y	Y	Y	Y	Y	R	Y		
Gero Chen, Georgia	Fall 2005	NA	Y	Spring 2012	Y	Y	Y	B	—	—	—	—	—			
Ghan, Courtney	Fall 2013	Fall 2013		Fall 2013	—	—	—	—	—	—	B	Y	Y	Y		
Hamilton, David	Spring 2012	NA	Y	Spring 12	—	—	—	B	—	—	—	—	—			
Heffernan, Tracy	Spring 2008	Spring 2017	Y	Spring 2011	Y	B	Y	—	Y	Y	Y	Y	Y			
Hein, Linda	Fall 2006	Spring 2016	Y	Spring 2012	Y	Y	Y	B	—	Y	Y	—	Y			
Lewis, Brian	Fall 2012	Fall 2015	Y	Fall 2012	—	—	—	—	B	Y	Y	Y	Y			
McClung, Kathleen	Spring 1995	Fall 2015	Y	Fall 2012	Y	Y	Y	Y	B	Y	Y	Y	Y			

Part-Time Faculty Evaluations Tracking Sheet
Division: Language Arts

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Cell codes used below: **T** = Taught, **E** = To be evaluated, **C** = Evaluation Review Complete, **X** = Did not teach, blank = white/empty.

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14	Fall 14	Sp 15	Fall 15	Sp 16
Miller, Catherine	Fall 2011	NA	Y	Fall 2011	X	X	C	X	X	X	X	X	X	X	X	X
Park, Nancy	Fall 2013	Fall 2013		Fall 2013	X	X	X	X	X	X	C	X	T	T		
Powers, Jessica	Fall 2007	Spring 2014	Y	Spring 2014	C	T	T	T	T	T	T	C	T	T		
Powers, Sarah	Fall 2011	NA	Y	Fall 2011	X	X	C	T	T	T	X	X	X	X	X	X
Prieto, Caroline	Spring 2011	NA	Y	Spring 2011	X	C	T	T	T	X	X	X	X	X	X	X
Riedel, Megan	Fall 2007	NA	Y	Spring 2011	T	C	T	T	T	X	X	X	X	X	X	X
Saenz, John	Fall 2011	NA	Y	Fall 2011	T	T	C	X	X	X	T	X	T	T	T	
Sandel, Adam	Fall 2002	Spring 2015	Y	Spring 2012	T	T	T	C	T	T	T	T	T	E		
Sapigao, Janice	Fall 2013	Spring 2014		Spring 2014	X	X	X	X	X	X	X	C	T			
Schriner, Andrea	Fall 2007	Spring 2014	Y	Fall 2010	C	T	T	T	T	T	T	C	T			
Sherman, Doug	Spring 2004	NA	Y	Fall 2010	C	T	T	X	X	X	X	X	X	X	X	X
Smith, Cleavon	Fall 2013	Spring 2014		Spring 2014	X	X	X	X	X	X	T	C	T	T		
Smith, Kate	Fall 2009	NA	Y	Fall 2012	T	T	T	T	C	T	X	X	X	X	X	X
Tindall, Robert	Fall 2006	Fall 2015	Y	Spring 2012	T	T	T	C	T	T	T	T	T	T		
Tipton, Jamie	Fall 1990	Spring 2014	Y	Fall 2010	C	T	T	T	T	T	T	C	T			
Urquidez, Michael	Fall 2011	Fall 2014	Y	Fall 2011	X	X	C	T	T	T	T	T	E			
Vaughns, Bessie	Fall 2002	Spring 2015	Y	Spring 2012	T	T	T	C	T	T	T	T	T	X		
Vogel, Linda	Fall 2010	NA	Y	Spring 2012	T	T	C	T	X	X	X	X	X	X	X	X
Walsh, John	Fall 2013	Spring 2014		Spring 2014	X	X	X	X	X	X	T	C	T	T		
Watson, Maya	Fall 2008	NA	Y	Fall 2010	C	X	X	X	X	X	X	X	X	X	X	X
Winston, Allison	Spring 2013	Spring 2014		Spring 2014	X	X	X	X	X	T	T	C				
Yan, Jackson	Spring 2013	Spring 2014		Spring 2014	X	X	X	X	X	T	T	C	T	T		
Zollo, Peter	Fall 2006	Fall 2015	Y	Fall 2012	T	T	T	C	T	T	C	T	T	T	E	
Zoughbie, Susan	Fall 2001	Fall 2013		Spring 2010	T	T	T	T	T	T	C	T	T	T		

Part-Time Faculty Evaluations Tracking Sheet
Division: Kinesiology/Athletics/Dance

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY

Color	Meaning
Yellow/Gold	Taught this Semester
Red	To be evaluated this Semester
Blue	Evaluation Review Complete
Gray (hatched)	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14	Fall 14
Department: Basketball													
Harris, Eddy	Fall 07	Spring 17	Y	Spring 14	Taught	Blue	Taught	Taught	Taught	Taught	Taught	Blue	Taught
Watters, Christopher	Fall 12	Fall 15	Y	Fall 12	Gray	Gray	Gray	Gray	Blue	Taught	Taught	Taught	Taught
Department: Dance													
Cushway, Diana	Fall 06	Spring 17	Y	Spring 14	Taught	Blue	Taught	Taught	Taught	Taught	Taught	Blue	Gray
Delmar, Kenneth	Spring 2006	Spring 17	Y	Spring 14	Taught	Blue	Taught	Taught	Taught	Taught	Blue	Taught	Taught
Moberg, Eric	Fall 2001	Spring 15	Y	Spring 11	Taught	Blue	Taught	Taught	Taught	Taught	Taught	Gray	Gray
Santos, Ercilia	Fall 1997	Spring 15	Y	Spring 11	Taught	Blue	Taught	Taught	Taught	Taught	Taught	Gray	Gray
You, Kaiwen	Fall 2006	Spring 16	Y	Spring 13	Taught	Taught	Taught	Taught	Taught	Blue	Gray	Gray	Gray
Department: Fitness													
Cho, David	Spring 2013	Spring 17	Y	Spring 14	Gray	Gray	Gray	Gray	Gray	Blue	Red	Blue	Taught
Diaz, Sunny	Fall 2006	Spring 16	Y	Spring 13	Taught	Taught	Taught	Taught	Taught	Blue	Taught	Taught	Taught
Roby, Diane	Fall 2002	Spring 16	Y	Spring 13	Taught	Taught	Taught	Taught	Taught	Blue	Taught	Taught	Taught
Simmers, Kevin	Spring 1996	Spring 17	Y	Spring 14	Taught	Blue	Taught	Taught	Taught	Taught	Taught	Blue	Taught
Department: Kinesiology/Athletics													
Hahn, Andrea	Fall 2014	Fall 2014		Fall 2014	Gray	Gray	Gray	Gray	Gray	Gray	Gray	Gray	Red
Marquez, Rachelle	Fall 2005	Spring 17	Y	Spring 14	Taught	Blue	Taught	Taught	Taught	Taught	Taught	Blue	Taught
Silken, Joanne	Fall 2002	Spring 17	Y	Spring 14	Taught	Blue	Taught	Taught	Taught	Taught	Taught	Blue	Taught
Larson, Eric	Spring 2005	Spring 16	Y	Spring 13	Taught	Taught	Taught	Taught	Taught	Blue	Taught	Taught	Taught
Department: Soccer													
Link, Danny	Fall 2001	Spring 17	Y	Spring 14	Taught	Taught	Taught	Taught	Taught	Taught	Taught	Blue	Taught
Department: Volleyball													
Salahuddin, Rayannah	Fall 2006	Spring 17	Y	Spring 14	Blue	Taught	Taught	Taught	Taught	Gray	Taught	Taught	Taught

Part-Time Faculty Evaluations Tracking Sheet
Division: Kinesiology/Athletics/Dance

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
🟧	Taught this Semester
🟥	To be evaluated this Semester
🟦	Evaluation Review Complete
▨	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14	Fall 14
Department: Wrestling													
Haddon, James	Fall 2001	Spring 16	Y	Spring 13	🟧	🟧	🟧	🟧	🟧	🟦	🟧	🟧	🟧

Part-Time Faculty Evaluations Tracking Sheet
Division: Social Sciences/Creative Art

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
	Taught this Semester
	To be evaluated this Semester
	Evaluation Review Complete
	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14
Department: Administrative Justice												
Gottuso, Nicholas	Sp 12			Fall 2009								
MacLaren, Peter	Sp 10	Fall 2016	Y									
Phipps, Kevin	Sp 14	Spring 2017	Y	Spring 2014								
Department: Anthropology												
Cecil, Chuck	Fall 07	Fall 2016	Y									
Lance, David	Fall 13	No Rehire	Y	Fall 2013								
Schaefers, Katherine	Fall 13	Fall 2013	N	Fall 2013								
Department: Art												
Artola, Aya	Su 01	Fall 2016	Y									
Crispi, Ilana	Fall 08	Fall 2013	N	Fall 2008								
Cunniff, Theresa	Fall 2014	Fall 2014										
David, Eileen	Sp 07	Fall 2016	Y									
Keane, Jody	Sp 87		N									
Lowenstein, Ellen	Sp 87	Fall 2016	Y	Fall 1994								
Pauker, Michael	Sp 06	Spring 2016	Y	Fall 2012					student Evals Only			
Ryan, Michael	Sp 09	Fall 2016	Y	Spring 2009								
Venning, Laura	Sp 87			Spring 1994								

Part-Time Faculty Evaluations Tracking Sheet
Division: Social Sciences/Creative Art

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
🟧	Taught this Semester
🟥	To be evaluated this Semester
🟦	Evaluation Review Complete
▓	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14
Department: Art/Photo												
Jones, Dianne	Sp 09	Spring 2016	Y	Spring 2009	🟧	🟧	🟧	🟧	student Evals Only	🟧	🟦	🟧
Department: Drama												
Ceccarelli, Alan	Sp 11		Y	Spring 2011	▓	🟦	🟧	🟧	🟧	🟧	🟧	🟦
Department: Economics												
Kress, Shirley	Sp 87		N	Spring 1997	🟧	🟧	🟧	🟧	🟧	🟧	🟧	🟧
Nelson, Kevin	Sp 09		N		▓	🟧	🟧	🟧	🟧	🟧	🟧	🟦
Sanford, Dorothy	Sp 00	Spring 2016	Y		🟧	🟧	🟧	🟧	🟧	🟧	🟦	🟧
Speight, Lonnie	Sp 00	Fall 2016	Y		🟧	🟧	🟧	🟧	🟧	🟧	🟧	🟦
Department: Film												
Uyehara, Sean	Fall 07	Fall 2016	Y	Student Evals Only	🟧	🟧	🟧	🟧	🟧	🟧	🟧	🟦
Department: Geography												
Hansell, Christine	Sp 09	Spring 2016	Y		🟧	🟧	🟧	🟧	🟧	🟧	🟦	🟧
Department: History												
Bolick, Paul	Sp 08	Fall 2016	Y	Spring 2008 Student Evals Only	🟧	🟧	🟧	🟧	🟧	🟧	🟧	🟦
Collins, Christopher	Fall 13		N		▓	▓	▓	▓	▓	▓	🟦	🟧
Elia, John	Sp 98	Spring 2016	Y		🟧	▓	🟧	🟧	🟧	🟧	🟦	🟧

Part-Time Faculty Evaluations Tracking Sheet
Division: Social Sciences/Creative Art

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
	Taught this Semester
	To be evaluated this Semester
	Evaluation Review Complete
	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14
Erion, Greg	Sp 07			Spring 2007 Student Evals Only								
Greedy, Matthew	Fall 94		N									
Irwin, Tatiana	Fall 13		N									
Messner, Michael	Su 02		N	Fall 2002								
Pfieffer, Abigail	Su 13	Fall 2015	Y	Summer 2013						Su 13		
Phipps, Michael	Fall 10	Fall 2016	Y									
Reidy, Nancy	Fall 02		N	Spring 2003								
Swanson, Anthony	Fall 07		N									
Department: Humanities												
Carion, Harriet	Fall 95	Fall 2013	N	Fall 1995								
Department: Music												
Conrad, Robert	Sp 87		N	Fall 1999								
Hansen, Julia	Sp 87		N	Peer only								
Hicks, Gail	Fall 05		N									
Ingber, Elizabeth	Fall 07	Spring 2016	Y									
Jackson, Kymberly	Sp 11		N	Spring 2011								
Markovich, Frank	Sp 87	Spring 2016	Y	Spring 1997								
Millar, Robert	Sp 87		N	Fall 2008								

Part-Time Faculty Evaluations Tracking Sheet
Division: Social Sciences/Creative Art

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
(orange)	Taught this Semester
(red)	To be evaluated this Semester
(blue)	Evaluation Review Complete
(hatched)	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14
Nichols, James	Fall 09		N									
Sacco-Belli, Jeannette	Sp 05											
Williams, Milton	Fall 97		N	Spring 2001								
Department: Paralegal												
Prater, Dietra	Fall 96		N									
Gaudio, Maria	Fall 14											
Department: Philosophy												
Zoughbie, Anton	Sp 95	Spring 2016	Y	Spring 1997								
Diamond, Jeffrey	Sp 04	Spring 2016	Y	Fall 2006								
Department: Psychology												
Cresson, Lisa	Sp 13		Y	Summer 2013						Su 13		
Eljarrari, Tarek	Sp 04	Spring 2016	Y									
Favilla, Vincent	Sp 14	Spring 2016	Y									
Larson, Eric	Fall 93											
Levick, Robin	Sp 13			Summer 2013						Su 13		
Lynn, Dennis	Sp 07		N	Spring 2007 Student Evals Only								
McCoy, Robert	Su 10			Spring 2011								

Part-Time Faculty Evaluations Tracking Sheet
Division: Social Sciences/Creative Art

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
🟧	Taught this Semester
🟥	To be evaluated this Semester
🟦	Evaluation Review Complete
▓	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14
McClain-Rocha, Krista	F/98		N		🟧	🟦	🟧	🟧	🟧	🟧	🟧	▓
Rose, Murielle	Fall 96			Fall 1996	🟧	🟧	🟧	🟧	🟧	🟧	🟧	▓
Shusterman, Alice	Fall 96				🟧	🟧	🟧	🟧	🟧	🟧	▓	▓
Department: Sociology												
Murajda, Tricia	Sp 07	Fall 2015	Y	Fall 2012	🟧	🟧	▓	🟧	🟦	🟧	🟧	🟧

