



ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
February 19, 2009
3:00 p.m. – SSV 151

To conform to the open meeting act, the public may attend open sessions

1. **CALL TO ORDER AND ROLL CALL**
2. **OPENING COMMENTS FROM THE SENATE PRESIDENT**
3. **OPEN COMMENTS FROM THE PUBLIC**
4. **APPROVAL OF MINUTES**
 - a. December 4, 2008 (attachment)
5. **PRESENTATION**
 - a. All-California Academic Team – Shunnon Thomas
6. **REPORTS (limited to 5 min. each)**
 - a. Tenure Review – Jennifer Gross
 - b. Distance Education – Ed Beyer
 - c. Mutual Agreement Council – Prerequisite Challenge (attachment)
7. **ACTION ITEMS**
 - a. AP&P Co-Chair – Maria Clinton (spring 2009 semester)
 - b. Faculty Professional Development Chair Extension – Kathryn Mitchell (2009 – 2010)
 - c. Faculty Professional Development Committee Composition Revision (attachment)
8. **DISCUSSION ITEMS**
 - a. Tenure Procedure – Heidi Preschler (attachment)
 - b. Administration Retreat Rights (attachment)
9. **SENATE ADMINISTRATIVE BUSINESS**
 - a. Appointments
 - Academic Ranking
 - Anne Hemsley – Professor
 - EEO Committee
 - Payam Heidary
 - b. Announcements
 - 2009 Teaching Institute – San Jose, CA – February 20 – 22, 2009
 - 2009 Vocational Education Institute – Universal City, CA – March 12 – 14, 2009
 - 2009 Spring Plenary Session – Millbrae, CA - April 16 – 18, 2009
 - 2009 Leadership Institute – Lake Tahoe, CA – June 18 – 20, 2009
 - 2009 Student Learning Outcomes and Assessment Institute – Anaheim, CA – July 8, 2009
 - 2009 Curriculum Institute – Anaheim, CA – July 9 – 11, 2009
10. **ADJOURNMENT**

NON-DISCRIMINATION POLICY

Antelope Valley College prohibits discrimination and harassment based on sex, gender, race, color, religion, national origin or ancestry, age, disability, marital status, sexual orientation, cancer-related medical condition, or genetic predisposition. Upon request, we will consider reasonable accommodation to permit individuals with protected disabilities to (1) complete the employment or admission process, (b) perform essential job functions, (c) enjoy benefits and privileges of similarly-situated individuals without disabilities, and (d) participate in instruction, programs, services, activities, or events.

Upon request, this agenda will be made available in appropriate alternative formats to persons with disabilities, as required by Section 202 of the Americans with Disabilities Act of 1990. Any person with a disability who requires a modification or accommodation in order to participate in a meeting should direct such request to Ms. Patricia A. Márquez Sandoval, Academic Senate President, at (661) 622-6306 (weekdays between the hours of 8:00 a.m. and 5:00 p.m.) at least 48 hours before the meeting, if possible. Public records related to agenda items for open session are available for public inspection 72 hours prior to each regular meeting at the Antelope Valley College Academic Senate's Office, Administration Building, 3041 West Avenue K, Lancaster, California 93536.



**ANTELOPE VALLEY COLLEGE
ACADEMIC SENATE MEETING
February 19, 2009**

1. CALL TO ORDER AND ROLL CALL

Ms. Patricia A. Márquez, Senate President, called the meeting to order at 3:02 p.m.

2. OPEN COMMENTS FROM THE SENATE PRESIDENT

- Ms. Patricia A. Márquez welcomed the Senators back to another semester.
- Senators were provided with a gift (AVC pens) from Dr. Fisher.
- AVC faculty member, Christos Valiotis, was selected by Statewide Academic Senate for California Community Colleges Hayward Award. He is the fifth faculty member from AVC to receive the award, which is a great honor considering there are one hundred and ten community colleges, with twenty-seven in Area C.
- On March 16, 2009 the Student Academic Senate will be hosting a March in March: Rescue Education in Sacramento event.
- The College Coordinating Council (CCC) decided to dissolve the Faculty Chair Task Force and move forward with a full campus reorganization. The reorganization will consider the shared leadership model of faculty chairs/coordinators and a possible reduction of deans. Ms. Márquez reported division faculty should be engaging in conversation on how reorganization would potentially impact their division. In addition, Division Deans should be soliciting faculty input and forward all collective recommendations to the appropriate Vice President. Furthermore, the Senate, as a constituent on CCC also needs to provide recommendations on the campus-wide reorganization. A major change could potentially affect the Senate Constitution, which determines the representation of faculty on the Senate. The reorganization recommendation will go before the Board of Trustees in May as an informational item and then in June for action.
- One of the recommendations in the STRATA Report addresses the ability of faculty to do their work effectively using technology. To ensure faculty issues are considered, CCC agreed to have the Distance Education Committee review the recommendations and determine how they can best be implemented on campus with our present structure. Once DEC has completed their work, their recommendations will come to the Senate for action before taking to CCC.
- The list of discipline equivalency status has been posted to the public Academic Senate website for faculty review. Ms. Márquez reminded Senators that equivalencies must be updated every three years and upon expiration, the Minimum Qualification (MQs) can only be used on a job announcement. In addition, she reminded Senators to review the Equivalency Procedure and recommended that even though we are not in an active hiring cycle; faculty should remain diligent in having current equivalencies on file. Furthermore, faculty need to remember that per the hiring procedure, it is their responsibility to review job announcements to ensure that the most current mq is cited and if a current Senate equivalency is approved that it too be listed. Also, the hiring procedure for faculty, whether for full-time, temporary full-time, or adjunct is posted on the Senate web-page and we need to ensure that faculty and deans are following the procedure.
- On April 14th and 15th AVC will be undergoing a Categorical Matriculation visit. This process is analogous to an Accreditation visit.
- The Follow-Up Accreditation Report was fully accepted by the Accreditation Commission.
- Ms. Maria Clinton was honored with an award recognizing the collaborative work efforts that have taken place with Northrop Grumman to facilitate a composite training program that combines training and employment needs.

- On February 5, 2009 the Senate Leadership held a campus retreat and discussed various Senate issues. Members will meet again towards the end of the spring semester to facilitate an opportunity for the new Executive members and faculty leaders to further collaborate Senate direction and needs.
- The December issue of the *Senate Rostrum* contains some good articles. One in particular directly addresses how Student Learning Outcomes (SLOs) should be communicated to students. Conversations have occurred on campus as to whether SLOs are required on a course syllabi. The SLO Committee and AP&P decided that they are not. SLOs are attached to the Course Outline of Record. The SLO Committee will be providing faculty some suggestions on how they can choose to communicate SLOs to students.
- The Cooperative Registration fees to attend the TechEd 2009 Conference in Ontario, California are being paid through Title V. Additional expenses incurred for attending the conference will be the sole responsibility of individual participants.

3. OPEN COMMENTS FROM THE PUBLIC

- Mr. Christos Valiotis extended his heartfelt thanks to all those who sent him congratulatory messages. He is humbled by his selection as a Hayward Award recipient and stated he shares the award with all campus faculty.

4. APPROVAL OF MINUTES

A motion was made and seconded to approve the December 4, 2008 Academic Senate Meeting minutes. Motion carried as corrected.

5. PRESENTATION

a. All-California Academic Team (attachment)

Ms. Márquez congratulated Mr. Shunnon Thomas for being selected to the 2009 Phi-Theta Kappa All-California Academic Team. Mr. Thomas provided a brief overview of selection criteria and responsibilities. Mr. Thomas expressed his pride in being selected to the team and honored the faculty on campus that provides AVC students with an outstanding education. In addition, he commended the student mentoring efforts that occur campus-wide.

6. REPORTS (limited to 5 min. each)

a. Tenure Review – Jennifer Gross

Ms. Jennifer Gross reported the Tenure Review process has changed for first and second year tenure track faculty. First and second year committee members are required to perform an observation and complete a summary report. The process for third year tenure track faculty has not changed. The spring timeline forms have been revised and have been uploaded to myAVC for access. Currently, Ms. Gross is working with the Human Resources and Employee Relations Office to post Tenure Review forms on the public web-site, which will allow easy access off campus. There will be a few confidential documents which will have to remain secured in myAVC. Peer Review links will be posted to myAVC to facilitate easy access. Faculty should keep an open mind and continue to try using the electronic forms as most of the problems encountered with the forms are resolved.

b. Distance Education – Ed Beyer

Mr. Ed Beyer offered his gratitude to the Title V grant for paying for the Cooperative Registration fees to attend the TechEd 2009 Conference. A brief review of the AVC Online form was presented. The form will be used for both online and hybrid courses to ensure consistency in publication of course information, especially course meeting dates, times, and locations for hybrid courses. Course information will be posted to the web-site for students

to access pertinent information pertaining to online/hybrid courses. The Course Management System (CMS) platform discussion is coming soon and the committee would like to invite faculty attendance to ensure faculty needs are being met for online courses. The platform discussion dates are still in the process of being determined and will be announced upon finalization. The committee is currently discussing the Strata recommendations and will come up with a committee recommendation on how best to implement some of the recommendations on campus.

c. Mutual Agreement Council – Patricia Márquez

Ms. Márquez announced last semester there was some concern with the prerequisite challenge procedure. The issue was taken to the Mutual Agreement Council (MAC) meeting for discussion. The members of MAC agreed to allow the Senate Executive Officers to gather pertinent information relative to the prerequisite challenge process and present the information at a future meeting. Several key documents were provided and discussed: Title 5 section 55003, District Model Policy, *Good Practice for the Implementation of Prerequisites (1997)*; Statewide Senate Leadership support, and other supportive documents. It was agreed at MAC that AVC's prerequisite challenge procedure complies with Title 5 and the current procedure will remain in place. The executive did review a few other colleges and reviewed at MAC, a clear designation of when the 5 days for approval begins for a student. Ms. Marquez has requested to be on the Matriculation Committee agenda to present this as a proposal that we too consider such a notation. Academic Senate President and the Academic Procedures and Policies Committee co-chair will draft a joint memo reminding the faculty of their professional and academic responsibility to identify beforehand the type of evidence that would demonstrate that a student has met the prerequisite and availability to review challenges within the five day period. Dr. Susan Lowry requested that the memo emphasize that faculty should discuss within the division a process of how faculty can be available to review challenges when they are typically off campus.

