

LOS ANGELES TRADE-TECHNICAL COLLEGE

Faculty Evaluation Handbook

Evaluation Overview

Excerpt from Article 19 of the Agreement between the Los Angeles Community College District and the Los Angeles College Faculty Guild (Local 1521, CFT/AFT, AFT/CIO), July 1, 2005 through June 30, 2008

The excellence of the institution depends on the quality of its faculty members. Faculty evaluation is a method of addressing the performance of faculty. When performed conscientiously, evaluation can enhance faculty performance and promote excellence by providing positive reinforcement, constructive advice, and specific recommendations for improvement. Evaluation provides an opportunity for professional growth, recognition and improvement.

General Provisions

A. Formal evaluations have several purposes. They include:

1. Recognizing outstanding performance;
2. Improving satisfactory performance and furthering the growth of faculty members who are performing well;
3. Identifying weak performance and assisting faculty members in achieving required improvement; and
4. Documenting unsatisfactory performance. Formal evaluations review a faculty member's performance of his or her scheduled duties as well as all of his or her other contractual and professional obligations.

There are three primary types of evaluations as follows.

1. A basic evaluation is an evaluation that reviews a faculty member's performance with little, if any, structured data gathering, and without the establishment of a peer review committee.
2. A comprehensive evaluation is an evaluation that reviews a faculty member's performance based on information derived from considerable structured data gathering under the supervision of a peer review committee.
3. An administrative evaluation is a review of a faculty member's performance conducted by an appropriate Vice President or his or her designee.

Premises of the LATTC Evaluation Process

These guidelines, and the LATTC Faculty Evaluation Handbook, grew out of the concern that the faculty evaluation process at the college has been sporadically conducted and in an inconsistent manner. The concern for consistency does not imply that the evaluation of teaching should be carried out in every discipline in the same way or that there is assumed to be some "correct" and universally appropriate

model for teaching. Rather, the consistency issue is an institutional one that is meant to address the degree to which teaching is valued to the same degree throughout all departments and disciplines and that its value should be evident in the manner in which it is evaluated. Accordingly, these guidelines, and the LATTTC Faculty Evaluation Handbook, has three overarching purposes: 1) to assist faculty members to document effectively their teaching and efforts to improve it; 2) to aid tenure committees to evaluate effectively and efficiently a faculty member's teaching; and 3) to ensure that the process of evaluating teaching for tenure and promotion is conducted with the same degree of rigor, fairness and thoroughness throughout the college.

More specifically, the premises underlying the development of these guidelines and the evaluation handbook are as follows:

- the teaching process is an ongoing, continuous process of (1) developing instructional awareness, (2) gathering information, (3) identifying areas for enhancement or improvement, (4) implementing alterations, and (5) assessing effectiveness;
- faculty should be proactive partners in the evaluation process;
- self reflection is a key element to improving the teaching and learning process;
- the evaluation process should be conducted in a manner that establishes an ongoing dialogue on effective teaching; and
- the evaluation process includes multiple and similar measures to ensure consistency and fairness.

Roles and Responsibilities

Department chairs, administrators, peer review committee members, students, and faculty members themselves, all play key roles and have specific responsibilities in the faculty evaluation process as follows.

Roles and Responsibilities of Faculty

- Provide all requested materials
- Engage in self-assessment and reflection
- Prepare written responses as indicated
- Create a plan for professional growth
- Be or become aware of their overall teaching goals and of what they want to accomplish in individual courses
- Use the evaluation process and results as a means for improving teaching and for ensuring student success

Roles and Responsibilities of Evaluators (Peer Committee Members, Department Chairs, Others)

- Reflect on the purpose and premises of the faculty evaluation process
- Review all materials fully and promptly
- Prepare written documentation as required
- Maintain evaluation records
- Ensure impartiality and fairness
- Provide timely and constructive feedback

Roles and Responsibilities of Students

- Provide input into the evaluation process whenever possible
- Engage in constructive evaluation of effective teaching practices
- Understand learning objectives of their respective programs/courses and reflect on faculty members’ contributions to those objectives

The Evaluation Process

Resource Materials

1. Carefully read Article 19 (if evaluation is of a tenured or adjunct faculty member) or Article 42 (if evaluation is of a probationary, tenure-track faculty member).
2. Review the *Evaluation Plan Time Table and Worksheet* if the evaluation is a comprehensive evaluation of a tenured faculty member (refer to the Article 19 worksheet) or probationary faculty member (refer to the Article 42 worksheet).

The worksheet includes a description of the evaluation activities at each step of the evaluation process, due dates for completion of the step, responsible parties, information to be completed (e.g., names of peer review committee members), and more.

Resource Materials for Evaluators and Peer Review Members By Evaluation Type		
Basic	Comprehensive	Probationary
<input type="checkbox"/> Article 19 <input type="checkbox"/> Types of Formal Faculty Evaluations <input type="checkbox"/> LATTTC Classroom, Clinical, Lab, Online Observation Procedures <input type="checkbox"/> Evaluation of Faculty According to Effective Teaching Practices	<input type="checkbox"/> Article 19 <input type="checkbox"/> Types of Formal Faculty Evaluations <input type="checkbox"/> Article 19-Evaluation Timetable Worksheet <input type="checkbox"/> LATTTC Classroom, Clinical, Lab, Online Observation Procedures <input type="checkbox"/> Evaluation of Faculty According to Effective Teaching Practices	<input type="checkbox"/> Article 42, Tenure Review and Evaluation of Contract (Probationary) Faculty <input type="checkbox"/> Types of Formal Faculty Evaluations <input type="checkbox"/> Article 42 - Tenure Review Timetable Worksheet <input type="checkbox"/> LATTTC Classroom, Clinical, Lab, Online Observation Procedures <input type="checkbox"/> Evaluation of Faculty According to Effective Teaching Practices

Steps in the Evaluation Process

Evaluation Plan Time Table and Worksheet

Chairs, evaluators, and peer review committees should use the *Evaluation Timetable Worksheet* to conduct each step of the evaluation within the timeframe specified. [If the evaluation is a comprehensive evaluation of a tenured faculty member, use the Article 19-Evaluation Timetable Worksheet; if the evaluation is of a probationary faculty member, use the Article 42 - Tenure Review Timetable Worksheet.]

Checklists/Forms

Review the evaluation checklists/forms, instructions, and observation procedures. All evaluations require one of the following:

- (1) the completion of each checklist/form below either in its original form or with revisions that are made by the peer review committee (except those forms identified in italics, these forms are part of the AFT Agreement and cannot be modified); or
- (2) the completion of an alternative form or method for evaluating each of the following: a. syllabi, b. classroom/lab/clinical/online observations, c. faculty self evaluation, d. sample course materials (e.g., assignments, handouts, exams, student work) if one of the following checklists/forms are not used; or
- (3) written justification as to why the respective element of the faculty evaluation was excluded from the evaluation process.

EVALUATION CHECKLISTS/FORMS		
By Evaluation Type		
Basic	Comprehensive	Probationary
<input type="checkbox"/> LATTC Faculty Self Assessment Form <input type="checkbox"/> LATTC Syllabus Evaluation Checklist <input type="checkbox"/> LATTC Review of Course Materials Checklist <input type="checkbox"/> <i>Student Evaluation(s)</i> <input type="checkbox"/> LATTC Classroom Observation Checklist and/or <input type="checkbox"/> LATTC Clinical Observation Checklist and/or <input type="checkbox"/> LATTC Lab Observation Checklist and/or <input type="checkbox"/> LATTC Online Observation Checklist <input type="checkbox"/> <i>Basic and Comprehensive Evaluation Summary Form for All Faculty</i> <input type="checkbox"/> <i>Part B Evaluation Form for Classroom Instructors or Librarians, ISAs, etc.</i>	<input type="checkbox"/> <i>Article 19-Evaluation Timetable Worksheet</i> <input type="checkbox"/> LATTC Faculty Self Assessment Form <input type="checkbox"/> LATTC Syllabus Evaluation Checklist <input type="checkbox"/> LATTC Review of Course Materials Checklist <input type="checkbox"/> <i>Student Evaluation(s)</i> <input type="checkbox"/> LATTC Classroom Observation Checklist and/or <input type="checkbox"/> LATTC Clinical Observation Checklist and/or <input type="checkbox"/> LATTC Lab Observation Checklist and/or <input type="checkbox"/> LATTC Online Observation Checklist <input type="checkbox"/> <i>Basic and Comprehensive Evaluation Summary Form for All Faculty</i> <input type="checkbox"/> <i>Part B Evaluation Form for Classroom Instructors or Librarians, ISAs, etc.</i>	<input type="checkbox"/> <i>Article 42 - Tenure Review Timetable Worksheet</i> <input type="checkbox"/> LATTC Faculty Self Assessment Form <input type="checkbox"/> LATTC Syllabus Evaluation Checklist <input type="checkbox"/> LATTC Review of Course Materials Checklist <input type="checkbox"/> <i>Student Evaluation(s)</i> <input type="checkbox"/> <input type="checkbox"/> LATTC Classroom Observation Checklist and/or <input type="checkbox"/> LATTC Clinical Observation Checklist and/or <input type="checkbox"/> LATTC Lab Observation Checklist and/or <input type="checkbox"/> LATTC Online Observation Checklist <input type="checkbox"/> <i>Basic and Comprehensive Evaluation Summary Form for All Faculty</i> <input type="checkbox"/> <i>Part B Evaluation Form for Classroom Instructors or Librarians, ISAs, etc.</i>

These checklists/forms should be used to complete steps 3, 7, and 8 of the *Evaluation Plan Time Table and Worksheet*.

Other Evaluation Data

As part of a comprehensive and probationary evaluation process, consider collecting other data such as grades; documentation in personnel file; history of turning in rosters and grades within specified due dates; participation in discipline, department, and college committees and activities; informal feedback from students; methods for assessing student learning and teaching effectiveness; other materials that document curriculum development or service improvement activities, professional development or research activities, professional contributions to the department or college; publications; community service; awards and honors; etc. Other evaluation data should be identified, collected, and assessed in steps 3, 7, and 8 of the *Evaluation Plan Time Table and Worksheet*.

ARTICLE 19, EVALUATION

The excellence of the institution depends on the quality of its faculty members. Faculty evaluation is a method of addressing the performance of faculty. When performed conscientiously, evaluation can enhance faculty performance and promote excellence by providing positive reinforcement, constructive advice, and specific recommendations for improvement. Evaluation provides an opportunity for professional growth, recognition and improvement.

General Provisions

A. Formal evaluations have several purposes. They include:

1. Recognizing outstanding performance;
2. Improving satisfactory performance and furthering the growth of faculty members who are performing well;
3. Identifying weak performance and assisting faculty members in achieving required improvement; and
4. Documenting unsatisfactory performance. Formal evaluations review a faculty member's performance of his or her scheduled duties as well as all of his or her other contractual and professional obligations.

B. Formal evaluations shall be conducted and documented as prescribed in this article. They shall occur at intervals that are at least as frequent as those prescribed in Sections D, H, J, K and O and can take the form of a basic evaluation, a comprehensive evaluation, an administrative evaluation, or a specialized evaluation (for example, a Department Chair evaluation).

1. A basic evaluation is an evaluation that reviews a faculty member's performance with little, if any, structured data gathering, and without the establishment of a peer review committee.
2. A comprehensive evaluation is an evaluation that reviews a faculty member's performance based on information derived from considerable structured data gathering under the supervision of a peer review committee.
3. An administrative evaluation is a review of a faculty member's performance conducted by an appropriate Vice President or his or her designee.

C. As used in this article, the terms tenured or regular faculty, probationary or contract faculty, and temporary faculty shall be defined as follows:

1. Tenured or regular faculty are those faculty members who have completed their probationary period and obtained permanent status.

2. Probationary or contract faculty are those faculty members who are employed under an annual contract in a probationary assignment, but who have not completed their probationary period.

3. Temporary faculty are those faculty members who are neither tenured nor probationary, and who are employed under a provisions of the Education Code that authorize their service as temporary employees. They may be either adjunct faculty (generally employed under Article 16) or temporary "monthly-rate" faculty.

Evaluation of Tenured Faculty

D. Tenured faculty members shall be evaluated every three academic years. Disregarding those instances in which an administrative evaluation or specialized evaluation is appropriate, the form of the evaluation shall alternate between a basic evaluation and a comprehensive evaluation, unless:

1. The faculty member elects to receive a comprehensive evaluation; or
2. The faculty member's Department Chair, with the concurrence of the Vice President or his or her designee, calls for a comprehensive evaluation.

E. To initiate a formal evaluation, the appropriate Vice President or his or her designee shall send the tenured faculty member, and his or her Department Chair, a notice informing them that the faculty member will be evaluated as provided in this article and, if a comprehensive evaluation is not already required by Section D, describing how the form of the evaluation will be determined.

F. Basic evaluations shall be conducted as follows:

1. The evaluation shall be recorded on the appropriate basic evaluation form (see Appendix C) completed by the faculty member's Department Chair, or a tenured faculty member designated by the Department Chair in consultation with the Vice President or his or her designee. Once completed, the evaluation shall be given to the faculty member and a copy shall be placed in the faculty member's personnel file.
2. When the completed evaluation is given to the faculty member, it shall be accompanied by written advice that the faculty member has the right to submit a written comment regarding the evaluation. If the faculty member chooses to submit a comment, it shall be appended to the copy of the evaluation contained in the faculty member's personnel file.
3. In assessing the tenured faculty member's performance, the individual responsible for completing the evaluation shall not be required to conduct any structured data gathering. Instead, he or she shall rely on available information, but only to the extent that it is relevant and obtained from appropriate sources (for example, information derived from: personal observation or experience with the tenured faculty member; the tenured faculty member's peers or other co-workers; student evaluations, if any; self-evaluative material prepared by the tenured faculty member himself or

herself; or prior evaluations). Nevertheless, by mutual agreement between the tenured faculty member and the individual responsible for completing the evaluation, the parties may specify that the evaluation shall include structured data gathering from peers or other co-workers, students, or other relevant sources to the extent they determine such data gathering will be useful and appropriate.