Part-Time Faculty Evaluations Tracking Sheet
Division: Business

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
🟧	Taught this Semester
🟥	To be evaluated this Semester
🟦	Evaluation Review Complete
▨	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14	Fall 14	Comments
Department: Accounting														
Bruening, William	Fall 1979	Spring 17	Yes	Spring 14	🟧	🟧	🟧	🟧	🟦	🟧	🟧	🟦	🟥	
Claire, Richard	Fall 2011	Spring 17	Yes	Spring 14	▨	▨	🟧	🟦	🟧	🟧	🟧	🟦	🟧	
Miller, John	Spring 2008	Fall 16	Yes	Fall 13	🟧	🟧	🟧	🟧	🟧	🟧	🟦	🟧	🟧	
Steinberg, Marvin	Fall 1981	Spring 15	Yes	Spring 12	🟧	🟧	🟧	🟧	🟧	🟧	🟧	🟦	🟧	
Zhang, Hellen	Spring 2005	Full-Time Tenured	Yes	Fall 13	🟧	🟧	🟧	🟧	🟧	🟧	🟦	🟧	**Full-Time Tenured**	
Department: Automotive														
Behravesh, Kalon	Spring 2012	Spring 15	Yes	Spring 12	▨	▨	▨	🟦	🟧	🟧	▨	🟧	🟧	
Childress, Craig	Spring 1998	Spring 16	Yes	Spring 13	🟧	🟧	🟧	🟧	🟧	🟦	🟧	🟧	🟧	
Cresta, James	Spring 2011	Fall 16	Yes	Fall 13	▨	🟧	🟧	▨	🟧	▨	🟦	▨	🟧	
Dair, Perry	Fall 1993	Fall 15	Yes	Fall 12	🟧	🟧	▨	🟧	🟦	▨	▨	▨		
Dhaliwal, Hari	Fall 1989	Fall 15	Yes	Fall 12	▨	▨	🟧	🟧	🟦	▨	▨	▨	🟧	
Enriquez, Emmanuel	Spring 1999	Fall 15	Yes	Fall 12	🟧	🟧	🟧	🟧	🟦	🟧	🟧	🟧		
Gleyzer, Filipp	Fall 2013	Fall 16	Yes	Fall 13	▨	▨	▨	▨	▨	▨	🟦	🟧	🟧	
Hill, David	Fall 1983	Fall 16	Yes	Fall 13	🟧	🟧	🟧	🟧	🟧	🟧	🟦	🟧	🟧	
Naderpour, Shahbal	Fall 2006	Fall 16	Yes	Fall 13	🟧	🟧	🟧	🟧	🟧	🟧	🟦	🟧	🟧	
Salazar, Jerry	Fall 2001	Spring 14	No	Fall 13	🟧	🟧	🟧	▨	🟧	▨	🟥			Course ended in Oct. too late to evaluate
Young, Richard	Fall 2011	Spring 16	Yes	Spring 13	▨	🟧	🟧	🟧	🟧	🟦	▨	▨		
Department: Business Computer Systems and Management														
Corzonkoff, Barbara	Fall 1996	Fall 16	Yes	Fall 13	🟧	🟧	🟧	🟧	🟧	🟧	🟦	🟧	🟧	
Weeks, Janice	Spring 2008	Fall 16	Yes	Fall 13	🟧	🟧	🟧	🟧	🟧	🟧	🟦	🟧	🟧	
Cervantes, Alma	Fall 2000	Fall 16	Yes	Fall 13	🟧	🟧	🟧	🟧	🟧	🟦	🟧	🟧	🟧	
Department: Business														

Part-Time Faculty Evaluations Tracking Sheet
Division: Business

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
(orange)	Taught this Semester
(red)	To be evaluated this Semester
(blue)	Evaluation Review Complete
(gray)	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14	Fall 14	Comments
Alcalde, Sharon	Fall 1976	Fall 16	Yes	Fall 13	orange	orange	orange	orange	orange	orange	blue	orange	orange	
Broxholm, Valerie	Spring 2000	Spring 16	Yes	Spring 13	orange	gray	orange	orange	orange	blue	orange	orange	orange	
Canfield, Celia	Spring 2013	Fall 17	Yes	Spring 14	gray	gray	gray	gray	gray	orange	blue	blue	orange	
Dai, Andrew	Fall 2013	Fall 16	Yes	Fall 13	gray	gray	gray	gray	gray	gray	blue	orange	orange	
Damonte, Beth	Spring 2013	Fall 16	Yes	Fall 13	gray	gray	gray	gray	gray	orange	blue	orange	orange	
Habeeb, Michael	Fall 2014	Fall 17	Yes	Fall 14	gray	gray	gray	gray	white	white	white	white	red	
Guadamuz-Cabral, Fatima	Fall 2008	Spring 16	Yes	Spring 13	orange	orange	orange	orange	orange	blue	orange	orange	orange	
Kilmartin, Jack	Fall 1991	Spring 16	Yes	Spring 13	gray	orange	orange	orange	orange	blue	orange	orange	orange	
Lewis, Alpha	Fall 2013	Fall 16	Yes	Fall 13	gray	gray	gray	gray	gray	orange	blue	orange	orange	
McCarthy, Soledad	Fall 2012	Spring 16	Yes	Spring 13	gray	gray	gray	gray	orange	blue	orange	orange	orange	
Neuendorff, Michael	Fall 2011	Fall 16	Yes	Spring 13	gray	gray	orange	gray	orange	blue	blue	orange	orange	
Riley, Angel	Fall 2014	Fall 17	Yes	Fall 14	gray	white	gray	white	gray	white	white	white	red	
Thomas, Ed	Fall 2013	Fall 16	Yes	Fall 13	gray	gray	gray	gray	gray	gray	blue	gray	orange	
Tan, Paul	Fall 2012	Fall 15	Yes	Fall 12	gray	gray	gray	gray	gray	blue	gray	white	orange	
Weinberger, Jeff	Spring 2014	Spring 17	Yes	Spring 14	gray	gray	gray	gray	gray	gray	gray	red – Class cancelled	white	
Zabaneh, Rachel	Fall 2013	Fall 16	Yes	Fall 13	gray	gray	gray	gray	gray	gray	blue	white	white	
Department: Cooperative Education														
Prater-Slack, Dietra	Fall 1992	Fall 16	Yes	Fall 13	orange	orange	orange	orange	orange	orange	blue	orange	orange	
Zanassi, Lavinia	Fall 1986	Fall 16	Yes	Fall 13	orange	orange	orange	orange	orange	orange	blue	orange	orange	
Department: Cosmetology														
Smith, Evelyn	Spring 2000	Spring 16	Yes	Spring 13	gray	orange	orange	orange	orange	blue	orange	gray	orange	
Hemstreet, Linsey	Fall 2014	Fall 17		Fall 14	gray	white	white	white	white	white	white	white	red	
Nielsen, Karen	Fall 2011	No longer adjunct faculty	Yes	Spring 13	gray	orange	orange	orange	orange	blue	orange	gray	white	
Department: Early Childhood Education														

Part-Time Faculty Evaluations Tracking Sheet
Division: Business

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
🟧 (orange)	Taught this Semester
🟥 (red)	To be evaluated this Semester
🟦 (blue)	Evaluation Review Complete
▨ (hatched gray)	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14	Fall 14	Comments
Adams, James	Fall 2013	Spring 17	Yes	Fall 13	gray	gray	gray	gray	gray	gray	orange	blue	orange	
Ansari, Soudabeh	Fall 2004	Fall 15	Yes	Fall 12	orange	orange	orange	gray	blue	gray	gray	orange	white	
Blair, Penelope	Spring 2003	Spring 16	Yes	Spring 13	orange	orange	gray	orange	orange	blue	gray	orange	orange	
Floor, Penelope	Spring 2006	Fall 16	Yes	Fall 13	orange	orange	orange	orange	orange	orange	blue	orange	orange	
Ford, Sylvia	Spring 1997	Fall 16	Yes	Fall 13	orange	orange	orange	orange	orange	orange	blue	orange	orange	
Francisco, Elaine	Spring 2006	Fall 16	Yes	Fall 13	orange	orange	orange	orange	orange	orange	blue	orange	orange	
Genevro, Robert	Fall 1998	Spring 16	Yes	Spring 13	orange	orange	orange	orange	orange	blue	orange	orange	orange	
Genevro, Robert	Fall 1998	Spring 16	Yes	Spring 13	orange	orange	orange	orange	orange	blue	orange	orange	orange	
McClain-Rocha	Fall 2010	Fall 17	Yes	Fall 14	orange	orange	orange	orange	orange	orange	blue	orange	orange	
McGinn, Paula	Fall 2013	Fall 16	Yes	Fall 13	gray	gray	gray	gray	gray	gray	blue	orange	orange	
Proett, Paul	Spring 2010	Spring 17	Yes	Spring 14	orange	orange	orange	orange	orange	orange	orange	blue	orange	
Ratkewicz, Vivian	Fall 2013	Spring 17	Yes	Spring 14	gray	gray	gray	gray	gray	gray	gray	blue	white	
Watts, Tina	Fall 2010	Fall 17	Yes	Fall 14	gray	gray	gray	gray	gray	gray	orange	orange	red	
Wiggins-Dowler, Karen	Summer 08	Spring 17	Yes	Spring 14	orange	orange	orange	orange	orange	orange	orange	blue	orange	
Whitney, Shawna	Fall 2006	Spring 17	Yes	Spring 14	orange	orange	orange	orange	orange	orange	orange	blue	orange	
Yung, Mary	Spring 2010	Spring 17	Yes	Spring 14	orange	orange	orange	orange	orange	orange	orange	blue	white	
Department: Education														
DeJosia, Nicholas	Spring 2014	Spring 16	Yes	Spring 13	gray	gray	gray	gray	gray	gray	gray	blue	orange	
Department: Fashion Merchandising														
Nuschy, Allison	Spring 2002	Fall 16	Yes	Fall 13	orange	orange	orange	orange	orange	orange	blue	orange	orange	
Department: Interior Design														
Dye, Jennifer	Fall 2007	Resigned	Yes	Fall 13	orange	gray	orange	gray	orange	gray	blue	gray		Resigned
Department: Real Estate														
Nuttall, Allan	Fall 2000	Fall 16	Yes	Fall 13	orange	orange	orange	orange	orange	orange	blue	orange	orange	
Department: Wellness														
Aldridge, Linda	Fall 2011	Resigned	Yes	Spring 12	gray	gray	orange	blue	orange	orange	orange	orange		Resigned
Brown, Richard	Fall 2011	Spring 15	Yes	Spring 12	gray	gray	orange	blue	orange	orange	orange	orange	orange	

Part-Time Faculty Evaluations Tracking Sheet
Division: Business

Directions: Part-Time faculty are evaluated every 6 semesters per AFT contract. Divisions must submit the tracking sheet to the Vice President of Instruction Office on the first week of every Fall and Spring semester.

KEY	
	Taught this Semester
	To be evaluated this Semester
	Evaluation Review Complete
	Did not teach this semester

Part-Time Faculty	Hire Date	Next Scheduled Evaluation Date	Scheduled Evaluation Complete? Y/N	Last Evaluation Date	Fall 10	Sp 11	Fall 11	Sp 12	Fall 12	Sp 13	Fall 13	Sp 14	Fall 14	Comments
Frederick, Mark	Fall 2012	Resigned	Yes	Fall 12										Resigned
Leary, Mary	Fall 2010	Spring 16	Yes	Spring 13										

Skyline College
Office of Instruction
Part Time Faculty Evaluation Process

Part Time Faculty Evaluation at Skyline College follows the Board of Trustee procedures and the AFT contract. The AFT contract section pertaining to part time faculty evaluation follows at the end of this document. The relevant Board of Trustee procedure is below.

Board of Trustees Administrative Procedure 2.09.1 Categories of Employment: Evaluation
https://sharepoint.smccd.edu/SiteDirectory/portal/Procedures/2_09.1.pdf

> 1. All District employees are evaluated systematically and at stated intervals. Written criteria are established for evaluating employees. Evaluation processes are designed to assess effectiveness of employees and encourage improvement. Actions taken following evaluations are formal, timely and documented.
>
> 2. Detailed evaluation procedures for various categories of employment can be accessed as follows:
>
> a. Faculty:
> See Procedure 3.20, Evaluation of Faculty and Faculty Tenure:
> https://sharepoint.smccd.edu/SiteDirectory/portal/Procedures/3_20.pdf

The process for the collecting and tracking the information will be as follows:

1) At the beginning of each semester, Instructional Deans and Counseling Dean fill out PT Faculty tracking spreadsheet (standard format for all divisions).
2) Deans forward their completed tracking spreadsheets to the Instruction Office SharePoint site and upload into appropriate folders by the **end of the second week** of each semester. The spreadsheet indicates faculty start dates, when evaluations are due, and when each is completed.
3) Vice President of Instruction reviews the tracking charts during the third and fourth weeks of each semester and provides feedback to the deans.
4) At the end of each academic year, the VPI will prepare a summary report to the College President.

Instruction Office SharePoint Site:
https://smccd.sharepoint.com/sites/sky/InstructionalOps/_layouts/15/start.aspx#/

Adjunct Faculty Evaluation Policy

General Considerations

• The Board of Trustees, faculty and administration share a responsibility for the process of evaluating adjunct faculty.

• The evaluation process assures that quality instruction is taking place.

• The adjunct faculty evaluation process safeguards and assures the principles and practices of academic freedom as defined in District Rules and Regulations.

• The adjunct faculty evaluation process upholds the principles of inclusivity, equal access and opportunity, promotes diversity, and is fair and unbiased.

• The adjunct faculty evaluation process is conducted by full-time faulty and is an affirmative means for reviewing performance.

• The adjunct faculty evaluation process fosters open communication among participants in order to assure fairness and opportunity for success.

I. Purpose

The adjunct faculty evaluation process should assure that students have access to the most knowledgeable, talented, creative and student-oriented faculty available.
The specific purposes of adjunct faculty evaluation are as follows:
• to recognize and acknowledge good performance;

• to enhance satisfactory performance and help employees who are performing satisfactorily further their own growth;

• to identify weak performance and help employees to achieve needed improvement; and
• to document unsatisfactory performance.

The adjunct faculty evaluation process should assure teaching quality and professional growth and development by providing a useful assessment of performance. The adjunct faculty have the academic freedom that all other members of the faculty have, and the adjunct faculty evaluation process should safeguard that basic right of the academic community.

