

Woodland Community College  
**Academic Senate**  
**Minutes – December 13, 2013**

<input checked="" type="checkbox"/> Matt Clark (President)	<input checked="" type="checkbox"/> Kevin Ferns (FaLaHum, Secretary)	<input type="checkbox"/> Talwinder Chetra (Math and Science)
<input type="checkbox"/> Christopher Howerton (At-Large)	<input checked="" type="checkbox"/> Donna Bahneman (Adjunct, WCC)	<input checked="" type="checkbox"/> Pamela Geer (Adjunct, CCOF)
<input checked="" type="checkbox"/> Greg Gassman (Social Sciences)	<input checked="" type="checkbox"/> Cheryl Latimer (Student Services)	<input checked="" type="checkbox"/> Donna McGill-Cameron (Business and Vocational Ed., Vice President)

Guests: K. Carabajal, A. Konuwa, Vanessa Cuevas, J. Ruiz, J. Shah

Call to Order at 1:05 pm

I. Approval of Agenda as Amended (Gassman/Bahneman)

II. Public Comment

- A. Bahneman reports that 6 human services students were hired from internships to full time positions.

III. Approval of Minutes from 11/22/13 as Amended (Bahneman/Gassman)

IV. President's Report-Clark (Attached)

- A. Add/Drop forms are being modified by IT to allow instructors to move beyond the hand written forms. Karen Trimble will be soliciting faculty and staff input to implement this by Summer/Fall 2014.
- B. Our FTES is lower than anticipated for Fall 2013. The administration is looking for ways to beef up FTES for Summer and Fall 2014. Classes have not filled at the pace we expected. The lack of support in Student Services may be part of the reason for this, according to Latimer.

V. Vice President's Report-McGill-Cameron (Nothing new to report)

VI. New Business

- A. Request to Expedite Recruitment of TRiO Counselor- A. Konuwa and V. Cuevas report that David Perez has taken a job with YC beginning 1/8/14. He concludes his work as TRiO Counselor on 1/7/14. TRiO needs a counselor in place for the spring semester. C. Latimer reports that for a faculty position, we should offer at least 30 days notice after the hiring notice goes out. The normal process allows for 45 days. Counselors need time to apply for this position, but the process should be expedited. V. Cuevas reports that she would like to have someone appointed quickly, but that she is comfortable with a 30 day period rather than a more ambitious 20 day period, which might prevent the pool of counselors from being more diverse.

- **Motion to expedite the hiring process from 45 to 30 days (MSC Geer/Gassman).**

- B. TRiO Update. V. Cuevas reports TRiO is now in year 4 of a 5 year grant. One grant is for WCC and one is for CCOF. Students enjoy the program and report high levels of confidence in the program. TRiO counselors have provided advice and assistance in course selection to 100% of participants (141 students at WCC and 150 students at CCOF). Even while operating at a 5.23% budget cut from the previous year, the TRiO program is still supporting more students than it did last year. TRiO reports a 63% persistence rate and 86% in academic good standing for the past year. They will need to reapply for a new grant this year for an additional 5 years. The program faces challenges with regard to data collection and will be addressing this going forward.
- C. AP4100 Graduation Requirements Revision (attached). Clark reports that senators should send AP4100 to all constituents for feedback. Are there any revisions that should be made to the current requirements? Should these requirements be part of board policy?
- D. Key Predictive Indicators Draft (attached). K. Carabajal reports that we are monitoring our five short term goals and the corresponding objectives for each goal over a period of three years. She has developed a chart to measure this for the district and requests feedback on it. Clark will work with C. Strode to determine which of these indicators will be tasked to the Student Success Committee.
- E. Realignment. Clark reports that the chancellor will be analyzing potential realignment options and he will be taking a recommendation to the Board. This will be agendized for the Senate meeting in early January 2014.
- F. AP3430 Prohibition of Harassment. Clark requests that senators distribute and solicit feedback from constituencies on the phrasing of the Academic Freedom portion of the revised version. This will be discussed in a future meeting.
- G. Senate Goals. Ferns will distribute the goals to the Senate and this will be agendized in a future meeting.
- H. Academic Standards. Not addressed