4. In addition to indicating ratings of the tenured faculty member's performance, the individual responsible for completing the evaluation may recommend that the tenured faculty member engage in appropriate personal growth or professional development activities.

5. If a tenured faculty member's overall performance on his or her basic evaluation is rated "needs to improve" or "unsatisfactory," the faculty member shall be informed in writing that he or she has the right to a comprehensive evaluation and asked if he or she wants one.

6. Following a basic evaluation, a tenured faculty member may request, and if requested, shall receive a comprehensive evaluation, which shall commence no later than the next regular semester.

G. Comprehensive evaluations shall be conducted as follows:

1. The President or his or her designee shall appoint a peer review committee to conduct the evaluation. The committee shall consist of:
 - a. the appropriate Department Chair or his or her designee;
 - b. two tenured faculty members, one of whom shall be selected by the faculty member being evaluated, and one of whom shall be chosen by the department; and
 - c. the appropriate Vice President or his or her designee, who shall be a non-voting member of the committee

The Vice President or Department Chair may name as a designee to serve on the committee anyone who is an academic administrator or tenured faculty member at the college, or - with the approval of the President - anyone who is an academic administrator or tenured faculty member at another community college in California. The faculty member has the option of submitting a timely challenge to the appointment of any one voting member from the peer review committee. To be timely the challenge must be received in writing by the President on or before the date of the peer review committee's first meeting. Whenever a committee member needs to be replaced because of the receipt of a timely challenge, the President shall promptly appoint a replacement by following the appointment process applicable to the replacement member's predecessor.

2. Once appointed, the peer review committee shall elect one of its members to serve as its chairperson. The role of the chairperson shall be to convene meetings of the committee, prepare meeting agendas, preside at committee meetings, and maintain an evaluation file consisting of all of the documents

and other materials that are relevant to the evaluation and that need to be preserved as a part of the process.

3. Before commencing any structured data gathering or engaging in any other substantive business, the peer review committee shall prepare a plan for the evaluation that specifies:

- a. The materials it intends to request from the faculty member being evaluated (for example: self-evaluation materials; representative course syllabi; sample class assignments, tests, or exercises; selected course handouts; previous student evaluations, if available; or other relevant work products.)
- b. The extent to which it intends to collect data from students, peers, administrators or other individuals using the data collection instruments set forth in Appendix C;
- c. How it intends to inquire into the nature and extent of the faculty member's response to recommendations contained in any of his or her prior evaluations;
- d. Whom it intends to charge with the responsibility of collecting the data, whether a member of the committee or not; and
- e. A general schedule under which the committee intends to complete its work.

4. Before adopting a final version of its plan, the committee shall share a draft of the plan with the faculty member being evaluated and solicit his or her comments. Once it adopts a final plan, the committee shall send a copy of the plan to the faculty member being evaluated and the Vice President.

5. At the conclusion of its data gathering, the peer review committee shall review all of the data collected as part of the evaluation plan, as well as any formal recommendations to the faculty member contained in his or her past evaluations. Based on that information, the committee shall complete an appropriate comprehensive evaluation summary using an appropriate summary form (see Appendix C). For each applicable performance category listed on the form, the committee shall:

- a. prepare a brief narrative assessment of the faculty member's performance that reflects the committee's analysis of the data it collected; and
- b. assign one of the following ratings: exceeds expectations, meets expectations, needs improvement. The committee may also include as a part of the comprehensive evaluation summary any formal recommendations to the faculty member being evaluated it believes are appropriate.

6. As a part of the comprehensive evaluation summary the peer review committee shall also include its recommendation as to whether the faculty member's overall performance should be rated as satisfactory, needs to improve, or unsatisfactory.
7. Formal actions of the peer review committee shall be taken by majority vote of the committee, but if the members of the committee do not agree on the content of the comprehensive evaluation summary, the committee shall provide for dissenting views to be documented and included as a part of the summary.
8. In addition to completing a comprehensive evaluation summary, the peer review committee may also prepare a separate document containing any informal comments or recommendations to the faculty member being evaluated. Any such document shall be treated as a private communication to the faculty member and shall not become part of the evaluation file.
9. The peer review committee shall forward the comprehensive evaluation summary to the faculty member being evaluated for his or her comment. If the faculty member submits comments, the committee shall review them and take any additional action it determines to be appropriate in light of the comments. Thereafter, it shall forward the completed evaluation file (including the evaluation plan, the data collection instruments the committee relied upon in preparing the evaluation, the comprehensive evaluation summary, and any other relevant documents) to the Vice President or his or her designee. If the faculty member declines to comment, or fails to comment within five working days of the date on which the committee sent the summary to the faculty member, the peer review committee shall forward the completed evaluation file (including all of the materials referenced above) to the Vice President or his or her designee.
10. Based solely on the comprehensive evaluation summary and the accompanying materials in the evaluation file the Vice President or his or her designee shall either:
 - a. complete the evaluation by formally accepting the peer review committee's evaluation summary; or
 - b. return the evaluation to the peer review committee with a written explanation of the reasons he or she declined to accept the evaluation, and comments regarding proposed steps the committee should take to remedy the problems he or she perceived.
11. If the Vice President or his or her designee declined to accept the evaluation and instead returned it to the peer review committee, the following shall occur:
 - a. The peer review committee shall review the explanation of the reasons the evaluation was not accepted and consider the proposed steps to remedy the problems the Vice President or his or her designee perceived with the evaluation. If the committee determines that additional actions are necessary to enhance or improve the evaluation

in light of the explanation and comments from the Vice President or his or her designee, it shall take those actions. It may also revise, correct, or amend the evaluation summary in any way it determines is appropriate, or leave it unchanged.

b. Once the peer review committee has completed any actions it determined to be necessary to enhance or improve the evaluation and made any revisions, corrections or amendments to the evaluation summary it determined to be appropriate, it shall again forward the evaluation summary (with a written statement of the actions it took, if any) to the faculty member being evaluated for his or her comment. If the faculty member declines to comment, or fails to comment within five working days of the date on which the committee sent the summary to the faculty member, the peer review committee shall forward the evaluation summary to the Vice President or his or her designee.

c. Upon receiving the evaluation summary, the Vice President or his or her designee shall complete the evaluation by formally accepting the peer review committee's evaluation summary.

12. Once the Vice President or his or her designee has completed the evaluation by formally accepting the peer review committee's evaluation summary, he or she shall deliver the evaluation summary to the faculty member and place a copy of it in the faculty member's personnel file.

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

H. The President or his or her designee may initiate an administrative evaluation if:

1. a faculty member's overall performance on his or her comprehensive evaluation is rated "needs to improve" or "unsatisfactory;" or

2. the President cites identifiable issues about the faculty member's performance that are disclosed by the faculty member's basic evaluation, the faculty member declines the opportunity to receive a comprehensive evaluation, and the Department Chair concurs that the issues cited by the President warrant further review and documentation through an administrative evaluation; or

3. the President cites identifiable issues about the faculty member's performance that are disclosed by the faculty member's comprehensive evaluation, and the peer review committee concurs that those issues warrant further review and documentation through an administrative evaluation; or

4. the President determines that an administrative evaluation is appropriate to review events or circumstances that could lead to formal disciplinary action under Education Code Section 87732 (in which case the evaluation, once completed, shall

be deemed to have served the purposes specified in Education Code Section 87671). Any administrative evaluation initiated under Subsection 1, 2 or 3 of this section shall be commenced within thirty working days of the completion of the basic or comprehensive evaluation. Furthermore, it shall be concluded within sixty days after it was commenced.

I. Administrative evaluations shall be conducted as follows:

1. If the administrative evaluation follows a basic or comprehensive evaluation, the Vice President or his or her designee shall solicit input from:
 - a. the individual who completed the evaluation (in the case of a basic evaluation), or the peer review committee (in the case of a comprehensive evaluation);
 - b. appropriate individuals the faculty member identifies as having relevant information about his or her performance; and
 - c. any others the Vice President or his or her designee believes should have relevant information about the performance of the faculty member.

All such input shall be considered by the Vice President or his or her designee before he or she completes the administrative evaluation.

2. The Vice President or his or her designee may, if it is appropriate to the evaluation, observe the faculty member as he or she teaches or performs his or her other duties, conduct student evaluations with prior notification to the faculty member as to when such student evaluations would occur, or collect relevant data through other appropriate data collection methods.
3. The administrative evaluation shall be recorded on the appropriate administrative evaluation form (see Appendix C). Once the Vice President or his or her designee has completed the form, he or she shall deliver the evaluation to the faculty member and place a copy of the form in the faculty member's personnel file.
4. The completed administrative evaluation, when delivered to the faculty member by the Vice President, shall be accompanied by written advice that the faculty member has the right to submit a written comment regarding the evaluation. If the faculty member chooses to submit a comment, it shall be appended to the copy of the administrative evaluation contained in the faculty member's personnel file.

Evaluation of Tenured Faculty Serving as Directors, Instructors Special Assignment, Consulting Instructors, College Nurse or in Similar Assignments

J. Tenured faculty members who are serving as Directors, Instructors Special Assignment, Consulting Instructors, College Nurse or in similar assignments shall be evaluated every three years in accordance with this Article generally and Sections D through I in particular provided, however, that if the faculty member is not a

member of a department (counselors in EOPS, DSPS, Matriculation, and GAIN/CALWORKS are not external to a department) and reports directly to an administrator, the evaluation shall instead be conducted as specified in Sections D through I with the following modifications:

1. For a basic evaluation, the evaluation shall be recorded on an appropriate Specialized Evaluation Form completed by the faculty member's supervisor; and
2. For a comprehensive evaluation, in place of the peer review committee described in Section G.1, the President or his or her designee shall appoint a committee consisting of:
 - a. The faculty member's supervisor or his or her designee; and
 - b. Two tenured faculty members, one of whom shall be selected by the faculty member being evaluated, and one of whom shall be chosen jointly by the Vice President and the AFT Chapter President. Rather than recording the evaluation on a standard comprehensive evaluation form, the committee shall record the evaluation on an appropriate Specialized Evaluation Form.

Evaluation of Department Chairs

K. During a faculty member's service as a Department Chair, his or her performance of the Department Chair's duties and responsibilities shall be evaluated at the end of his or her first year of service as Department Chair and at least once every other academic year thereafter.

L. The evaluation of a Department Chair shall be conducted in the same manner as an administrative evaluation with the following modifications:

1. In place of the list of individuals specified in Section I.1, the Vice President or his or her designee shall solicit information about the Department Chair's performance of his or her duties and responsibilities as chair from appropriate faculty and staff in the department, as well as any others the Vice President or his or her designee believes should have relevant information the faculty member's performance as Department Chair.
2. Rather than recording the evaluation on an administrative evaluation form, the Vice President or his or her designee shall record the evaluation on the Department Chair Evaluation Form (see Appendix C).

M. The evaluation of a Department Chair is a specialized evaluation that is separate from and in addition to the normal evaluation of the Department Chair as a faculty member.

Departments Without Chairs

N. The administrator assigned the supervisory responsibility for a department without a Department Chair shall assume the responsibilities delegated to the

Department Chair by this Article. The Child Development Center Director shall assume the responsibilities delegated to the Department Chair by this Article for the evaluation of Child Development Center Teachers.

Evaluation of Temporary Faculty

O. Temporary faculty shall receive a formal evaluation before the end of their second semester of employment and at least once every six semesters of employment thereafter. In each instance (other than those in which an administrative evaluation is applicable), the evaluation shall be a basic evaluation conducted in the manner specified in Section F, above. However, temporary faculty members shall not have the right to receive a comprehensive evaluation following a basic evaluation as provided in Sections F.5 and 6. Nevertheless, any temporary faculty member with seniority rights may request a comprehensive evaluation following a basic evaluation, and that request shall be granted if it follows an evaluation in which the faculty member's performance was rated "unsatisfactory."

Evaluations of all temporary faculty already on a seniority list shall commence in the first fall semester that occurs after the effective date of this article.

P. To initiate a formal evaluation, the appropriate Vice President or his or her designee, shall send the temporary faculty member, and his or her Department Chair, a notice informing them that the faculty member will be evaluated as provided in this article and specifying the time by which the evaluation should be completed.

Evaluation of Probationary Faculty

Q. Probationary faculty shall be evaluated as specified in Article 42, Tenure Review and Evaluation of Contract (Probationary) Faculty.

Effective Date

R. This Article shall become effective on July 1, 2003. The initial use of the evaluation procedures set forth in the Article to evaluate tenured and temporary faculty will be phased in as follows: faculty members whose employee numbers are evenly divisible by three will be evaluated using the procedures during the first fall semester that follows the effective date of this Article; faculty members whose employee numbers are divisible by three with a remainder of 1 will be evaluated using the procedures during the second fall semester that follows the effective date of this Article; and faculty members whose employee numbers are divisible by three with a remainder of 2 will be evaluated using the procedures during the third fall semester that follows the effective date of this Article. In the case of tenured faculty, if the employee number is an odd number the initial evaluation under this article shall be a basic evaluation. If the employee number is an even number the initial evaluation under this article shall be a comprehensive evaluation.

Until the effective date of this article, Article 19 as it appears in the 1999-2002 Agreement between the parties shall continue in effect.

ARTICLE 42, TENURE REVIEW AND EVALUATION OF CONTRACT (PROBATIONARY) FACULTY

A. The purpose of a probationary period is to give contract faculty members who are candidates for tenure the opportunity to demonstrate that they meet the needs and expectations of the college and are performing at a level that warrants the granting of tenure. As a consequence, tenure review is, in a sense, the conclusion of the selection process: continued review and rigorous evaluation leading to a recommendation to the Board of Trustees on whether to employ an individual as a permanent, tenured member of the faculty.