II. Evaluation Criteria for Adjunct Faculty

The following criteria will be used, as appropriate, to assess adjunct faculty performance. During the first year, evaluation will not emphasize the criteria listed under B (2) and B (5).

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A. Student Relations

In the performance of his/her professional duties, the adjunct faculty member:
1. responds to the educational needs of students by (a) answering questions clearly and following through to maximize student understanding; and (b) giving equal access and treatment to students regardless of ethnicity, cultural background, age, gender, and lifestyle, and by avoiding stereotypes;
2. demonstrates respect for the right of the student to hold and to express divergent opinions and demonstrates sensitivity to concerns of students; and
3. shows concern for student educational welfare by being available during office hours and answering questions with courtesy
.

B. Professional Responsibilities

The adjunct faculty member:
1. meets classes as set forth in the contract;
2. participates in department, college or other professional activities;
3. maintains ethical standards as outlined in the SMCCCD Academic Senate Statement of Professional Standards;
4. demonstrates commitment to and enthusiasm for the profession;
5. may participate in professional growth activities; and
6. maintains and submits appropriate records in accordance with District contract.

C. Performance Criteria

1. Performance by Classroom Faculty

The adjunct faculty member:
a. is knowledgeable about subject matter;
b. is aware of recent, general developments/research in field;
c. demonstrates effective communication with students;
d. provides students with a clear statement of grading, attendance, examination policies, and other course requirements;
e. uses effective teaching methods appropriate to the subject matter;
f. uses appropriate testing and assessment techniques to measure students progress; and
g. shows evidence of meeting course objectives as outlined in the catalog and official course outline.

2. Performance by Adjunct Counselors, Librarians, and other Instructional and Student Services Faculty

The adjunct faculty member:
1. is knowledgeable about assignment area/duties;
2. is aware of recent, general development/research in assigned area/duties;
3. demonstrates effective communication with students;
4. uses effective methods appropriate to the assignment area/duties; and
5. shows evidence of meeting objectives appropriate to the assignment area/duties.

III. Evaluation Procedures and Methods

Adjunct faculty will be evaluated in the first year of employment. In the SMCCCD, adjunct faculty will be evaluated in the first semester of service. Thereafter adjunct faculty shall be evaluated at least once

every six (6) regular semesters. In accordance with District policy, the evaluation will be completed by the end of the semester in which it is begun.

The following methods will be used to evaluate adjunct faculty performance against the criteria stated in

Section II.

Required:

1. Student questionnaire

A standard District questionnaire, approved by the AB 1725 Trust Committee, shall be used to gather
information from students. Except in rare cases, in which student evaluation is not practicable due to
unusual circumstances, student evaluation will be required to assess faculty/student relations, faculty
student communication, and use of teaching methods.

2. Adjunct faculty portfolio

The adjunct faculty shall supply a faculty portfolio, which includes current course syllabi, sample class materials, sample examinations, sample quizzes, if used, and an explanation of grading procedures. Additional materials may include written documentation of the following:

a) departmental, college or professional activities
b) new course/services development
c) development of new teaching methods
d) publications
e) community service
f) awards and honors
g) outside evaluations conducted by experts and/or licensing agencies
h) other

The information provided in a portfolio is confidential and may become part of the adjunct faculty's personnel file. This information cannot be disclosed to other employees without permission of the adjunct faculty. Only current information will be considered in this process (concerning activities of the past three years).

3. Performance assessment by peer evaluator

This assessment may take place in the classroom, at the service site, or viewing videotapes of actual classroom presentations, counseling sessions, etc.

Optional:

1. Adjunct faculty self-assessment

This information should describe the individual's goals and objectives and provide an explanation of how the events demonstrated during the performance assessment relate to those goals and objectives.

2. Performance assessment by Division Dean (at his/her own discretion or at the request of the peer evaluator or of the evaluee). This assessment may take place in the classroom, at the service site, or viewing videotapes of actual classroom presentations, counseling sessions, etc.

IV. Role and Responsibility of Tenured Peer and Division Dean

Fall 2013

Role of Peer Evaluator

As soon as possible after the hiring of a new adjunct faculty member, existing faculty in the discipline will assign one tenured discipline faculty to serve as the peer evaluator for that new hire. All permanent faculty members of the discipline constitute the initial pool of potential peer evaluators.
The tenured peer conducting the adjunct faculty evaluation has an obligation to uphold the confidentiality of the evaluation process, uphold the principles of inclusivity, promote and respect diversity, and conduct fair and unbiased evaluations.

Responsibilities of Peer Evaluator

1. to meet with the adjunct faculty, prior to the start of the process, to review evaluation criteria, methods, procedures, and timelines.
2. to conduct a performance assessment;
3. to administer, tabulate and summarize student questionnaires;
4. to meet with the adjunct faculty to discuss the results of the a) performance assessment and b) student questionnaires;
5. to review all additional data;
6. to prepare a written report of the assessment;
7. to meet with the adjunct faculty and division dean to discuss all evaluation materials and plans for professional growth;
8. to determine, with the division dean, a joint evaluation recommendation; and
9. to prepare and forward the recommendation to the appropriate Vice President.

Role of Division Dean

The appropriate Division Dean shares the obligation to uphold the confidentiality of the adjunct faculty evaluation process and the principles of inclusivity and academic freedom, to promote and respect diversity, to assure fair and unbiased evaluations, and to maintain those educational principles that promote a quality faculty in his/her area of responsibility.

Responsibilities of Division Dean

1. to monitor adjunct faculty evaluation to assure compliance with District policy timelines and procedures;
2. to conduct a performance assessment, at his/her own discretion or at the request of the peer evaluator or evaluee, and to prepare a written report of the assessment, as appropriate;
3. to meet with the evaluee following the (Dean's) performance assessment to discuss the results;
4. to present to, and discuss with, the peer evaluator any other information relevant to the evaluee's fitness for service;
5. to meet with the adjunct faculty and peer evaluator to discuss all evaluation materials and plans for professional growth;
6. to determine, with the peer evaluator, a joint evaluation recommendation; and
7. to prepare and forward the recommendation to the appropriate Vice President.

V. Right to Grievance

The adjunct faculty member has the right to file a grievance, but such grievance must be based solely on a claim of misinterpretation and/or misapplication of procedural aspects of this policy.

OBSERVATION FORM

CLASSROOM FACULTY

NOTE TO OBSERVER: Review the instructor's syllabus, the catalog description, and the course outline of record, which can be found on the Curriculum Committee website or in the Division Office, PRIOR to your observation. Evaluate the instructor's performance and contact with students using specific, detailed examples.

OVERALL OBJECTIVE: To determine whether the instructor demonstrates mastery of subject matter and proficiency in teaching.

RATING KEY:
A. Exceeds Expectations   B. Meets Expectations   C. Needs Improvement   D. Unsatisfactory   E. Not Enough Information/Not Applicable

Instructor:_____Evaluator: _____

Class/Section:_____   Date_____   Scheduled Time: _____

Number of Students Attending:_____   Time Class Began: _____

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

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

_____

RATING KEY:
A. Exceeds Expectations B. Meets Expectations C. Needs Improvement   D. Unsatisfactory E. Not Enough
                    Information/Not Applicable

Rated section	A B C D E	Comments or examples of behavior
1. Methods of Instruction a. Please identify the methods of instruction used during the session in the Comments section (e.g., lecture, discussion, tutorial, group work, demonstration, laboratory exercise, or a combination of methods). b. The instructor uses the instructional method(s) effectively (e.g., the method employed was interesting, used creatively, and enabled students to engage with the material).		
2. Instructional Aids and Classroom Technology a. The instructor makes use of educational equipment and facilities, such as the white board or seating arrangements, visual or audio aids, or other forms of technology. b. Instructional aids are current. c. Instructional aids support the lesson.		
3. Instructional Materials The instructor provides the materials necessary for the lesson to be completed.		
4. Instructional Delivery a. The instructor speaks clearly and modulates the pace of his or her speech, showing enthusiasm for the subject matter and the students. b. The instructor's handwriting on the white/chalk board is legible, grammatically correct, and organized.		

Rated section	A B C D E	Comments or examples of behavior
5. Knowledge of Subject Matter a. The instructor demonstrates knowledge of the subject matter through a command of information, an ability to interpret that information, and an ability to answer questions and reformulate explanations. b. The instructor shows awareness of recent/current developments, methods, and research in the field. Provide an example. c. The instructor shows a sufficient understanding of the technical aspects of the field. Provide an example.		
6. Subject Matter The subject matter presented contributes to the course objectives in the course outline of record (COR) and the instructor's syllabus and relates to the description in the college catalog and schedule of classes.		

Rated section	A B C D E	Comments or examples of behavior
7. Student Centeredness a. The activities completed during the observed class period were commensurate with students' varying abilities and the objectives of the course. That is, the activities (which may include lecture) seem to meet the majority of the students where they are and guide them to the next level. b. The instructor presents the subject matter in a way that allows for student engagement. Give an example. c. Students are given the opportunity to provide feedback during the lesson to help them determine what they do and do not understand. d. The instructor assesses whether students are assimilating the information and offers help when needed. e. The instructor gives safety reminders/suggestions, if relevant. f. (For Kinesiology classes) The instructor demonstrates progression/regression of movement. g. (For Kinesiology classes) If a new movement is presented, the instructor demonstrates and explains the movement.		
8. Content Logic a. Describe how the class period is organized. b. The class follows an observable logic and leads to clear objectives. c. (For Kinesiology classes) Class format is appropriate for activity.		

Rated section	A B C D E	Comments or examples of behavior
9. Communication with Students. Regardless of national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or pregnancy or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics, the instructor:		
a. Listens to the students.		
b. Answers questions clearly.		
c. Pursues discussion to ensure students' understanding.		
d. Encourages all students to participate in discussion or activity.		
e. Allows students to express divergent viewpoints.		
f. Treats all students respectfully.		
g. Fosters a climate of respect.		

Rated section	A B C D E	Comments or examples of behavior
10. Critical Thinking Skills The instructor stimulates critical thinking. Ways to promote critical thinking include but are not limited to: * Presenting material inductively * Asking open-ended questions * Encouraging metacognition * Inviting inference and interpretation * Promoting independent thinking and the evaluation of ideas or principles Give examples.		

OVERALL PERFORMANCE RATING

☐ A. Exceeds expectations.
☐ B. Meets expectations.
☐ C. Needs improvement. (Improvement plan required. See Improvement Plan form.)
☐ D. Is unsatisfactory. (Improvement plan required. See Improvement Plan form.)

EVALUATOR COMMENTS:

I have met with the evaluee and discussed the evaluee's classroom observation.

Signed: _____Date:_____
                            Evaluator

EVALUEE COMMENTS:

I have met with the evaluator and discussed my classroom observation.

Signed:_____Date:_____
                        Evaluee

OBSERVATION FORM
ONLINE FACULTY

NOTE TO OBSERVER: Review the instructor's syllabus, the catalog description, and the course outline of record, which can be found on the Curriculum Committee website or in the Division Office, PRIOR to your observation. Evaluate the instructor's performance and virtual contact with students using specific, detailed examples.

OVERALL OBJECTIVE: To determine whether the instructor demonstrates mastery of subject matter and proficiency in teaching.

RATING KEY:
A. Exceeds Expectations   B. Meets Expectations   C. Needs Improvement   D. Unsatisfactory
E. Not Enough Information/Not Applicable

Instructor:_____   Evaluator: _____

Class/Section:_____   Date: _____

Number of Students Enrolled: _____
Number of Students Logging in Regularly:_____

Instructor uses the District-designated course management system. Please check one: Yes ___ No ___

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

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

Rated section	A B C D E	Comments or examples of behavior
1. Organization and Accessibility (Presentation Logic) a. Course navigation is clear. b. The logic and progression of the course are efficient, consistent, and user-friendly. c. Components and structure of the course are easy to comprehend. d. The technologies that the instructor uses are functioning, readily accessible, and user-friendly including for students with disabilities. e. The course points students to academic and student support services and resources. f. The means through which to contact the instructor and/or seek technical assistance are clear. g. The syllabus is easily accessible.		
2. Syllabus a. The course syllabus identifies and clearly delineates the role that technology and the online environment will play in the course as a whole. b. The course syllabus addresses all the requirements in the course outline. c. All course policies, including assignment load and grading, are clearly stated. d. The technical requirements for the course are stated. e. Course objectives, expectations, and materials are clear.		

Rated section	A B C D E	Comments or examples of behavior
3. Learning Objectives a. Learning objectives are clearly identified and measurable and consistent with the course outline of record. b. Activities clearly support learning objectives.		
4. Knowledge of Subject Matter a. The instructor demonstrates knowledge of the subject matter through a command of information, an ability to interpret that information, and an ability to answer questions and reformulate explanations. b. The instructor shows awareness of recent developments and research in the field? Give an example. c. The instructor shows a sufficient understanding of the technical aspects of the field? Give an example.		
5. Subject Matter and Content Logic a. Subject matter presented contributes to the course objectives in the course outline of record (COR) and the instructor's syllabus and relates to the course description in the college catalog and schedule of classes. b. Lessons follow an observable logic and lead to clear objectives. c. Students are given the opportunity to provide feedback before the completion of each lesson to help them determine what they do and do not understand. d. (For Kinesiology classes) Class format is appropriate for activity.		

Rated section	A B C D E	Comments or examples of behavior
6. Student Centeredness a. The activities assigned are commensurate with students' varying abilities and the objectives of the course. That is, the activities (which may include recorded lectures) seem to meet the majority of the students' learning capabilities and guide them to the next level. b. The instructor assesses whether students are assimilating the information and offers help when needed. c. The instructor gives safety reminders/suggestions, if relevant. d. (For Kinesiology classes) The instructor demonstrates progression/regression of movement. e. (For Kinesiology classes) If a new movement is presented, the instructor demonstrates and explains the movement.		
7. Instructional Design and Delivery (Use of technology) a. The course uses a variety of technology tools to facilitate communication and learning. b. The course uses a variety of multimedia elements and/or activities to accommodate different learning styles. c. Teaching methods and aids are current, innovative, and support the lesson.		