## VII. Old Business

- A. Faculty Evaluation Documents. The Senate still reports problems with the number of levels of assessment. What are the benefits of five levels of assessment as opposed to three, for example? The comment boxes are better in this version than that of the previously reviewed draft forms. Regarding instructional performance for faculty, how many class visits would be required to make the assessment for class performance and student interaction? Clark reviewed a number of concerns submitted to him by Howerton, who could not attend the meeting today. We are currently in the Senate feedback stage, and Clark would like to take feedback to the drafters over the holidays. When we return in January 2014, he anticipates having a draft ready for faculty feedback. When this is finalized, Clark anticipates that this will be piloted for new and incoming faculty, and not necessarily for all faculty immediately.
- B. Academic Calendar. Not Addressed
- C. Division Chairs/CTE Pilot. Not Addressed
- D. Restructuring of Planning Committees. Not Addressed
- E. Campus Celebration AS/YCFA. Not Addressed
- F. Accreditation. Not Addressed
- G. Student Success Initiatives Prioritization Process. Not Addressed
- H. Constitution & Bylaws Revision. Not Addressed
- I. Campus Climate. Not Addressed
- J. Professional Standards

## VIII. Meeting Adjourned 3:01 p.m. (Gassman/Bahneman)

President's Report  
December 13<sup>th</sup>, 2013

1. **DCAS (12/6) Highlights:**

- Essentially finished AP5055 Enrollment Priorities.
- Punted a question from the Tech Committee regarding when Canvas can be opened to students to the soon to be formed District DE Committee.
- Agreed on initial membership for the new District DE Committee and suggested it consider a schedule that doesn't significantly increase committee time of its members.
- Discussed the KPI document that Dr. Carabajal has drafted and next steps.
- Agreed to refine method of dealing with emerging issues.
- Agreed to address harassment AP by early spring, 2014.
- Tasked Dr. Carabajal with exploring options for expediting access to transcripts for transfer students.

2. **Board of Trustees Meeting (12/12) – Highlights:**

- There was a peaceful transition of leadership from Trustee Hastey to Trustee Wheeler.
- Trustee Savarese reported that he enjoyed our “heated” discussions when he attended the November 22<sup>nd</sup> senate meeting.
- YC is entering a partnership with Brandman University (BU). Beginning in January, YC will lease classrooms to BU. Other facets of the partnership will likely follow. Brandman is WASC accredited and part of the Chapman University system.
- There were more questions than usual from the trustees on a range of topics.
- The issue of increased board pay was pulled from the consent agenda and discussed in some depth. It was suggested that it not be on future consent agendas. Eventually it passed, though by vote with Trustee Sandy dissenting.
- Many in attendance thanked Dr. Fairchilds for her service to WCC and wished her well at Columbia College.
- Many thanked Trustee Hastey for his extended chairing of the board and for the mentoring and orienting processes he has put in place.

3. **DC3 (12/3) Highlights:**

- Some refinements to the process for approving AP revisions were suggested.
- The Board agenda was reviewed briefly, with few questions.
- The Institutional Effectiveness Review Handbook was adopted. Outcomes for administrative units will be referred to as AUOs (Administrative Unit Outcomes) instead of SLOs, for obvious reasons.
- The process for developing a recommendation regarding the possibility of realignment in the district was discussed. The Chancellor has reduced the decision matrix by eliminating some of the redundancies from the brainstorming at a previous DC3 meeting. He is confident that the board will not be drawn to the light shed by college level funding to the conclusion that a third college is the preferred option. He is not convinced that there would be much additional oversight of CLC by WCC if they are joined by realignment. There are still questions about the viability of realigning while one or both colleges are under sanction by ACCJC.

Book  
Administrative Procedures  
Section  
Chapter 4: Academic Affairs  
Title  
Graduation Requirements for Degrees and Certificates  
Number  
AP 4100  
Status  
Active  
Legal  
Adopted  
July 21, 2004  
Last Revised  
August 29, 2011

*Reference: Education Code Section 70902(b)(3); Title 5, Sections 55060, et seq.*

### Degrees

The Yuba College Catalog and the Woodland Community College Catalog cite the specific requirements for Associate in Arts and Associate in Science degrees. Courses acceptable toward the associate degree include those that have been properly approved pursuant to Title 5, Section 55002(a), or, if completed at other than a California community college, would reasonably be expected to meet the standards of that section.