7. ACTION ITEMS

a) AP&P Co-Chair – Maria Clinton (spring 2009 semester)

A motion was made and seconded to approve Ms. Maria Clinton as the AP&P Co-Chair for the spring 2009 semester. Ms. Márquez reported Ms. Deborah Charlie will not be on campus for the spring semester, but will remain available to Maria for assistance in creating agendas and curriculum questions. Motion carried.

b) Faculty Professional Development Chair Extension – Kathryn Mitchell (2009 – 2010)

A motion was made and seconded to approve the extension of the Faculty Professional Development Chair's term. Ms. Márquez reported Mr. Michael Traina submitted his resignation and Ms. Mitchell agreed to complete the term as chair. Motion carried.

c) Faculty Professional Development Committee Composition Revision (attachment)

A motion was made and seconded to approve the Faculty Professional Development Committee Composition Revision. Ms. Kathryn Mitchell briefly provided the rationale of requesting the inclusion of the Tenure Review Coordinator and an Adjunct Faculty representative. Motion carried.

8. DISCUSSION ITEMS

a. Tenure Process – Heidi Preschler (attachment)

Ms. Heidi Preschler provided a brief overview of the minor revisions made to the Tenure Procedure. The number ranking table was reversed because students were confused with the numbering system that was in use and many reports were submitted inaccurately. Revisions

were made to the Adjunct Faculty Report to have it mirror the approved Tenure Report with some exceptions. Faculty were encouraged to review the revisions and take note that the newly revised procedure contains January 2009 footer.

b. Administration Retreat Rights (attachment)

Ms. Márquez provided a historical overview of the Administration Retreat Rights Procedure. The minor revisions made to the procedure were reviewed, which now include Ed Code language. Ms. Márquez requested for the Senators take back the revised draft to each division for review, discussion, and feedback. The procedure will be placed on the March 5, 2009 Senate Agenda as an action item.

9. SENATE ADMINISTRATIVE BUSINESS

a. Appointments

- Academic Ranking
 - Anne Hemsley - Professor

- EEO Committee
 - Payam Heidary

A motion was made and seconded to approve the above faculty appointments.

A motion was made and seconded to divide the motion to approve the faculty appointments separately. Motion carried

A motion was made and seconded to approve the appointment of Anne Hemsley to the ranking of Professor. Motion carried.

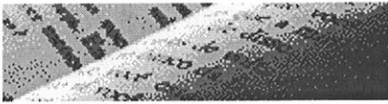
A motion was made and seconded to approve the appointment of Payam Heidary to serve on the EEO Committee. Motion carried with three abstentions.

10. ADJOURNMENT

A motion was made and seconded to adjourn the February 19, 2009 Academic Senate meeting at 4:25 p.m. Motion carried.

<u>MEMBERS PRESENT</u>		
Ed Beyer Carolyn Burrell Debra Feickert Claude Gratton Lee Grishman Jack Halliday Sandra Hughes Susan Knapp	Susan Lowry Patricia A. Márquez Candace Martin Ty Mettler Kathy Moore Harish Rao Terry Rezek (proxy) Sandra Robinson	Kenan Shahla Sal Suarez John Taylor Shunnon Thomas Alex Webster Dorothy Williams
<u>MEMBERS ABSENT</u>	<u>GUEST PRESENT</u>	
Frank Blua Cynthia Kincaid Lisa Karlstein-Francey	Jennifer Gross Doneita Harmon Kathryn Mitchell	Heidi Preschler Christos Valiotis

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5 CA ADC § 55003

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BARCLAYS OFFICIAL CALIFORNIA CODE OF REGULATIONS
TITLE 5. EDUCATION

DIVISION 6. CALIFORNIA COMMUNITY COLLEGES

CHAPTER 6. CURRICULUM AND INSTRUCTION

SUBCHAPTER 1. PROGRAMS, COURSES AND CLASSES

ARTICLE 1. PROGRAM, COURSE AND CLASS CLASSIFICATION AND STANDARDS

This database is current through 1/23/09, Register 2009, No. 4

§ 55003. Policies for Prerequisites, Corequisites and Advisories on Recommended Preparation.

(a) The governing board of a community college district may establish prerequisites, corequisites, and advisories on recommended preparation, but must do so in accordance with the provisions of this article. Nothing in this subchapter shall be construed to require a district to establish prerequisites, corequisites, or advisories on recommended preparation; provided however, that a prerequisite or corequisite shall be required if the course is to be offered for associate degree credit and the curriculum committee finds that the prerequisite or corequisite is necessary pursuant to sections 55002(a)(2)(D) or 55002(a)(2)(E).

(b) A governing board choosing to establish prerequisites, corequisites, or advisories on recommended preparation shall, in accordance with the provisions of sections 53200-53204, adopt policies for the following:

(1) The process for establishing prerequisites, corequisites, and advisories on recommended preparation. Such policies shall provide that in order to establish a prerequisite or corequisite, the prerequisite or corequisite must be determined to be necessary and appropriate for achieving the purpose for which it is being established. District policies shall also specify the level of scrutiny that shall be required in order to establish different types of prerequisites, corequisites, and advisories on recommended preparation. At a minimum, prerequisites, corequisites, and advisories on recommended preparation shall be based on content review, with additional methods of scrutiny being applied depending on the type of prerequisite or corequisite being established. The policy shall provide that the types of prerequisites described in subdivision (e) may be established only on the basis of data collected using sound research practices. Determinations about prerequisites and corequisites shall be made on a course-by-course or program-by-program basis.

(2) Procedures to assure that courses for which prerequisites or corequisites are established will be taught in accordance with the course outline of record, particularly those aspects of the course outline that are the basis for justifying the establishment of the prerequisite or corequisite.

(3) The process, including levels of scrutiny, for reviewing prerequisites and corequisites to assure that they remain necessary and appropriate. These processes shall provide that at least once each six years all prerequisites and corequisites established by the district shall be reviewed, except that prerequisites and corequisites for vocational courses or programs shall be reviewed every two

years. These processes shall also provide for the periodic review of advisories on recommended preparation.

(4) The bases and process for an individual student to challenge the application of a prerequisite or corequisite.

(c) Prerequisites or corequisites may be established only for any of the following purposes:

(1) the prerequisite or corequisite is expressly required or expressly authorized by statute or regulation; or

(2) the prerequisite will assure, consistent with section 55002, that a student has the skills, concepts, and/or information that is presupposed in terms of the course or program for which it is being established, such that a student who has not met the prerequisite is highly unlikely to receive a satisfactory grade in the course (or at least one course within the program) for which the prerequisite is being established; or

(3) the corequisite course will assure, consistent with section 55002, that a student acquires the necessary skills, concepts, and/or information, such that a student who has not enrolled in the corequisite is highly unlikely to receive a satisfactory grade in the course or program for which the corequisite is being established; or

(4) the prerequisite or corequisite is necessary to protect the health or safety of a student or the health or safety of others.

(d) Except as provided in this subdivision, no prerequisite or corequisite may be established or renewed pursuant to subdivision (b)(3) unless it is determined to be necessary and appropriate to achieve the purpose for which it has been established. A prerequisite or corequisite need not be so scrutinized until it is reviewed pursuant to subdivision (b) (3) if:

(1) it is required by statute or regulation; or

(2) it is part of a closely-related lecture-laboratory course pairing within a discipline; or

(3) it is required by four-year institutions.

(e) A course in communication or computation skills may be established as a prerequisite or corequisite for any course other than another course in communication or computation skills only if, in addition to conducting a content review, the district gathers data according to sound research practices and shows that a student is highly unlikely to succeed in the course unless the student has met the proposed prerequisite or corequisite. If the curriculum committee initially determines, pursuant to section 55002(a)(2)(E), that a new course needs to have a communication or computation skill prerequisite or corequisite, then, despite subdivision (d) of this section, the prerequisite or corequisite may be established for a single period of not more than two years while the research is being conducted and the final determination is being made, provided that all other requirements for establishing the prerequisite or corequisite have been met. The requirements of this subdivision related to collection of data shall not apply when:

(1) baccalaureate institutions will not grant credit for a course unless it has the particular communication or computation skill prerequisite; or

(2) the prerequisite or corequisite is required for enrollment in a program, that program is subject

to approval by a state agency other than the Chancellor's Office and both of the following conditions are satisfied:

(A) colleges in at least six different districts have previously satisfied the data collection requirements of this subdivision with respect to the same prerequisite or corequisite for the same program; and

(B) the district establishing the prerequisite or corequisite conducts an evaluation to determine whether the prerequisite or corequisite has a disproportionate impact on particular groups of students described in terms of race, ethnicity, gender, age or disability, as defined by the Chancellor. When there is a disproportionate impact on any such group of students, the district shall, in consultation with the Chancellor, develop and implement a plan setting forth the steps the district will take to correct the disproportionate impact.

(f) Prerequisites, corequisites, and advisories on recommended preparation must be identified in college publications available to students as well as the course outline of any course for which they are established.

(g) Prerequisites establishing communication or computational skill requirements may not be established across the entire curriculum unless established on a course-by-course basis.

(h) The determination of whether a student meets a prerequisite shall be based on successful completion of an appropriate course or on an assessment using multiple measures. Any assessment instrument shall be selected and used in accordance with the provisions of subchapter 6 (commencing with Section 55500) of this chapter.

(i) If a prerequisite requires precollegiate skills in reading, written expression, or mathematics, the governing board of a district shall ensure that nondegree-applicable basic skills courses designed to teach the required skills are offered with reasonable frequency and that the number of sections available is reasonable given the number of students who are required to meet the associated skills prerequisites and who diligently seek enrollment in the prerequisite course.

(j) Whenever a corequisite course is established, sufficient sections shall be offered to reasonably accommodate all students who are required to take the corequisite. A corequisite shall be waived as to any student for whom space in the corequisite course is not available.