Rated section	A B C D E	Comments or examples of behavior
8. Learner Interaction and **Engagement** a. There is/are a mean(s) through which the students and instructor can introduce themselves. b. The requirements for student interaction are clearly stated. c. Course materials and assignments create active learners and encourage student engagement. d. The instructor presents the subject matter in a way that allows for student engagement and lesson assimilation. Give an example. e. Course offers ample opportunities for interaction and communication student to student, student to instructor, and student to content.		
9. Assessment and Evaluation of **Student Learning** a. Students can easily and quickly access their grades for both individual assignments and for the course as a whole. b. The types of assessments measure the stated learning objectives for the course. c. Grading standards are clear. d. The course provides continuous and timely assessment and feedback. e. The course provides students the opportunity for self and peer assessment and instructor feedback.		
10. Critical Thinking Skills Activities help students develop critical thinking and problem-solving skills.		

Rated section	A B C D E	Comments or examples of behavior
11. Communication with Students. Regardless of national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or pregnancy or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics, the instructor:		
a. Replies promptly to student communications and inquiries.		
b. Answers questions clearly.		
c. Pursues discussion to ensure students' understanding.		
d. Encourages all students to participate in discussion or activity.		
e. Allows students to express divergent viewpoints.		
f. Treats all students respectfully.		
g. Fosters a climate of respect.		

INSTRUCTIONS FOR ADMINISTERING STUDENT QUESTIONNAIRES

CLASSROOM FACULTY

To faculty member being evaluated:

The survey will take students approximately 15 minutes to complete. You will be asked to leave the room during this time.

To person conducting the questionnaire:

1) Please read the following to students <u>before</u> they begin their response to the survey:

> All faculty are evaluated periodically, and your instructor is being evaluated this semester. Evaluation is a valuable process for the instructor, the college, and future students. The intent is to assure teaching quality and professional growth by providing a useful assessment of your teacher's performance.

> Because student feedback is an important part of your instructor's evaluation, we ask that you take time to answer each question thoughtfully and candidly. Please note that your answers should be for <u>this</u> instructor and <u>this</u> class only.

> Please do <u>not</u> put your name anywhere on the form. The questionnaire is anonymous; your responses will be processed <u>before</u> they are shared with your instructor <u>after</u> the semester has ended.

> Before responding to the prompts on the evaluation form, please write the instructor's name, the course number, the CRN, and today's date at the top of the form. Then respond to Questions 1, 2, and 3 in the spaces provided. After you have answered Questions 1-3, respond to the remaining prompts by indicating STRONGLY AGREE (4), AGREE (3), DISAGREE (2), STRONGLY DISAGREE (1), or NOT APPLICABLE (0), or EXCELLENT (4), GOOD (3), SATISFACTORY (2), POOR (1), or NOT APPLICABLE (0).

> Thank you for your participation.

2) Before students leave, please try to ensure they have completed <u>all</u> the questions on the survey, especially the written responses to Questions 1, 2, and 3.

INSTRUCTIONS FOR ADMINISTERING STUDENT QUESTIONNAIRES

ONLINE FACULTY

THIS PAGE SHOULD ACT AS A "COVER SHEET" FOR THE ONLINE QUESTIONNAIRE

To students:

The survey will take you approximately 15 minutes to complete and must be completed within 5 days of receipt.

All faculty are evaluated periodically, and your instructor is being evaluated this semester. Evaluation is a valuable process for the instructor, the college, and future students. The intent is to assure teaching quality and professional growth by providing a useful assessment of your teacher's performance.

Because student feedback is an important part of your instructor's evaluation, we ask that you take time to answer each question thoughtfully and candidly. Please note that your answers should be for this instructor and this class only.

Please do not put your name or G number anywhere on the form. The questionnaire is anonymous; your responses will be processed before they are shared with your instructor.

Before responding to the prompts on the evaluation form, please select the instructor's name, the course number, and the CRN from the drop-down menu. Then respond to Questions 1, 2, and 3 in the spaces provided. After you have answered Questions 1-3, respond to the remaining prompts by indicating STRONGLY AGREE (4), AGREE (3), DISAGREE (2), STRONGLY DISAGREE (1), or NOT APPLICABLE (0), or EXCELLENT (4), GOOD (3), SATISFACTORY (2), POOR (1), or NOT APPLICABLE (0).

Thank you for your participation.

STUDENT QUESTIONNAIRE

CLASSROOM/ONLINE FACULTY

https://surveys.smccd.edu/n/PETFSurvey.aspx

PORTFOLIO REVIEW FORM

CLASSROOM/ONLINE FACULTY

College: _____Division: _____
Academic year of evaluation _____Semester:_____
Name of evaluee: _____
Name of evaluator: _____

Please note that portfolios may be submitted in hard copy or as a PDF in a well-organized, comprehensible, and succinct manner and should include materials from both onsite and online classes.

The portfolio contains the following items:

___   course syllabi, including description of grading policy, texts (title, author, publisher, and date), student learning outcomes, and supplemental materials, such as computer software used in lab or student guides.
___   sample quizzes, midterm(s), and examinations.
___   key information handouts.
___   representative assignments and key projects.
___   evidence of professional development activities.
___   statement of teaching philosophy. (Optional)
___   other information the evaluee feels should be included to adequately describe the instructional strategies employed in his or her courses. (Optional)

OVERALL PORTFOLIO RATING

___   A.   Exceeds expectations.
___   B.   Meets expectations.
___   C.   Needs improvement. (Improvement plan required. See Improvement Plan form.)
___   D.   Is unsatisfactory. (Improvement plan required. See Improvement Plan form.)

EVALUATOR COMMENTS:

I have met with the evaluee and discussed the evaluee's portfolio.

Signed: _____Date:_____
                       Evaluator

EVALUEE COMMENTS:

I have met with the evaluator and discussed my portfolio.

Signed:_____Date:_____
                       Evaluee

MANDATORY SELF-ASSESSMENT FORM

CLASSROOM/ONLINE FACULTY

College: _____Division: _____

Academic year of evaluation _____Semester:_____

Name of evaluee: _____

Provide the requested information since your last evaluation.

1.   Describe or list ways you have participated in Department and/or Division activities.

2.   Describe or list ways you have participated in College and/or District activities.

3.   Describe or list how you have engaged in professional development related to discipline expertise
        and/or teaching techniques.

4.   Identify any publications, presentations, and/or job-related community activities in which you have
        been engaged.

5.   Describe or list ways you have participated in the development and assessment of Student Learning
        Outcomes (SLOs). SLO assessment may include but is not limited to faculty-faculty dialogue,
        working in professional organizations or groups, working with an institutional researcher,
        curriculum mapping as part of a retreat, reviewing curriculum for external organizations,
        addressing student equity questions, using student input through surveys, exams, exam analysis,
        and registering changes as a consequence.

6.   Identify any awards, honors, and/or external evaluations you have received.

7.   Provide information not addressed above.

DEAN/RESPONSIBLE ADMINISTRATOR'S ASSESSMENT OF
NON-TEACHING RESPONSIBILITIES FORM

CLASSROOM/ONLINE FACULTY

College: _____Division: _____

Academic year of evaluation _____Semester:_____

Name of evaluee: _____

Name of evaluator: _____

1.   Evaluee participates constructively in Division and Department meetings and other activities related to area of responsibility. (Optional for adjunct faculty.)

2.   Evaluee participates constructively on College-wide committees. (Optional for adjunct faculty.)

3.   Evaluee submits grades and other information in a complete, accurate, and timely manner.

4.   Evaluee collaborates well with and is respected by faculty, staff, and students.

5.   Evaluee fulfills professional responsibilities.

6.   Evaluee participates in professional growth activities.

DEAN/RESPONSIBLE ADMINISTRATOR'S COMMENTS:

I have met with the evaluee and discussed the evaluee's classroom observation.

Signed: _____Date:_____

                              Evaluator

EVALUEE COMMENTS:

I have met with the evaluator and discussed my classroom observation.

Signed:_____Date:_____
                            Evaluee

EVALUATION SUMMARY

TENURED FACULTY

College:_____ Division: _____
Academic year of evaluation_____ Semester: _____
Name of evaluee: _____

Type of Evaluation: _____ (Standard, Comprehensive, Follow-Up)

PART I: (to be completed by the Evaluation Committee/Evaluator(s))

The Evaluation Committee/Evaluator(s) for the_____Division has reviewed all
evaluation materials and, after careful consideration, rates the professional performance of the evaluee as:

____ A. Exceeds expectations.
____ B. Meets expectations.
____ C. Needs improvement. (Performance improvement plan required. See performance improvement
plan form.)
____ D. Is unsatisfactory. (Performance improvement plan required. See performance improvement plan
form.)

The Evaluation Committee makes the following commendations, recommendations, and/or comments to
the evaluee (attach additional sheets if necessary):

I/we have met with the evaluee and discussed the contents of the evaluee's classroom observation, student
evaluations, portfolio review, self-assessment, and Dean/Responsible Administrator's assessment of non-
teaching responsibilities reports (Comprehensive) OR student evaluations, self-assessment, and
Dean/Responsible Administrator's assessment of non-teaching responsibilities reports (Standard).

Signature_____Date_____
                          Evaluator(s)

Signature_____Date_____
                          Evaluator(s)

PART II: (to be completed by the Evaluee)

COMMENTS: (attach additional sheets if necessary)

I have met with the evaluator and discussed the contents of my classroom observation, student evaluations,
portfolio review, self-assessment, and Dean/Responsible Administrator's assessment of non-teaching
responsibilities reports (Comprehensive) OR student evaluations, self-assessment, and Dean/Responsible
Administrator's assessment of non-teaching responsibilities reports (Standard).

Signature: _____ Date: _____
                Evaluee

PART III: (to be completed by the Vice-President or designee)

This Evaluation Summary has been received and reviewed for completeness. Copies have been forwarded to the evaluee and Responsible Administrator. The original has been forwarded to the Vice Chancellor - Human Resources & Employee Relations for placement in the evaluee's personnel file.

The next evaluation should take place in_____, and should be_____.
(Standard, Comprehensive, Follow-Up)

Signature: _____ Date: _____
                                 Vice President

EVALUATION SUMMARY

TENURE-TRACK ONLINE, CLASSROOM,
AND NON-CLASSROOM FACULTY

College: _____ Division: _____
Academic year of evaluation _____ Semester: _____
Name of evaluee: _____

PART I: (to be completed by the Tenure Review Committee)

This faculty member has been evaluated according to District policies in the following ways:

Classroom/Online Faculty: Non-Classroom Faculty
_____ Classroom/Online Observation   _____ Observation
_____ Student Questionnaire   _____ Faculty Portfolio
_____ Faculty Portfolio   _____ Mandatory Self-assessment
_____ Mandatory Self-Assessment   _____ Dean/Responsible Administrator Assessment
_____ Division Dean/Responsible Administrator Assessment

Based upon the above-stated sources, which are documented and on file in the Division office,
_____ receives a recommendation of:
            (faculty member)

___ A. Exceeds Expectations
___ Recommended for Contract II
___ Recommended for Contract III
___ Recommended for Tenure

___ B. Meets Expectations
___ Recommended for Contract II
___ Recommended for Contract III
___ Recommended for Tenure

___ C. Needs Improvement (Performance improvement plan required. See performance improvement plan form.)
___ Recommended for Contract II
___ Recommended for Contract III
___ Recommended for Tenure

___ D. Unsatisfactory (See attached reasons for this recommendation.)
     Recommended for non-rehiring

The Tenure Review Committee makes the following commendations, recommendations, and/or comments to the evaluee (attach additional sheets if necessary):
.
We have met with the evaluee and discussed the contents of the evaluee's classroom observation, student evaluations, portfolio review, self-assessment, and Dean/Responsible Administrator's assessment of non-teaching responsibilities reports.

_____ (Chair)   Date_____

_____   Date_____

_____   Date_____

_____   Date_____

_____   Date _____

PART II: (to be completed by the Evaluee):

COMMENTS: (attach additional sheets if necessary)

I have met with the Tenure Review Committee and discussed the contents of my classroom observation, student evaluations, portfolio review, self-assessment, and Dean/Responsible Administrator's assessment of non-teaching responsibilities reports.

In signing this Evaluation Recommendation Form, the employee acknowledges having seen and discussed the complete report. The employee's signature does not necessarily indicate agreement with the conclusions of the evaluation.

_____   _____
            (Evaluee)   (Date)

PART III: (to be completed by the Vice-President or designee)

This Evaluation Summary has been received and reviewed for completeness. Copies have been forwarded to the evaluee and Responsible Administrator.

The next evaluation should take place in_____, and should be_____.
(Standard, Comprehensive, Follow-Up)

Signature: _____ Date: _____
            Vice President

Copies of all documents pertaining to this employee's evaluation will be placed in her/his official personnel file. The employee has a right to respond. If the employee chooses to do so, she/he may submit a response to this report, in writing, to the committee within ten (10) working days from the date of this report. That copy will be attached and filed in the employee's official personnel file.

EVALUATION SUMMARY
ADJUNCT FACULTY

College:_____ Division: _____
Academic year of evaluation_____ Semester: _____
Name of evaluee: _____

PART I: (to be completed by the Evaluator(s))

Overall performance rating
___ A. Exceeds expectations.
___ B. Meets expectations.
___ C. Needs improvement. (Improvement plan required. See Improvement Plan form.)
___ D. Is unsatisfactory.

EVALUATOR COMMENTS:

I have met with the evaluee and discussed the contents of the evaluee's classroom observation, student evaluations, portfolio review, self-assessment, and Dean/Responsible Administrator's assessment of non-teaching responsibilities reports.

Signed: _____ Date:_____
                                   Evaluator

PART II: (to be completed by the Evaluee):

EVALUEE COMMENTS:

I have met with the evaluator and discussed the contents of my classroom observation, student evaluations, portfolio review, self-assessment, and Dean/Responsible Administrator's assessment of non-teaching responsibilities reports.

Signed:_____ Date:_____
                            Evaluee

APPENDIX G: EVALUATION PROCEDURES

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A. [Tenured, Tenure-Track, and Adjunct Faculty](#)

    1. Classroom Observation Form
    2. Online Class Observation Form
    3. Instructions for Administering Student Questionnaire (Classroom)
    4. Instructions for Administering Student Questionnaire (Online)
    5. Student Questionnaire (Classroom/Online)
    6. Portfolio Review Form
    7. Mandatory Self-Assessment Form
    8. Dean/Responsible Administrator's Assessment of Non-Teaching Responsibilities

B. [Faculty Coordinator](#)
    1. Evaluation Form
    2. Portfolio Review Form
    3. Mandatory Self-Assessment Form.

C. [Counselor](#)
    1. Observation Form
    2. Student Questionnaire (Academic Counselor)
    3. Student Questionnaire (Psychological Services Counselor)
    4. Portfolio Review Form
    5. Mandatory Self-Assessment Form
    6. Dean/Responsible Administrator's Assessment of Professional Responsibilities

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❧ Throughout this document, procedures and forms used for adjunct faculty also will be used for grant-funded faculty.