B. Tenure Review Committee

1. Within twenty working days of a contract faculty member's first day of service at the college in a probationary position, the President or his or her designee shall appoint a tenure review committee to supervise the contract faculty member's tenure review and to evaluate his or her performance. Except as provided in Section B.2 and 3, the committee shall consist of:

- a. the appropriate Department Chair who, if he or she is not tenured, shall be a non-voting member of the committee;
- b. the appropriate Department Chair's designee, but only in the case where the Chair is not tenured;
- c. two tenured faculty members, one of whom shall be selected by the contract faculty member, and one of whom shall be chosen by the department (if neither of these faculty members is in the contract faculty member's discipline, a third tenured faculty member from the contract faculty member's discipline shall be chosen by the department);
- d. a tenured faculty member from a department other than the contract faculty member's department selected by the Academic Senate, who shall be a non-voting member of the committee; and
- e. the appropriate Vice President or his or her designee, who shall be a non-voting member of the committee.

The Vice President or Department Chair may name as a designee to serve on the committee anyone who is an academic administrator or tenured faculty member at the college.

2. If the Department Chair is the contract faculty member being reviewed for tenure, the tenure committee shall consist of:

- a. an appropriate administrator selected by the President;
- b. two tenured faculty members, one of whom shall be selected by the Department Chair, and one of whom shall be chosen by the department (if neither of these faculty members is in the Department Chair's discipline, a third tenured faculty member from the Department Chair's discipline shall be chosen by the department) ; and

c. a tenured faculty member from a department other than the Department Chair's department selected by the Academic Senate, who shall be a non-voting member of the committee.

3. For a contract faculty member who is an ISA or Consulting Instructor, or who is a College Nurse, the tenure review committee consist of:

a. an appropriate supervisor selected by the President in place of the Department Chair;

b. two tenured faculty members from reasonably related disciplines, one of whom shall be selected by the contract faculty member, and one of whom shall be jointly selected by the Vice President and the AFT Chapter President;

c. a tenured faculty member from a department other than the contract faculty member's department selected by the Academic Senate, who shall be a non-voting member of the committee; and

d. the appropriate Vice President or his or her designee, who shall be a non-voting member of the committee.

4. To the extent practicable, the membership of the tenure review committee shall remain constant throughout the contract faculty member's probationary period. However, a committee member shall be replaced if he or she:

a. resigns, retires, or becomes unavailable for continued service on the committee for any other reason;

b. will be absent on a leave of absence for one semester or more; or,

c. in the case of the Department Chair or Vice President vacates his or her assignment as Department Chair or Vice President. Whenever a committee member needs to be replaced, the President or his or her designee shall promptly appoint a replacement by following the appointment process applicable to the replacement member's predecessor.

5. Once appointed, the tenure review committee shall elect one of the tenured faculty members on the committee to serve as its chairperson. The role of the chairperson shall be to convene meetings of the committee, prepare meeting agendas, preside at committee meetings, and maintain a tenure review file consisting of all of the documents and other materials that are relevant to the process and that need to be preserved.

6. As one of its initial acts, the tenure review committee will meet with the contract faculty member to review the tenure review process and to discuss, in general terms, how it will be conducted.

C. First-Year Evaluation and Recommendation

1. As provided in Education Code Section 87605, "a faculty member shall be deemed to have completed his or her first contract year if he or she provides service for 75 percent of the first academic year." As a consequence, if a contract faculty member's

service as a probationary employee begins during the spring semester, his or her service during that academic year does not count as his or her first contract year for the purposes of tenure review, and he or she shall receive a first-year evaluation during the following fall semester. All other contract faculty members shall receive their first-year evaluation during the fall semester of the academic year during which they first served as a probationary employee.

2. Before commencing the first year evaluation, the tenure review committee shall prepare a recommended plan for the evaluation that anticipates the need to submit all required recommendations and supporting materials in a timely fashion so that the Board can act before March 15, and that specifies:

a. The materials it intends to request from the contract faculty member (for example: self-evaluation materials; representative course syllabi; sample class assignments, tests, or exercises; selected course handouts; or other relevant work products.)

b. The extent to which it intends to collect data from students, peers, administrators or other individuals using the data collection instruments set forth in Appendix C;

c. Whom it intends to charge with the responsibility of collecting the data, whether a member of the committee or not; and

d. A general schedule under which the committee intends to complete its work.

3. Notwithstanding anything in Section C.2 to the contrary, the evaluation plan shall provide for appropriate peer observation of the contract faculty member; student evaluations, where relevant; and preparation of a tenure review portfolio by the contract faculty member, which shall be maintained and built upon by the faculty member throughout his or her probationary period. The portfolio shall include relevant materials specified by the tenure review committee such as: course syllabi; class handouts; exams, test and quizzes; and other materials that document curriculum development or service improvement activities, professional development or research activities, professional contributions to the department or college, publications, community service, awards and honors, etc.

4. Before adopting a final version of its recommended evaluation plan, the committee shall share a draft of the plan with the contract faculty member and solicit his or her comments. Once it adopts a final recommended plan, the committee shall send a copy of the recommended plan to the Vice President for review and approval. If the Vice President does not approve the plan, he or she shall return it to the tenure review committee with an explanation of the revisions needed to obtain approval. When the Vice President does approve the recommended plan, he or she shall indicate his or her approval on the plan and return it to the committee with a copy to the contract employee.

5. At the conclusion of its data gathering, the tenure review committee shall review all of the data collected as part of the evaluation plan. Based on that information, the committee shall complete an appropriate comprehensive evaluation summary using an appropriate summary form (see Appendix C). For each applicable performance category listed on the form, the committee shall:

- a. prepare a brief narrative assessment of the contract faculty member's performance that reflects the committee's analysis of the data it collected; and
- b. assign one of the following ratings: exceeds expectations, meets expectations, needs improvement.

The committee shall also include its recommendation as to whether the faculty member's overall performance should be rated as satisfactory, needs to improve, or unsatisfactory.

6. As a part of the comprehensive evaluation summary the tenure review committee shall also include recommendations to the contract faculty member regarding actions he or she should consider to maintain or improve his or her progress towards achieving tenure.

7. If the members of the committee do not agree on the content of the comprehensive evaluation summary, the tenure review committee shall provide for dissenting views to be documented and included as a part of the summary.

8. The tenure review committee shall forward the comprehensive evaluation summary to the contract faculty member for his or her comment. If the faculty member submits comments, the committee shall review them and take any additional action it determines to be appropriate in light of the comments. Thereafter, it shall forward the completed evaluation file (including the evaluation plan, the data collection instruments the committee relied upon in preparing the evaluation, the comprehensive evaluation summary, and any other relevant documents) to the Vice President or his or her designee. If the contract faculty member declines to comment, or fails to comment within five working days of the date on which the committee sent the summary to the faculty member, the tenure review committee shall forward the completed evaluation file (including all of the materials referenced above) to the Vice President or his or her designee.

9. Based solely on the comprehensive evaluation summary and the accompanying materials in the evaluation file the Vice President or his or her designee shall either:

- a. complete the evaluation by formally accepting the tenure review committee's evaluation summary; or
- b. return the evaluation to the tenure review committee with a written explanation of the reasons he or she declined to accept the evaluation, and comments regarding proposed steps the committee should take to remedy the problems he or she perceived.

10. If the Vice President or his or her designee declined to accept the evaluation and instead returned it to the tenure review committee, the following shall occur:

- a. The tenure review committee shall review the explanation of the reasons the evaluation was not accepted and consider the proposed steps to remedy the problems the Vice President or his or her designee perceived with the evaluation. If the committee determines that additional actions are necessary to enhance or improve the evaluation in light of the explanation and comments from the Vice President or his or her designee, it shall take those actions. It may also revise, correct, or amend the evaluation summary in any way it determines is appropriate.

b. Once the tenure review committee has completed any actions it determined to be necessary to enhance or improve the evaluation and made any revisions, corrections or amendments to the evaluation summary it determined to be appropriate, it shall again forward the evaluation summary (with a written statement of the actions it took, if any) to the contract faculty member for his or her comment. If the faculty member declines to comment, or fails to comment within five working days of the date on which the committee sent the summary to the faculty member, the tenure review committee shall forward the evaluation summary to the Vice President or his or her designee.

c. Upon receiving the evaluation summary, the Vice President or his or her designee shall complete the evaluation by formally accepting the tenure review committee's evaluation summary.

11. Once the Vice President or his or her designee has completed the evaluation by formally accepting the tenure review committee's evaluation summary, he or she shall deliver the evaluation summary to the contract faculty member and place a copy of it in the faculty member's tenure review file.

12. The completed evaluation, when delivered to the contract faculty member by the Vice President, shall be accompanied by written advice that the faculty member has the right to submit a written comment regarding the evaluation. If the faculty member chooses to submit a comment, it shall be appended to the copy of the evaluation contained in the faculty member's tenure review file.

13. At the same time it forwards the completed first-year evaluation file to the Vice President or his or her designee, the tenure review committee shall forward its recommendation regarding the contract faculty member's continued service. Based solely on the comprehensive evaluation summary and the accompanying materials in the evaluation file, the tenure review committee shall, except under the circumstances described in Section G.4, recommend one of the following two actions: that the contract faculty member be given notice by the Board that he or she will be employed for the following academic year as a second year contract faculty member, or that the contract faculty member be given notice he or she will not be employed for the following academic year.

D. Second-Year Evaluation and Recommendation

1. Each contract faculty member shall be evaluated during the fall semester of his or her second contract year. As a continuation of the tenure review process, the evaluation shall cover the entire period since the contract faculty member's last evaluation, not just his or her performance during the fall semester.

2. The second-year evaluation shall be conducted in the manner specified in Sections C.2 through C.12, with the addition that, as a part of the evaluation, the tenure review committee shall review the contract faculty member's prior evaluations and inquire into the nature and extent of the faculty member's response to the recommendations contained in those evaluations.

3. At the same time it forwards the completed second-year evaluation file to the Vice President or his or her designee, the tenure review committee shall forward its recommendation regarding the contract faculty member's continued service. Based

solely on the comprehensive evaluation summary and the accompanying materials in the evaluation file, the tenure review committee shall, except under the circumstances described in Section G.4, recommend one of the following two actions: that the contract faculty member be given notice by the Board that he or she will be employed for the following two academic years as a contract faculty member, or that the contract faculty member be given notice he or she will not be employed for the following academic year.

E. Third- and Fourth-Year Evaluations and Recommendation

1. Each contract faculty member shall be evaluated during the fall semester of his or her third contract year, and again during the fall semester of his or her fourth contract year. As a continuation of the tenure review process, each evaluation shall cover the entire period since the contract faculty member's last evaluation, not just his or her performance during the semester in which the evaluation is conducted.

2. The third- and fourth evaluation shall be conducted in the manner specified in Sections C.2 through C.12, with the addition that, as a part of the evaluation, the tenure review committee shall review the contract faculty member's prior evaluations and inquire into the nature and extent of the faculty member's response to the recommendations contained in those evaluations.

3. During the third contract year the tenure review committee shall not forward any recommendation regarding the contract faculty member's continued service, but during the fourth contract year, at the same time it forwards the completed fourth-year evaluation file to the Vice President or his or her designee, the tenure review committee shall forward its recommendation as to whether the Board should notify the faculty member that he or she will be employed for all subsequent academic years as a tenured faculty member, or that he or she will not be employed for the following academic year.

F. Administrative Evaluations

1. At any time during a contract faculty member's probationary period, the President or his or her designee may initiate an administrative evaluation if:

a. the contract faculty member requests an administrative evaluation; or

b. an evaluation conducted pursuant to Sections C.2 through C.12 discloses identifiable issues about the contract faculty member's performance that the President reasonably determines warrants further review and documentation through an administrative evaluation; or

c. the contract faculty member's tenure review committee recommends an administrative evaluation (which the committee may do at any time it determines such a recommendation to be appropriate); or

d. the President determines that an administrative evaluation is appropriate to review events or circumstances that could lead to formal disciplinary action under Education Code Section 87732 (in which case the evaluation, once completed, shall be deemed to have served the purposes specified in Education Code Section 87671). Any administrative evaluation initiated under Subsection F.1.a or F.1.b shall be commenced within thirty working days of the completion of the evaluation, or receipt

of the tenure review committee's recommendation to conduct the evaluation, whichever is relevant. Furthermore, it shall be concluded within forty-five working days after it was commenced.

2. If the administrative evaluation follows an evaluation conducted pursuant to Sections C.2 through C.12, or was initiated upon the recommendation of the tenure review committee, the Vice President or his or her designee shall solicit input from:

- a. the tenure review committee;
- b. appropriate individuals the contract faculty member identifies as having relevant information about his or her performance; and
- c. any others the Vice President or his or her designee believes should have relevant information about the performance of the faculty member.

All such input shall be considered by the Vice President or his or her designee before he or she completes the administrative evaluation.

3. The Vice President or his or her designee may, if it is appropriate to the evaluation, observe the contract faculty member as he or she teaches or performs his or her other duties, conduct student evaluations, or collect relevant data through other appropriate data collection methods.

4. The administrative evaluation shall be recorded on the appropriate administrative evaluation form (see Appendix C). Once the Vice President or his or her designee has completed the form, he or she shall deliver the evaluation to the contract faculty member and place a copy of the form in the faculty member's personnel file.

5. The completed administrative evaluation, when delivered to the faculty member by the Vice President, shall be accompanied by written advice that the faculty member has the right to submit a written comment regarding the evaluation. If the faculty member chooses to submit a comment, it shall be appended to the copy of the administrative evaluation contained in the faculty member's personnel file.