These requirements specify that students must:

- Pass the reading, writing, and mathematics competency examinations or equivalents listed in the respective college Catalog.
- Complete 18 units of general education, selecting from each of the six areas listed in the Catalog and 18 units in a single major/discipline or related disciplines listed in the California Community Colleges “Taxonomy of Programs.”
- Complete the designated degree major courses with a grade of “C” or better. Majors are listed in the Catalog.
- Successfully complete the Health/Physical Education requirement as listed in the Catalog.
- Students who will be completing degrees in the Allied Health areas, Associate in Arts for Transfer (AA-T), Associate in Science for Transfer (AS-T), and students who submit documentation of active military service are exempt from this requirement.
- Successfully complete the Multi-cultural Graduation Requirement (MGR) as listed in the Catalog. Students who will be completing Associate in Arts for Transfer (AA-T) or Associate in Science for Transfer (AS-T) degrees are exempt from this requirement.
- Students may petition to have noncredit courses counted toward the satisfaction of requirements for an associate degree.
- Complete a minimum of 60 semester units in lower division associate degree level courses with at least a 2.0 (“C”) grade point average.

- Complete a minimum of 12 semester units with at least a 2.0 (“C”) grade point average in associate degree level classes in the College.
- File a petition card as a Candidate for Graduation by the College deadline.

### Certificates

Requirements for certificate programs are included in the Yuba College Catalog and the Woodland Community College Catalog. The Curriculum Committees provide oversight to ensure that certificate programs are consistent with the mission of the College, meet the needs of students and the communities served, and adhere to guidelines of academic achievement. In general;

- For a certificate of achievement, a student must successfully complete a course of study that consists of 18 or more semester units of degree-applicable coursework.
- All courses must be completed with a grade of “C”, “P”, “CR”, or better.
- For shorter credit programs that lead to a certificate, see the appropriate College Catalog.

Revised: 8/29/2011; 9/29/2008; 12/17/2007; 12/01/2006  
Adopted: 7/21/2004

**Short-Term Goal #1**

**Institution -set Standards\* WCC YC District Target Best Practice Peer Institutions**

1 Student Course Completion Rate 69% 67%

2 Student Retention Percentage 45% 40%

3 Student Degree Completion # 140 480

4 Student Transfer # 85 400

5 Student Certificate Completion # 10 200

\*Longitudinal Data Required **District Target Best Practice Peer Institutions**

6 Licensure Pass Rates

7 Graduation Rate

8 Transfer Ready

9 Next-level Success (Remedial to College-level; ESL to College-level)

10 Student Satisfaction

11 # Student Success Initiatives Implemented

**Short-Term Goal #2 District Target**

1 Professional Development/Staff Development #s

2 Committee Effectiveness Review PDM Questions Internal

**Short-Term Goal #3 District Target**

1 Professional Development/Staff Development

2 Process Reengineering **Best Practice Peer Institutions**

3 Resource Development

4 Employee Satisfaction

5 Planning and Budgeting Process Assessment

**Short-term Goal #4 and #5 District Target**

1 Economic and Workforce Development Initiatives

2 External Partnerships #s

3 HS Articulation to College Coursework **Best Practice Peer Institutions**

4 Market Penetration - CTE

5 Employer Satisfaction

i. Graduate/Alumni Satisfaction

**DRAFT YCCD Key Predictive Indicators - (Short-Term Goals (does not include fiscal indicators) 12/02/2013**

## Chapter 3—General Institution PROPOSED

4

Proposal: Adopt Community College League of California, Legally Reviewed March 31, 2012. Update legal references, update definitions of protected classes, update forms of harassment, update legal language.