D. <u>Evaluation Forms—Librarian</u>

    1. Faculty Questionnaire—Instruction
    2. Observation Form—Reference or Other Public Service
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    5. Portfolio Review Form.
    6. Mandatory Self-Assessment Form
    7. Dean/Responsible Administrator's Assessment of Professional Responsibilities

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F. <u>Evaluation Summary Forms</u>
    1. Evaluation Summary for Tenured Faculty
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    3. Evaluation Summary for Adjunct and Grant-Funded Faculty

G. <u>Performance Improvement Plan (PIP) Form</u>

H. <u>Faculty Evaluation Committee Orientation Document</u>

I. General Considerations

    A. The Board of Trustees, faculty, and administration share a responsibility for the process of evaluating the work performance of all faculty and for awarding tenure.

    B. The evaluation process upholds the principles of inclusivity, equal access, and opportunity, promotes diversity, and is fair and unbiased.

    C. The evaluation process is an affirmative means for evaluating the work performance of all faculty and for renewal of employment and awarding of tenure.

    D. The evaluation process fosters open communication among participants in order to assure fairness and opportunity for success.

II. Purpose

    A. The evaluation process should assist faculty in understanding the expectations for employment and tenure; developing skills and acquiring the experience to participate successfully in the educational process; and using the District's and other resources for professional growth.

    B. The evaluation process should assure that students have access to the most knowledgeable, talented, creative, and student-oriented faculty available. Therefore, periodic performance evaluations are conducted for all tenured, tenure track, and adjunct faculty. A four-year probationary period is provided for tenure-track employees.

    C. The evaluation process safeguards and assures the principles and practices of academic freedom as defined in District Policies and Procedures. Academic freedom applies equally to all tenured, probationary, adjunct, and grant-funded faculty.

    D. The evaluation process should assure quality of work performance and professional growth/development by providing a useful assessment of performance.

III. Evaluation Criteria for Faculty

    A. General Criteria. The following criteria will be used to assess all faculty.

      1. Student Relations

In the performance of her/his professional duties, the faculty member:

        a. responds to the educational needs of students by
           1) communicating effectively, answering questions clearly, and assessing student learning consistently; and
           2) avoiding stereotypes and giving equal access and treatment to students regardless of national origin, religion, age, gender, gender identity, gender expression, race or ethnicity, color, medical condition, genetic information, ancestry, sexual orientation, marital status, physical or mental disability, or pregnancy or because they are perceived to have one or more of the foregoing characteristics, or based on association with a person or group with one or more of these actual or perceived characteristics;

<blockquote>

> b. demonstrates respect for the right of the student to hold and to express divergent opinions and handles student concerns appropriately; and
> c. shows concern for student educational welfare by being available during on-site and online office hours, answering questions with courtesy, and responding to phone calls and emails in a timely manner.

</blockquote>

2. Professional Responsibilities

The faculty member
   a. is knowledgeable about subject matter/assignment area/duties;
   b. is aware of recent, general developments/research in field/assigned area/duties;
   c. meets classes as set forth in the contract;
   d. performs assigned duties;
   e. participates in department, college, or other professional activities;
   f. maintains ethical standards as outlined in the SMCCCD Academic Senate Statement of Professional Standards;
   g. demonstrates commitment to the profession;
   h. participates in professional growth activities; and
   i. maintains and submits appropriate records in accordance with the collective bargaining agreement between the District and AFT 1493 and District Policies and Procedures.

B. Criteria Specific to Faculty Who Teach in the Classroom/Online:

The faculty member:
   1. provides students with a clear statement of grading, attendance, examination policies, and other course requirements;
   2. uses effective teaching methods appropriate to the subject matter;
   3. uses appropriate testing and assessment techniques to measure students' progress;
   4. uses the District-designated course management system for online classes, hybrid classes, and face-to-face class support or links any non-District-designated course management system for online classes to the District-designated course management system for online classes
   5. shows evidence of meeting course objectives and following the course outline of record.

C. Criteria Specific to Counselors, Faculty Coordinators, Librarians, Nurses, and other Student Services Faculty

The faculty member:
   1. uses effective methods appropriate to the assignment area/duties; and
   2. shows evidence of following and adhering to the appropriate duties and responsibilities assigned to the position.

D. During the first year of employment, tenure-track faculty will be evaluated only on criteria related to their primary assignment.

IV.   Evaluation Ratings

    A.   Exceeds Expectations: This rating should be used for faculty whose performance far exceeds expectations due to exceptionally high quality of work in all essential areas of responsibility, resulting in an overall quality of work that is superior.

    B.   Meets Expectations: This rating should be used for faculty who perform assigned responsibilities well, consistently throughout the review period.

    C.   Needs Improvement: This rating should be used for faculty who make a sincere effort to meet the Evaluation Criteria enumerated herein but need additional guidance to meet them successfully. Steps must be taken to further develop targeted areas, which will improve overall performance.

    D.   Is Unsatisfactory: This rating should be used for faculty whose performance was below standard with regard to the Evaluation Criteria enumerated herein. Steps must be taken to improve overall performance.

V.   Evaluation Procedures—Tenured Faculty

The following process will be used for the evaluation of all tenured, classroom faculty.

A.   It is the responsibility of the appropriate Vice President, District Academic Senate President, and AFT President or their designees to guide the evaluation process of the College and to resolve issues that arise during the evaluation process. When needed, these individuals will meet and be referred to as the Evaluation Guidance Committee. The Evaluation Guidance Committee's decisions are considered final, except that individual faculty members and the Union may grieve its decisions as allowed by the AFT/District grievance procedure and consistent with the grievance limitations set forth in this policy. At any time, any one of the participants in the process (Evaluation Committee member, evaluator, Dean/Responsible Administrator, evaluee) can seek assistance from the campus Evaluation Guidance Committee.

It is also the responsibility of the Evaluation Guidance Committee to provide orientation to all participants (including evaluees) and specific training to Evaluation Committees, evaluators, Deans/Responsible Administrators, and Vice Presidents. These orientation and training activities will occur by Week 2 of the fall (for tenure-track and adjunct evaluations) and spring (for tenured evaluations) semesters and will be coordinated throughout the District so as to be consistent from campus to campus. Orientation and training will be an ongoing activity, and all those conducting evaluations will participate in orientations that coincide with their service.

B.   Evaluation Committee for Each Division

1. Purpose: To conduct evaluations and make recommendations for all tenured, full-time faculty in the division who are scheduled for evaluation.
2. Composition: Three to five tenured faculty members (number depends on size of division and number of evaluations, diversity among group) are recommended by division faculty and approved by the Division Dean/Responsible Administrator; the Evaluation Committee will be reasonably representative of academic disciplines in the division. The composition of the group will reflect consideration of gender and ethnic diversity. The Committee will select a faculty member as chair; she or he will be responsible for scheduling and conducting meetings and communicating with others in the process. All tenured full-time faculty members are encouraged to participate in the evaluation of their colleagues.

C.   The Evaluation Process

Tenured faculty will be evaluated at least once every three years. The type of evaluation will alternate between Comprehensive and Standard as described below. A newly tenured faculty member will start with a Comprehensive evaluation three years after completing tenure review. The evaluation process will consist of the following:

1. Standard Evaluation:

a.   A member of the faculty Evaluation Committee will conduct a Student Questionnaire, following the Instructions for Administering Student Questionnaire (Classroom or Online as appropriate). Student Questionnaires will be completed in each course that represents a separate preparation for the evaluee, with a minimum of three sections total; for example, if the faculty member is teaching five sections of the same course, student questionnaires must be administered in at least three.
b.   The Dean/Responsible Administrator will complete the Dean/Responsible Administrator's Assessment of Non-Teaching Responsibilities form.
c.   The evaluee will complete the Mandatory Self-Assessment form.

2. Comprehensive Evaluation:

a. This evaluation will be conducted by a single tenured faculty member selected jointly by the evaluee and Dean/Responsible Administrator. If the evaluee and Dean/Responsible Administrator cannot agree on a mutually acceptable evaluator, the selection will be made by the Evaluation Committee.

b. All of the components of the Standard Evaluation described above will be conducted, plus: (1) a classroom, online, or other performance observation and the completion of an observation form; (2) a review of evaluee's portfolio and completion of the Portfolio Review form; and (3) completion of the Evaluation Summary form with commendations and recommendations as appropriate.

1) Observation:

a) The evaluator shall observe and evaluate as many classes as necessary to cover all teaching modalities represented by the tenured faculty member's assignment. For example, if a tenured faculty member is teaching online, hybrid, and face-to-face classes, the evaluator shall observe all three. If the tenured faculty member is teaching only face-to-face or only online classes, the evaluator will observe at least one.

b) In order to enable evaluation of online classes, the evaluator will be given the role of "Non-editing teacher" for the evaluee's online class(es) through the District-sanctioned online course management system and provided with any necessary passcodes by Week 4. The evaluator will have access to the evaluee's online class(es) during Weeks 4-12, but will be able to evaluate materials for Weeks 1-3 if necessary. If desired by either party, the evaluator may meet with the evaluee prior to the observation.

c) Additional observations may be requested by the evaluee, evaluator, or Dean/Responsible Administrator; however, approval by the Evaluation Committee is required for additional observations. The evaluee will provide class dates that are inappropriate for observation (e.g., exams, student presentations, field trips, guest speakers, films), on which the evaluator will not visit the class. The evaluator will not participate in class activity.

b) The evaluator will make only limited comments immediately after an observation (e.g., "I enjoyed sitting in on your class" or "Thanks for letting me observe") and will wait for all of the observations (if more than one) to be completed before making commendations and possible suggestions for improvement. However, an evaluator may ask the evaluee to explain or clarify why she/he did certain things in class, or to clarify the subject matter presented (e.g., "Is it correct to assume that most of what you were doing today was review?"; "I noticed that several students came in late. What are the expectations about attendance and what have you told your students about the consequences about being absent or late?").

c) Within ten days after the observation(s), the evaluator will meet with the evaluee to discuss the observation(s) before submitting her/his findings to

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the chair of the Evaluation Committee. The evaluee may record any unresolved disagreement with the evaluation in the "Evaluee's Comments" section of the Observation form; this allows the Evaluation Committee as a whole to consider both the evaluator's and evaluee's points of view.

2) Faculty Portfolio

    a) The faculty member shall supply a well-organized, comprehensible, and succinct faculty portfolio in hard copy or as a PDF. See appropriate form for list of required items depending on assignment.

    b) The intent of the Faculty Portfolio is to assist the evaluator in understanding the instructional methodologies being employed in the courses currently taught by the evaluee.

    c) The evaluator uses the Portfolio Review form to record her/his findings. When the form is completed, the evaluator will forward the form to the chair of the Evaluation Committee (along with any written response received from the evaluee).

3. Follow-up Evaluation and Performance Improvement Plan

    a. If either a Standard or Comprehensive evaluation results in a rating of "Needs Improvement" or "Unsatisfactory," the Committee develops with the evaluee a Performance Improvement Plan (PIP) and schedules a Comprehensive evaluation for the next academic year. The intent of having the second evaluation one year after the initial evaluation is to allow the evaluee sufficient time to receive coaching from the Dean/Responsible Administrator or mentoring from a peer and to initiate improvements.

        1) One very important goal of evaluation is professional development through feedback from peers. Mentoring is one way to accomplish this goal, and the Division Dean/Responsible Administrator or the Evaluation Guidance Committee may recommend a mentor (someone who is not part of the evaluation process) to assist the evaluee in making improvements recommended in the PIP. Mentoring is voluntary, and mentors may be selected by the evaluee in consultation with the evaluator.

        2) Most recent evaluation materials will be made available to evaluators responsible for performing follow-up evaluations triggered by a PIP.

    b. If the follow-up evaluation results in a Summary rating of "Needs Improvement" or "Unsatisfactory," a final follow-up evaluation will be scheduled for the next academic year.

If the final follow-up evaluation results in a Summary rating of "Needs Improvement," a limited re-evaluation focusing on the specific areas in need of improvement (per the ratings on the Observation, Portfolio Review, etc., forms) will be scheduled for the next academic semester.

If the final follow-up evaluation results in a rating of "Unsatisfactory," referral of the matter will be made to the appropriate Vice President who will consult with the Vice Chancellor of Human Resources and Employee Relations to determine what further action, if any, is warranted..

D. Timeline for Tenured Faculty Evaluation
   1. Weeks 16-18 of fall semester:
      a. At the end of the fall semester, three to five tenured faculty members (number depends on size of division and number of evaluations, diversity among group) are recommended by division faculty and approved by the Division Dean/Responsible Administrator.
      b. The Division Dean/Responsible Administrator forwards them to the Academic Senate for approval.

   2. Weeks 1-4 of spring semester:
      a. The Evaluation Guidance Committee provides evaluation orientations for Evaluation Committee members and evaluees during Weeks 1 and 2.
      b. The Evaluation Committee selects a chair, establishes its schedule of work, notifies the evaluee, arranges for conduct of student questionnaires (Division Office secures forms), and requests assessments from the Dean/Responsible Administrator and evaluee.
      c. If the evaluation is comprehensive, an evaluator for each evaluee is agreed upon by the Dean/Responsible Administrator and the evaluee.
      d. In order to enable evaluation of online classes, the evaluator will be given the role of "Non-editing teacher" for the evaluee's online class(es) through the District-sanctioned online course management system and provided with any necessary passcodes by Week 4. The evaluator will have access to the evaluee's online class(es) during Weeks 4-12, but will be able to evaluate materials for Weeks 1-3 if necessary. If desired by either party, the evaluator may meet with the evaluee prior to the observation.

   3. Weeks 5-12 of spring semester:
      a. Evaluator begins observations as early as Week 5 and completes them by Week 12.
      b. If the evaluation is comprehensive, the evaluee shall provide the evaluator, prior to the evaluation, with materials and/or documents necessary to provide a context for the class observation.
      c. If applicable, student questionnaires are administered by Week 10 and shared with the evaluee at the last meeting of the Committee.
      d. If the evaluation is comprehensive, individual committee members discuss their observation with the evaluee and provide an overview of the student questionnaires to the evaluee within ten workdays of the observation. The tabulated student questionnaires will be made available to the evaluee after grades are posted.
      e. If the evaluation is comprehensive, the evaluee completes and submits a portfolio to her/his division office by Week 11.
      f. The evaluee completes and submits the mandatory self-assessment to the evaluee's division office by Week 12.