(k) No exit test may be required to satisfy a prerequisite or corequisite unless it is incorporated into the grading for the prerequisite or corequisite course.

(l) The determination of whether a student meets a prerequisite shall be made prior to his or her enrollment in the course requiring the prerequisite, provided, however, that enrollment may be permitted pending verification that the student has met the prerequisite or corequisite. If the verification shows that the student has failed to meet the prerequisite, the student may be involuntarily dropped from the course if the applicable enrollment fees are promptly refunded.

Otherwise a student may only be involuntarily removed from a course due to excessive absences or as a result of disciplinary action taken pursuant to law or to the student code of conduct.

(m) Any prerequisite or corequisite may be challenged by a student on one or more of the grounds listed below. The student shall bear the initial burden of showing that grounds exist for the challenge. Challenges shall be resolved in a timely manner and, if the challenge is upheld, the student shall be permitted to enroll in the course or program in question. Grounds for challenge are:

(1) The prerequisite or corequisite has not been established in accordance with the district's process for establishing prerequisites and corequisites;

(2) The prerequisite or corequisite is in violation of this section;

Good Practice
for the
Implementation of Prerequisites

Academic Senate for California Community Colleges

Spring 1997

DISCLAIMER

*The answers given here do not carry any legal standing in the interpretation of statute or regulation. The purpose of this document is to raise issues of concern to the field and explore possible implementation strategies to solve them.
This document does not set new policy or recommend changes to existing policy, regulation, or statute.*

Curriculum Committee, 1996-97

Bill Scroggins, chair, Chabot College
Luz Argyriou, Napa Valley College
Donna Ferracone, Crafton Hills College
Jannett Jackson, Fresno City College
Linda Lee, San Diego Miramar College
Jean Smith, San Diego Continuing Education
Bob Stafford, San Bernardino Valley College
Ron Vess, Southwestern College
Nancy Glock-Grueneich, Chancellor's Office liaison
Joyce Black, CIO liaison, Pasadena City College

It may be that enrollment in certain courses is restricted because of *statutory, regulatory, or contractual* requirements. The Board policy in establishing such limitations need only cite the regulation or statute. Adoption by the board of a contract for an instructional agreement containing enrollment limitations is sufficient to put such contractual enrollment restrictions in place.

For example, Title 22, Section 101216(g)(3) of the California Code of Regulations, established by the state Department of Social Services, specifies that all those providing services in a child care facility--including volunteers doing so as part of a course--shall be in good health and shall pass a tuberculosis test.

Title 22, California Code of Regulations: Division 12, Chapter 1
Child Day Care General Licensing Requirements
101216 Personnel Requirements

(g)(3) The good physical health of each volunteer who works in the facility shall be verified by:

- (A) A statement signed by each volunteer affirming that he/she is in good health.
- (B) A test for tuberculosis performed not more than one year prior to or seven days after initial presence in the facility.

A course such as "Early Childhood Development 12: Preschool Practicum" would then have a catalog description specifying "Enrollment limited to those in good physical health with TB clearance."

In another case, the college may have an instructional agreement with the county fire department to provide work experience training. The contract may specify the certificates such students should possess. A course such as "Fire Science 95: Work Experience" might then have a statement such as "Enrollment limited to those with a State Fire Fighter I Academy Certificate and an EMT Certificate." Note that courses designed for the employees of a particular public or private entity must still maintain open enrollment, Title 5 §§58051 and 58051.5.

Again, these are NOT prerequisites. The only action required is that of the Board in citing appropriate laws or regulations or in accepting the terms of the contract. In its action the Board must specify the fair and equitable procedures to be used in implementing such limitations on enrollment. In approving outlines of record for such courses, the curriculum committee would merely record in its own minutes the citation of the applicable Board of Trustees minutes.

Strategies to Enforce Prerequisites

Prerequisites, by their very nature, assure that only students who have the necessary skills or knowledge are permitted to enroll in the target class. That notion is reinforced by Title 5 §55200(a): "Prerequisite" means a condition of enrollment that a student is *required to meet* in order to demonstrate current readiness for enrollment in a course or educational program" (emphasis added). Thus colleges are required to develop mechanisms for enforcing enrollment blocks on students who do not have the stated prerequisites. The Model District Policy, Section I.E., says that such enforcement "must be done in some *consistent* manner and not left exclusively to the classroom instructor." It goes on to specify that "every attempt shall be made" to enforce such limitations *prior* to enrollment.

The most comprehensive method to enforce prerequisites is undoubtedly the use of *computer checks*. Most colleges now have student historical records on file and the capacity to flag enrollment requests which do not meet prerequisite criteria. In most cases it is a matter of searching the historical file to ascertain if the student has taken the particular prerequisite course.

Some situations can be a bit more complex, however. A quite common occurrence is that of a student who has taken the prerequisite course at another institution. It is extremely important that students are notified of the prerequisite blocking system both in writing when they apply and during orientation. Particularly, students with course work at other colleges should have their records on hand--for a variety of reasons, just one of which is to have their transcript analyzed for course work equivalent to

college prerequisites. Of course, this implies that the college has a mechanism in place to do transcript analysis and enter the results in the computer to remove the blocks. It is good practice for community colleges within each region to have agreed-upon comparability of courses, particularly in math and English. This comparability might be displayed, for example, in grid form as shown below. With such information close at hand, it becomes a relatively straight-forward clerical task to find the comparable courses on the transcript. Those doing such an analysis should have computer clearance to enter the appropriate codes to clear the blocks.

City College	Lake College	River College	Valley College	Level
English 200A	English 98A	English 201	English 8	1
English 200B	English 98B	English 202	English 9	2
English 100A	English 99A	English 101	English 100A	3
English 100B	English 99B	English 102	English 100B	4
English 1A	English 100A	English 1A	English 101A	5
English 1B	English 100B	English 1B	English 101B	6

When an assessment process is used as a prerequisite, the placement result must be entered into the computer and accessed during the prerequisite check. In the case of math and English, many colleges establish a number for the "steps in the ladder" of the sequence. This allows the assessment recommendation to be entered with the same code as the corresponding course in the sequence. Comparable courses at other colleges can also be entered with that coding system. For example, student A might have placed into the English sequence by taking an assessment test which, combined with the college-approved multiple measures, led to a placement code of 4 (fourth step in the English sequence; see above chart). Student B started with the entry level English course at the college and has now passed courses to earn the same placement code of 4. Student C took English courses at a neighboring college which were comparable to those at the present college to give the same placement code of 4. Student D challenged the prerequisite and demonstrated knowledge equivalent to a placement at level 4 of the English sequence. (See the next section for a discussion of student challenges.) By the way, these four options constitute the only legitimate ways to remove a prerequisite computer block. No one person, not a counselor, not the instructor of the course signing an add card, not the college president, can remove a waive a prerequisite. No one can allow a student to "walk by" a prerequisite.

Computer checks can be done on-line while the student is standing at the registration window. However, the extensive computer searching necessary can slow down the process considerably, for example, from 20 seconds or so to something like a minute or more. This may not seem like much, but when multiplied by the number of students registering, a considerable delay can result. When implementing such an on-line computer check system, it is prudent to budget for the hardware to produce a reasonable increase in computing speed and memory if processing time is anticipated to be a problem. Most colleges have put such systems in place gradually, testing the impact on the system and making adjustments accordingly. Because of the complex nature of the process, most colleges initially just use computer checks for a subset of courses, typically math, English, and ESL.

A common situation which arises when using computer blocks is the need to enroll students in the target course for the spring term while they are still in the midst of taking the prerequisite in the fall term. A common approach is to program the computer so that active enrollment in the prerequisite course also removes the block. Once grades are available, a computer run is done to identify those who did not succeed in the prerequisite course. Those students are involuntarily dropped from the course and sent a letter to that effect. It is imperative that students be warned of this consequence when enrolling. It will also

change the students fee status, usually necessitating a refund. It is also a good idea to print out a roster of such involuntarily dropped students for use by the instructor of record. In this way, students who may mistakenly show up for class can be notified of the situation by the instructor.

An increasingly popular innovation is telephone registration. While programming prerequisite checks for on-line phone registration is certainly feasible, it is not often a high priority when instituting such a system. However, it is not unreasonable to plan for its addition to the system. Even without on-line blocks, the issue of prerequisite enforcement can still be addressed. It may be possible to trigger a recorded message when a student attempts to enroll in a course with a prerequisite. Depending on the approach favored by the college, the student could be instructed to come to the college in person to enroll in such classes or could be told that prerequisites will be checked at a later time, and, if found lacking, result in the student being involuntarily dropped.

An alternative for colleges with limited computer capacity--or limited staff resources to do the necessary programming--is to substitute **batch runs at periods of low activity** for on-line computer checks. It may be possible, for instance, to do a computer run each night to identify those who have enrolled without the necessary prerequisites. Those students are involuntarily dropped from the course and sent a letter to that effect. The disadvantage is that these students are no longer physically present to deal with the consequences: choosing a more appropriate class, paying the correct fee for the adjusted units, and so forth. It therefore becomes essential for the college to provide students with accessible information and adequate warning of the outcome of enrolling in a course for which they do not have the prerequisite. Those students will be involuntarily dropped from the course, may need to choose a more appropriate class, and will have to request a refund of fees.

Less effectively, a computer run could be done at the time rosters are printed, involuntarily dropping students who do not have the prerequisite, sending a letter to those involved, and printing a list of such students for each class affected to be sent to the instructor of record.