### AP 3430 Prohibition of Harassment

*References: Education Code Sections 212.5; 44100; 66281.5; Title IX, Education Amendments of 1972; Title 5, Sections 59320 et seq.; Title VII of the Civil Rights Act of 1964, 42 U.S.C.A. Section 2000e*

The District is committed to providing an academic and work environment free of unlawful harassment. This procedure defines sexual harassment and other forms of harassment on campus, and sets forth a procedure for the investigation and resolution of complaints of harassment by or against any staff or faculty member or student within the District.

This procedure and the related policy protects students and employees in connection with all the academic, educational, extracurricular, athletic, and other programs of the District, whether those programs take place in the District's facilities, a District bus, or at a class or training program sponsored by the District at another location.

#### Definitions

**General Harassment:** Harassment based on race, religious creed, color, national origin, ancestry, physical disability, mental disability, medical condition, genetic information, marital status, sex, gender, gender identity, gender expression, age, or sexual orientation of any person, or the perception that a person has one or more of these characteristics is illegal and violates District policy. Gender-based harassment does not necessarily involve conduct that is sexual. Any hostile or offensive conduct based on gender can constitute prohibited harassment. For example, repeated derisive comments about a person's competency to do the job, when based on that person's gender, could constitute gender-based harassment. Harassment comes in many forms, including but not limited to the following conduct:

**Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's race gender, sexual orientation, or other protected status. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation; or sexist, patronizing or ridiculing statements that convey derogatory attitudes based on gender, race nationality, sexual orientation or other protected status.

**Chapter 3—General Institution PROPOSED**

5

**Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures. It also includes any physical assault or intimidation directed at an individual due to that person's gender, race, national origin, sexual orientation or other protected status. Physical sexual harassment includes acts of sexual violence, such as rape, sexual assault, sexual battery, and sexual coercion. Sexual violence refers to physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent due to the victim's use of drugs or alcohol. An individual also may be unable to give consent due to an intellectual or other disability.

**Visual or Written:** The display or circulation of visual or written material that degrades an individual or group based on gender, race, nationality, sexual orientation, or other protected status. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.

**Environmental:** A hostile academic or work environment exists where it is permeated by sexual innuendo; insults or abusive comments directed at an individual or group based on gender, race, nationality, sexual orientation or other protected status; or gratuitous comments regarding gender, race, sexual orientation, or other protected status that are not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. It can also be created by an unwarranted focus on, or stereotyping of, particular racial or ethnic groups, sexual orientations, genders or other protected statuses. An environment may also be hostile toward anyone who merely witnesses unlawful harassment in his/her immediate surroundings, although the conduct is directed at others. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

**Sexual Harassment:** In addition to the above, sexual harassment consists of unwelcome sexual advances, requests for sexual favors, and other conduct of a sexual nature when:

- submission to the conduct is made a term or condition of an individual's employment, academic status, or progress;
- submission to, or rejection of, the conduct by the individual is used as a basis of employment or academic decisions affecting the individual;
- the conduct has the purpose or effect of having a negative impact upon the individual's work or academic performance, or of creating an intimidating, hostile or offensive work or educational environment; or

### **Chapter 3—General Institution PROPOSED**



□ submission to, or rejection of, the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities available at or through the community college.

This definition encompasses two kinds of sexual harassment:

**"Quid pro quo"** sexual harassment occurs when a person in a position of authority makes educational or employment benefits conditional upon an individual's willingness to engage in or tolerate unwanted sexual conduct.

**"Hostile environment"** sexual harassment occurs when unwelcome conduct based on a person's gender is sufficiently severe or pervasive so as to alter the conditions of an individual's learning or work environment, unreasonably interfere with an individual's academic or work performance, or create an intimidating, hostile, or abusive learning or work environment. The victim must subjectively perceive the environment as hostile, and the harassment must be such that a reasonable person of the same gender would perceive the environment as hostile. A single or isolated incident of sexual harassment may be sufficient to create a hostile environment if it is severe, i.e. a sexual assault.

Sexually harassing conduct can occur between people of the same or different genders. The standard for determining whether conduct constitutes sexual harassment is whether a reasonable person of the same gender as the victim would perceive the conduct as harassment based on sex.