   4. Weeks 13-17 of spring semester:
      a. The Dean/Responsible Administrator completes the Dean/Responsible Administrator's Assessment of Non-Teaching Responsibilities (if appropriate) by Week 13.
      b. Prior to meeting with the evaluee, the Committee meets to review the results of the evaluation process and reaches its recommendation.
      c. The Committee meets with the evaluee to inform her/him of the Committee's recommendations; if the evaluee receives an overall rating of "Needs Improvement" or "Unsatisfactory" on the evaluation summary, the Committee develops with the evaluee a Performance Improvement Plan and schedules a follow-up evaluation for the next academic year.
      d. The Evaluation Committee prepares an evaluation summary and submits the results to the appropriate Vice President on the Evaluation Summary form, which indicates whether or not

the evaluation is satisfactory and states any commendations and recommendations from the Evaluation Committee to the evaluee, by Week 17 of the spring semester.

e. The appropriate Vice President reviews materials and forwards copies to the evaluee, the evaluee's personnel file, and the Dean/Responsible Administrator.

f. The Dean/Responsible Administrator records results, schedules the next evaluation, and confers with the evaluee as needed.

E. Division Dean/Responsible Administrator's Role

1. Faculty evaluation is essentially a peer process. For that reason, the Division Dean/Responsible Administrator's role is somewhat limited. However, it is expected that the Dean/Responsible Administrator will support faculty and help them to achieve their full potential. The dean should assure that all positive results are clearly communicated and that all negative results are constructively delivered.

2. The Dean/Responsible Administrator facilitates the process of selecting peer evaluators and identifies those who need to be evaluated. The Dean/Responsible Administrator assists the Evaluation Committee by ensuring that Student Questionnaires are tabulated; <u>Student Questionnaire results will be available through a passcode-protected hyperlink on the District website</u>. The Dean/Responsible Administrator provides a written assessment of the evaluee, focused primarily on non-teaching responsibilities such as committee work and professional development activities.

VI.   Evaluation Procedures—Tenure-Track Faculty

A.   Tenure Evaluation Committee:

1. Each Tenure Evaluation Committee shall be division-based and comprised of four tenured faculty members and one Division Dean/Responsible Administrator, and shall elect its own Chair from among the four faculty members. Each division shall determine the number of Tenure Evaluation Committees needed for the evaluation of tenure-track faculty. All tenured faculty members of a division constitute the initial pool of potential committee members.

2. Committee members shall be chosen from within the division, if possible, and at least one of the four faculty members shall be a "discipline expert" chosen in a collaborative process by the Division Dean/Responsible Administrator and the tenured faculty members appropriate to the discipline of the evaluee. If no discipline expert is available from the evaluee's campus, a discipline expert from one of the other two colleges in the District or from another community college district or from the community (retiree), in that order, shall be selected. In the case of unique programs or extreme circumstances, one committee member may be a practicing professional from the community. If a discipline expert from the above pools is not available, a tenured faculty member from a related discipline may serve as the discipline expert. If a discipline expert from the above sources subsequently becomes available, the expert from the related discipline will be the first to rotate off of the committee.

3. Three of the Evaluation Committee members are permanent: the Chair, the discipline expert, and the Division Dean/Responsible Administrator. If the chair also serves as the discipline expert, one other tenured faculty member shall also be a permanent committee member. Two tenured faculty members shall rotate onto the Committee in years three and four as follows:

Years 1 and 2:
(A) Chair; (B) Discipline Expert (or tenured faculty member serving a four-year term, if the Chair also serves as the Discipline Expert); (C) Dean/Responsible Administrator; (D) tenured faculty member serving a three-year term for Years 1-3; (E) tenured faculty member serving a two-year term for Years 1-2.

Year 3:
(A) Chair; (B) Discipline Expert (or tenured faculty member serving a four-year term, if the Chair also serves as the Discipline Expert); (C) Dean/Responsible Administrator;, (D) tenured faculty member serving a three-year term for Years 1-3; (F) new tenured faculty member serving a two-year term for Years 3-4.

Year 4:
(A) Chair; (B) Discipline Expert (or tenured faculty member serving a four-year term, if the Chair also serves as the Discipline Expert); (C) Dean/Responsible Administrator; (D) tenured faculty member serving a two-year term for Years 3-4; (E) new tenured faculty member serving a one-year term for Year 4.

4. Evaluation committees should strive to have a diverse membership; moreover, committee members will be provided a Faculty Evaluation Committee Orientation document prepared by the Office of Human Resources that addresses non-discrimination and diversity during the evaluation orientation.

5. If a faculty member of the Evaluation Committee is unable to complete her/his assigned term, a new member will be selected by the remaining members of the Committee to serve the remainder

of the term. If the Dean/Responsible Administrator is unable to complete the assigned term, the Dean/Responsible Administrator's successor shall serve on the Committee.

B.   Roles of the Tenure Evaluation Committee, Responsible Vice President, and College President

1.   Tenure Evaluation Committee:

a. Members of the Tenure Evaluation Committee have an obligation to uphold the confidentiality of the evaluation process, uphold the principles of inclusivity, promote and respect diversity, attend all meetings, and conduct fair and unbiased evaluations for the purpose of reaching an evaluation decision. The Evaluation Guidance Committee will offer orientation regarding the evaluation procedures to all committee members and evaluees.

b. The Tenure Evaluation Committee has the following responsibilities:

1)   to follow the procedure outlined herein;
2)   to meet with the evaluee to review criteria and methods of evaluation and the timelines of the evaluation process;
3)   to gather and review all data obtained by the various evaluation methods employed;
4)   to meet with the evaluee to discuss evaluation results and develop a plan for professional growth;
5)   to complete Observation, Portfolio Review, and Evaluation Summary forms with commendations and recommendations as appropriate;
6)   to determine an evaluation recommendation; and
7)   to forward their recommendation to the responsible Vice President.

c. The chair will coordinate the above activities with the support of the Division Dean/Responsible Administrator.

2.   Responsible Vice President

a. The responsible Vice President shares the obligation to uphold the confidentiality of the evaluation process and the principles of inclusivity and academic freedom; to promote and respect diversity; to assure fair and unbiased evaluations for the purpose of reaching an evaluation decision; and to maintain those educational principles that promote a quality faculty member in her/his area of responsibility.

b. The responsible Vice President has the following responsibilities:

1)   to monitor and assure compliance with evaluation procedures, due process, District Policies and Procedures, and timelines;
2)   to review the recommendation of the Tenure Evaluation Committee for both process and substance;
3)   to meet with the Tenure Evaluation Committee to discuss any difference of opinion within the Tenure Evaluation Committee and forward her/his own recommendation and that of the Tenure Evaluation Committee to the College President.

3.   College President

a.   The College President shares the obligation to uphold the confidentiality of the evaluation process and the principles of inclusivity and academic freedom; to

promote and respect diversity; to assure fair and unbiased evaluations for the purpose of reaching a tenure decision; and to maintain those educational principles that promote a quality faculty member in her/his area of responsibility.

b. The College President has the following responsibilities:

1) to meet with the responsible Vice President and Tenure Evaluation Committee if there is disagreement between the Vice President and the Committee regarding the evaluation decision, or if the President disagrees with the Vice President and Tenure Evaluation Committee regarding the evaluation decision;

2) to make the final recommendation via the Chancellor to the Board to award or deny tenure or grant a subsequent contract; and

3) to notify the Committee, the Vice President, and the evaluee of his or her recommendation via the Chancellor to the Board.

C. Procedures for Tenure Review

1. The tenure review process begins the first fall semester of employment. Tenure recommendations shall be linked to rigorous evaluation in the first four years of employment. Tenure-track faculty will be evaluated each of the four years even though a single contract covers the third and fourth years. During the entire tenure review process, and, in particular, during the evaluee's third year, a tenured faculty member from within the division will provide mentoring to the evaluee.

2. The following methods will be required to evaluate faculty performance against the criteria stated in Section III:

a. Faculty Who Teach in the Classroom/Online

1) Classroom/Online Observation
2) Student Questionnaire
3) Faculty Portfolio
4) Mandatory Self-Assessment
5) Division Dean/Responsible Administrator Observation
6) Division Dean/Responsible Administrator Assessment of Non-Teaching Responsibilities

b. Counselors, Faculty Coordinators, Librarians, Nurses, and other Student Services Faculty

1) Observation
2) Student Questionnaire
3) Faculty Portfolio
4) Mandatory Self-assessment
5) Division Dean/Responsible Administrator Observation (as appropriate)
6) Dean/Responsible Administrator Assessment of Non-Teaching Responsibilities

c. Observation

1) The faculty members of the Tenure Evaluation Committee will observe and assess the performance of the evaluee. This assessment may take place in the classroom, at the service site, or through observation of digital recordings of actual classroom presentations, counseling sessions, etc. They will take into consideration any of the evaluee's comments regarding the observation, particularly her/his explanation of how the events observed by her/his evaluators relate to the goals and objectives of

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her/his professional activities, before they formulate a written report of their individual judgments of the evaluee's performance.

2)   In order to enable evaluation of online classes, the evaluators will be given the role of "Non-editing teacher" for the evaluee's online class(es) through the District-sanctioned online course management system and provided with any necessary passcodes by Week 4. The evaluators will have access to the evaluee's online class(es) during Weeks 4-12, but will be able to evaluate materials for Weeks 1-3 if necessary. If desired by either party, the evaluators may meet with the evaluee prior to the observation.

3)   The evaluee will provide class dates that are inappropriate for observation (e.g., exams, student presentations, field trips, guest speakers, films), on which the evaluators will not visit the class. The evaluators will not participate in class activity.

4)   The evaluators will make only limited comments immediately after an observation (e.g., "I enjoyed sitting in on your class" or "Thanks for letting me observe") and will wait for all of the observations (if more than one) to be completed before making commendations and possible suggestions for improvement. However, an evaluator may ask the evaluee to explain or clarify why she/he did certain things in class, or to clarify the subject matter presented (e.g., "Is it correct to assume that most of what you were doing today was review?"; "I noticed that several students came in late. What are the expectations about attendance and what have you told your students about the consequences about being absent or late?").

5)   Within ten days after the observations, the evaluators will meet individually with the evaluee to discuss their observations before submitting their findings to the chair of the Tenure Evaluation Committee. The evaluee may record any unresolved disagreement with the evaluation in the "Evaluee's Comments" section of the Observation form; this allows the Tenure Evaluation Committee as a whole to consider both the evaluators' and evaluee's points of view.

d.   Student Questionnaire

The Tenure Evaluation Committee shall use the appropriate "Student Questionnaire" (https://surveys.smccd.edu/n/PETFSurvey.aspx) in Section IX to gather information from students.

e.   Faculty Portfolio

1)   The faculty member shall supply a well-organized, comprehensible, and succinct faculty portfolio in hard copy or as a PDF to the Chair of the Evaluation Committee, which shall include those items set forth in the appropriate Portfolio Review Form.

2)   The intent of the Faculty Portfolio is to assist the Tenure Evaluation Committee in understanding the instructional methodologies being employed in the courses currently taught by the evaluee.

3) Each evaluator shall use the Portfolio Review Form to record her/his findings regarding the evaluee's portfolio. When the form is completed, the evaluator will forward the form to the chair of the Evaluation Committee (along with any written comments received from the evaluee, as indicated by the Portfolio Review Form).

4) The information provided in a portfolio is confidential and may become part of the evaluee's personnel file. This portfolio information cannot be used outside the evaluation process without permission of the evaluee. Only current information (concerning activities of the past three years) will be considered in the evaluation process.

f. Mandatory Self-Assessment

The evaluee completes the appropriate Mandatory Self-Assessment form set forth in Section IX.

g. Division Dean/Responsible Administrator Observation

The Division Dean/Responsible Administrator or designee (academic supervisor) will observe and assess the performance of the evaluee. This assessment may take place in the classroom, at the service site, or through observation of digital recordings of actual classroom presentations, counseling sessions, etc. Audio recordings may be used in special circumstances with the mutual agreement of the Tenure Evaluation Committee and evaluee. The Division Dean/Responsible Administrator or designee will meet and review her/his observations and recommendations with the employee being evaluated. The Dean/Responsible Administrator will take into consideration any of the evaluee's comments regarding the observation, particularly the faculty member's explanation of how the events observed by the evaluator relate to the goals and objectives of her/his professional activities, before the Dean/Responsible Administrator formulates a written report of her/his individual judgment of the evaluee's performance. A written report of the observation will be part of the Committee documentation.

h. Division Dean/Responsible Administrator Assessment of Non-Teaching Responsibilities

The Division Dean/Responsible Administrator completes the Division Dean/Responsible Administrator's Assessment of Non-Teaching Responsibilities form.

3. During the first year of employment, tenure-track faculty will be evaluated only on criteria related to their primary assignment.

4. Performance Improvement Plan

NOTE: Most recent evaluation materials will be made available to evaluators responsible for performing follow-up evaluations triggered by a PIP.

a. First-year Evaluation

1) If a first-year tenure evaluation results in a rating of "Needs Improvement" or "Unsatisfactory" in any category or on the Evaluation Summary, the Tenure Evaluation Committee develops with the evaluee a Performance Improvement Plan (PIP) for the next academic year. The PIP will provide focus for the evaluation in the following year.

2) One very important goal of evaluation is professional development through feedback from peers. Mentoring is one way to accomplish this goal, and the Division Dean/Responsible Administrator or the Tenure Evaluation Committee may recommend a mentor to assist the evaluee in making improvements recommended in the PIP. Mentoring is voluntary, and mentors may be selected by the evaluee in consultation with the Tenure Evaluation Committee.

b. Second-year Evaluation

1) If a second-year tenure evaluation results in a rating of "Needs Improvement" in any category or on the Evaluation Summary, the Tenure Evaluation Committee develops with the evaluee a PIP for the next academic year. The PIP will provide additional focus in the overall evaluation for the following year.

2) If a second-year tenure evaluation results in a rating of "Unsatisfactory" in any category, the Tenure Evaluation Committee develops with the evaluee a PIP for the next academic year. The PIP will provide additional focus in the overall evaluation for the following year.