G. Recommendations to the Board

1. Before March 15 of each contract faculty member's first, second and fourth contract years, the President shall forward the recommendation of the faculty member's tenure review committee regarding the contract faculty member's continued service, along with the President's recommendation regarding that matter. The President's recommendation shall be based solely on the tenure review committee's comprehensive evaluation summaries, accompanying materials in the evaluation file, and any administrative evaluations that were performed.

2. Except as provided in Section G.4, below, any recommendation forwarded during a contract faculty member's first contract year shall be a recommendation to notify the faculty member that:

- a. he or she will be employed for the following academic year as a second year contract faculty member, or that
- b. he or she will not be employed for the following academic year.

3. Except as provided in Section G.4, below, any recommendation forwarded during a contract faculty member's second contract year shall be a recommendation to notify the faculty member that:

a. he or she will be employed for following two academic years as a contract faculty member, or that

b. he or she will not be employed for the following academic year.

4. Notwithstanding Sections G.2 and G.3, the President may, during a contract faculty member's first or second contract year, recommend that the faculty member be employed for all subsequent academic years as a tenured faculty member, but only in extraordinary circumstances where that recommendation has been initiated by the tenure review committee on the basis of documented evidence that the contract faculty member is performing at a level that warrants the granting of early tenure, and the President finds that there are clear and compelling reasons to conclude that the action will be in the best interests of the college. No recommendation made pursuant to this section, and no action accepting or rejecting any such recommendation, shall be grievable.

5. Any recommendation forwarded during a contract faculty member's fourth contract year shall be a recommendation to notify the faculty member that:

a. he or she will be employed for all subsequent academic years as a tenured faculty member, or that

b. he or she will not be employed for the following academic year.

H. Mentors

1. A mentor shall be designated for any contract faculty member who requests one. When a contract faculty member requests a mentor, the Vice President shall consult with the contract faculty member and his or her Department Chair to identify an appropriate mentor, who can be any tenured faculty member who is employed at any of the colleges within the District.

2. A tenured faculty member may serve as a mentor to more than one contract faculty member, but since effective mentoring often requires the investment of an extensive amount of time and effort, a single faculty member should not generally be designated as a mentor for more than two contract faculty members at any time.

3. Service as a mentor shall not be considered an adjunct assignment under Article 16, nor shall it be counted towards the limitation on adjunct assignments specified in Article 13.C. Nevertheless, for each full year that the mentoring relationship continues, each mentor shall receive \$450 per mentee as partial recognition for his or her service as a mentor.

4. During the period of mentoring, the mentor shall consult and interact with the contract faculty member for the purposes of enhancing the contract faculty member's effectiveness and ability to perform his or her basic duties, and encouraging the contract faculty member's professional growth. All mentors shall adhere to any mentoring guidelines adopted by the college.

I. Effective Date

These procedures became effective for contract faculty members initially employed in probationary positions on or after July 1, 2002. For all other contract faculty members, the tenure review procedures in effect under the 1999-2002 Agreement between the parties remained in effect.

LOS ANGELES TRADE-TECHNICAL COLLEGE

Types of Formal Faculty Evaluations

Formal faculty evaluations are conducted and documented as prescribed in Article 19 of the AFT Agreement. They occur at intervals that are at least as frequent as those prescribed in Sections D, H, J, K and O of Article 19 and can take the form of a basic evaluation, a comprehensive evaluation, an administrative evaluation, or a specialized evaluation (for example, a Department Chair evaluation).

Below is a brief overview of the basic, comprehensive, probationary, and administrative form of evaluations.

Basic Evaluation

A basic evaluation is an evaluation that reviews a faculty member's performance with little, if any, structured data gathering, and without the establishment of a peer review committee.

Basic evaluations are recorded on the appropriate basic evaluation form (see Appendix C of the AFT Agreement) and are completed by the faculty member's Department Chair, or a tenured faculty member designated by the Department Chair in consultation with the Vice President or his or her designee.

Comprehensive Evaluation

A comprehensive evaluation is an evaluation that reviews a faculty member's performance based on information derived from considerable structured data gathering under the supervision of a peer review committee.

Comprehensive evaluations are recorded on the appropriate comprehensive evaluation form (see Appendix C of the AFT Agreement) and are completed by a peer review committee.

The President or his or her designee shall appoint a peer review committee to conduct the evaluation. The committee shall consist of:

- a. the appropriate Department Chair or his or her designee;
- b. two tenured faculty members, one of whom shall be selected by the faculty member being evaluated, and one of whom shall be chosen by the department; and
- c. the appropriate Vice President or his or her designee, who shall be a non-voting member of the committee.

The Vice President or Department Chair may name as a designee to serve on the committee anyone who is an academic administrator or tenured faculty member at the college, or - with the approval of the President - anyone who is an academic administrator or tenured faculty member at another community college in California.

Probationary Evaluation

The purpose of a probationary period is to give contract faculty members who are candidates for tenure the opportunity to demonstrate that they meet the needs and expectations of the college and are performing at a level that warrants the granting of tenure. As a consequence, tenure review is, in a sense, the conclusion of the selection process: continued review and rigorous evaluation leading to a recommendation to the Board of Trustees on whether to employ an individual as a permanent, tenured member of the faculty.

A probationary evaluation is conducted by a tenure review committee. Except as provided in Section B.2 and 3 of Article 42 of the AFT Agreement, the committee consists of:

- a. the appropriate Department Chair who, if he or she is not tenured, shall be a non-voting member of the committee;
- b. the appropriate Department Chair's designee, but only in the case where the Chair is not tenured;
- c. two tenured faculty members, one of whom shall be selected by the contract faculty member, and one of whom shall be chosen by the department (if neither of these faculty members is in the contract faculty member's discipline, a third tenured faculty member from the contract faculty member's discipline shall be chosen by the department);
- d. a tenured faculty member from a department other than the contract faculty member's department selected by the Academic Senate, who shall be a non-voting member of the committee; and
- e. the appropriate Vice President or his or her designee, who shall be a non-voting member of the committee.

The Vice President or Department Chair may name as a designee to serve on the committee anyone who is an academic administrator or tenured faculty member at the college.

Within twenty working days of a contract faculty member's first day of service at the college in a probationary position, the President or his or her designee appoints a tenure review committee to supervise the contract faculty member's tenure review and to evaluate his or her performance.

Probationary faculty are evaluated each year for four years as part of the tenure review process. At the conclusion of each year (except year three), the committee makes a recommendation as to the faculty members' tenure advancement as outlined in the table below.

Year	Peer Review Committee Recommendation
1	Based solely on the comprehensive evaluation summary and the accompanying materials in the evaluation file, the tenure review committee shall, except under the circumstances described in Section G.4, recommend one of the following two actions: that the contract faculty member be given notice by the Board that he or she will be employed for the following academic year as a second year contract faculty member, or that the contract faculty member be given notice he or she will not be employed for the following academic year.

2	Based solely on the comprehensive evaluation summary and the accompanying materials in the evaluation file, the tenure review committee shall, except under the circumstances described in Section G.4, recommend one of the following two actions: that the contract faculty member be given notice by the Board that he or she will be employed for the following two academic years as a contract faculty member, or that the contract faculty member be given notice he or she will not be employed for the following academic year.
3	During the third contract year the tenure review committee shall not forward any recommendation regarding the contract faculty member's continued service.
4	The tenure review committee shall forward its recommendation as to whether the Board should notify the faculty member that he or she will be employed for all subsequent academic years as a tenured faculty member, or that he or she will not be employed for the following academic year.

Administrative Evaluation

An administrative evaluation is a review of a faculty member's performance conducted by an appropriate Vice President or his or her designee.

The President or his or her designee may initiate an administrative evaluation if:

1. a faculty member's overall performance on his or her comprehensive evaluation is rated "needs to improve" or "unsatisfactory;" or
2. the President cites identifiable issues about the faculty member's performance that are disclosed by the faculty member's basic evaluation, the faculty member declines the opportunity to receive a comprehensive evaluation, and the Department Chair concurs that the issues cited by the President warrant further review and documentation through an administrative evaluation; or
3. the President cites identifiable issues about the faculty member's performance that are disclosed by the faculty member's comprehensive evaluation, and the peer review committee concurs that those issues warrant further review and documentation through an administrative evaluation; or
4. the President determines that an administrative evaluation is appropriate to review events or circumstances that could lead to formal disciplinary action under Education Code Section 87732 (in which case the evaluation, once completed, shall be deemed to have served the purposes specified in Education Code Section 87671). Any administrative evaluation initiated under Subsection 1, 2 or 3 of this section shall be commenced within thirty working days of the completion of the basic or comprehensive evaluation. Furthermore, it shall be concluded within sixty days after it was commenced.

If the administrative evaluation follows a basic or comprehensive evaluation, the Vice President or his or her designee shall solicit input from:

- a. the individual who completed the evaluation (in the case of a basic evaluation), or the peer review committee (in the case of a comprehensive evaluation);
- b. appropriate individuals the faculty member identifies as having relevant information about his or her performance; and

c. any others the Vice President or his or her designee believes should have relevant information about the performance of the faculty member.

Evaluation of Faculty According to Effective Teaching Practices

Excerpt from a Report of the Task Force on Assessing and Improving Teaching and Learning at Indiana State University

Teaching evaluation systems should be organized around characteristics crucial to the success of the teaching endeavor. As John Murray asserts, "If colleges and universities intend to include standards for good teaching when making personnel decisions, they need to be able to recognize good teaching" (1995: 61). He claims, further, that along with general research of learning and teaching, cognitive psychology is helping to reveal demonstrable characteristics of good teaching. This section aims to categorize some of the qualities scholars have identified as fundamental to student success. The sources used in this section are drawn from studies that summarize the relevant literature. What follows is an effort to consolidate this information into clusters of specific areas known to have an impact on the quality of teaching and learning.

I. Teacher's Content Expertise

A teacher's knowledge base in a subject area is fundamental to the creation and enhancement of students' opportunities to learn well.

A. Effective teachers understand their academic field well.

It is obvious that teachers must know the material well in order to instruct students accurately. More importantly, a teacher's expertise assures that content is current and taught in adequate depth. Expertise in a subject can provide a teacher with the flexibility to design and adapt material for the learner. The instructor can use this background to respond to a range of learners' needs.

Supporting claims:

-- *An instructor has a good background in the course concepts, principles, and paradigms. (Feldman, 1988)*

-- *Excellent teachers have a strong command and organization of their subject. (DuBois, 1993)*

-- *Competencies for good teachers include demonstrated mastery of the subject. (Smith and Simpson, 1995)*

-- *Good teachers are knowledgeable about their work areas and disciplines; they integrate current subject matter into their work. (McCabe and Jenrette, 1990)*

A teaching assessment program must include some way to measure and rate a faculty member's expertise in the content area. Competence includes not only content knowledge but the ability to organize, integrate, adjust, and adapt this content in ways that make it accessible and thought-provoking to the learner.

II. Course Design

The organization of course materials and activities has a profound effect on a student's possibility to succeed in a course. Effective organization goes beyond the orderly arrangement of content to involve the design of experiences that assist students in their learning. A number of course design principles that need attention.

A. Effective teachers have a clear purpose that organizes course elements.

A teacher needs to provide an organizing framework that orients students to the course's ideas, materials, and activities.

Some research that supports the need for planned organization:

-- *An instructor prepares and organizes the course. (Feldman, 1988)*

-- *Good courses are crafted. (CTL, 1997)*

-- *Excellent teachers spend considerable amount of time preparing course presentations. (DuBois, 1993)*

-- *Excellent teachers do their work in a well-prepared and well-organized manner. (McCabe and Jenrette, 1990)*

The assessment program would search for evidence of careful planning. The quality of this planning would be one indicator of the likelihood of successful learning.

B. Effective teachers communicate high but realistic expectations.

The goals of a course must be challenging enough to motivate students, yet not so demanding as to overwhelm them. The teacher must identify what Lev Vygotsky called the "zone of proximal development." The research on college teaching recognizes this balance between high expectations and adaptation to students' ability level.

The studies claim:

-- *The teacher sets and maintains high but realistic expectations & goals. (Angelo, 1993)*

-- *Good practice communicates high expectations. (Chickering and Gamson, 1987)*

-- *Excellent teachers have the ability to motivate students to form goals and succeed academically. (DuBois, 1993)*

-- *Good teachers communicate and manage appropriate expectations for achievement in the course. (Smith and Simpson, 1995)*

-- *Excellent teachers project a positive attitude about students' ability to learn. They set challenging individual and collective performance goals for themselves. (McCabe and Jenrette, 1990)*

-- *Good teachers set challenging performance goals for students. (McCabe and Jenrette, 1990)*

Realistic challenges are those deemed appropriate for students. Effective teachers are aware of their students.

-- *The teacher shows a sensitivity to and concern with students' level and learning progress. (Feldman, 1988)*

-- *The teacher selects course material suited to students' backgrounds, abilities, and interests. (Smith and Simpson, 1995)*

This balance allows for intellectual and personal growth.

-- *Students feel good courses are those where they learn a lot. (CTL, 1997)*

-- *Build confidence in students by helping them to successfully meet learning objectives. (Smith and Simpson, 1995)*

-- *Students reach beyond course content and grow as human beings. (CTL, 1997)*

-- *Good teachers enhance student motivation by demonstrating the subject's relevance to their future needs and goals. (Smith and Simpson, 1995)*

Accordingly, an assessment program must be designed to determine how well suited the course design is to students' abilities and interests. A well-constructed course (or set of activities) that is too simplistic or too challenging will not enhance students' success. It is necessary to gather and rate the appropriateness of the course's teaching materials.

C. Effective teachers match the instruction to students' learning needs and interests.

The design of a course must include deliberate connections between the subject matter and students' needs and interests, which engage them in the learning process. The various research statements below describe a number of points at which the course material should be designed to work with students' experiences.