**Examples:** Harassment includes, but is not limited to the following misconduct:

□ **Verbal:** Inappropriate or offensive remarks, slurs, jokes or innuendoes based on a person's protected status, including but not limited to sex. This may include, but is not limited to, inappropriate comments regarding an individual's body, physical appearance, attire, sexual prowess, marital status or sexual orientation; unwelcome flirting or propositions; demands for sexual favors; verbal abuse, threats or intimidation of a sexual nature; or sexist, patronizing or ridiculing statements that convey derogatory attitudes about a particular gender.

□ **Physical:** Inappropriate or offensive touching, assault, or physical interference with free movement. This may include, but is not limited to, kissing, patting, lingering or intimate touches, grabbing, pinching, leering, staring, unnecessarily brushing against or blocking another person, whistling or sexual gestures.

□ **Visual or Written:** The display or circulation of offensive sexually oriented or other discriminatory visual or written material. This may include, but is not limited to, posters, cartoons, drawings, graffiti, reading materials, computer graphics or electronic media transmissions.

□ **Environmental:** An academic or work environment that is permeated with racially or sexually-oriented talk, innuendo, insults or abuse not relevant to the subject matter of the class or activities on the job. A hostile environment can arise from an unwarranted focus on sexual topics or sexually suggestive statements in the classroom or work environment. An environment may be

### **Chapter 3—General Institution PROPOSED**

hostile if unwelcome sexual behavior or other harassing behavior based on a protected status is directed specifically at an individual or if the individual merely witnesses unlawful harassment in his/her immediate surroundings. The determination of whether an environment is hostile is based on the totality of the circumstances, including such factors as the frequency of the conduct, the severity of the conduct, whether the conduct is humiliating or physically threatening, and whether the conduct unreasonably interferes with an individual's learning or work.

### **Consensual Relationships**

Romantic or sexual relationships between supervisors and employees, or between administrators, faculty or staff members and students are discouraged. There is an inherent imbalance of power and potential for exploitation in such relationships. A conflict of interest may arise if the administrator, faculty or staff member must evaluate the student's or employee's work or make decisions affecting the employee or student. The relationship may create an appearance of impropriety and lead to charges of favoritism by other students or employees. A consensual sexual relationship may change, with the result that sexual conduct that was once welcome becomes unwelcome and harassing. In the event that such relationships do occur, the District has the authority to transfer any involved employee to eliminate or attenuate the supervisory authority of one over the other, or of a teacher over a student. Such action by the District is a proactive and preventive measure to avoid possible charges of harassment and does not constitute discipline against any affected employee.

### **Academic Freedom**

To the extent the harassment policies and procedures are in conflict with the District's policy on academic freedom, the harassment policies and procedures shall prevail. If the faculty member wishes to use sexually explicit materials in the classroom as a teaching technique, the faculty member must review that use with an administrator to determine whether or not this violates the sexual harassment policy.

Revised: \_\_\_\_\_, 2013; 12/22/2008; 12/01/2008

Adopted: 7/21/2004

# Proposed Student Evaluation

1. The instructor explained the objectives of the course
  - a. Clearly from the beginning
  - b. Clearly but not from the beginning
  - c. Generally
  - d. Indirectly
  - e. Never
2. The instructor organized the material of the course
  - a. Always clearly
  - b. Usually very well
  - c. Adequately most of the time
  - d. Not so well
  - e. There was never any clear organization in this class
3. The instructor encouraged student participation and was receptive of student views
  - a. Always
  - b. Often
  - c. Occasionally
  - d. Rarely
  - e. Never
4. The instructor was sensitive to students having difficulty in class, changing the approach or offering new explanations
  - a. Always
  - b. Often
  - c. Occasionally
  - d. Rarely
  - e. Never
5. The instructor was willing and available to offer individual help if you needed it
  - a. Always
  - b. Often
  - c. Occasionally
  - d. Rarely
  - e. Never
6. The instructor was clear and interesting in presenting the subject matter
  - a. Always
  - b. Often
  - c. Occasionally
  - d. Rarely
  - e. Never
7. The instructor presented clear assignments and/or instructions to students
  - a. Always
  - b. Often
  - c. Occasionally
  - d. Rarely