Non-automated prerequisite checks are allowed as long as they are applied consistently. Each student entering a given course should be checked for prerequisites in the same manner. Probably the most common non-computer method in use is that of **roster checking**. In this method the instructor checks the printed roster against a record of those students who have met the prerequisite. Those who do not are identified and informed by the instructor on the first day of class. If this system is to work effectively, the college must provide a reliable record of students who are qualified for courses with prerequisites. Several examples may help to illustrate the point. College A has a complete historical data base of student grades but no automated computer blocking mechanism. Instructors teaching classes with prerequisites, do, however, have access to the system and can query the data base as to whether or not students on their roster have met the prerequisite. (In this example, instructors have a "right to know" because they are enforcing the college policy on prerequisites.) College B maintains a data base of English course grades and assessment results in the division office. Students are required to get a print out authorizing their enrollment in the appropriate English class and present that print out at registration. College C also maintains an English data base in the division office but makes it available only to English instructors for roster checks. College D has a "paper data base" consisting of an alphabetical print out of students who have either taken English or the assessment and the appropriate placement level. College E has a paper data base that consists of photocopies of past student grades and assessment results. Instructors must leaf through these to ascertain the prerequisite status of their students. As you can tell, examples A to E vary from the more to the less technological and so also gradually become less consistent and place a greater burden on the classroom instructor. Such departmental or divisional roster checks tread perilously close to violating the Model District Policy statement that prerequisite enforcement be "not left exclusively to the classroom instructor." They also do not follow the Model District Policy guideline that "every effort be made" to check prerequisites prior to enrollment. More than that, instructors checks allow the instructor access to the level of preparation of the individual students. This opens the instructor--and the college--to claims of prejudicial or discriminatory behavior if this information is used to the detriment of the student. They do, however, meet the letter of the regulation, Title 5 §55202(g).

The determination of whether a student meets a prerequisite shall be made prior to his or her

enrollment in the course requiring the prerequisite, provided, however, that enrollment may be permitted pending verification that the student has met the prerequisite or corequisite. If the verification shows that the student has failed to meet the prerequisite, the student may be involuntarily dropped from the course if the applicable enrollment fees are promptly refunded

Student Challenges

The Board policy on prerequisites must include the bases and process for an student to **challenge** a prerequisite [Title 5 §55201(b)(4)]. The grounds for a student to challenge a prerequisite are set forth in Title 5 §55201(f): 1) the prerequisite has not been established following the district's policy; 2) the prerequisite has not been established in accord with Title 5; 3) the prerequisite is discriminatory or applied in a discriminatory manner; 4) the student can demonstrate knowledge equivalent to the prerequisite; and 5) the student progress is unduly delayed because the prerequisite course is not reasonably available. The regulation points out that "the student shall bear the initial burden of showing that grounds exist for the challenge." The college will resolve the challenge in a "timely manner" and, if the challenge is upheld, allow the student to enroll in the class. The Model District Policy, in section I.B.1., specifies that the challenge be resolved within 5 days and that a seat in the class, if available, be held for the student for that time. The Model District Policy also states that the evaluation of equivalent knowledge be done by a faculty member in the discipline but, if possible, not by the instructor of the section of the course into which the student is attempting to enroll. The Policy also states that, when an appeal is decided by a single person rather than a committee, the student be given the right to an appeal.

Most colleges have met the requirement for a student challenge process with 1) a Board policy, 2) a detailed process, and 3) a form for the student to initiate the process. Adequate information about the challenge process must be in the catalog and schedule of classes. It is good practice to publish the information in the student handbook, or any other such written material, and to present the concept of prerequisites and the student right to challenge during orientation. It is NOT good practice to just hand students a challenge form. This is a complex issue which is best covered by a one-on-one discussion with a competent staff member. Many times students pursue the challenge because they are uninformed about the prerequisite process, and a bit of sensible conversation can settle the matter without initiating a time-consuming paper process. It is a good idea to have the contact staff person be in an accessible office. Commonly, students are asked to go to the matriculation office or to the appropriate division office.

The majority of challenges cite equivalent knowledge as the basis. In these cases the form and attached documentation are reviewed by a faculty member who teaches the course which has the prerequisite being challenged. Because such challenges often occur during registration periods when classes are not in session, it is important for the office where the student made first contact to get in touch with the appropriate faculty member as soon as possible. Most instructors recognize the importance of having qualified students in their classes and are more than willing to take the time to drop by the college and go over the documentation. Some areas where challenges are common, such as English, might want to form a committee to become well aware of the process and to stand available to review challenges.

The "timely manner" required in Title 5 to settle the challenge is refined to "five working days" by the Model District Policy. Many colleges also require the challenge to be filed before the first day of class. If the challenge is filed later than that, or there is no space available in the class, the challenge establishes the student's eligibility to enroll in the course for the next term.

In evaluating equivalent knowledge, instructors must be consistent in applying standards. For example, a common challenge on equivalent knowledge is that of a computer science sequence for which a student submits materials related to work experience in the field. If one student is judged to have met the prerequisite by being an experienced programmer, the next such challenger must also. It is good practice for discipline faculty to have a written description of the kind of evidence which has been accepted as precedent for establishing equivalent knowledge. It may even be possible for the person first contacted by the student to relate the substance of this past practice to the student to aid in the preparation of documentation.

A note of caution is appropriate here. Granting a student request to waive a prerequisite on the basis of equivalent knowledge does NOT give the student academic credit for that course. For example, a student may be allowed to enroll in French 3 by demonstrating knowledge equivalent to French 2, but no credit for French 2 will be granted. If the student needs credit for French 2, to meet degree or transfer requirements for example, it might be more appropriate to advise the student to pursue the college's credit by examination process. If successful, French 2 would appear on the student's transcript with the appropriate units AND the student would also meet the prerequisite for French 3.

When more than one faculty member is not available to review a challenge, the student has the right to an appeal. This may be a subsequent review by another faculty member on a content basis or by an administrator on a process basis. It is good practice for the instructor(s) doing the review to not be the instructor of record for the section of the course into which the student is asking to be placed. When this is not possible, it is a good idea for the initial contact person to remove any references to the identity of the student. If measures such as these are not taken, a situation may develop in which the student feels that knowledge about the challenge is being used in a prejudicial or discriminatory manner by the instructor in the class. Where possible, routine practices should remove even the possibility of discrimination.

Implementation Strategies for Reviewing Prerequisites

This section will address various ways which colleges have found to be effective in putting the prerequisite requirements into place. At this point in time, colleges are at various stages of implementation and not all of this will be relevant to each situation. Even if your college is well into the prerequisite process, some of the discussion of the early stages may give you hints for improvement.

If a college has not initiated a comprehensive plan to meet the standards, a *prerequisite team* should be considered to do the work needed. Listed below are some key functions of those who might be on the team.

- Faculty Curriculum Committee Chair or Co-chair
Because the institution of prerequisites, corequisites, and advisories requires Curriculum Committee review and changes in the course outline of record, the role of the committee chair is central.
- Chief Instructional Officer (or administrator charged with curriculum support)
Institutional support for the prerequisite process is essential. Advancement of the needed policies, assignment of classified staff and reassigned time for faculty to do the work requires administrative support. Changes in the catalog and schedule are substantive and need administrative coordination.
- Matriculation Coordinator
Prerequisites affect the implementation of almost all of the other seven components of matriculation. In addition, the strategies developed for implementation of prerequisites must be included in the matriculation plan. In areas where deviations from the Model District Policy are sought, the coordinator can work with the Chancellor's Office to obtain approval. Prerequisite compliance is maintained through the matriculation site visit process for which the matriculation coordinator is the point person.
- Institutional Researcher
Prerequisites require both a content review and a data collection process, areas of expertise of the institutional researcher. Assessment validation, also a function of the researcher, is required before placement results can be used as prerequisites.
- Counseling Professional (dean of counseling or a counseling faculty member)
Coordination with student services is key for components such as orientation, multiple measures and student rights.
- Management Information Systems (MIS) Professional
Computer blocks are an efficient tool for prerequisite enforcement and require good understanding of the prerequisite process on the part of those setting up the system.

After the team becomes well informed about the Title 5 regulations and the Model District Policy, a **Board Policy** should be constructed. Section 55201(b) gives the minimum areas such a policy should address:

- a process for establishing prerequisites, corequisites, and advisories, such process to require that the prerequisite or corequisite be "necessary and appropriate for achieving the purpose for which it is being established;"
- specification of the level of scrutiny to be applied, minimally a content review and specifically data collection and analysis for communication and computation skills used as prerequisites or corequisites;
- procedures to assure that courses with prerequisites or corequisites are taught to the course outline; and
- a process for review at least every six years.

The next step is typically **identification of the prerequisites, corequisites, advisories, and other limitations on enrollment currently in use**, that is, listed in the catalog. Because colleges have been given six years (through November 4, 1999) to review legally established prerequisites (see the list below), it is not necessary to immediately toss out the entire collection of prerequisites. Those which do not meet Title 5 standards should be removed, as well as those approved subsequent to the effective date of the new regulations (October 1, 1993) which were not reviewed in accord with the new regulations. Those which were "grand parented" and so do not need to be reviewed until November 4, 1999 are specified in Title 5 §55201(d) as:

- 1) those established before July 6, 1990, and are part of a sequence of degree-applicable courses within a discipline; or
- 2) those established between 7/6/90 and 10/1/93 which met the requirements of the regulations at the time; or
- 3) those required by statute or regulation; or
- 4) those part of a lab-lecture corequisite pair; or
- 5) those required by four year institutions.

The result will be two lists: those which will immediately be removed from the catalog and not enforced and those which can stay in place but will require review within six years.

It may also be that, in the joint opinion of discipline faculty and the curriculum committee, **some prerequisites are not really needed**. It is a good idea to send out the list of prerequisites which will need to be reviewed to the faculty with a recommendation that they consider which among them should be continued and undergo the new review process. By responding in writing to the curriculum committee stating those prerequisites which can be dropped and those which can be converted to advisories, the committee can act to refine the current needs of the college in terms of prerequisites needed to maintain academic standards in its courses and programs. The result will be a refined, and most likely significantly reduced, list of prerequisites, corequisites, advisories, and other limitations which will need to be reviewed.

In reviewing the need for prerequisites, the discipline faculty and the curriculum committee should consider the available **alternatives to prerequisites**. It may be that student success can be enhanced without the need to limit access through prerequisites. Faculty may wish to enrich those portions of the course content which are taught early in the term and serve to provide foundation skills for learning material taught subsequently. Many of us realize that student success is not just dependent on previous skills but is connected to a whole host of characteristics including study skills particular to the subject, access to study time and place, and an encouraging atmosphere both in the classroom and outside. As a result, many of us have instituted practices such as tutorials, study groups, math/writing/you-name-it labs, review sessions, mastery learning styles, classroom research, and so on. It may very well be that, through dedication to these techniques, students who enter our courses poorly prepared can nonetheless finish them having achieved the stated student outcomes.