Research on teaching suggests:

-- *Good courses are those where students can connect new information to prior knowledge. (Angelo, 1993)*

-- *Good courses are those that are relevant to students' needs and interests. (CTL, 1997)*

-- *Students become aware of their values, beliefs, preconceptions, and prior learning - and are willing to unlearn when necessary. (Angelo, 1993)*

-- *The teacher focuses student attention on what matters most. (Angelo, 1993)*

-- *Students seek and find real-world applications of what they are learning. (Angelo, 1993)*

The teaching assessment system needs a method for determining to what degree a course provides opportunities for students to develop valuable personal connections to the course content. A straightforward organization of content may ignore the need to establish bridges to learners' experiences. Good courses should demonstrate deliberate strategies for determining student needs and interests regarding content. They should be designed to help students extract main points and they should incorporate activities that connect learning to applications.

III. Instructional Delivery

Student learning is also affected by academic interactions between teachers and learners as they engage the subject matter. The various strategies and techniques that teachers use to implement the course design are critical to the learner's success. There are several key points that help teachers strengthen student learning.

A. Effective teachers use good communication skills.

It is necessary for teacher to communicate ideas clearly.

Research indicates:

-- *The [effective] instructor is clear and understandable (Feldman, 1988)*

-- *Excellent teachers communicate effectively in both written and oral form. (Smith and Simpson, 1995)*

-- *Effective teachers have the ability to present material interestingly and clearly. (Bernoff, 1992)*

-- *Excellent teachers present ideas clearly. (McCabe and Jenrette, 1995)*

-- *Excellent faculty are talented in clarifying difficult subject matter. (DuBois, 1993)*

An effective teaching assessment process should determine that the ideas and directions presented in a class are clear and understandable. Miscommunication, confusion, or failure to convey key information leaves students at a distinct disadvantage. Good communicators go beyond clear information delivery to create environments that encourage comfortable, two-way communication between students and teacher.

B. Effective teachers design learning environments that encourage time on task.

Simply because time is spent in a classroom chair does not mean that time is being spent learning the subject. Successful classrooms spend time on tasks that aid learning. An effective teacher uses what is known about how people learn to design productive learning time.

Reports state:

-- *Learning is enhanced when students invest as much time and high-quality effort as possible. (Angelo, 1993)*

-- *Good practice emphasizes time on task. (Chickering and Gamson, 1987)*

-- *Good teachers manage the learning environment so that maximum learning will result. They lead class discussions that stimulate learning and enhance the goals of the course. (Smith and Simpson, 1995)*

The assessment of effective teaching should be able to characterize the productiveness or lack of productiveness of a class period. There should be some way to determine how teaching and learning efforts are committed to the most important information.

C. Effective teachers engage students to actively use knowledge.

Learning is enhanced when students are engaged in active cognitive processes. Teachers need to design learning activities that require thoughtful information processing.

On this point, researchers say:

-- *Students are (cognitively) actively engaged in their academic work. (Angelo, 1993)*

-- *Good practice encourages active learning. (Chickering and Gamson, 1987)*

-- *Excellent faculty encourage student participation and see themselves as student-centered teachers. (DuBois, 1993)*

-- *Good teachers promote students' individual involvement through learner-centered teaching methods. (Smith and Simpson, 1995)*

-- *Excellent teachers encourage independent thinking, analytic listening. (McCabe and Jenrette, 1990)*

-- *Good new teachers lecture in a relaxed style that provides opportunities for students' comprehension and involvement. (Boice, 1991)*

Using course materials, an assessment program should be able to identify activities that involve students in active engagement with course material. Straightforward presentations of materials are not, in themselves, supportive of solid learning. Excellent teachers can describe specific ways in which their understanding of cognitive processes shapes the design of instructional activities to ensure that students encounter the subject thoroughly. An assessment process should be able to discriminate among teachers at either end of this continuum.

D. Effective teachers use an appropriate array of methods.

Because of the semester has its own rhythms and because students' needs change, teachers must be prepared to alter instructional methods to suit immediate goals. Methods must also be varied to accommodate students' different learning styles or developmental levels. However, it is obviously the aptness of methods that is important to learning, not simply the presence of different teaching techniques.

Researchers report the following:

-- *Excellent teachers match varying teaching methods with specific instructional objectives. (Smith and Simpson, 1995).*

-- *Excellent teachers provide students with alternative ways of learning. (McCabe and Jenrette, 1990)*

-- *Good courses contain varied instructional methods. (CTL, 1997)*

-- *Students encounter a balance of intellectual challenge and academic social support. (Angelo, 1993)*

-- *Good teachers present material that is sequenced and paced appropriately for learners. (Smith and Simpson, 1995)*

Teaching assessment procedures should indicate the degree to which the teacher makes deliberate use of varied techniques to engage students. The mere fact that there are varied techniques is not as promising as deliberate use of variation. It is important that a teacher respond to student needs and to the changing focus of the curriculum. The review process should develop methods to identify and acknowledge teachers' success in adapting teaching methods to meet student needs.

E. Effective teachers encourage students to work together to learn.

Peers are one of the most powerful learning aids. Effective teachers structure activities that use peer relationships to assist in the learning enterprise.

Research studies indicate:

-- *Students work regularly and productively with other students. (Angelo, 1993)*

-- *Good practice encourages cooperation among students. (Chickering and Gamson, 1987)*

-- *Excellent teachers provide cooperative learning opportunities for students. (McCabe and Jenrette, 1990)*

-- *Good teachers encourage cooperation and collaboration among students. (Smith and Simpson, 1995)*

A complete teaching assessment program should thus be able to indicate how well a teacher creates conditions that enable students to work together productively, to improve their understanding of the material. A course should not be composed

simply on teacher talk. Classroom activities that teach students how to work together effectively should yield high rates of learning success. Protocols for determining whether adequate levels of cooperation exist should be established within the assessment rubric.

F. Effective teachers give regular, helpful evaluations of learning.

To improve the quality of their work, students need continual, immediate, and helpful feedback. The teacher must incorporate an effective system for giving feedback to students, if they are to reach their potential.

The research states:

-- In good courses, the quality of examinations is good. (Feldman, 1988)

-- Effective learning occurs when students are assessed and evaluated on what matters most (main points) and understand the criteria and standards against which they will be evaluated. (Angelo, 1993)

-- Students become aware of their own ways of learning, so they can better monitor and direct their energies and efforts. (Angelo, 1993)

-- Good practice gives prompt feedback. (Chickering and Gamson, 1987)

-- Good courses have timely, informative feedback/evaluations of academic work. (CTL, 1997)

-- Good teachers provide helpful feedback to students in a variety of ways. They construct valid and reliable tests and administer other evaluation measures fairly. (Smith and Simpson, 1995).

-- Excellent teachers evaluate their students frequently and always let them know where they stand with regard to academic performance. (DuBois, 1993)

-- Excellent teachers give constructive feedback promptly to students. They are fair in their evaluations. (McCabe and Jenrette, 1990)

In order to assure that students have the information necessary to make progress in the subject matter, the teacher must have a thoughtful plan for assessing students' knowledge and abilities. In contrast to a generic letter grade, this evaluation system must provide specific information that both confirms knowledge gains and highlights the next steps for improvement. A teaching assessment system should be able to determine how well course evaluation methods contribute to enhancing the students' learning.

IV. Teaching Relationships

A special dimension of academic support integral to high student performance is the relationship between the teacher and the students. Teachers who can develop relationships that foster and encourage student engagement will enhance learning.

The researchers claim:

-- *Excellent teachers are open, have respect for opinions of others, and encourage questions and discussions. (Bernoff, 1992)*

-- *Excellent teachers never embarrassed or berated students (DuBois, 1993)*

-- *Excellent teachers create a climate that is conducive to learning. They treat individuals with respect. (McCabe and Jenrette, 1990)*

-- *Good new teachers have positive attitudes about students. (Boice, 1991)*

A. Effective teachers and students are enthusiastic.

Clearly, motivation is a vital source of energy in learning activities. The effective teacher is energetic and enthusiastic and finds ways to create student interest and commitment to the learning task.

Reports indicate that:

-- *The effective instructor shows an enthusiasm for the subject and for teaching. (Feldman, 1988).*

-- *In good courses students and teachers are enthusiastic about learning. (CTL, 1997)*

-- *Effective teachers have enthusiasm about/interest in the subject matter, they are dynamic, energetic, and stimulate interest. (Bernoff, 1992)*

-- *Excellent teachers exhibit enthusiasm about their discipline and class presentations. They are able to convey a strong sense of presence in the classroom to elicit students' attention and stimulate their emotions. (DuBois, 1993)*

-- *Good teachers enhance students' motivation through personal enthusiasm for the subject. (Smith and Simpson, 1995)*

-- *Excellent teachers are enthusiastic about their work. (McCabe and Jenrette, 1990)*

Classrooms with enthusiastic learners are not hyped-up circuses but places where dedicated, sincere efforts are being made to learn the subject. While strategies for creating this enthusiasm may vary, the degree to which a classroom generates this dedication should be evident and should be assessed as an important quality in promoting learning.

B. Effective teachers and students need to know and respect each other.

Students are unlikely to learn from people they do not know or respect. This does not mean that teachers are required to reveal their personal lives to students (or vice versa), but it does suggest that students learn best when they see how scholarship is connected to dimensions more personal than the mere repetition of content.

Researchers claim:

- *The relationships between students and teacher matter. (CTL, 1997)*
- *Learning is enhanced when students work regularly and productively with instructors. (Angelo, 1993)*
- *Good practice encourages student-faculty contact. (Chickering and Gamson, 1987)*
- *The instructor is available and helpful. (Feldman, 1988)*
- *Effective teachers are interested in, have concern and respect for students. (Bernoff, 1992)*
- *Excellent teachers have an approachable and friendly style with students (DuBois, 1993)*
- *Excellent teachers are responsive to students' needs. (McCabe and Jenrette, 1990)*

Teaching assessments should determine the degree to which a constructive relationship was established between students and teacher. At the very least, it is important that students feel welcomed to talk to the instructor. It is even better when students understand and respect the teacher because he or she models a commitment to scholarship (Smith and Simpson, 1995). Teachers' ability to connect with students constitutes a significant factor in learning success.

C. Effective teachers acknowledge and adjust to student differences.

Because students come from a variety of class, race, gender, ethnic and lifestyle backgrounds, because they manifest a variety of learning styles, and because they are often at various developmental learning stages, it is imperative that teachers be responsive to student differences.

Research demonstrates:

- *Good practice respects diverse talents and ways of learning. (Chickering and Gamson, 1987)*
- *Good teachers accommodate students' different learning styles by using a variety of teaching methods. They deal appropriately with issues that relate to various aspects of diversity. (Smith and Simpson, 1995).*
- *Excellent teachers respect diverse talents. They regard students as individuals operating in a broader perspective beyond the classroom. They provide perspectives that include a respect for diverse views. (McCabe and Jenrette, 1990)*
- *Excellent teachers understand [students' backgrounds]. (DuBois, 1993)*

The degree to which the classroom provides ready access to multiple world views in its material, activities, and relationships represents an important marker of students (equal) opportunity to succeed. Teachers who address students' different needs for support are generally perceived as fair. Assessments of teaching should recognize teachers' efforts to assure that all students feel welcome and can be successful in learning the subject matter. The assessment should incorporate a rating of the degree to which they reach these goals.

D. Effective teachers are fair and impartial in dealings with students.

For students to succeed, they must trust that their efforts will be treated with the same respect as those of all other students. Perceived unfairness can destroy student interest and motivation.

The researchers state:

-- *The teacher is impartial when grading students. (Feldman, 1988)*

-- *The teacher shows overall fairness to students. (Feldman, 1988)*

-- *Effective teachers are fair. (Bernoff, 1992)*

The quality of fairness is also mentioned in McCabe and Jenrette (1990) and Smith and Simpson (1995) as cited in section III F (above).

Students' perception that the instructor treats all equally is fundamental to the integrity of a class. An assessment program must therefore collect data that indicates how fairly the teacher treats students, if it is to assure this dimension of effective teaching.

E. Effective teachers are open to receiving feedback and adjusting courses appropriately.

When there is a clear and open channel for communication, teachers and students can modify and adjust to circumstances that might otherwise obstruct learning. Without such channels, confusion and misunderstanding may lead students and teachers to work in a too restrictive environment.

The reports indicate:

-- *The teacher provides, receives, and makes use of regular, timely, specific feedback about course procedures (Angelo, 1993)*

-- *Two-way communication is evident in good courses. (CTL, 1997)*

-- *Excellent teachers give consideration to feedback from students and others. They listen attentively to what students say. (McCabe and Jenrette, 1990)*

-- *Good teachers develop a reflective approach to teaching by collecting feedback and using it to continually modify the approach to teaching. (Smith and Simpson, 1995)*

Therefore, teacher assessments should gauge how well teachers and students communicate on matters dealing with the classroom environment. The assessment process should be able to determine whether there are mechanisms in place to collect feedback and how well students and teachers use them to maximize learning.

V. Course Management

Obviously, logistical and administrative components of a course must be handled efficiently and effectively. Even though the research on college teaching and learning largely overlooks course management, the smooth functioning of a course is an important factor in creating an environment conducive to learning. Course management encompasses a range of issues such as: regular meetings with classes, timely assignment of tasks and return of feedback, etc. The way in which the classroom is organized as an environment determines how effectively it will support learning.

The reports do suggest:

-- *Good teachers manage the process of planning, teaching, and evaluating in a timely manner. They deal appropriately with matters of discipline, academic honesty, and legal information. (Smith and Simpson, 1995)*

Nearly all the researchers recognize the importance of being available to help students (McCabe and Jenrette, 1990; Bernoff, 1992; DuBois, 1993; Smith and Simpson, 1995).