- e. Never
8. The instructor returned graded material promptly
- a. Always
  - b. Often
  - c. Occasionally
  - d. Rarely
  - e. Never
9. The instructor used grading procedures which were
- a. Clearly explained and consistently applied
  - b. Clearly explained and consistently applied for the most part
  - c. Adequately explained and consistently applied for the most part
  - d. Not explained very well and/or not applied consistently all the time
  - e. Unexplained and/or never applied consistently
10. How would you rate this instructor overall?
- a. Outstanding
  - b. Commendable
  - c. Acceptable
  - d. Marginal
  - e. Unacceptable

**NOTE: Please use the back of this form on which to explain what this instructor is doing well and/or what specifically the instructor should do better. Give examples.**

## Yuba Community College District Faculty Evaluation Form IE 1S

Name: \_\_\_\_\_ Colleague ID: \_\_\_\_\_ Discipline: \_\_\_\_\_

Location:  YC  WCC  Beale  CCC  CLC  SCC

Date of Observation: \_\_\_\_\_

Tenure-Track Contract Year:  1  2  3  4

Tenured

Temporary

Adjunct

Prior to conducting a faculty evaluation, the evaluator should obtain the following:

- A copy of the faculty member's class syllabus
- A list of the committees and/or professional activities in which the faculty member is involved
- The faculty member's written description (a short narrative) of professional growth and contributions since the previous evaluation
- The faculty member's written reflection (a short narrative) on changes in his or her performance since the previous evaluation
- The faculty member's personal and/or professional goals with a timeline (a short narrative)

**A. Evaluation**

5 = Outstanding, 4 = Commendable, 3 = Acceptable, 2 = Marginal, and 1 = Unacceptable

**In the large text box at the end of each section, provide an overall assessment of the faculty member's competency within each area.**

1. Professional Responsibilities

	5	4	3	2	1
Communicates to students and colleagues clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fosters an academic environment that is inclusive and free from harassment and unlawful bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides evidence of participation in college- and/or district-wide committees and/or other professional activities that further the growth of the college **	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates collegiality and professionalism among peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reads, complies with, and, when appropriate, responds to College and District communications sent to assigned yccd.edu email	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attends required meetings, maintains current knowledge of department goals, assessment activities, and curriculum development **	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participates in student learning outcomes development, assessment, and implementation. (SLO assessment results for individual faculty will not be included.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Instructional Performance and Organization\*

	5	4	3	2	1
Uses teaching methods and materials that are current, challenging to the student, and appropriate to the course matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changes the approach or offers new explanations when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates patience, fairness, and promptness in the evaluation and discussion of student work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides clear assignments or instructions to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is willing and available to assist students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides each student with a current course syllabus consistent with the approved course outline for each course taught (a copy of which is maintained in the area/division office) and provides a copy to the appropriate administrator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Maintains contractual obligations to hold regular and timely office hours**	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meets classes as assigned, arriving on time to each class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Meets reporting obligations on time, e.g., grades, census reports, textbook orders, and other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

professional obligations

3. Professional Growth and Currency

	5	4	3	2	1
Maintains current knowledge of field in performance of assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates innovation in area of assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates evidence of participation in professional growth and development activities **	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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\* applicable to all faculty who are teaching during the term of evaluation, including counselors and librarians who are teaching.  
 \*\* applicable only to full-time faculty.

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B. **Overall Rating** (Must be consistent with the factor rating although there is no prescribed formula for compiling the Overall Rating)

- Outstanding
- Commendable
- Acceptable
- Marginal
- Unacceptable

Overall evaluation and recommendations:

C. **Self-Evaluation** The faculty member being evaluated must attach the following:

1. Written response to Student Evaluations
2. Written response to recommendations made in this evaluation, which may include revisions or additions to personal and/or professional goals

\_\_\_\_\_  
**Evaluator**

\_\_\_\_\_  
**Date**

I have had the opportunity to read this report and discuss it with the evaluator. I recognize that I have the right to write comments regarding this evaluation and to carry out any additional self-evaluation that I wish to include.