While this initial refining of needed prerequisites is occurring, the team can work on **setting up policies and procedures** for the process. These include:

- content review;

ARTICLE VIII
EVALUATION AND THE TENURE PROCESS

1.0 Philosophy

- 1.1 All faculty must be evaluated by using the process as negotiated between the AVCCD board of trustees and the AVCFT and in accordance with E.C. 87600-87664 inclusive. Faculty encompasses all employees of Antelope Valley Community College District who are paid on the faculty or adjunct/overload salary schedules.
- 1.2 Evaluation provides faculty members the opportunity to review the effectiveness of their performance in order to maintain the institution's standards and the high quality of instruction and support services. Evaluation is a continuous process and is valuable for a faculty member's professional development. It helps the individual identify strengths as well as weaknesses and encourages faculty to continue professional growth.
- 1.3 Evaluation is a crucial component in the granting of tenure and in the decision to rehire adjunct faculty and is a continuing process of development for regular (tenured) faculty. During peer evaluation, peer-team members have the opportunity to observe alternate approaches and methods of achieving objectives.
- 1.4 Faculty members are professionally competent to determine course or service objectives, instructional methods, and course materials consistent with the philosophy and mission of the college and to implement the course outline of record. Evaluation will focus primarily on the effectiveness with which instructors achieve the stated objectives of their courses or support services and facilitate student learning. Evaluation also will focus on effectiveness of interaction with students, respect for colleagues and the teaching profession and continued professional growth.
- 1.5 "Tenure" is the reclassification of a contract faculty to a regular faculty member as a result of evaluation.

2.0 Procedures

2.1 Procedures for All Faculty Evaluations

- 2.1.1 Each classroom instructor shall prepare a syllabus consistent with the Course Outline of Record to distribute to each student and the supervising educational administrator by the end of the first week of instruction. A current Course Outline of Record for each course is available from the office of the Vice President Academic Affairs. (See Academic Policies and Procedures Committee course outline form.)
- 2.1.2 Three categories of faculty are to be evaluated: contract (probationary), temporary (full-time temporary and adjunct) and regular (tenured). Although the timelines and procedures for each category differ, all evaluations will be done following the guidelines for student evaluations (see 2.3), classified input (see 2.4), peer input (see 2.5), and self evaluations (see 2.7), and all faculty will be evaluated using all criteria for evaluating faculty (see 2.6). Confidentiality is to be maintained by all individuals involved in the evaluation process. All information gathered or reports generated as part of the evaluation process shall be confidential and all members of the campus community are expected to respect and maintain the confidentiality of the evaluation process.
- 2.1.3 Scheduled observations of work performance may begin the third week of the semester and must be for at least 60 minutes for classroom faculty **unless the regular class meeting**

time is for less. An observation of non-classroom faculty may be broken up into shorter times if appropriate due to differing job duties but must total at least 60 minutes.

- 2.1.4 Directors, Deans, and Vice Presidents that represent academic departments and student services departments shall evaluate faculty as set forth in Article VIII (Tenure and Evaluation). For example: The Directors of Counseling, Disabled Student Services, TRIO, and Corporate and Community Education. Classified employees in the positions of Confidential, Management or Supervisory Directors may not act as educational administrators for the purpose of evaluating pursuant to Article VIII.
- 2.1.5 Violations: Violations to the provisions contained in this article shall be processed as grievances according to the provisions of Article XIV. Allegations of sexual harassment or discrimination shall be handled under the district's non-discrimination policy.
- 2.1.6 Distance Education: Faculty teaching online courses or performing other faculty job duties online shall provide an orientation to the evaluators if necessary on how to access the site(s) and various methods of student interaction such as e-mail and chat rooms. Access shall be granted to the evaluators for five working days and the evaluatee will make arrangements for access. Should additional observations be desired or necessary, the evaluatee will make arrangements for access as appropriate.
- 2.1.7 Resignation of evaluatee: If a faculty member resigns during a semester in which an evaluation is being done, the final evaluation report or summary memo need not be completed. A memo from the committee chair stating why the process was not completed along with the letter of resignation shall be placed in the employee's personnel file by the appropriate vice-president.

2.2 Additional Procedures for Contract Faculty

- 2.2.1 Timelines: Timelines for the tenure and evaluation process will be set each spring for the following year in function of the academic calendar. The tenure review coordinator will submit the timelines to the administration and union for their agreement.
- 2.2.2 All work done by contract faculty in the primary division, whether on load or overload, and work done on load in a division different from the primary assignment will be evaluated by the tenure review committee as part of the tenure review process. Contract faculty teaching overload in a division different from their primary assignment will be evaluated as adjunct in that division.
- 2.2.3 Observations: The tenure review team must complete an Observation Report (see Appendix) for each observation and must ensure that each course taught is observed at least once for classroom faculty before writing reports and summary memos. Each evaluator must perform at least one observation. The evaluatee may append comments to the Observation Report within five working days. The chair will distribute appended comments to the committee and the Tenure Review Coordinator.
- 2.2.4 Unannounced observations: If the members of the tenure review team unanimously agree that the evaluatee is performing unsatisfactorily in an area, the team may perform unannounced observations of work performance after having notified the evaluatee in writing. A copy of the notification must be sent to the Tenure Review Coordinator. Access to courses taught online will be made available to the committee for the remainder of the semester should the committee notify the evaluatee that they will be performing unannounced observations.

- c. Student evaluations must be done in every class for classroom faculty.
- d. The evaluator/s, in consultation with the non-classroom evaluatee, will determine the number, and the time frame for gathering student evaluations.
- e. A member of the evaluation team will explain the purpose and value of student evaluations, using standardized instructions. Evaluations will be collected by someone other than the faculty member being evaluated and will be placed in an envelope ~~which will be sealed~~ and returned to the faculty member after view by the evaluation/tenure review team and/or chair.

Instructions:

You will be filling out a student evaluation form as part of the evaluation process of (instructor's name). Please take the time to fill these out carefully as your input is an important part of the evaluation process. There is space for your written comments. These comments are often particularly helpful. Please give detailed input into ways in which the course and instruction might be improved and, also, what is working well and what is helpful to you.

~~Instructors may not retaliate against students for their comments. These evaluations will be returned to (instructor's name) for his/her use in the evaluation process before grades are submitted. If you think your handwriting might be recognized and want to ensure that you remain anonymous, please indicate at the bottom that you would like your comments typed and they will be typed before being given to the instructor.~~

- f. When student evaluations are being done as part of the tenure process, a member of the tenure review committee or a person agreed to by the tenure review committee and the evaluatee will give the standardized directions to the students and administer the evaluation forms. For non-classroom faculty, the committee, in consultation with the evaluatee, will determine how the student evaluations will be administered.
- g. Evaluations will be opened in time to allow meeting timelines of the evaluation process. The evaluatee will summarize the evaluations and submit the evaluations to the evaluator/s. The evaluatee will address the evaluations in the self-evaluation. Student evaluations will be returned to the faculty member after review by the appropriate vice president.

2.4 Classified Input

2.4.1 Faculty who work closely with classified employees in directing their work shall provide them with the opportunity to have input into the evaluation during semesters in which the faculty member is being evaluated. Classified who shall have input into the process shall be identified at the beginning of the process. Since these faculty directly affect the classified employees' ability to do their jobs, input from the employees is appropriate to improve working relationships between the faculty and classified employees and to promote the smooth running of programs and hence improve service to our students. Examples of classified employees who shall have input into faculty evaluations are lab technicians, instructional assistants, library clerks and classified staff in EOP&S and in the Learning, Transfer and Career Centers if faculty are directing their work.

2.4.2 The evaluatee and evaluator/s shall prepare or select an instrument or method for input that focuses on the evaluatee's job performance in relation to the classified employee(s). The instrument should facilitate obtaining objective information related to the criteria for evaluating faculty and will provide an opportunity for written comments. The classified input procedure shall not result in any manner of staff intimidation. The evaluator or a

2.6.3 Fulfillment of responsibilities to colleagues, discipline/department, division and college and respect for colleagues and the teaching profession by

- a. Acknowledging and defending free inquiry in the exchange of criticism and ideas,
- b. Striving to be objective in their professional judgment of colleagues,
- c. Demonstrating tolerance for diverse perspectives,
- d. Working in a spirit of cooperation to develop and maintain a collegial atmosphere among faculty and staff.
- e. Participating in and fulfilling governance/service responsibilities such as attending division meetings, curriculum revision, and committee work.

2.6.4 Continued professional growth demonstrated by

- a. Participation in professional activities such as coursework, attendance at workshops, seminars, professional meetings, and development of new curricula,
- b. ~~Progress in areas identified as "needs improvement" or "unsatisfactory" in previous evaluations. [This isn't a criterion. It is needed, and is included, in the reports, but after the four sections. It being here in section IV makes it seem as if we're monitoring progress only in the area of continued professional growth. It should refer to monitoring progress in ALL areas identified as needing improvement or unsatisfactory.]~~
- b. Other appropriate activities.

Items 2.6.2(d) and 2.6.3(e) apply to adjunct faculty to the extent that they are compensated for office hours and/or other service/governance work.

2.7 Self-Evaluation

All faculty being evaluated shall do a self-evaluation. Each faculty member shall submit a written narrative to the evaluator or evaluation team. In the self-evaluation narrative:

- a. Indicate your current assignment, including all courses (time, day, room, course title) or work schedule. Provide a brief description of any reassigned time duties.
- b. List the titles/days, times of any professional development activities since your last evaluation and how you have incorporated this knowledge into your current assignment.
- c. Assess your professional performance since your last evaluation, including all four criteria (see 2.6).
- d. Describe what methods or techniques of instruction, guidance or other job duties that you currently use. Indicate which methods you have found to be successful and how they help students learn or reach their goals.
- e. Describe how your job performance can be improved.
- f. Analyze assistance that others can provide in improving your performance.
- g. Describe any barriers that might be obstructing the achievement of objectives.
- h. Summarize and respond to current student evaluations, peer input and, when appropriate, classified input. Describe ways in which you encourage communication between yourself and your students.
- i. Explain how you evaluate student progress, in particular critical thinking.
- j. Specify the extent to which you are involved in division and/or college activities, other than your primary job duties. Assess your contributions to the activities in which you participate, in particular, your involvement in establishing, implementing, and assessing student learning outcomes.