VI. Professional Development

No single arrangement of teaching and learning components will be successful in all circumstances. Rather, good teaching requires that educators have a rich understanding of pedagogical theory and practice and are able to engage in the on-going development and adaptation of their teaching approach. Stephen Brookfield (1995) describes the importance of critical reflection to college teaching. Mary Ellen Weimer (1990) and Anthony Grasha (1996) have detailed the processes that help faculty improve their teaching practices. Moreover, Raoul Arreola (1995, pp. 78-79) has documented how **faculty evaluation scores improve when they participate in faculty development initiatives**. Faculty members who hold themselves to high professional standards in their role as teacher exhibit qualities which attest to the dynamic nature of effective teaching.

Researchers claim:

-- *Excellent teachers recognize and accept teaching as a fundamental and challenging dimension of scholarship. They use research in teaching as it applies to instruction in their field. They use a reflective process. (Smith and Simpson, 1995)*

--*Excellent teachers have a strong sense of commitment and dedication to college teaching. (DuBois, 1993)*

-- *Excellent teachers are committed to education as a profession. They display behavior consistent with professional ethics. They work collaboratively with colleagues. They provide clear and substantial evidence that students have learned. (McCabe and Jenrette, 1990)*

-- *Good new teachers show evidence of actively seeking advice about teaching from a colleague. They demonstrate a great readiness to become involved in campus faculty development programs (Boice, 1991)*

-- Excellent teachers have a distinct identity as a teacher, have been inspired by past teachers, and need their students as much as students need them. (DuBois, 1993)

It is reasonable to expect that faculty be able to document their scholarly efforts to enhance pedagogical knowledge and to develop practices that enrich their teaching and learning environments. Portfolios (Seldin, 1997) or other reports can be used to demonstrate such scholarly efforts in the area of good college teaching. An assessment program should incorporate some tool to encourage professional development, to measure progress, and to reflect areas for further growth.

Conclusion

Researchers argue that there are multiple components involved in effective college teaching. The major research has been summarized in six categories to better focus our efforts to collect and rate performance levels. Figure 1 presents the six categories and the components that make up each. These categories form one of the underlying structures from which a sufficiently complex evaluation system can emerge.

The Components of Effective College Teaching

I. Teacher's Content Expertise

- A. Effective teachers understand their academic field well.

II. Course Design

- A. Effective teachers have a clear purpose that organizes course elements.
- B. Effective teachers communicate high but realistic expectations.
- C. Effective teachers match the instruction to students' learning needs and interests.

III. Instructional Delivery

- A. Effective teachers use good communication skills.
- B. Effective teachers design learning environments that encourage time on task.
- C. Effective teachers engage students in actively utilizing knowledge.
- D. Effective teachers use an appropriate array of methods.
- E. Effective teachers encourage students to work together to learn.
- F. Effective teachers give regular, helpful evaluations of learning.

IV. Instructional Relationships

- A. Effective teachers and students are enthusiastic.
- B. Effective teachers and students need to know and respect each other.
- C. Effective teachers acknowledge and adjust to different students.
- D. Effective teachers are fair and impartial in dealings with students.
- E. Effective teachers are open to receiving feedback and adjusting courses appropriately.

V. Course Management

- A. Effective teachers organize instructional environments well.

VI. Professional Development

- A. Effective teachers hold high standards and engage in ongoing professional development.

Figure 1. Components of Effective Teaching

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**ARTICLE 19 -- EVALUATION
SUGGESTED EVALUATION PLAN TIME TABLE AND WORKSHEET
COMPREHENSIVE EVALUATION OF TENURED FACULTY MEMBER**

Name of Evaluee:	Employee Number:
Evaluation Process Start Date:	Tenured Faculty Member:
Department:	Evaluation Committee Chair:

STEP	DUE DATE	ACTION	TASK & RESPONSIBLE PARTY
1	Nov 14	Begin Comprehensive Evaluation Process as per Article 19.	Faculty member evaluation cycle, request or chair request initiatives comprehensive evaluation process
2	Nov 27	President's designee (usually VP) appoints peer review committee (Art. 19. G.1) Committee Composition: * Department chair or designee (tenured) –voting * Department designee (tenured) – voting * Faculty member’s designee (tenured) – voting * VP Designee (usually department dean) – non-voting	Vice President Appoints Committee: Department Chair: (Voting) _____ Department Designee: (Voting) _____ Evaluee Designee: (Voting) _____ Administrative Designee: (Non-Voting) _____

ARTICLE 19 -- EVALUATION (Continued)

STEP	DUE DATE	ACTION	TASK & RESPONSIBLE PARTY
3	Nov 30	<p>Committee convenes to:</p> <ol style="list-style-type: none"> 1. Elect a chair from tenured faculty reps. (Art. 19.G.2) 2. Develop plan for evaluation process. 3. Determine needed materials from faculty members, e.g.: syllabi, sample assignments, handouts, and exams. 4. Determine what data to be collected, such as student evaluations, classroom observations, etc. 5. Determine how and who will collect data. 6. Agree on time line to conduct process. 	<ul style="list-style-type: none"> <input type="checkbox"/> Committee Chair Elected: (name) <input type="checkbox"/> Plan developed - set dates <p>Material requested for Portfolio:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Self-evaluation <input type="checkbox"/> Syllabi - all classes <input type="checkbox"/> Sample assignments <input type="checkbox"/> Sample handouts <input type="checkbox"/> Sample exams <p>Other items, if any (describe)</p> <ul style="list-style-type: none"> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <p>Data to be collected:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student evaluations <input type="checkbox"/> Classroom observations <p>Other data, if any (describe)</p> <ul style="list-style-type: none"> <input type="checkbox"/> _____ <input type="checkbox"/> _____ <p>Time Line/Tasks</p> <ul style="list-style-type: none"> <input type="checkbox"/> Who will collect data: _____ _____ <input type="checkbox"/> How will data be collected _____ _____

ARTICLE 19 -- EVALUATION (Continued)

STEP	DUE DATE	ACTION	TASK & RESPONSIBLE PARTY
4	Dec 8	Committee meets with faculty member to review process as outlined in step 3.	Meeting with Evaluee to review plan: Date: _____ Signed: _____ (Evaluee) Signed: _____ (Committee chair)
5	Dec 11	Committee finalizes plan after review by faculty member.	Plan sent by committee chair to faculty member: Date: _____
6	Dec 11	Committee sends final plan to Vice President.	Plan sent by committee chair to Vice President: Date: _____
7	Dec 11	Date gathering commences.	Committee completes data gathering: Date: _____
8	Mar 2	Committee compiles all data and completes summary then shares it with the faculty member who has 5 days to comment before all is forwarded to the Vice President.	Committee shares summary with Evaluee: Date: _____ Evaluee signs review: Date: (5 days max.) _____
9	Mar 9	Vice President reviews and signs off after comments and changes, if any, addressed by the committee. All evaluation materials filed with VP or designee.	Vice President Approval: _____ Date: _____

ARTICLE 19 -- EVALUATION (Continued)

STEP	DUE DATE	ACTION	TASK & RESPONSIBLE PARTY
10	Mar 23	VP forwards completed evaluation to faculty member who may elect to add a written statement.	Final Evaluation sent to Evaluatee: Date: _____
11	Mar 30	VP adds completed evaluation to faculty member's official personnel file (district office).	Final Evaluation sent to Evaluatee's personnel file: Date: _____

**ARTICLE 42 -- TENURE REVIEW
SUGGESTED EVALUATION PLAN TIME TABLE AND WORKSHEET**

Name of Evaluatee:	Employee Number:
Evaluation Process Start Date:	Year Hired: Status: (year one =B-1)
Department:	Evaluation Committee Chair:

STEP	DUE DATE	ACTION	TASK & RESPONSIBLE PARTY
1	Nov 14	New Probationary Contract Employee begins first full year of full time work (see Art.42.C.1)	College selection process completed.
2	Nov 27	<p>Within 20 working days of start date (Art. 42.B.2) VP appoints tenure review committee.</p> <p>Committee Composition:</p> <ul style="list-style-type: none"> * Department chair (tenured) –voting * Department designee (tenured) –voting * Contract faculty member's designee (tenured)– voting * Academic senate designee (tenured) – non-voting * Department dean – non-voting 	<p>Vice President Appoints Committee:</p> <p>Department Chair: (Voting) _____</p> <p>Department Designee: (Voting) _____</p> <p>Evaluatee Designee: (Voting) _____</p> <p>Academic Senate Designee (tenured): (Non-Voting) _____</p> <p>Administrative Designee: (Non-Voting) _____</p>

ARTICLE 42 -- TENURE REVIEW (Continued)

STEP	DUE DATE	ACTION	TASK & RESPONSIBLE PARTY
3	Nov 30	<p>Committee convenes to:</p> <ol style="list-style-type: none"> 1. Elect a chair from tenured faculty reps. (Art. 42.B.5) 2. Develop plan for evaluation process. 3. Determine needed materials from contract faculty members, e.g.: syllabi, sample assignments, handouts, and exams. 4. Determine what data to be collected, such as student evaluations, classroom observations, etc. 5. Determine how and who will collect data. 6. Agree on time line to conduct process. 	<p><input type="checkbox"/> Committee Chair Elected: (name)</p> <p><input type="checkbox"/> Plan developed - set dates</p> <p>Material requested for Portfolio:</p> <p><input type="checkbox"/> Self-evaluation</p> <p><input type="checkbox"/> Syllabi - all classes</p> <p><input type="checkbox"/> Sample assignments</p> <p><input type="checkbox"/> Sample handouts</p> <p><input type="checkbox"/> Sample exams</p> <p>Other items, if any (describe)</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p>Data to be collected:</p> <p><input type="checkbox"/> Student evaluations</p> <p><input type="checkbox"/> Classroom observations</p> <p>Other data, if any (describe)</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p><input type="checkbox"/> _____</p> <p>Time Line/Tasks</p> <p><input type="checkbox"/> Who will collect data: _____</p> <p>_____</p> <p><input type="checkbox"/> How will data be collected _____</p> <p>_____</p>

ARTICLE 42 -- TENURE REVIEW (Continued)

STEP	DUE DATE	ACTION	TASK & RESPONSIBLE PARTY
4	Dec 8	Committee meets with contract faculty member to review process as outlined in step 3.	Meeting with Evaluee to review plan: Date: _____ Signed: _____ (Evaluee) Signed: _____ (Committee chair)
5	Dec 11	Committee sends plan, reviewed by contract faculty member, to Vice President.	Plan sent by committee chair to Vice President: Date: _____
6	Dec 11	After Vice President approves plan and returns it to the committee, the evaluation continues.	Approved by Vice President: Date: _____ Signed: _____
7	Dec 11	Date gathering commences.	Committee completes data gathering: Date: _____
8	Mar 2	Committee compiles all data and completes summary then shares it with the contract faculty member who has 5 days to comment before all is forwarded to the Vice President.	Committee shares summary with Evaluee: Date: _____ Evaluee signs review: Date: (5 days max.) _____
9	Mar 9	Vice President reviews and signs off and completes evaluation. Comments and changes, if any, addressed by the committee. Portfolio with all data established to be carried through all 4 prob. Years.	Vice President Approval: _____ Date: _____

ARTICLE 42 -- TENURE REVIEW (Continued)

STEP	DUE DATE	ACTION	TASK & RESPONSIBLE PARTY
10	Mar 23	Completed evaluation forwarded to the contract faculty member who may elect to add a written statement.	Final Evaluation sent to Evaluatee: Date: _____
11	Mar 23	Process is complete and recommendation is made as to status of next probationary contract.	<input type="checkbox"/> Contract Offered: Year <u> 2 </u> <u> 3-4 </u> _____ tenure <input type="checkbox"/> Contract Not Offered: Year <u> 2 </u> <u> 3-4 </u> _____ tenure

LOS ANGELES TRADE-TECHNICAL COLLEGE

Faculty Self-Assessment

Instructor: _____ Discipline: _____

Sem/Yr: _____

The purpose of the faculty evaluation process is to improve instruction. Use information from previous evaluations (if applicable), classroom observations, and your own observations and experiences in completing this form. During your input into your Basic or Comprehensive Evaluation with your department chair, peer review committee, or other designated evaluator provide this form so it may be reviewed. The purpose of the assessment will be to commend strengths, identify areas for growth, and focus on planning for improvement in at least one area of instructional performance.

I. Professional Development/Performance

1. Briefly identify areas in which you are enhancing your knowledge of content and of teaching methods in your field.

2. Identify some current objectives related to your continuing professional growth as an instructor.

II. Classroom Instructional Performance

1. Name your...

a) Strengths:

b) Areas for improvement:

2. Assess the following skills (provide a brief paragraph for each item below):

a) Syllabus is current and includes the primary objectives, grading procedures, number and point value of tests and their approximate dates and other required syllabus items (for required syllabus items refer to the LATTTC Course Syllabus Checklist).

b) Availability to students to assist them in achieving course objectives.

c) Encouragement of students to seek assistance in areas which would help them improve their performance (math, reading, writing) and knowledge of referral options.

3. Analysis of tests and assignments with respect to the following (provide a brief paragraph for each item below):

a) **CONTENT:** The tests and assignments maintain a consistent relationship with course objectives.

b) **CONSISTENCY:** The test questions are asked at the same thinking level as class activities, teaching presentations, and learning materials.

c) **EFFECTIVENESS:** Test results are used to evaluate/change instructional methods.

III. Improvement of Instruction

1. What steps have you taken to improve your instruction during the past year?

2. What steps will you take in the next year to improve your instruction?

IV. Professional Obligation

1. Describe your involvement in discipline, department, and college activities which may include but are not limited to: evaluation of student performance, curriculum development, sponsorship of co-curricular groups, college or district committee work, faculty meetings, or in-service training or staff development.

2. Describe the steps that you take toward ensuring the timely (by due date) submittal of permanent rosters, grade report forms, and exclusion rosters.

V. Improvement Planning

1. What suggestions do you have for topics to be addressed during faculty development workshops?

2. Other comments and ideas (use back, if necessary).

Faculty Member Name

Signature

Date

LOS ANGELES TRADE-TECHNICAL COLLEGE

Faculty Course Syllabus Evaluation Checklist

Instructor:		Yr/Sem:	
Course:		Evaluator:	
Discipline:			

In accordance with evaluation procedures for instructional faculty, the instructor shall provide copies of a course syllabus **for each course** they are teaching during the semester/term of evaluation. The primary purpose of this review is to provide constructive feedback to faculty members regarding their course syllabi and materials. The following review also provides sample statements regarding college policies to assist faculty members in improving their syllabi. Instructors are expected to distribute the course syllabi to the students in their classes by the second meeting day. **Items in bold are recommended as required.**

SYLLABUS:

Satisfactory	Needs Work	*Not on Syllabus	
			BASIC INFORMATION
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Name of college, semester/term, year
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Course title/number, section number, and unit value
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Pre-Requisites, co-requisites, and/or advisories for the course
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Course meeting times and location
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How to contact instructor: in-person and/or online office hours and location; email address, URL, web page address, phone numbers, online chat hours and address, group mail list information (if used), optional contact information (cell phone, home email address, etc.), appointment procedures (if appointment required).
			COURSE DESCRIPTION
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Course description and objectives , either verbatim from the course outline or an abridged version that references the course outline.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Student learning objectives: what will students be expected to know or do at the end of course; what competencies, skills, knowledge will students be expected to demonstrate at the end of the course (if different from course objectives above).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Grading procedures: Method of evaluating student progress toward, and achievement of, course objectives including method by which the final grade is determined; describe how students will be graded (on a curve or absolute scale); clarify weighting of course components; explain policies regarding incompletes. Usually each instructor decides on a grading policy for a class but check with the department chair to determine whether there are also standard requirements for the course.
		(Optional)	Classroom decorum policies: no eating, no cell phones, no reading of newspapers, no video games, no audio devices, etc; taping of lectures, etc.

Satisfactory	Needs Work	*Not on Syllabus	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Attendance policies: attendance and tardiness policies (e.g., Students are expected to attend every class meeting, to arrive on time and stay throughout the class period. Students may be dropped from class for excessive tardiness, for failure to attend class the first day or during the entire first week of the class, or if the total number of absences exceed the twice the number of hours the class meets per week), missed/makeup exams, missed/makeup assignments, late assignments/extensions, reporting absences.
		(Optional)	Rules of Conduct: The LACCD has adopted 20 "Standards of Student Conduct." These are printed in the college catalog (see pages 15-16) so they do not need to be reprinted in the syllabi--but many instructors reference these standards.
		(Optional)	Other policies: class participation, extra credit opportunities, permissible and impermissible collaboration, standards for academic honesty including plagiarism statement.
		(Optional)	Classroom Assessment: methods in which students can give feedback during the semester (other than quizzes and exams) such as Classroom Assessment Techniques (refer to LATTTC Faculty/Staff Development webpage).
			COURSE REQUIREMENTS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Exams and quizzes: how many and place, date, and time of final exam (the final exam schedule is located in the schedule of courses and on the college website at www.latttc.edu (the final exam must be given at the time that is indicated in the schedule-any deviations from the schedule must be approved by the Vice President of Academic Affairs in advance).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assignments (including reports, projects, terms papers, etc.): provide general information on type, length, and due date; indicate how students are to turn in assignments (electronically, hard copy, etc.).
			COURSE SCHEDULE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Calendar of activities: topics, themes, activities, etc. to be covered by day or week.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Calendar of examinations: field trips, project due dates, oral presentations as applicable.
		(Optional)	Key Admissions Dates: last day to drop, last day to withdraw, etc. (these dates are located in the schedule of courses and on the college website at www.latttc.edu).
			COURSE MATERIALS
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Required and supplementary textbooks and necessary course materials: author, title, edition, availability (bookstore, online, in alternative formats). Usually each instructor decides on the textbooks and class materials for a class but check with the department chair to determine whether there department policies and standards.
		(Optional)	Websites and links pertaining to course content or supplementary information/resources.

Satisfactory	Needs Work	*Not on Syllabus	
			ACCOMODATIONS AND OTHER INFORMATION
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disability Support Services (DSS) Accommodation Statement "Students with disabilities who need any assistance or accommodations should contact the instructor". The DSPS office is available to assist with accommodating a disabled student at x3733 and is located in E110.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disclaimer: syllabus/schedule subject to change.
		(Optional)	Academic Integrity: "Academic dishonesty of any type, such as cheating or knowingly furnishing false information, by a student provides grounds for disciplinary action by the instructor or college. In written work, no material may be copied from another without proper quotation marks, footnotes, or appropriate documentation." For more information on the Standards of Student Conduct refer to the college catalog available in hardcopy and online at www.lattc.edu .
		(Optional)	Learning Skills Center Referral (inclusion highly recommended): "To further your success, reinforce concepts, and achieve the stated learning objectives for this course, I refer you to Learning Skills Center for learning assistance services. You will be automatically enrolled in Supervised Tutoring, a free noncredit course that does not appear on your transcripts. Services are located in C102.
		(Optional)	Statement on Academic Freedom: e.g., respect the rights of others to express their person points of view.
		(Optional)	Statement on Copyright Protection: for the contents of the course as appropriate.
		(Optional)	Other information which advises students of requirements established by the instructor (or department) for meeting course objectives or deemed necessary to inform the students (e.g. hazardous materials in laboratory, availability of services such as tutoring, Math Center, Writing Center, EOPS, etc.).
		(Optional)	Tips for success, copies of past exams or model assignments/papers, glossaries of technical terms; links to appropriate support materials on web (e.g., style manuals, etc.).

Comments (all items marked as Not on Syllabus must be explained in comments - additional pages may be attached):

LOS ANGELES TRADE-TECHNICAL COLLEGE

Review of Course Materials

Instructor:			Yr/Sem:	
Course:			Evaluator:	
Discipline:				

Department chair, peer review committee, or administrative evaluations of course materials should consider the course level and type in reviewing course materials. Evaluations should include, but not necessarily be limited to, the following.

Course Materials (Textbooks (if selected by instructor); handouts; reading and reference lists; other supporting resources, e.g., video tapes, CD-ROMS, computer software, multimedia tutorials; and descriptions of teaching innovations)

	<u>Could Improve</u>	<u>Acceptable</u>	<u>Excellent</u>	<u>Not Observed*</u>
Course materials are current and appropriate for meeting the learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course materials are at an appropriate level of difficulty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Course materials are designed to ensure that learning objectives are achieved	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assignments, Projects, and Exams

	<u>Could Improve</u>	<u>Acceptable</u>	<u>Excellent</u>	<u>Not Observed*</u>
Assignments, projects, and exams are appropriate for the learning objectives and course level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assignments, projects, and exams coordinate with other course materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assignments, projects, and exams provide sufficient evidence that students gained an understanding of course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examinations assess an appropriate range of skills and knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electronic communication (if used) is appropriate for the learning objectives and course level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Samples of Student Work

	<u>Could Improve</u>	<u>Acceptable</u>	<u>Excellent</u>	<u>Not Observed*</u>
Students' work reflect a clear understanding of the assignments and course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is evidence that students attained the desired learning objectives	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructor feedback on student work is clear and instructive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

***All items marked Not Observed must be explained in Comments**

Comments:

Student Evaluation of Instructor

Los Angeles Community College District

	College	Section Number		Course Title
City	<input type="radio"/> Southwest			
East	<input type="radio"/> Trade Tech			
Harbor	<input type="radio"/> Valley			
Mission	<input type="radio"/> West	Term/Year		Instructor
Pierce	<input type="radio"/> ITV			

<p>Instructions</p> <ul style="list-style-type: none"> The instructor must leave the classroom for the duration of the survey. A student from the class is to pass out and collect each survey. Once the surveys are completed, they are to be sealed, signed across the seal, and returned to the department of the instructor being surveyed by the student. Students should use a black number 2 pencil only, and mark only one answer per question by completely filling in the appropriate circle. Erase completely any answer changes and stray marks; the other side is for written comments. 						
Part A- General Questions	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;">Strongly Agree</td> <td style="width: 15%; text-align: center;">Agree</td> <td style="width: 15%; text-align: center;">Disagree</td> <td style="width: 15%; text-align: center;">Strongly Disagree</td> <td style="width: 15%; text-align: center;">Don't Know/Not Applicable</td> </tr> </table>	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Not Applicable
Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Not Applicable		
1. The instructor clearly defined the course requirements.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
2. A syllabus, which clearly outlined the course objectives and grading criteria, was distributed by the second class meeting.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
3. The instructor is well prepared and organized.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
4. The instruction relates to the course objectives.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
5. I now feel able to communicate course material to others.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
6. The class meets for the specified amount of time.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
7. The instructor regularly grades/evaluates or provides feedback on my performance.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
8. The instructor is available during posted office hours.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
9. The instructor interacts with students in ways that are free of discrimination.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
10. I would recommend this instructor to others.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
11. The instructor motivates me and encourages my interest in the subject.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
12. The instructor creates an environment in which it is safe to seek help, ask questions, or express opinions, which differ from those of the faculty member.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
13. The instructor is knowledgeable in the subject area.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
14. The instructor points out where the course material is relevant to daily life.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
15. The instructor treats students with respect.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		
16. The instructor maintains good class control.	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> <td style="width: 15%; text-align: center;"><input type="radio"/></td> </tr> </table>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

Part B- Additional Questions (added by the department for all departmental evaluations)

17.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continued on Back

Part C- Communication to the Instructor

	Excellent	Fair	Good	Poor	Very Poor
How would you rate the instructor's overall teaching ability?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use the space below for written comments:

Online - Student Evaluation of Instructor

Los Angeles Community College District

College	Section Number	Course Title
City <input type="radio"/> Southwest <input type="radio"/>		
East <input type="radio"/> Trade Tech <input type="radio"/>		
Harbor <input type="radio"/> Valley <input type="radio"/>		
Term/Year		Instructor
Mission <input type="radio"/> West <input type="radio"/>		
Pierce <input type="radio"/> ITV <input type="radio"/>		

<p>Instructions - Each college will develop a process to conduct student evaluations of online courses. Similar to the traditional student evaluation process, the instructor is removed from the process.</p>					
Part A- General Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Not Applicable
1. The instructor clearly defined the course requirements and posted them on the web.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. A syllabus, which clearly outlined the course objectives and grading criteria, and was posted on the web by the first week of the term.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The instructor's web site is well prepared and organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The online instruction related to the course objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I now feel able to communicate course material to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The instructor regularly informs me of my grades and provides feedback on my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The instructor responds to email in a timely manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The instructor interacts with students in ways that are free of discrimination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I would recommend this instructor to others.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The instructor motivates me and encourages my interest in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The instructor creates an environment in which it is safe to seek help, ask questions, or express opinions, which differ from those of the faculty member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The instructor is knowledgeable in the subject area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The instructor points out where the course material is relevant to daily life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The instructor treats students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part B- Additional Questions (added by the department for all departmental evaluations)

15.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Continued on Back

Part C- Communication to the Instructor

	Excellent	Fair	Good	Poor	Very Poor
How would you rate the instructor's overall teaching ability?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Use the space below for written comments:

LOS ANGELES TRADE-TECHNICAL COLLEGE

Full-time and Adjunct Faculty Classroom Observation Procedures

1. Full-time and adjunct faculty members must receive information explaining the classroom observation procedure, criteria upon which their observation will be based, and a copy of the appropriate observation checklist from their department chair, Vice President of Academic Affairs or his/her designee, or peer review committee.
2. Classroom observers must be department chairs, faculty in the discipline who are designated by the department chairs, members of peer review committee, or the Vice President of Academic Affairs or his/her designee.
3. Classroom observers should contact those being observed as early as possible in the semester to set up at least one observation time. Observation should occur no earlier than mid-semester.
4. The observer shall give prior written notice to the instructor in writing at any time during the semester or term of the observation (in accordance with Article 7) and/or the timeline for observation shall be included in writing as part of the evaluation plan (in accordance with Articles 19 and 42).
5. The observer should observe the faculty's classroom, clinical, lab, etc. for a minimum of 50 minutes.
6. If the faculty member being observed has any questions or concerns about the observation comments, he or she should set up an appointment the department chair or other evaluation observer to discuss the results (if a basic or administrative evaluation) or discuss with peer review committee at the conclusion of the evaluation (if a comprehensive or probationary evaluation).

Criteria for Evaluating Observation

For use with Classroom, Clinical, Lab, and/or Online Observation Checklist(s)

Observation Preparation and Goals

The teaching concepts and values discussed below are an integral part of the observation checklist. When an observer visits a faculty member's class/clinical/lab/online site, he or she will be evaluating and noting how that faculty member is incorporating these ideas. The observer will need to be thoroughly versed (both from personal experience and other types of training) in the various ways a teacher can be effective in the areas of class structure, methods, teacher-student interaction, and course content. Every effort will be made by the observer to objectively comment upon the teacher's effectiveness. The goal is to reinforce successful teaching and to offer helpful commentary.

Elements in Effective Instruction

From Classroom, Clinical, Lab, and/or Online Observation Checklist(s)

Class Structure

A well-structured class often begins with a brief review of concepts from the previous class period, if time allows. In addition, students benefit from a brief overview of the major concepts of each new class. Summarizing the main points covered allows students the opportunity to review their own notes for thoroughness before the class period ends. And, finally, it is important that students be told what is expected of them for the next class period.