3) If a second-year tenure evaluation results in a second rating of "Unsatisfactory" on the Evaluation Summary, and if the Tenure Evaluation Committee recommends not to enter into a contract for the following academic year, then the matter will be referred to the appropriate Vice President who will consult with the Vice Chancellor of Human Resources and Employee Relations to determine whether continued employment is warranted.

c. Third-year Evaluation

1) If a third-year tenure evaluation results in a rating of "Needs Improvement" in any category or on the Evaluation Summary, the Tenure Evaluation Committee develops with the evaluee a PIP for the next academic year. The PIP will provide additional focus in the overall evaluation for the following year.

2) If a third-year tenure evaluation results in a rating of "Unsatisfactory" in any category, the Tenure Evaluation Committee develops with the evaluee a PIP for the next academic year. The PIP will provide additional focus in the overall evaluation for the following year.

3) If a third-year tenure evaluation results in a Summary rating of "Unsatisfactory," the Tenure Evaluation Committee develops with the evaluee a PIP for the next academic year. The PIP will provide additional focus in the overall evaluation for the following year.

d. Fourth-year Evaluation

1) If a fourth-year tenure evaluation results in a rating of "Needs Improvement" in a category for which a PIP has not been issued in a previous evaluation, the Tenure Evaluation Committee develops with the evaluee a PIP. The PIP will provide focus for the evaluee's first Comprehensive Evaluation as a tenured faculty member.

2) If a fourth-year tenure evaluation results in a rating of "Unsatisfactory" in any category for which a PIP was issued in a previous evaluation or a second consecutive "Unsatisfactory" on the Evaluation Summary, the Tenure Evaluation Committee will forward its determination of tenure denial to the appropriate Vice President.

D. Timeline for Tenure Review

1. Weeks 16-18 of spring semester:
   a. At the end of the spring semester, four tenured faculty members are recommended by division faculty for each tenure-track faculty member's Tenure Evaluation Committee and approved by the Division Dean/Responsible Administrator.
   b. The Division Dean/Responsible Administrator forwards them to the Academic Senate for approval.

2. Weeks 1-4 of fall semester:
   a. An evaluation orientation is held for all committee members during Weeks 1 and 2.
   b. The Committee meets with the evaluee to discuss the process format, objectives, , and expectations.
   c. The Committee establishes a work schedule.
   d. In order to enable evaluation of online classes, the evaluator will be given the role of "Non-editing teacher" for the evaluee's online class(es) through the District-sanctioned online course management system and provided with any necessary passcodes by Week 4. The evaluator will have access to the evaluee's online class(es) during Weeks 4-12, but will be able to evaluate materials for Weeks 1-3 if necessary. If desired by either party, the evaluator may meet with the evaluee prior to the observation.

3. Weeks 5-12 of fall semester:
   a. Evaluators begin observations as early as Week 5 and complete them by Week 12. Each committee member observes and reports on her/his observations.
   b. Prior to the observation, the evaluee shall provide the evaluator with materials and/or documents necessary to provide a context for the class observation.
   c. Student questionnaires are administered by Week 10.
   d. Individual committee members discuss their classroom observation and provide an overview of the student questionnaires to the evaluee within ten workdays of the observation. The tabulated student questionnaires will be made available to the evaluee after grades are posted.
   e. The evaluee completes and submits a portfolio to her/his division office by Week 11.
   f. The evaluee completes and submits the Mandatory Self-Assessment to the evaluee's division office by Week 12.

4. Weeks 13-17 of fall semester:
   a. The Dean/Responsible Administrator completes the Dean/Responsible Administrator's Assessment of Non-Teaching Responsibilities by Week 13.
   b. Prior to meeting with the evaluee, the Tenure Evaluation Committee meets to review the results of the evaluation process and reaches its recommendation.
   c. The Committee meets with the evaluee to inform her/him of the Committee's recommendations and, if the evaluee receives an overall rating of "Needs Improvement" or "Unsatisfactory" on the evaluation summary, develops with the evaluee a Performance Improvement Plan.
   c. The Tenure Evaluation Committee submits its recommendation to the appropriate Vice President, and subsequently to the college president, the seventeenth week of the academic year.

5. Although years three and four are covered by a single contract, evaluations follow this timeline for all four years.

E.   Tenure Review Evaluation Options and Due Process

1.   During the evaluee's first year, the Tenure Evaluation Committee has two recommendation options:

   a.   To enter into a contract for the following academic year.
   b.   Not to enter into a contract for the following academic year.

2.   During the evaluee's second year, the Tenure Evaluation Committee has two recommendation options:

   a.   To enter into a contract for the following two academic years.
   b.   Not to enter into a contract for the following two academic years.

3.   During the third year, evaluation procedures are the same as in the first and second years. A tenured faculty member from within the division may provide mentoring to the evaluee if appropriate and available; a PIP may be issued, but no further action will be taken.

4.   During the evaluee's fourth year (before the end of the third contract), the Evaluation Committee has two recommendation options:

   a.   Award tenure
   b.   Deny tenure

F.   Right to Grievance

The tenure-track faculty member is employed for the first and second years by two one-year contracts. If the Committee recommends non-renewal or if the District non-renews a faculty member after the first or second year, the faculty member has the right to file a grievance, but such grievance must be based solely on a claim that the District or Committee violated, misinterpreted, or misapplied any of its policies and procedures set forth this Policy.

The tenure-track faculty member is employed for the third and fourth years by a single two-year contract. If the Committee recommends denial of tenure during the third or fourth year or if the District denies tenure, the faculty member has the right to file a grievance based on allegations that the District made a negative decision that to a reasonable person was unreasonable, or violated, misinterpreted, or misapplied, any of its policies and procedures set forth in this Policy.

Individuals may pursue their grievances over non-renewal of a contract on their own. The exclusive bargaining agent has no "duty of fair representation" with respect to these grievances.

The grievance procedure is contained in the contract between the Board of Trustees of the San Mateo County Community College District and the San Mateo Community College Federation of Teachers, AFT Local 1493, AFL-CIO.

G. Guidelines for Tenure Evaluation Committee

1. Evaluees must be informed as to what is expected of them during the tenure review process.

2. If weaknesses are observed in a evaluee's performance, specific suggestions detailing precisely what an evaluee needs to do to improve and meet expectations must be identified and recorded on a PIP.

3. At the end of each contract, if a decision is made to retain an evaluee with observed weaknesses, a constructive process must be established through which to carry out the PIP and assist the evaluee.

4. Tenure decisions can only be based upon the Evaluation Criteria specified herein.

5. Decisions cannot be based upon factors unrelated to performance of the evaluee's job.

6. Reviewers must strive to maintain objectivity and ensure that decisions regarding tenure do not contravene established principles of academic freedom.

7. Decisions cannot be based upon an evaluator's or an evaluee's political views, nor can they be made arbitrarily, capriciously, or unreasonably.

VII.   Evaluation Procedures—Adjunct and Grant-Funded♠ Faculty

A.   For each adjunct faculty member to be evaluated, the Division Dean/Responsible Administrator and the evaluee will jointly select one full-time faculty member to conduct the evaluation, preferably from the same or a related department/discipline. If the evaluee and Dean/Responsible Administrator cannot agree on a mutually acceptable evaluator, the selection will be made by the Evaluation Guidance Committee. If an evaluator is not available at a particular college, the Dean/Responsible Administrator may seek a department/discipline-related full-time faculty member from one of the other colleges in the District. All full-time faculty members of the discipline constitute the initial pool of potential faculty evaluators. In addition, the Division Dean/Responsible Administrator conducts the Dean/Responsible Administrator's Assessment of Non-Teaching Responsibilities.

B.   The Full-Time Faculty Evaluator has an obligation to:

1.   uphold the confidentiality of the adjunct faculty evaluation process and the principles of inclusivity and academic freedom; promote and respect diversity; and conduct fair and unbiased evaluations;
2.   communicate with the adjunct faculty member, prior to the start of the process, to review evaluation criteria, methods, and procedures;
3.   conduct a classroom observation and online observation (if applicable), and/or performance assessment and complete all related forms;
4.   administer student questionnaires;
5.   review the adjunct faculty's portfolio and self-assessment;
6.   meet (face-to-face, if possible) with the adjunct faculty member to discuss the results of the classroom observation, online observation, or performance assessment, as appropriate, and student questionnaires;
7.   complete the Observation, Portfolio Review, and Evaluation Summary forms with commendations and recommendations as appropriate;
8.   meet with the adjunct faculty member and Division Dean/Responsible Administrator to discuss all evaluation materials and prepare a Performance Improvement Plan if the determination of the evaluator is that the adjunct faculty member "Needs Improvement" or that her/his performance is "Unsatisfactory"; and
9.   prepare, with the Division Dean/Responsible Administrator, a joint evaluation recommendation.

C.   The Division Dean/Responsible Administrator has an obligation to:

1.   uphold the confidentiality of the adjunct faculty evaluation process and the principles of inclusivity and academic freedom; promote and respect diversity; and conduct fair and unbiased evaluations;
2.   maintain those educational principles that promote a quality faculty member in her/his area of responsibility;
3.   monitor adjunct faculty evaluation to assure compliance with District Policy and Procedures;
4.   determine and report on whether the adjunct faculty member submits grades and other information in a complete, accurate, and timely manner, is respected by colleagues and students, and fulfills professional responsibilities (refer to Criteria for Evaluation);
5.   conduct a classroom observation, online observation, or performance assessment at her/his own discretion or at the request of the peer evaluator or evaluee, complete the appropriate forms, and meet with the evaluee to discuss the results;

♠ Throughout this document, procedures and forms used for adjunct faculty also will be used for grant-funded faculty.

6. meet with the adjunct faculty and full-time faculty evaluator to discuss all evaluation materials and prepare a Performance Improvement Plan if the determination of the evaluator is that the adjunct faculty member "Needs Improvement" or that her/his performance is "Unsatisfactory";
7. prepare, with the full-time faculty evaluator, a joint evaluation recommendation; and
8. forward the recommendation to the appropriate Vice President.

D.   Adjunct and Grant-Funded Faculty Evaluation Procedures

   1. Adjunct faculty will be evaluated in the first term of service (fall, spring, summer).

      a. After the initial evaluation, adjunct faculty who have assignments in fall or spring semesters and whose evaluations meet or exceed expectations shall be evaluated at least once every four (4) semesters (fall, spring) during the following eight semesters of employment. After the eighth semester, faculty shall be evaluated every six semesters provided their evaluations meet or exceed expectations.

      b. After the initial evaluation, adjunct faculty whose evaluations meet or exceed expectations and who have assignments only during the summer shall be evaluated every third summer session.

      c. In accordance with District policy, the evaluations will be completed by the end of the term in which they are begun; see timelines below.

      d. If no full-time tenured faculty evaluator on the evaluee's campus and in the evaluee's division is available during summer session, the Dean/Responsible Administrator will identify an appropriate full-time tenured faculty member from another college in the District to conduct the evaluation. Full-time tenured faculty members who conduct summer evaluations will be paid at the Special Rate for their time. See Appendix B.

   2. The following methods will be used to evaluate adjunct faculty performance against the criteria stated in Section III.

      a.   Faculty Who Teach in the Classroom/Online

      1)   Classroom/Online Observation
      2)   Student Questionnaire
      3)   Faculty Portfolio
      4)   Mandatory Self-Assessment
      5)   Division Dean/Responsible Administrator Assessment of Non-Teaching Responsibilities
      6)   Division Dean/Responsible Administrator Observation (if applicable)

      b.   Counselors, Faculty Coordinators, Librarians, Nurses, and other Student Services Faculty

      1)   Observation
      2)   Student Questionnaire
      3)   Faculty Portfolio
      4)   Mandatory Self-assessment
      5)   Division Dean/Responsible Administrator Observation
      6)   Dean/Responsible Administrator Assessment

c.   Observation

1)   The evaluator shall observe and evaluate as many classes as necessary to cover all teaching modalities represented by the adjunct faculty's assignment. For example, if an adjunct faculty member is teaching online, hybrid, and face-to-face classes, the evaluator shall observe all three. If the adjunct faculty member is teaching only face-to-face or only online classes, the evaluator will observe at least one.

2)   This assessment may take place in the classroom, at the service site, or through observation of digital recordings of actual classroom presentations, counseling sessions, etc. The evaluator will take into consideration any of the evaluee's comments regarding the observation, particularly her/his explanation of how the events observed by her/his evaluators relate to the goals and objectives of her/his professional activities before they formulate a written report of her/his individual judgments of the evaluee's performance.

3)   In order to enable evaluation of online classes, the evaluator will be given the role of "Non-editing teacher" for the evaluee's online class(es) through the District-sanctioned online course management system and provided with any necessary passcodes by Week 4 of the spring or fall semester; see timeline below for evaluations conducted during summer session. The evaluator will have access to the evaluee's online class(es) during Weeks 4-12 of the spring or fall semester, but will be able to evaluate materials for Weeks 1-3 if necessary. If desired by either party, the evaluator may meet with the evaluee prior to the observation.

4)   The evaluee will provide class dates that are inappropriate for observation (e.g., exams, student presentations, field trips, guest speakers, films), on which the evaluator will not visit the class. The evaluator will not participate in class activity.

5)   The evaluator will make only limited comments immediately after an observation (e.g., "I enjoyed sitting in on your class" or "Thanks for letting me observe") and will wait for all of the observations (if more than one) to be completed before making commendations and possible suggestions for improvement. However, an evaluator may ask the evaluee to explain or clarify why she/he did certain things in class, or to clarify the subject matter presented (e.g., "Is it correct to assume that most of what you were doing today was review?"; "I noticed that several students came in late. What are the expectations about attendance and what have you told your students about the consequences about being absent or late?").

6)   Within ten days after the observations, the evaluator will meet with the evaluee to discuss her/his observations before submitting her/his findings to the Dean/Responsible Administrator. The evaluee may record any unresolved disagreement with the evaluation in the "Evaluee's Comments" section of the Observation form; this allows the Dean/Responsible Administrator to consider both the evaluator's and evaluee's points of view.

d. Student Questionnaire

The evaluator shall use the appropriate "Student Questionnaire" (https://surveys.smccd.edu/n/PETFSurvey.aspx) in Section IX to gather information from students.

e. Faculty Portfolio

1) The faculty member shall supply a well-organized, comprehensible, and succinct faculty portfolio in hard copy or as a PDF to the evaluator, which shall include those items set forth in the appropriate Portfolio Review Form.

2) The intent of the Faculty Portfolio is to assist the evaluator in understanding the instructional methodologies being employed in the courses currently taught by the evaluee.

3) The evaluator shall use the Portfolio Review Form to record her/his findings regarding the evaluee's portfolio. When the form is completed, the evaluator will forward the form to the appropriate dean (along with any written comments received from the evaluee as indicated by the Portfolio Review Form).

4) The information provided in a portfolio is confidential and may become part of the evaluee's personnel file. This portfolio information cannot be used outside the evaluation process without permission of the evaluee. Only current information (concerning activities of the past three years) will be considered in the evaluation process.

f. Mandatory Self-Assessment

The evaluee completes the appropriate Mandatory Self-Assessment form set forth in Section IX.

g. Division Dean/Responsible Administrator's Assessment of Non-Teaching Responsibilities

The Division Dean/Responsible Administrator completes the Division Dean/Responsible Administrator's Assessment of Non-Teaching Responsibilities form.

h. Division Dean/Responsible Administrator's Observation (if applicable)

The Division Dean/Responsible Administrator performs a classroom or online observation or performance assessment and completes all related forms if applicable. See VII.C.5 above.

E. Overall Evaluation

1. An adjunct faculty member receiving an overall evaluation of "Unsatisfactory" in their first semester of service will not be renewed for employment.

2. An adjunct faculty member receiving an overall evaluation of "Needs Improvement" or "Unsatisfactory" after a previous "Exceeds Expectations" or "Meets Expectations" rating will be given a Performance Improvement Plan (PIP) to follow for the next academic semester in which

they have an assignment. Upon the request of the evaluee or an AFT representative, a new evaluator may be chosen to conduct the follow-up evaluation(s).

3. Most recent evaluation materials will be made available to evaluators responsible for performing follow-up evaluations triggered by a PIP.

4. A second evaluation will be conducted in the next academic semester and, if a second "Needs Improvement" results, the adjunct faculty member will be given one more opportunity for evaluation.

5. If a third evaluation results in a "Needs Improvement" or an "Unsatisfactory," the adjunct faculty member will not be renewed for employment.

F. Right to Grievance

An adjunct faculty member has the right to file a grievance, but such grievance may only be based solely on a claim that the District violated, misinterpreted, or misapplied the procedural aspects this policy.

G. Timeline for Adjunct and Grant-Funded Faculty Evaluations (Fall/Spring)

1. Weeks 1-4:
a. An evaluation orientation is held for all evaluators and evaluees during Weeks 1 and 2.
b. The evaluator meets with the evaluee to discuss the process format, objectives, and expectations.
c. In order to enable evaluation of online classes, the evaluator will be given the role of "Non-editing teacher" for the evaluee's online class(es) through the District-sanctioned online course management system and provided with any necessary passcodes by Week 4. The evaluator will have access to the evaluee's online class(es) during Weeks 4-12, but will be able to evaluate materials for Weeks 1-3 if necessary. If desired by either party, the evaluator may meet with the evaluee prior to the observation.

2. Weeks 5-12:
a. The evaluator begins her/his observation(s) as early as Week 5 and completes them by Week 12. The evaluator observes and reports on her/his observations. If the observation results in a rating of "Unsatisfactory," the evaluator reports to the Division Dean/Responsible Administrator and requests her/him or a full-time tenured faculty member as her/his designee to conduct an additional observation.
b. Prior to the observation, the evaluee shall provide the evaluator with materials and/or documents necessary to provide a context for the class observation.
c. Student questionnaires are administered by Week 10.
d. The evaluee completes her/his portfolio and the Mandatory Self-Assessment form and submits them to the evaluee's division office by Week 11.
f. The evaluator discusses her/his classroom observation and the evaluee's portfolio and Mandatory Self-Assessment and provides an overview of the Student Questionnaires to the evaluee no later than Week 12. The tabulated Student Questionnaires will be made available to the evaluee after grades are posted.

3. Weeks 13-17:
a. The Dean/Responsible Administrator completes the Dean/Responsible Administrator's Assessment of Non-Teaching Responsibilities by Week 13.
b. The evaluator meets with the evaluee to inform her/him of her/his recommendations and, if the evaluee receives an overall rating of "Needs Improvement" on the evaluation summary, develops with the evaluee a Performance Improvement Plan.

c. The evaluator submits her/his recommendation to the Division Dean/Responsible Administrator, and subsequently to the Vice President of Instruction and the College President by Week 17 of the academic year.

d. If the evaluator's observation triggers an additional observation by the Division Dean/Responsible Administrator, and there is disagreement over the outcomes of their respective observations, the matter is referred to the Evaluation Guidance Committee.

H. Timeline for Adjunct and Grant-Funded Faculty Evaluations (For those with ONLY Summer Session assignments)

1. Week 1-2:

a. The evaluator meets with the evaluee to discuss the process format, objectives, and expectations.

b. In order to enable evaluation of online classes, the evaluator will be given the role of "Non-editing teacher" for the evaluee's online class(es) through the District-sanctioned online course management system and provided with any necessary passcodes by Week 2. The evaluator will have access to the evaluee's online class(es) during Weeks 2-6, but will be able to evaluate materials for Week 1 if necessary. If desired by either party, the evaluator may meet with the evaluee prior to the observation.

2. Weeks 3-5:

a. The evaluator begins her/his observation(s) as early as Week 3 and completes them by Week 5. The evaluator observes and reports on her/his observations. If the observation results in a rating of "Unsatisfactory," the evaluator reports to the Division Dean/Responsible Administrator and requests her/him or a full-time tenured faculty member as her/his designee to conduct an additional observation the following summer session.

b. Prior to the observation, the evaluee shall provide the evaluator with materials and/or documents necessary to provide a context for the class observation

c. Student questionnaires are administered by Week 4.

d. The evaluee completes her/his portfolio and the Mandatory Self-Assessment form and submits them to the evaluee's division office by Week 5.

e. The evaluator discusses her/his classroom observation and the evaluee's portfolio and Mandatory Self-Assessment and provides an overview of the Student Questionnaires to the evaluee no later than Week 5. The tabulated Student Questionnaires will be made available to the evaluee after grades are posted.

3. Week 6:

a. The Dean/Responsible Administrator completes the Dean/Responsible Administrator's Assessment of Non-Teaching Responsibilities by Week 6.

b. The evaluator meets with the evaluee to inform her/him of her/his recommendations and, if the evaluee receives an overall rating of "Needs Improvement" (or "Unsatisfactory" if the evaluee has a previous "Exceeds" or "Meets Expectations" rating) on the evaluation summary, develops with the evaluee a Performance Improvement Plan.

c. The evaluator submits her/his recommendation to the Division Dean/Responsible Administrator, and subsequently to the Vice President of Instruction and the College President by Week 6 of the summer session.

d. If the evaluator's observation triggers an additional observation by the Division Dean/Responsible Administrator, and there is disagreement over the outcomes of their respective observations, the matter is referred to the Evaluation Guidance Committee.

VIII.   Evaluation Procedures for Coordinators, Nurses, and Healthcare Providers

A.   Evaluations of Coordinators will follow the general procedures for tenured, tenure-track, and adjunct faculty as appropriate, with two exceptions:

   1. Deans/Responsible Administrators will evaluate Coordinators. If the Dean/Responsible Administrator's evaluation results in an overall rating of "Unsatisfactory" or "Needs Improvement," a full-time faculty member will be identified to perform a follow-up evaluation.

   If the Dean/Responsible Administrator's evaluation triggers an additional evaluation by a full-time faculty member, and there is disagreement over the outcomes of their respective evaluations, the matter is referred to the Evaluation Guidance Committee for resolution.

   2. Faculty who both teach and coordinate will be evaluated on both aspects of their assignment utilizing the appropriate forms and corresponding procedures.

B.   Evaluations of Nurses and Healthcare Providers will follow the general procedures for tenured, tenure-track, and adjunct faculty as appropriate, with one exception: the Health Services Director will observe Nurses and Healthcare Providers. If the Health Services Director's observation results in an overall rating of "Unsatisfactory" or "Needs Improvement," a full-time faculty member from the Nursing program will be identified to perform a follow-up observation.

   If the Health Services Director's observation triggers an additional observation by a full-time faculty member from the Nursing program, and there is disagreement over the outcomes of their respective observations, the matter is referred to the appropriate Vice President for resolution.

IX. Evaluation Forms

Forms and instructions are split into sections and can be downloaded as fillable PDF documents from the Human Resources SharePoint site. Clicking on the links below will take you directly to the relevant document.

A. Tenured, Tenure-Track, and Adjunct Faculty
1. Classroom Observation Form
2. Online Class Observation Form
3. Instructions for Administering Student Questionnaire (Classroom)
4. Instructions for Administering Student Questionnaire (Online)
5. Student Questionnaire (Classroom/Online)
6. Portfolio Review Form
7. Mandatory Self-Assessment Form
8. Dean/Responsible Administrator's Assessment of Non-Teaching Responsibilities

B. Faculty Coordinator
1. Evaluation Form
2. Portfolio Review Form
3. Mandatory Self-Assessment Form.

C. Counselor
1. Observation Form
2. Student Questionnaire (Academic Counselor)
3. Student Questionnaire (Psychological Services Counselor)
4. Portfolio Review Form
5. Mandatory Self-Assessment Form
6. Dean/Responsible Administrator's Assessment of Professional Responsibilities

D. Evaluation Forms—Librarian
1. Faculty Questionnaire—Instruction
2. Observation Form—Reference or Other Public Service
3. Student Questionnaire—Reference Librarian
4. Student Questionnaire—Library Instruction
5. Portfolio Review Form.
6. Mandatory Self-Assessment Form
7. Dean/Responsible Administrator's Assessment of Professional Responsibilities

E. Evaluation Forms—Nurse or Other Healthcare Provider
1. Observation Form
2. Student Questionnaire
3. Portfolio Review Form.
4. Mandatory Self-Assessment

F. Evaluation Summary Forms
1. Evaluation Summary for Tenured Faculty
2. Evaluation Summary for Tenure-Track Faculty
3. Evaluation Summary for Adjunct and Grant-Funded Faculty

G. Performance Improvement Plan (PIP) Form

H. Faculty Evaluation Committee Orientation Document

San Mateo County Community College District   October 8, 2014

BOARD REPORT NO. 14-10-1C

TO: Members of the Board of Trustees

FROM: Ron Galatolo, Chancellor

PREPARED BY: Barbara Christensen, Director of Community/Government Relations,
                       574-6510

DISCUSSION OF TOPICS FOR FUTURE BOARD OF TRUSTEES STUDY SESSIONS

The Board of Trustees has expressed interest in discussing topics that they would like to address at future Study Sessions. The following topics have been suggested at previous Board meetings:

Transportation
Student success/priority registration
Closing the achievement gap (including report on foster youth and other at-risk students)
For-profit schools
Professional development
Medical and other employee benefits
Corporate partners supporting academic programs
Career counseling/outplacement
Transfer Initiative/Workforce Development
DSPS and EOPS
High cost programs
District investment decision-making procedures
Foundation – Update on Activities
KCSM-current programming and spectrum sale update

For the Board's review, attached is a list of topics discussed at study sessions during the current year and the previous five years, along with a list of information reports presented at regular Board meetings during 2013 and 2014.

2009 Study Sessions

January 15	Update on KCSM
March 11	Update on Nursing Programs at Cañada College and College of San Mateo
April 1	Distance Education
July 8	Update on Budget
September 9	Report on Financial Aid
October 14	Update on San Mateo Athletic Center

2010 Study Sessions

January 13	Review of Tentative Budget
February 10	Budget Update; Discussion of Potential Tax Measure
March 10	Foundation Update
April 14	Update on Nursing Programs
July 14	Visit to CSM Planetarium
September 1	CIP Update and Project Labor Agreement Review
October 13	Student Government and Student Activities; Initial Review of Student Trustee Policy

2011 Study Sessions

January 12	Course Equivalency Matrix; Graduation Requirements; DegreeWorks; SB 1440
March 9	Security Procedures and Threat Assessments
April 13	International Education-Tianhua Update; Foundation Update
June 8	Status Report on KCSM
July 13	Update on 2011 Facilities Master Plan
August 10	Presentation of Top Line Results from Survey of Voters Conducted by FM3; Report on Unmet Facilities Needs
September 7	Budget Overview and Financial Projections
October 12	Update on Child Care Centers at College of San Mateo and Skyline College

2012 Study Sessions

January 11	Student Success Task Force Recommendations
February 22	Student Education Plans and DegreeWorks
March 14	Community college district trustee elections
April 11	Update on KCSM-TV
June 6	Update on International Education
July 11	Community Needs Assessment Update
September 12	Public Hearing to Receive Input on "At Large" versus "By District" College Board Elections
October 10	Continuing Discussion of "At Large" vs. "By District" College Board Elections

2013 Study Sessions

January 9	Udacity – MOOCs
March 13	Strategic Planning in a Basic Aid Environment
April 10	Internal Controls
July 10	Discussion of 2013 Institutional Self Evaluation Process and College Self Evaluation Reports
September 11	Districtwide Sustainable Practices
October 9	Accreditation Overview

2014 Study Sessions

January 8	Discussion of Sources of Revenue
March 12	District investments
April 9	Districtwide Health Services
June 11	Report on Business Needs Assessment Sectors: Accounting/Digital Arts, Graphics and Media/Districtwide Findings; Report on Student Needs Assessment; Report on Study Abroad Initiative
July 9	Joint meeting with San Bruno City Council; Discussion of GO Bond Initiative
September 10	Faculty/Staff Housing Occupancy Limits; Middle College Update and Early College Overview
October 8	Accreditation Follow-Up Reports; Discussion of Study Session topics (scheduled)

2013/14 Information Reports:

Potential Trustee Area Boundaries and Map; Contractor Prequalification Update – 2/27/13

Report on International Education Program – 6/17/13

Report on Community Needs Assessment and Business Needs Assessment – 10/23/13

Accreditation Update; Resolution Regarding ACCJC – 11/12/13

CEQA Requirements; Cañada College Solar Project Plan; ACCJC Reports to the Colleges; Full Absorption Budget – 12/11/13

Contractor Prequalification Update – 1/22/14

Update on Student Payment Plans – 3/26/14

Review of the District Partnership with MediFit – 4/23/14

Report on Recruitment and Hiring – 6/25/14

Discussion of Strategic Plan Development – 7/23/14

Discussion of District Reserve Levels – 7/23/14

Update on Collection of Student Accounts Receivable – 8/13/14