- f. Adjunct faculty who have not worked during the fall or spring semester for 3 years or who will work only summer or intersession may be evaluated during the intersession or summer session. If faculty are available, the schedule alternating between educational administrator and faculty shall be adhered to. If no faculty are available, the educational administrator may do the evaluation. All steps must be completed. Timelines shall be condensed as appropriate for the shorter timeframe.
- g. The evaluator(s) shall conduct student evaluations in all classes (see 2.3) and, when appropriate, obtain classified and peer input (see 2.4 and 2.5). Evaluator(s) shall use the Observation Report and the **Adjunct Faculty Evaluation Report**. The evaluatee's signature on ~~interim and final~~ **Observation Reports and on the final Adjunct Faculty Evaluation Report** indicate acknowledgment of the process but not necessarily agreement with the content. The evaluatee may append written comments to the report within 5 working days, which are signed by the evaluator(s) and forwarded to the next level administrator.
- h. All information gathered or reports generated as part of the evaluation process shall be confidential.

5.2.2 Timeline for Adjunct Faculty Evaluation:

- Weeks 1-4 Each division dean will notify adjunct faculty scheduled for evaluation of the name of her/his evaluator and provide the faculty with a copy of the evaluation process.
- Weeks 4-5 The evaluator meets with the adjunct instructor to review the evaluation process, the evaluation criteria (see 2.4) the timeline and grievance procedure. The evaluator and the evaluatee shall determine what activities are appropriate during the evaluation. Classified and/or peer input may be used following the guidelines set in this policy. The adjunct faculty member furnishes the evaluator with written materials appropriate for evaluation.
- Weeks 6-9 Classroom or worksite observations take place as defined in the section on procedures. When observations occur, teaching or appropriate job duties must be taking place. The evaluator completes an ~~interim adjunct evaluation~~ observation report and holds a discussion with the adjunct instructor as soon as possible but in no case later than 10 working days after the observation. The ~~interim~~ **Observation Report** must specify areas that need improvement or are unsatisfactory and suggest remedies.
- Weeks 6-14 If the ~~interim~~ **Observation Report** indicates areas that need improvement, it is recommended that a second person be added to the team. If any unsatisfactory areas are indicated, the educational administrator shall be added to the team when the evaluation is being done by a faculty member. When the evaluation is being done by the educational administrator, he/she shall add a faculty member from the division to the team. In the event that the educational administrator is unable to add a faculty member, the report may go forward from the educational administrator. The second person shall conduct at least one classroom or worksite observation as defined in the section on procedures and fill out an ~~interim~~ **Observation Report**. The team shall meet with the evaluatee as soon as possible but in no case later than 10 working days after the observation. ~~Additional observations may take place during the rest of the semester.~~

- f. Adjunct faculty who have not worked during the fall or spring semester for 3 years or who will work only summer or intersession may be evaluated during the intersession or summer session. If faculty are available, the schedule alternating between educational administrator and faculty shall be adhered to. If no faculty are available, the educational administrator may do the evaluation. All steps must be completed. Timelines shall be condensed as appropriate for the shorter timeframe.
- g. The evaluator(s) shall conduct student evaluations in all classes (see 2.3) and, when appropriate, obtain classified and peer input (see 2.4 and 2.5). Evaluator(s) shall use the Observation Report and the Adjunct Faculty Evaluation Report. The evaluatee's signature on ~~interim and final~~ Observation Reports and on the final Adjunct Faculty Evaluation Report indicate acknowledgment of the process but not necessarily agreement with the content. The evaluatee may append written comments to the report within 5 working days, which are signed by the evaluator(s) and forwarded to the next level administrator.
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Antelope Valley College
Student Evaluation of Classroom Instructor

Name of Instructor: _____ Date _____
 Course Title: _____ Day(s) and Time that course meets _____

Please mark the box that most closely reflects your opinion with an "X":

- 1 = *Strongly agree* 2 = *Agree* 3 = *Disagree* 4 = *Strongly disagree*
 5) = *No observation or not applicable*

		1	2	3	4	5
1	The instructor provided me with a syllabus during the first week of class. 1 = Yes 2 = No					
2	The grading policy was clearly explained in the syllabus.					
3	The grading system in the course is applied fairly and consistently.					
4	The instructor starts class on time.					
5	The instructor rarely misses class.					
6	The class meets for the total time scheduled.					
7	The instructor is available during scheduled office hours.					
8	The instructor returns tests and homework promptly.					
9	I am encouraged to participate in class.					
10	I am comfortable asking questions of this instructor.					
11	The instructor promotes an atmosphere of mutual respect among students.					
12	The instructor respects me <i>as a person when she/he discusses my opinions or ideas.</i>					
13	The instructor is interested in my improvement and learning.					
14	I have no difficulty understanding the instructor's pronunciation.					
15	The classroom sessions are organized.					
16	The instructor explains the material clearly.					
17	The instructor answers questions clearly and thoroughly.					
18	The instructor displays enthusiasm for the subject.					
19	The instructor helps me to think <i>critically within this discipline or subject matter.</i>					
20	The instructor shows respect for all individuals, regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation.					
21	I would take a course from this instructor again. 1 = Yes 2 = No 3 = <i>Maybe</i>					
22	My overall rating of this instructor is 1) excellent 2) good 3) average 4) below average 5) poor					

MORE QUESTIONS ON THE OTHER SIDE

Please use the space below to expand on any of the questions asked that you feel needs additional explanation.

Please describe the strengths of this instructor. Try to be specific and give examples.

How can this course or instruction be improved?

Antelope Valley College
Student Evaluation of Classroom Instructors: Online Classes

Name of Instructor:
Course Title:

Date:

Please mark the box that most closely reflects your opinion with an "X":

1 = *Strongly agree*

2 = *Agree*

3 = *Disagree*

4 = *Strongly disagree*

5) = *No observation or not applicable*

		1	2	3	4	5
1	The instructor posted a syllabus during the first week of class. 1 = Yes 2 = No	<input type="checkbox"/>	<input type="checkbox"/>	X	X	X
2	The instructor responds to e-mails or questions within 24-48 hours. 1 = Yes 2 = No	<input type="checkbox"/>	<input type="checkbox"/>	X	X	X
3	The grading policy was clearly explained in the syllabus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The instructor returns/provides feedback on tests and homework promptly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The grading system in the course is applied fairly and consistently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	I am encouraged to participate in class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I am comfortable asking questions of this instructor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The instructor promotes an atmosphere of mutual respect among students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	The instructor respects me <i>as a person when she/he discusses my opinions or ideas.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	The instructor is interested in my improvement and learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	The instructor communicates clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	The site and materials are organized.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	The instructor explains the material clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	The instructor answers questions clearly and thoroughly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	The instructor displays enthusiasm for the subject.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	The instructor helps me to think <i>critically within this discipline or subject matter.</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	The instructor shows respect for all individuals, regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	I would take a course from this instructor again. 1 = Yes 2 = No 3 = <i>Maybe</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X	X
19	My overall rating of this instructor is 1) excellent 2) good 3) average 4) below average 5) poor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

MORE QUESTIONS ON THE NEXT PAGE

Please use the space below to expand on any of the questions asked that you feel needs additional explanation:

Please describe the strengths of this instructor. Try to be specific and give examples:

How can this course or instruction be improved?

Antelope Valley College
Student Evaluation of Counseling Faculty

Name of Counselor: _____ Date: _____

Please mark the box that most closely reflects your opinion with an "X":

- 1 = *Strongly agree* 2 = *Agree* 3 = *Disagree* 4 = *Strongly disagree*
5) = *No observation or not applicable*

		1	2	3	4	5
1	The counselor listened well.					
2	The counselor showed interest in my goals and questions.					
3	The counselor respected me <i>as a person when she/he discussed my opinions or ideas.</i>					
4	The counselor understood my needs.					
5	The counselor was available for my scheduled appointment. 1 = Yes 2 = No					
6	The counselor clearly explained my assessment results and course placement.					
7	The counselor clearly explained the Student Education Plan.					
8	The counselor clearly explained major and/or career requirements.					
9	The counselor helped me understand what I need to do to achieve my goals.					
10	The counselor suggested additional ways or places to gain additional help and/or information.					
11	I am encouraged to continue my education.					
12	I was comfortable asking questions of this counselor.					
13	The counselor was interested in my improvement and learning.					
14	I have no difficulty understanding the counselor's pronunciation.					
15	The counselor was prepared for our session.					
16	The counselor used our scheduled time effectively.					
17	The counselor was organized.					
18	The counselor shows respect for all individuals, regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation.					
19	I would return to see this counselor again. 1 = Yes 2 = No 3 = <i>Maybe</i>					
20	My overall rating of this counselor is 1) excellent 2) good 3) average 4) below average 5) poor					

MORE QUESTIONS ON THE OTHER SIDE

Please use the space below to expand on any of the questions asked that you feel needs additional explanation.

Please describe the strengths of this counselor. Try to be specific and give examples.

How could this counseling session have served you better? How can counseling in general serve you better?