Methods

Although various teachers use various teaching methods, clear communication is the basis of all of them. Providing handouts is an aid to this clear communication, as is something as simple as writing legibly on the board. Although well-planned and well-delivered lectures/labs/clinicals are tried and true tools of the teaching trade, other non-lecture learning activities are becoming increasingly common in most courses today because they offer a different way for nonverbal learners to learn. For example, whenever possible, course discussion is also a valuable tool as it allows students to actively participate in the topic and keeps them from becoming mere "sponges," soaking up information.

Stimulating discussion can be difficult. Asking students questions can trigger much discussion; however, these questions need to be carefully phrased. For example, simple "yes or "no" questions are not going to stimulate discussion. Similarly, posing a rhetorical question is going to imply that discussion is not encouraged. A second part of the discussion approach has to do with handling student responses. A teacher needs to allow students sufficient time to answer and should offer sincere, not forced, verbal reinforcement. Students are much more likely to participate in group-discussion if they feel comfortable that their ideas have value.

Using technology and linking to web-based resources in the course is also valuable in certain classes when it actually provides for increased effectiveness. Certainly, the use of technology simply for technology's sake is not effective. However, technology can enliven the course and create visual interest in the content. Using electronic

resources, videos, or other audio-visual materials can offer experiences and information to students in a way that simple lecture and handouts cannot.

Teacher-Student Interaction

Faculty members often teach well over 100 students per semester. Establishing a close relationship with each is not possible. However, creating a solid teacher-student interaction is an important way for faculty to assure effective learning takes place. Calling students by name as early as possible in the semester and making eye contact can pull hesitant students more quickly into the learning process. Seeking student ideas, suggestions, and discussion reminds students that they have a role in their own learning. In addition, it's also important, when possible, to involve all students in class discussion and activities so that the primary beneficiaries are not just the vocal few. While not always possible, establishing a comfortable rapport with students is integral in effective teaching.

Content

The success of the classroom experience hinges on content. Being well-organized imparts a professionalism that students appreciate and respect. Appearing knowledgeable and explaining concepts clearly in several different ways is probably one of the most important teaching tools of all time. And, students absorb information and knowledge much more readily when it relates to experiences they understand and are able to relate to.

As has been noted, no one teaching technique is effective for all teachers. And, not all students respond as positively as we would like to our best teaching efforts. Anyone who has taught for any period of time knows that some students will never allow student-teacher interaction; some will never participate in discussion; some will never have homework ready no matter how you stress its importance. But, the majority of students appreciate learning from a faculty member whose preparation includes attention to class structure, effective methods, teacher-student interaction, and content.

Definitions of Ratings

Could Improve

A rating of "Could Improve" signals that the faculty member has not demonstrated effectiveness in the area being observed. For example, a teacher may only quickly refer to the homework for the next class period, without fully explaining the requirements of the homework. Or, the faculty member may use inferior handouts that are hard to read and understand. Perhaps the faculty member has problems organizing his or her thoughts and content or does not clearly explain the concepts being taught. This rating implies that with some effort, the faculty member could greatly improve his or her effectiveness in the area noted.

Acceptable

A rating of "Acceptable" indicates that the faculty member has adequately addressed the area being observed. For example, to a degree, he or she invited class discussion or employed non-lecture activities. Perhaps his or her lecture is thorough and sound, though it is not exceptionally good. Or, to an acceptable degree he or she relates

concepts to student experience. An "Acceptable" rating indicates that the teacher has satisfied the important minimum expectations; however, he or she has not demonstrated exceptional facility in this area.

Excellent

A rating of "Excellent" reveals that the faculty member being observed has demonstrated exceptional facility in the area observed. He or she conducted an effective discussion, involving all members of the class. He or she may have used effective and innovative technology that caught student attention and interest.

Perhaps the faculty member is exceptionally organized or has a uniquely effective way of explaining complex topics. An "Excellent" rating indicates that the teacher is especially effective, engaging the students' intellectual curiosity.

Not Observed

A rating of "Not Observed" indicates one of two things: first it may indicate that the observation area on the checklist does not apply to the course being taught. For example, the classroom environment may not allow for a board upon which to write legibly. Or, the hands-on approach of some courses may preclude any use of handouts.

Or, this rating may indicate that the area addressed on the checklist did not occur in the class/lab/clinical being observed when it could have or should have been. For example, although the class environment and course topic might lend itself to the use of technology, a rating of "Not Observed" would indicate that although technology could have been used effectively, it was not.

Whether the former or the latter is the case, the observer must explain in the comments portion of the checklist why the "Not Observed" rating was assigned.

LOS ANGELES TRADE-TECHNICAL COLLEGE

Classroom Observation Checklist

Instructor:		Date:	
Course:		Time:	
Discipline:		Observer:	

Class Structure

	<u>Could Improve</u>	<u>Acceptable</u>	<u>Excellent</u>	<u>Not Observed*</u>
Reviews previous day's course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives overview of day's course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes course content covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directs student preparation for next class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

****All items marked Not Observed must be explained in Comments***

Comments:

Methods

	<u>Could Improve</u>	<u>Acceptable</u>	<u>Excellent</u>	<u>Not Observed*</u>
Provides well-designed materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employs non-lecture learning activities (i.e. small group discussion, student-led activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Invites class discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employs other tools/instructional aids (i.e. technology, computer, video, overheads)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivers well-planned lecture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

****All items marked Not Observed must be explained in Comments***

Comments:

<i>Teacher-Student Interaction</i>	<u>Could Improve</u>	<u>Acceptable</u>	<u>Excellent</u>	<u>Not Observed*</u>
Solicits student input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involves a variety of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates awareness of individual student learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

****All items marked Not Observed must be explained in Comments***

Comments:

<i>Content</i>	<u>Could Improve</u>	<u>Acceptable</u>	<u>Excellent</u>	<u>Not Observed*</u>
Appears knowledgeable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appears well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains concepts clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relates concepts to students experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects learning experiences appropriate to learning level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

****All items marked Not Observed must be explained in Comments***

Comments:

Other Comments (attach additional sheet if necessary):

LOS ANGELES TRADE-TECHNICAL COLLEGE

Lab Observation Checklist

Instructor:			Date:	
Course:			Time:	
Discipline:			Observer:	

Class Structure

	<u>Could Improve</u>	<u>Acceptable</u>	<u>Excellent</u>	<u>Not Observed*</u>
Maintains effective laboratory setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Develops and maintains adequate resource materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relates laboratory to lecture or clinical experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides frequent and appropriate feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates appropriate safety protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models proper laboratory technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directs student clean-up of laboratory equipment and Workspace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives overview of day's course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directs student preparation for next class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reviews previous day's course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gives overview of day's course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summarizes course content covered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Directs student preparation for next class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

****All items marked Not Observed must be explained in Comments***

Comments:

Methods

	<u>Could Improve</u>	<u>Acceptable</u>	<u>Excellent</u>	<u>Not Observed*</u>
Provides well-designed materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Invites discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employs other tools/instructional aids (i.e. technology, computer, video, overheads)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Delivers well-planned lab experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

****All items marked Not Observed must be explained in Comments***

Comments:

<i>Teacher-Student Interaction</i>	<u>Could Improve</u>	<u>Acceptable</u>	<u>Excellent</u>	<u>Not Observed*</u>
Solicits student input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involves a variety of students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates awareness of individual student learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

****All items marked Not Observed must be explained in Comments***

Comments:

<i>Content</i>	<u>Could Improve</u>	<u>Acceptable</u>	<u>Excellent</u>	<u>Not Observed*</u>
Appears knowledgeable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appears well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains concepts clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relates concepts to students experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selects learning experiences appropriate to learning level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

****All items marked Not Observed must be explained in Comments***

Comments:

Other Comments (attach additional sheet if necessary):

LOS ANGELES TRADE-TECHNICAL COLLEGE

Clinical Observation Checklist

Instructor:			Date:	
Course:			Time:	
Discipline:			Observer:	

Class Structure

	<u>Could Improve</u>	<u>Acceptable</u>	<u>Excellent</u>	<u>Not Observed*</u>
Models the role of a professional in the clinic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fosters an effective learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relates clinical to theory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is readily accessible for assistance/questions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assists students in developing critical thinking and problem-solving tools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Models proper technique	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adequately supervises student activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

****All items marked Not Observed must be explained in Comments***

Comments:

Teacher-Student Interaction

	<u>Could Improve</u>	<u>Acceptable</u>	<u>Excellent</u>	<u>Not Observed*</u>
Solicits student input	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Establishes a rapport with student(s)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates awareness of individual student learning needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

****All items marked Not Observed must be explained in Comments***

Comments:

Content - Procedures

	<u>Could Improve</u>	<u>Acceptable</u>	<u>Excellent</u>	<u>Not Observed*</u>
Appears knowledgeable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appears well organized	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explains protocol clearly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

****All items marked Not Observed must be explained in Comments***

Comments:

Other Comments (attach additional sheet if necessary):

BASIC AND COMPREHENSIVE EVALUATION SUMMARY FORM FOR ALL FACULTY

Name of Faculty Member: _____ Employee #: _____

Discipline: _____ Department: _____ College: _____

Evaluation Type: Basic Comprehensive

Status: full time regular faculty
 tenure track contract faculty (Select: B-1 B-2 B-3 (year: 3 or 4)
 limited (including PACE) or long term substitute
 adjunct faculty

A. Professional Qualities

Professionalism	Exceeds Expectations	Meets Expectations	Needs Improvement
1. Keeps current in discipline.			
2. Interacts or communicates with peers.			
3. Accepts constructive criticism well.			
4. Maintains adequate and appropriate records.			
5. Submits grades and/or other required information on time.			
6. Attends required meetings.			
7. Is regularly available to students.			
8. Fulfills professional development responsibilities.			

Sources: (state sources of data)

Narrative assessment:

Professional Contributions <i>(Required for Full-Time Faculty Only)</i>	Exceeds Expectations	Meets Expectations	Needs Improvement
9. Makes appropriate contributions to the discipline/department and assumes an appropriate share of faculty responsibilities			
10. Makes appropriate contribution to the college by serving effectively to committee, projects, special assignments, etc.			

Sources: (state sources of data)

Narrative assessment:

Attach appropriate form for Section B. Complete Sections C and D.

C. Overall Evaluation Satisfactory Needs to improve Unsatisfactory

D. Recommendations:

Insert comments in text box or attach a separate piece of paper.

(Select signature section below based on the type of evaluation completed)

Comprehensive Evaluation or Tenure Review—Peer Review Committee Signatures

Required as per Article 19 and 42		
Print Name	Signature	Date
Print Name	Signature	Date
Print Name	Signature	Date
Print Name	Signature	Date

Basic Evaluation for full-time or adjunct faculty—Evaluator Signature (Department Chair or Designee) Required

Print Name	Signature	Date
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Evaluee Signature Required for Basic and Comprehensive Evaluations

I have received a copy of this evaluation but my signature does not necessarily indicate my agreement. I understand that any written statement I forward to the Division of Human Resources regarding this evaluation will be attached to the copy, which is filed there.

Print Name	Signature	Date
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If your Basic Evaluation is "less than satisfactory" you may be entitled to request a comprehensive evaluation as per Article 19.

Name of Faculty Member: _____

	Exceeds Expectations	Meets Expectations	Needs Improvement
B. Knowledge, Skill, and Ability as a Classroom Instructor			
1. Establishes a student-instructor relationship conducive to learning			
2. Communicates ideas clearly and effectively			
3. Stimulates students' interest and desire to learn			
4. Promotes active involvement of students in learning activities			
5. Assesses students progress regularly			
6. Uses class time efficiently			
7. Demonstrates sensitivity in working with students with diverse backgrounds and needs			
8. Meets classes at appointed hour for scheduled duration			
9. Fulfills professional development responsibilities			
10. Ensures that course content is current and appropriate			
11. Teaches course content that is appropriate to the official course outline of record congruent with standards set by the discipline			
12. Uses materials that are accurate and that are pertinent to the subject matter and course outline			
13. Maintains an appropriate pace during each class session and over the duration of the academic term			
14. Teaches at a level that is appropriate to the course content and outline			
15. Has appropriate command of the subject matter to be able to respond to student needs			
16. Evaluates student achievement according to stated course grading criteria			
17. Provides a positive learning environment for all student			

<p>Sources: (state sources of data)</p> <p>Narrative assessment:</p>
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Name of Faculty Member: _____

B. Knowledge, Skill, and Ability as a Librarian	Exceeds Expectations	Meets Expectations	Needs Improvement
1. Demonstrates knowledge of library science and service			
2. Demonstrates knowledge of current trends and technology in library science			
3. Demonstrates knowledge of research methods and resources			
4. Assists members of the college community in reaching reference and research objectives			
5. Communicates clearly and effectively			
6. Creates and maintains an environment conducive to learning			
7. Demonstrates knowledge of resources and opportunities available to special needs			
8. Demonstrates ability to work with students one to one and in groups			
9. Actively consults with librarians, and other departments to provide students with up-to-date information about changes and new programs			
10. Effectively plans and implements department programs and services			
11. Facilitates self-reliance in library usage			
12. Maintains work schedule			
13. Maintains required records and submits reports in a timely manner			
14. Functions effectively with a minimum of supervision			
15. Demonstrates sensitivity in working with students, faculty, and staff with diverse backgrounds and needs			
16. Assists members of the college community in reaching reference and research objectives			
17. Communicates clearly and effectively			
18. Creates and maintains an environment conducive to learning			
19. Demonstrates knowledge of resources and opportunities available to special needs students			
20. Demonstrates ability to work with students one to one and in groups			
21. Actively consults with librarians, and other departments to provide students with up-to-date information about changes and new programs			

<p>Sources: (state sources of data)</p> <p>Narrative assessment:</p>
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