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

\_\_\_\_\_  
**Date**

**Yuba Community College District Faculty Evaluation Form IE 1F**

Name: \_\_\_\_\_ Colleague ID: \_\_\_\_\_ Discipline: \_\_\_\_\_

Location:  YC  WCC  Beale  CCC  CLC  SCC

Date of Observation: \_\_\_\_\_

Prior to conducting a faculty evaluation, the evaluator should obtain the following:

- A copy of the faculty member’s class syllabus
- A list of the committees and/or professional activities in which the faculty member is involved
- The faculty member’s written description (a short narrative) of professional growth and contributions since the previous evaluation
- The faculty member’s written reflection (a short narrative) on changes in his or her performance since the previous evaluation
- The faculty member’s personal and/or professional goals with a timeline (a short narrative)

**D. Evaluation**

5 = Outstanding, 4 = Commendable, 3 = Acceptable, 2 = Marginal, and 1 = Unacceptable

**In the large text box at the end of each section, provide an overall assessment of the faculty member’s competency within each area.**

4. Professional Responsibilities

	5	4	3	2	1
Communicates to students and colleagues clearly and effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fosters an academic environment that is inclusive and free from harassment and unlawful bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides evidence of participation in college- and/or district-wide committees and/or other professional activities that further the growth of the college **	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates collegiality and professionalism among peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Instructional Performance and Organization\*

	5	4	3	2	1
Uses teaching methods and materials that are current, challenging to the student, and appropriate to the course matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Changes the approach or offers new explanations when needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates patience, fairness, and promptness in the evaluation and discussion of student work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides clear assignments or instructions to students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is willing and available to assist students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Professional Growth and Currency

	5	4	3	2	1
Maintains current knowledge of field in performance of assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates innovation in area of assignment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Demonstrates evidence of participation in professional growth and development activities **	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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\* applicable to all faculty who are teaching during the term of evaluation, including counselors and librarians who are teaching.  
\* \* applicable only to full-time faculty.

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E. **Overall Rating** (Must be consistent with the factor rating although there is no prescribed formula for compiling the Overall Rating)

- Outstanding
- Commendable
- Acceptable
- Marginal
- Unacceptable

Overall evaluation and recommendations:

F. **Self-Evaluation** The faculty member being evaluated must attach the following:

3. Written response to Student Evaluations
4. Written response to recommendations made in this evaluation, which may include revisions or additions to personal and/or professional goals

\_\_\_\_\_  
**Evaluator**

\_\_\_\_\_  
**Date**

I have had the opportunity to read this report and discuss it with the evaluator. I recognize that I have the right to write comments regarding this evaluation and to carry out any additional self-evaluation that I wish to include.

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

\_\_\_\_\_  
**Date**



**Senate Goals, 2013-2014 (Assigned leads in parentheses, 15 total goals)**

1. Curriculum: Create catalog/class schedule subcommittee (via curriculum and scheduling committees), increase faculty awareness, establish program development structure and incorporate with EMP, establish AA-T and AS-T where appropriate, and create a DE handbook. (Clark)
2. Communication: Advocate for increase in effective communication tools and access. (Clark, Ferns)
3. Grading Policies: Review, update, and distribute Faculty Handbook. (Clark)
4. Academic Standards: Promote rigor in coursework, DE, and collegiality among faculty, classified staff, administration, and students. (Clark, McGill-Cameron, Wheeler)
5. Student Success: Identify and address barriers to student success (counseling availability, course offerings). (Latimer, Wheeler)
6. Accreditation: Move forward on self-study. (All)
7. Faculty Development: Find more opportunities/activities focused on student success. (Chetra, McGill-Cameron)
8. Improve faculty evaluation process. (Clark, Ferns)
9. Work to create comprehensive process for Colusa County Outreach Facility (CCOF). (No assigned leads)
10. Revise Senate Constitution and Bylaws. (Clark, McGill, Gassman, Ferns)
11. SLOs: Attain CQI-status. (Chetra)
12. Research pedagogy of learning. (McGill-Cameron)
13. Professional standards goal (No assigned leads)
14. Partnerships with private colleges (No assigned leads)
15. Sustainability and grant funding (No assigned leads)