Antelope Valley College
Student Evaluation of Library Faculty

Name of Librarian: _____ Date: _____

Please mark the box that most closely reflects your opinion with an "X":

- 1 = *Strongly agree* 2 = *Agree* 3 = *Disagree* 4 = *Strongly disagree*
5) = *No observation or not applicable*

		1	2	3	4	5
1	The librarian listened well.					
2	The librarian showed interest in helping me.					
3	The librarian respected me <i>as a person when she/he discussed my opinion or ideas.</i>					
4	The librarian understood my needs.					
5	The librarian was patient.					
6	The librarian was knowledgeable.					
7	The librarian helped me to think <i>critically within this discipline or subject matter.</i>					
8	The librarian instructed me in the use of the library book catalog.					
9	The librarian instructed me in the use of electronic journal and magazine databases.					
10	The librarian helped me learn how to find the information I needed.					
11	The librarian suggested additional ways or places to gain additional help and/or information.					
12	The librarian invited me to come back if I needed more help. 1 = Yes 2 = No					
13	I was comfortable asking questions of this librarian.					
14	The librarian appeared interested in helping me improve my research skills.					
15	I have no difficulty understanding the librarian's pronunciation.					
16	The librarian was approachable.					
17	I am satisfied with the help that I received from this librarian. 1 = Yes 2 = <i>Somewhat satisfied</i> 3 = No					
18	The librarian shows respect for all individuals, regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual orientation.					
19	I would return to see this librarian again. 1 = Yes 2 = No 3 = <i>Maybe</i>					
20	My overall rating of this librarian is 1) excellent 2) good 3) average 4) below average 5) poor					

MORE QUESTIONS ON THE OTHER SIDE
Student Evaluation, Librarian, January 2009

Please use the space below to expand on any of the questions asked that you feel needs additional explanation.

Please describe the strengths of this librarian. Try to be specific and give examples.

How could this librarian have served you better? How could library services in general serve you better?

Antelope Valley College
Student Evaluation of Learning/Specialist Faculty

Name of Specialist: _____ Date: _____

Please mark the box that most closely reflects your opinion with an "X":

1 = *Strongly agree* 2 = *Agree* 3 = *Disagree* 4 = *Strongly disagree*

5) = *No observation or not applicable*

		1	2	3	4	5
1	The specialist listened well.					
2	The specialist showed interest in helping me.					
3	The specialist respected me <i>as a person when she/he discussed my opinions or ideas.</i>					
4	The specialist understood my needs.					
5	The specialist assisted me efficiently.					
6	The specialist was knowledgeable.					
7	The specialist helped me to think critically within this discipline or subject matter.					
9	The specialist clearly and accurately explained the information I needed.					
10	The specialist suggested additional ways or places to gain additional help and/or information.					
11	I am encouraged to seek help when needed.					
12	I was comfortable asking questions of this faculty member.					
13	The specialist appeared interested in my improvement and learning.					
14	I have no difficulty understanding the specialist's pronunciation.					
15	The specialist was organized.					
16	I am satisfied with the help that I received from this specialist.					
17	The specialist shows respect for all individuals, regardless of race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, marital status, sex, age, or sexual.					
18	I would return to see this specialist again. 1 = Yes 2 = No 3 = <i>Maybe</i>					
19	My overall rating of this specialist is 1) excellent 2) good 3) average 4) below average 5) poor					

MORE QUESTIONS ON OTHER SIDE

Please use the space below to expand on any of the questions asked that you feel needs additional explanation.

Please describe the strengths of this specialist. Try to be specific and give examples.

How could this specialist have served you better? How could learning services or disabled student services in general serve you better?

Evaluation of Library Presentation

Librarian: _____ Date: _____ Number of Students: _____

Please ~~answer~~ check "yes" or "no" to answer the following questions:

No	Yes
1. The librarian provided me with the information I wanted to know about what material is available in this library.	_____
2. The librarian provided me with the methods I need to know in order to find books and periodicals in this library.	_____
3. The librarian's explanations were clear and the presentation was done in organized manner.	_____
4. I knew how to find material in the library before the librarian's presentation.	_____
5. I feel less confused about finding material in the library than before the librarian's presentation.	_____
6. I learned something new about using the library from this presentation.	_____
7. I took the following tutorials before this presentation (check all that apply):	
____ Research Tutorial	
____ EBSCOhost Tutorial	
____ Catalog Tutorial	
____ Journal Tutorial	
The tutorials helped me understand how to do research and use the library.	_____

Comments:

ANTELOPE VALLEY COLLEGE
Contract Faculty Summary Memo

Contract Faculty Member being evaluated:
Report Semester (check one): 2 nd <input type="checkbox"/> 4 th <input type="checkbox"/> 5 th <input type="checkbox"/>
Date of report:
Committee Chair:
Committee Member:
Committee Member:

Classroom/worksite visits were made on (list each date, who observed, and what class, lab, etc. was observed):

Meetings/discussions with evaluatee were held on (list each date and who met): _____

Describe areas of excellence:

Describe areas that need improvement:

Describe unsatisfactory areas and append plans for removal of unsatisfactory rating:

Progress on areas identified as needing improvement from previous reports or summary memos, if applicable:

Progress on plan for removal of unsatisfactory rating from previous reports or summary memos, if applicable:

Additional comments:

SIGNATURES:

Evaluee

Date

Committee chair

Date

Committee member

Date

Committee member

Date

The above signed individuals have read and discussed this memo. Evaluee's signature acknowledges receipt of a copy of the memo and does not necessarily signify agreement. The evaluee may append comments to this memo within 5 working days.

IV. Continued Professional Growth Demonstrated by:

Criteria	E	M	NI	U
A. Participation in professional activities such as coursework, attendance at workshops, seminars, professional meetings, and development of new curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Progress in areas identified as "needs improvement" or "unsatisfactory" in previous evaluations (leave rating blank if not applicable).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Other appropriate activities (leave rating blank if not applicable).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Description of areas of excellence regarding continued professional growth:

Description of areas needing improvement regarding continued professional growth. Be specific. Recommendations for remedies must be included. *Written comments are required for any NI checked in the criteria for section IV.*

Description on areas that are unsatisfactory regarding continued professional growth. *Written comments are required for any U checked in the criteria for section IV. Plan(s) for Removal of Unsatisfactory Rating must be attached. Are any plans attached? Yes No*

SUMMARY ASSESSMENT, SECTION IV (PROFESSIONAL GROWTH)	E	M	NI	U
Performs at an overall level assessed as:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[These two items were in the previous report, but as part of Section IV—professional development. The more appropriate place is after the analysis of the four sections.]

Progress on areas identified as needing improvement from previous report(s) or summary memos, if applicable:

Progress on plans for removal of unsatisfactory rating from previous report(s) or summary memos, if applicable:

[Box with overall assessment with rating is deleted.]

V-Overall Assessment of Sections I-IV	E	M	NI	U
Performs at an overall level assessed as:				

ANTELOPE VALLEY COLLEGE Tenured Faculty Evaluation Report

[This document mirrors the Contract Faculty Evaluation Report. Those items italicized on page 1 and page 5 and the recommendations section are the only differences.]

Contract Faculty Member being evaluated:	
<i>Type of Evaluation:</i> <i>Peer team</i> <input type="checkbox"/> <i>Administrative</i> <input type="checkbox"/> <i>Self</i> <input type="checkbox"/>	
Date of report:	
<i>Educational Administrator:</i>	
<i>Faculty Member:</i>	
<i>Faculty Member:</i>	

Classroom/worksite visits were made on (list each date, who observed, and what class, lab, etc. was observed): _____

Meetings/discussions with evaluatee were held on (list each date and who met): _____

For specific observable behaviors and materials to consider regarding the criteria in each section, see the *Supplemental Evaluation Criteria List*.

Rating Criteria Definitions:

E	EXCEEDS CRITERIA	Rating indicates the individual exceeds standards for given criteria and consistently exhibits exceptional ability that is noteworthy.
M	MEETS CRITERIA	Rating indicates the individual meets standards for given criteria and is consistently effective and productive.
NI	NEEDS IMPROVEMENT	Rating indicates the individual partially meets standards for given criteria, though areas of weakness/ineffectiveness were observed. With increased attention to area, it is expected individual will meet criteria.
U	UNSATISFACTORY	Rating indicates individual failed to meet standards for given criteria. (An unsatisfactory rating indicates considerable lack of effectiveness, a problem that could result in a recommendation to not rehire.)

A faculty member must receive a rating of "Meets Criteria" or "Exceeds Criteria" in the "Summary" of each of sections I through IV in order to receive a rating of "Meets Criteria" or "Exceeds Criteria" for the overall evaluation (section V).

III. Fulfillment of Responsibilities to Colleagues, Discipline/Department, Division, and College and Respect for Colleagues and the Teaching Profession by:

Criteria	E	M	NI	U
A. Acknowledging and defending free inquiry in the exchange of criticism and ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Striving to be objective in their professional judgment of colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Demonstrating tolerance for diverse perspective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Working in the spirit of cooperation to develop and maintain a collegial atmosphere among faculty and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E. Participating in and fulfilling governance/service responsibilities such as attending division meetings, curriculum revision, and committee work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Written assessment of peer input: Provide an overall assessment and interpretation of peer input. Include classified input *only if applicable*. *Written comments on peer input are required.*

Description of areas of excellence regarding fulfillment of responsibilities to colleagues, discipline/department, division, and college and respect for colleagues and the teaching profession:

Description of areas needing improvement regarding fulfillment of responsibilities to colleagues, discipline/department, division, and college and respect for colleagues and the teaching profession. Be specific. Recommendations for remedies must be included. *Written comments are required for any NI checked in the criteria for section III.*

Description of unsatisfactory areas regarding fulfillment of responsibilities to colleagues, discipline/department, division, and college and respect for colleagues and the teaching profession. *Written comments are required for any U checked in the criteria for section III.* Plan(s) for Removal of Unsatisfactory Rating must be attached. Are any plans attached? Yes No

SUMMARY ASSESSMENT, SECTION III (RESPONSIBILITIES TO COLLEAGUES, DISCIPLINE/DEPARTMENT, DIVISION, AND COLLEGE)	E	M	NI	U
Performs at an overall level assessed as:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Continued Professional Growth Demonstrated by:

Criteria	E	M	NI	U
A. Participation in professional activities such as coursework, attendance at workshops, seminars, professional meetings, and development of new curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Progress in areas identified as "needs improvement" or "unsatisfactory" in previous evaluations (leave rating blank if not applicable).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Other appropriate activities (leave rating blank if not applicable).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Description of areas of excellence regarding continued professional growth:

Description of areas needing improvement regarding continued professional growth. Be specific. Recommendations for remedies must be included. *Written comments are required for any NI checked in the criteria for section IV.*

Description on areas that are unsatisfactory regarding continued professional growth. *Written comments are required for any U checked in the criteria for section IV. Plan(s) for Removal of Unsatisfactory Rating must be attached. Are any plans attached? Yes No*

SUMMARY ASSESSMENT, SECTION IV (PROFESSIONAL GROWTH)	E	M	NI	U
Performs at an overall level assessed as:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Progress on areas identified as needing improvement from previous report(s), *if applicable*:

Progress on plans for removal of unsatisfactory rating from previous report(s), *if applicable*:

Areas rated as unsatisfactory must include plans for removal of unsatisfactory and timeline.

SIGNATURES:

Evaluee

Date

Committee chair

Date

Committee member

Date

Committee member

Date

The above signed individuals have read and discussed this evaluation. Evaluee's signature acknowledges receipt of a copy of the evaluation and does not necessarily signify agreement. The evaluee may append comments to this report within 5 working days.

ANTELOPE VALLEY COLLEGE

Adjunct Faculty Evaluation Report

[This document is also new; however, it mirrors the Contract and Tenured Evaluation Reports except for difference in the headings on page 1, deletion of reassigned time language, modification of office hour/governance criteria, deletion of references to Plans for Removal of Unsatisfactory and recommendations.]

Contract Faculty Member being evaluated:	
Date Evaluator Assigned:	Date of Initial Meeting with Evaluator:
Date of Report:	
Evaluator:	
Second Evaluator (if two-person team):	

Classroom/worksite visits were made on (list each date, who observed, and what class, lab, etc. was observed): _____

Meetings/discussions with evaluatee were held on (list each date and who met): _____

For specific observable behaviors and materials to consider regarding the criteria in each section, see the *Supplemental Evaluation Criteria List*.

Rating Criteria Definitions:

E	EXCEEDS CRITERIA	Rating indicates the individual exceeds standards for given criteria and consistently exhibits exceptional ability that is noteworthy.
M	MEETS CRITERIA	Rating indicates the individual meets standards for given criteria and is consistently effective and productive.
NI	NEEDS IMPROVEMENT	Rating indicates the individual partially meets standards for given criteria, though areas of weakness/ineffectiveness were observed. With increased attention to area, it is expected individual will meet criteria.
U	UNSATISFACTORY	Rating indicates individual failed to meet standards for given criteria. (An unsatisfactory rating indicates considerable lack of effectiveness, a problem that could result in a recommendation to not rehire.)

A faculty member must receive a rating of "Meets Criteria" or "Exceeds Criteria" in the "Summary" of each of sections I through IV in order to receive a rating of "Meets Criteria" or "Exceeds Criteria" for the overall evaluation (section V).

I. Effective Job Performance in Classroom Teaching, Counseling, Librarianship, or Other Specialized Job Duties, including but not limited to:

Criteria	E	M	NI	U
A. Currency and depth of knowledge in teaching field or job duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Use of teaching methods and materials challenging to the students and appropriate to the subject matter or service area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Careful attention to effective organization and communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Consistent responsibility in fulfilling college requirements and adherence to district policies and procedures (such as Title V, fulfillment of flex contract, turning in reports such as census sheets and grades on time) or other specific requirements of the position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Assessment of written materials. For example, for classroom faculty, provide an overall assessment of course syllabi, graded exams or papers, worksheets, handouts, etc.; for counselors, provide an overall assessment of Education Plans, etc.; for librarians and specialists, provide an overall assessment of workshop materials. *Written comments are required.*

Description of areas of excellence in job performance:

Description of areas needing improvement in job performance. Be specific. *Written comments are required for any NI checked in the criteria for section I.*

Description of unsatisfactory areas in job performance. *Written comments are required for any U checked in the criteria for section I.*

SUMMARY ASSESSMENT, SECTION I (EXCELLENT JOB PERFORMANCE)	E	M	NI	U
Performs at an overall level assessed as:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

II. Effective Student Interaction and Evaluation of Student Work by Demonstrating:

Criteria	E	M	NI	U
A. Patience, fairness, and promptness in the evaluation and discussion of student work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Sensitivity and responsiveness to the needs of individual students and their special circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Sensitivity to diversity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Availability to students during scheduled office hours/scheduled appointments (if office hours are being held)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Written assessment of student evaluations: Provide an overall assessment and interpretation of the student evaluations. *Written comments are required.*

Description of areas of excellence regarding student interaction and evaluation of student work:

Description of areas needing improvement regarding student interaction and evaluation of student work. Be specific. Recommendations for remedies must be included. *Written comments are required for any NI checked in the criteria for section II.*

Description of unsatisfactory areas regarding student interaction and evaluation of student work. *Written comments are required for any U checked in the criteria for section II.*

SUMMARY ASSESSMENT, SECTION II (STUDENT INTERACTION)	E	M	NI	U
Performs at an overall level assessed as:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

III. Fulfillment of Responsibilities to Colleagues, Discipline/Department, Division, and College and Respect for Colleagues and the Teaching Profession by:

Criteria	E	M	NI	U
A. Acknowledging and defending free inquiry in the exchange of criticism and ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Striving to be objective in their professional judgment of colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C. Demonstrating tolerance for diverse perspective.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D. Working in the spirit of cooperation to develop and maintain a collegial atmosphere among faculty and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Written assessment of peer input: Provide an overall assessment and interpretation of peer input. Include classified input *only if applicable*. *Written comments on peer input are required.*

Description of areas of excellence regarding fulfillment of responsibilities to colleagues, discipline/department, division, and college and respect for colleagues and the teaching profession:

Description of areas needing improvement regarding fulfillment of responsibilities to colleagues, discipline/department, division, and college and respect for colleagues and the teaching profession. Be specific. Recommendations for remedies must be included. *Written comments are required for any NI checked in the criteria for section III.*

Description of unsatisfactory areas regarding fulfillment of responsibilities to colleagues, discipline/department, division, and college and respect for colleagues and the teaching profession. *Written comments are required for any U checked in the criteria for section III.*

SUMMARY ASSESSMENT, SECTION III (RESPONSIBILITIES TO COLLEAGUES, DISCIPLINE/DEPARTMENT, DIVISION, AND COLLEGE)	E	M	NI	U
Performs at an overall level assessed as:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

IV. Continued Professional Growth Demonstrated by:

Criteria	E	M	NI	U
A. Participation in professional activities such as coursework, attendance at workshops, seminars, professional meetings, and development of new curricula.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B. Other appropriate activities (leave rating blank if not applicable).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Description of areas of excellence regarding continued professional growth:

Description of areas needing improvement regarding continued professional growth. Be specific. Recommendations for remedies must be included. *Written comments are required for any NI checked in the criteria for section IV.*

Description on areas that are unsatisfactory regarding continued professional growth. *Written comments are required for any U checked in the criteria for section IV.*

SUMMARY ASSESSMENT, SECTION IV (PROFESSIONAL GROWTH)	E	M	NI	U
Performs at an overall level assessed as:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Recommendation (check only one):

- Keep in Hiring Pool
- Re-evaluate : Next evaluation in _____ semesters
- Remove from Hiring Pool (requires 2-person team)

SIGNATURES:

Evaluee

Date

Evaluator

Date

Second Evaluator (if 2-person team)

Date

The above signed individuals have read and discussed this evaluation. Evaluee's signature acknowledges receipt of a copy of the evaluation and does not necessarily signify agreement. The evaluee may append comments to this report within 5 working days.

AP 7250 Educational Administrators Reassignment Rights

Reference:

***Education Code Sections 72411 et seq; 87002(b); 87457-87460
Government Code Section 3540.1(g) and (m)***

Any administrator who has not previously acquired tenured status as a faculty member within the District shall have the right to become a first year probationary faculty member if the following apply:

- A. The administrator has completed at least two years of satisfactory service in the District, including any time as a faculty member (**Ed Code 87458**).
- B. The termination of the administrative assignment is for any reason other than dismissal for cause (Ed Code 87732).
- C. *(Note: item E. of current procedure)* If the Governing Board initiates the reassignment of an administrator, the Board shall give the employee upon request a written statement of the reasons for transfer (Ed Code 87457). **For an administrator whose contract term is longer than one year, the notice shall be given at least six months prior to the expired contract unless the contract or appointment provides otherwise. For administrators whose contract term is one year, notice shall be given on or before March 15 (Ed Code 72411(b)).**
- ~~E. If the Governing Board initiates the reassignment of an administrator, the Board shall give the employee upon request a written statement of the reasons for transfer (Ed Code 87457). If the administrator initiates the reassignment request, the request shall be made in writing and include assignment preferences. Reassignment actions should be submitted at least 90 days in advance of the effective date of reassignment to permit time for the staffing and program adjustments that may be necessary.~~
- FE.** The Governing Board shall determine that the administrator meets California Community College Board of Governors' minimum qualifications for employment as a faculty member based upon input by the Academic Senate. The division to which the administrator would be assigned may provide the Academic Senate with its views regarding the effect of the reassignment on the division's programs and staffing, including the availability of sufficient assignments in the discipline or service to accommodate an additional full-time faculty member. Based on the qualifications and preference of the administrator and the availability of teaching or service areas, the Academic Senate may recommend the discipline to which the administrator should be assigned. The report of the Academic Senate will be considered before the Governing Board makes a final decision, and a written record of both the Governing Board's and Academic Senate's views will be available (Ed Code 87358). **An administrator**

reassigned as a faculty member shall become a first-year probationary faculty member once his/her administrative assignment expires.

Every effort will be made to complete the process outlined above within 60 days.

~~F. If, within the last five years the administrator has taken a course, taught, or worked in industry in the discipline to which he/she is being reassigned, administrative experience in the District may be considered in placing the reassigned administrator on the faculty salary schedule.~~

F. The administrator, before reassignment is final, must meet the Faculty Service Area (FSA) Procedure for competency. (Refer to Antelope Valley College Federation of Teachers collective bargaining agreement, Article XV.)

G. In placing the reassigned administrator on the faculty salary schedule, he/she will be given the same consideration as any probationary faculty member.

5/8/06

Revised: