



**Agreement Between the  
Compton Community College District  
and the  
Compton Community College  
Federation of Employees  
(Certificated Unit)**

**July 1, 2019 through June 30, 2022**

## APPENDIX [B] EVALUATION FORMS

**COMPTON COMMUNITY COLLEGE DISTRICT  
EVALUATION NOTICE FORM**

**COMPTON COMMUNITY COLLEGE DISTRICT  
Evaluation Notice Form**

To:

From:

Subject: Evaluation

Date:

—To initiate a formal evaluation, the Dean shall send the tenured faculty member, and his or her Division Chair, a notice informing them that the faculty member will be evaluated as provided in this article and, if a Standard evaluation is not already required by Section 9.2, describing how the form of the evaluation will be determined. (Article IX, Section 9.2)

Article X of the agreement between the District and AFT provides for evaluations of tenured, probationary, and temporary full time and part-time faculty and division chairs as well as a special administrative evaluation for faculty. The article also specifies the evaluation form and timeline for each.

The District's records show that you are due for an evaluation this year and according to Article X, the form of the evaluation will be a

\_\_\_\_\_ Standard Evaluation to be conducted as prescribed in Section 9.2.

\_\_\_\_\_ Special Evaluation to be conducted as prescribed in Section 9.3,

\_\_\_\_\_ Division Chair Evaluation to be conducted as prescribed in Section 9.4,

\_\_\_\_\_ Temporary Faculty Evaluation to be conducted as prescribed in Section 9.5, or

\_\_\_\_\_ Probationary Faculty evaluation to be conducted as prescribed in Section 9.6.

If you have any questions about this notice or your evaluation this term, please see me.

## **Portfolio Information**

For each distinctly different course you are currently teaching, please provide examples of the following materials you have prepared:

1. Self-evaluation in accordance with the attached template
2. Course syllabus, including description of grading policy, textbook (title, author, publisher and date) and description of any supplemental material used in the course.
3. Sample quizzes, mid-terms, and final examination.
4. Key information handouts.
5. Assignments (e.g., typical assignments, key projects).

In addition, please provide any other information you think should be included to adequately describe the instructional strategies you employ in the course. Please be concise.

## **Self-Evaluation Template**

Items you should discuss in your self-evaluation include all of the following: Your:

1. analysis of the student survey summary report and student comments,
2. student learning outcomes (SLO) assessment strategies, and any follow-up revisions to instruction you have made or plan to make based on SLO assessments since your previous evaluation,
3. success and retention rates in your courses, if applicable; what changes could and should be made to improve student success,
4. unique contributions in the development or revisions to course curriculum since your previous evaluation,
5. unique contributions to writing, editing, or following through on recommendations in Program review or program plans since your previous evaluation,
6. participation in professional development activities and committee work (departmental, shared governance, screening, district and state), what you gained by this service, and what the institution gained by this service since your previous evaluation,
7. methods to stay current in your field, both in terms of content knowledge and pedagogical techniques, and
8. plans to make any other changes related to your role as a faculty member.

Part-time temporary faculty may omit items 4, 5 and 6 if the evaluatee wishes.

## Comprehensive Evaluation Plan Template Time Table & Worksheet

Name of Evaluatee:	
Department:	
Evaluation Period:	

Step	Approximate Date (Week of Term)	Actual Start	Action	Task & Responsible Party
1	1		Start the process.	Dean informs faculty member and Division Chair
2	4		The President/Chief Executive Officer or designee  Appoints Faculty Evaluation Team	Evaluation Team Chair :    Faculty Team Members :
3	5		Faculty Eval Team convenes to:	Name of chair
			1. Prepare a plan for the evaluation that specifies: materials needed from the faculty member the data to be collected and the manner of collection nature of inquiry into faculty member's response to recommendations in past evaluations	Materials requested from faculty member — <input type="checkbox"/> self-evaluation <input type="checkbox"/> syllabi – all classes <input type="checkbox"/> sample assignments <input type="checkbox"/> sample handouts <input type="checkbox"/> sample exams/quizzes <input type="checkbox"/> narrative – professional responsibilities  (SLO Program plan, Program Review, etc.)  <input type="checkbox"/> other items, if any (describe)  Other data to be collected – <input type="checkbox"/> student surveys <input type="checkbox"/> class or worksite observations

Step	Approximate Date (Week of Term)	Actual Start	Action	Task & Responsible Party
			<p>who will perform class or worksite visits or complete other data collection activities</p> <p>a general schedule under which the Team will complete its work and protocols for giving the faculty member notice of visits or other data collection activities that require interaction with his or her students</p>	<input type="checkbox"/> other, if any (describe) <input type="checkbox"/> who will collect data <input type="checkbox"/> how will data be collected/when
4	6		Share plan with faculty member and solicit comments.	Plan shared with faculty member on :
5	7		<p>Adopt final plan</p> <p>Send copy to faculty member</p>	<p>Final plan adopted on:</p> <p>Copy sent to faculty member on:</p>
6	8		Data gathering begins.	

Step	Approximate Date (Week of Term)	Actual Start	Action	Task & Responsible Party
7	11		<p>Data gathering complete.</p> <p>Review all data and past evaluations.</p>	<p>Team meets to review data and prepare draft summary form on:</p>
8	12		<p>Send summary to faculty member for review and comment.</p> <p>Provide faculty member with opportunity to meet with Team.</p>	<p>Draft summary sent to faculty member on:</p>
9	15		<p>Dean delivers completed evaluation summary to faculty member with notice that faculty member may submit a written comment regarding the evaluation, which will be appended to it.</p>	<p>Completed evaluation summary sent to faculty member on:</p>

**COMPTON COMMUNITY COLLEGE DISTRICT**  
**Basic Evaluation Summary**

Name of Faculty Member:			
Div/Discipline or Program/Service Area:		Date:	Pages:
<b>Performance Category:</b> (Insert a brief narrative. Attach additional pages if necessary)	Exceeds Expectations	Meets Expectations	Needs Improvement
1. Discipline Knowledge/Currency			
2. Effectiveness of Teaching [or other relevant service]			
3. Institutional Participation & Fulfillment of Professional Responsibilities			
4. Professional Development			
<b>Formal Recommendations of the Evaluator</b> (Attach additional sheets if necessary)			
<b>Rating of Overall Performance</b>			
___ Satisfactory	___ Needs Improvement	___ Unsatisfactory	
Comments:			



Evaluator's Signature:

Dean's Signature:

Faculty Member's Acknowledgment of Receipt of Evaluation Summary

My signature, below, acknowledges receipt of this Evaluation Summary, but it does not necessarily indicate my agreement. I understand that I have a right to submit a written comment regarding the evaluation, and that if I do so, it will be appended to the copy of the evaluation contained in my personnel file.

Signed:

Date:

## CLASS OBSERVATION (TEACHING)

Faculty Member: \_\_\_\_\_ Observer: \_\_\_\_\_

Class/Section: \_\_\_\_\_ Date: \_\_\_\_\_ Scheduled Time: \_\_\_\_\_

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

Number of Students Attending: \_\_\_\_\_ Time Class Began: \_\_\_\_\_

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

**Each section below must include comments supporting the rating checked in the box.**

Method(s) of instruction (e.g., lecture, discussion, tutorial, seminar, demonstration, or a combination of methods):

Check one:  Very strong       Good       Weak       Needs Improvement       Not Applicable

Knowledge of subject matter (e.g., how does the instructor show awareness of recent developments and research in the field; how does the instructor show a sufficient understanding of the technical aspects of the field; how does the instructor demonstrate a command of facts as well as interpretations of the material?):

Check one:  Very strong       Good       Weak       Needs Improvement       Not Applicable

Appropriateness of subject matter (i.e., how does the subject matter relate to and contribute to the course objectives and achievement of the stated student learning outcomes?):

Check one:  Very strong       Good       Weak       Needs Improvement       Not Applicable

Appropriateness of assignments (i.e., is the work assigned during the observed class period commensurate with students' ability and the objectives of the course?):

Check one:  Very strong       Good       Weak       Needs Improvement       Not Applicable

Evidence of subject matter organization (e.g., how has the instructor used the class period efficiently; how has the instructor designed the lesson in a logical manner so that the objectives are clear and logical?):

Check one:  Very strong       Good       Weak       Needs Improvement       Not Applicable

Evidence of preparation (e.g., how has the instructor provided necessary material for the class in an organized fashion; how has the in instructor anticipated students 'questions about materials?):

Check one:  Very strong       Good       Weak       Needs Improvement       Not Applicable

Use of available resources (e.g., how does the instructor appropriately and effectively use educational facilities — such as the board or seating arrangements — visual or audio aids, or other forms of technology; are teaching aids current?):

Check one:  Very strong       Good       Weak       Needs Improvement       Not Applicable

Instructional delivery (e.g., does the instructor speak clearly and modulate the pace of his or her speech appropriately; how does the instructor show enthusiasm for the subject matter and the students through physical movement and speech?):

Check one:  Very strong       Good       Weak       Needs Improvement       Not Applicable

Evidence of creativity (e.g., how has the instructor attempted to present the subject matter imaginatively in a way that engages students and increases their mastery of the lesson?):

Check one:  Very strong       Good       Weak       Needs Improvement       Not Applicable

Communication with students (e.g., does the instructor listen to the students; does the instructor answer questions clearly, pursuing discussion to ensure students' understanding; does the instructor encourage all students to participate in discussion and to express divergent opinions; how is the climate conducive to promoting respect and confidence among the students and among the instructor and students; how does the instructor encourage equal participation among students, regardless of ethnicity, cultural background, age, gender and lifestyle?):

Check one:  Very strong       Good       Weak       Needs Improvement       Not Applicable

Critical thinking skills (i.e., how does the instructor stimulate critical thinking by presenting material inductively or otherwise promoting independent thinking and the precise evaluation of ideas or principles?):

Check one:  Very strong       Good       Weak       Needs Improvement       Not Applicable

## OBSERVATION FOR ON-LINE TEACHING

Faculty Member: \_\_\_\_\_ Observer: \_\_\_\_\_

Course: \_\_\_\_\_ Date: \_\_\_\_\_

Subject Matter Covered: \_\_\_\_\_

Knowledge of subject matter (e.g., How does the instructor show awareness of recent developments and research in the field; how does the instructor show a sufficient understanding of the technical aspects of the field; how does the instructor demonstrate a command of facts as well as interpretations of the material?):

Check one:  Very strong                       Good                       Weak                       Needs Improvement                       Not Applicable

Appropriateness of subject matter (i.e., how does the subject matter relate to the student learning outcomes?)

Check one:  Very strong                       Good                       Weak                       Needs Improvement                       Not Applicable

Appropriateness of assignments (i.e., is the work assigned commensurate with students ability and the objectives of the course?)

Check one:  Very strong                       Good                       Weak                       Needs Improvement                       Not Applicable

Evidence of subject matter organization and preparation (e.g. has instructor designed the online class so that the objectives are clear and class activities are logically related?)

Check one:  Very strong                       Good                       Weak                       Needs Improvement                       Not Applicable

Student authentication (i.e., how has the instructor designed the online class to minimize opportunities for cheating?):

Check one:  Very strong                       Good                       Weak                       Needs Improvement                       Not Applicable

Use of web site resources (e.g., do site materials show clear signs of planning and organization; does the site contain multiple instructional elements — text, graphics, links, media, chat; is the site easy to navigate; is the content presented in an effective, understandable manner; in what ways does site meet accessibility standards?):

Check one:  Very strong                       Good                       Weak                       Needs Improvement                       Not Applicable

Evidence of creativity (e.g., how has the instructor attempted to present the subject matter imaginatively in a way that engages students and increases their mastery of the lesson?):

Check one:  Very strong                       Good                       Weak                       Needs Improvement                       Not Applicable

Communication with students (e.g., how does the instructor initiate communication and interaction with students; how does the instructor provide an adequate opportunity for communication with students; does the instructor answer questions clearly, pursuing communication among students to ensure understanding; how does the instructor encourage all students to participate in discussion and to express divergent opinions; is the climate conducive to promoting respect and confidence among the students and among the instructor and students; how does the instructor encourage equal participation among students, regardless of ethnicity, cultural background, age, gender and lifestyle?):

Check one:  Very strong                       Good                       Weak                       Needs Improvement                       Not Applicable

Critical thinking skills (i.e., does the instructor stimulate critical thinking by presenting material inductively or otherwise promoting independent thinking and the precise evaluation of ideas or principles?):

Check one:  Very strong                       Good                       Weak                       Needs Improvement                       Not Applicable

Communication Types with Students (e.g. Does the instructor regularly participate in online discussions with students? Does the instructor hold regularly schedule Chat sessions/Virtual Office Hours with students? Does the instructor respond to student emails in a timely manner?):

Check one:  Very strong                       Good                       Weak                       Needs Improvement                       Not Applicable

## Observation For Counseling, Library And Other Non-Classroom Activity

(Note: 'Class Observation' form for Human Development and similar classes)

Faculty Member: \_\_\_\_\_ Observer: \_\_\_\_\_

Type of Session: \_\_\_\_\_ Date: \_\_\_\_\_

	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
<b>The Faculty member:</b>					
1. Is approachable.	0	0	0	0	0
Comments:					
2. Treats student(s) equitably and with respect.	0	0	0	0	0
Comments:					
3. Discusses academic needs, goals, information, and ideas with student(s).	0	0	0	0	0
Comments:					
4. Presents information clearly and sees to it that transitions between topics are effective.	0	0	0	0	0
Comments:					
5. Uses language that is understandable and at an appropriate level for the student	0	0	0	0	0
Comments:					
6. Encourages questions.	0	0	0	0	0
Comments:					
7. Answers questions clearly.	0	0	0	0	0
Comments:					
<b>The Faculty member:</b>					
8. Maintains a rate and tone of oral delivery that are effective.	0	0	0	0	0
Comments:					
9. Uses effective ways to communicate information to the student (e.g. discussion, handouts, technology).	0	0	0	0	0
Comments:					

10. Uses material that is appropriate for the setting and student level.	0	0	0	0	0
Comments:					
11. Uses time effectively.	0	0	0	0	0
Comments:					
12. Shows appropriate interest in the student's needs and enthusiasm for the task.	0	0	0	0	0
Comments:					
13. Demonstrates adequate, up-to-date knowledge of the topics discussed.	0	0	0	0	0
Comments:					

Additional comments, if any:

**COMPTON COMMUNITY COLLEGE DISTRICT**  
**Survey Regarding Fulfillment of Professional Responsibilities**

To: Dean	
From: Faculty Evaluation Team	Date:
Subject: Comprehensive Evaluation of	
	Period Covered: Beginning _____ Ending _____

A Faculty Evaluation Team is collecting data for use in a comprehensive evaluation of the faculty member listed above and is asking for your help in providing relevant information about his/her fulfillment of professional responsibilities. When you have completed this form, please return it to the person who sent it to you. Thank you in advance for your help!

<b>The Faculty Member:</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not</b>
1. Adheres to applicable district policies and procedures.	0	0	0	0	0
Comments:					
2. Submits grades no later than 10 calendar days following the last class date.	0	0	0	0	0
Comments:					
3. Submits supplemental documents to Admissions and Records related to students' course grades by posted deadlines.	0	0	0	0	0
Comments:					
4. Submits census reports, adds, drops in a timely manner	0	0	0	0	0
Comments:					
5. Posts teaching/office hour schedule and submits a copy to Academic Affairs by the end of the second week of each semester	0	0	0	0	0
Comments:					
6 Attends and participates collegially in department/division meetings	0	0	0	0	0
Comments:					



<b>The Faculty Member:</b>	<b>Strongly agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly disagree</b>	<b>Not Applicable</b>
7. Serves on committees (institutional, screening-selection, etc.)	0	0	0	0	0
Comments:					
8. Works collegially with division faculty and others	0	0	0	0	0
Comments:					
9. Keeps current in the field (e.g.: attending workshops, attending conferences, professional/technical journals)	0	0	0	0	0
Comments:					

5, 6 and 7: Not Applicable to part-time temporary faculty. Can note if desired by the Part Time faculty member.

Additional comments, if any:

Signature:	Date:
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**Thank you for your participation in this survey.**

**COMPTON COMMUNITY COLLEGE DISTRICT  
Faculty Service Survey**

To:	Leadership Position
From: Faculty Evaluation Team	Date:
Subject: Faculty Service Evaluation	
Committee/Task Force/Group:	Period Covered: Beginning _____ Ending _____

A Faculty Evaluation Team is collecting data for use in a comprehensive evaluation of the faculty member listed above and is asking for your help in providing relevant information about his/her contribution as a participant in the committee, task force or group listed above. When you have completed this form, please return it to the person who sent it to you. Thank you in advance for your help!

	Strongly agree	Agree	Disagree	Strongly disagree	Not Applicable
1. Attends meetings of the above group regularly.	0	0	0	0	0
2. Contributes to the overall efficacy of the above group.	0	0	0	0	0
3. Deals in a professional manner with colleagues.	0	0	0	0	0

4. List and describe the responsibilities for this individual on your committee during this evaluation period.

5. Describe how well this individual is performing in these areas of responsibility.

6. What, if anything, could this person do to contribute more?

*Comments (feel free to attach additional comments)*

Signature:	Date:
Position	

Not applicable to Part-time Temporary Faculty

**Thank you for your participation in this survey.**

**COMPTON COMMUNITY COLLEGE DISTRICT  
STUDENT SURVEY – FACE-TO-FACE INSTRUCTION**

**Course Title:**

**Section Number:**

**Instructor:**

Directions:

- Use a black number 2 pencil only
- Mark only one answer per question by completely filling in the appropriate circle.
- Erase completely any answer changes and stray marks
- Use the other side of the form for written comments.

Questions	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know/Not
1. The instructor clearly defined the course requirements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. The instructor distributed a syllabus by the second class meeting.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. The syllabus clearly outlined the course objectives and grading criteria.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. The instructor is well prepared and organized.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. The instruction relates to the course objectives.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. The class starts on time and meets for the entire time specified in the class schedule.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. The instructor regularly grades/evaluates or provides feedback on my performance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. The instructor is available during posted office hours.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. The instructor interacts with students in ways that are free of discrimination.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. The instructor motivates me and encourages my interest in the subject.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. The instructor creates an environment in which it is safe to seek help, ask questions, or express opinions that differ from those of the faculty member.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. The instructor is knowledgeable in the subject area.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. The instructor treats students with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. The instructor maintains good class control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I would take another course with this instructor, if possible, or I would recommend this instructor to other students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comments:

**COMPTON COMMUNITY COLLEGE DISTRICT  
Special Evaluation Summary**

Name of Faculty Member:		
Div/Discipline or Program/Service Area:	Date:	Pages:

Performance Category: (Insert a brief narrative. Attach additional pages if necessary)
1. Description of reason for evaluation
2. Description of how evaluation was conducted.
3. Summary of findings
4. Formal recommendations
Faculty Response

Dean/Date

Team Members' Signatures		
Print	Sign	Date
Dean's Acceptance of Evaluation Summary and Rating of Overall Performance		
__ Satisfactory	__ Needs Improvement	__ Unsatisfactory

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

Faculty Member's Acknowledgment of Receipt of Evaluation Summary

My signature, below, acknowledges receipt of this Evaluation Summary, but it does not necessarily indicate my agreement. I understand that I have a right to submit a written comment regarding the evaluation, and that if I do so, it will be appended to the copy of the evaluation contained in my personnel file.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**COMPTON COMMUNITY COLLEGE DISTRICT  
Standard/Temporary Evaluation Summary**

Name of Faculty Member:		
Div/Discipline or Program/Service Area:	Date:	Pages:

Performance Category: (Insert a brief narrative. Attach additional pages if necessary)	Exceeds Expectations	Meets Expectations	Needs Improvement
1. Discipline Knowledge/Currency			
2. Effectiveness of Teaching [or other relevant service]			
3. Institutional Participation & Fulfillment of Professional Responsibilities, including Student Learning Outcomes assessment, Program Review, program plans, and commitment to advancing the program, division, and/o institution (via committee and other work).			
4. Professional Development			

Formal Recommendations of the Faculty Evaluation Team (Attach additional sheets if necessary)

Recommendation regarding overall performance rating [optional]		
_____ Satisfactory	_____ Needs Improvement	_____ Unsatisfactory

Team Members' Signatures		
Print	Sign	Date
Dean's Acceptance of Evaluation Summary and Rating of Overall Performance		
___Satisfactory	___Needs Improvement	___Unsatisfactory

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

Faculty Member's Acknowledgment of Receipt of Evaluation Summary

My signature, below, acknowledges receipt of this Evaluation Summary, but it does not necessarily indicate my agreement. I understand that I have a right to submit a written comment regarding the evaluation, and that if I do so, it will be appended to the copy of the evaluation contained in my personnel file.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**COMPTON COMMUNITY COLLEGE DISTRICT  
Probationary Evaluation Summary**

Name of Faculty Member:		Probationary year:  1   2   3   4
Div/Discipline or Program/Service Area:	Date:	Pages:

Performance Category: <small>(Insert a brief narrative. Attach additional pages if necessary)</small>	Exceeds Expectations	Meets Expectations	Needs Improvement
1. Discipline Knowledge/Currency			
2. Effectiveness of Teaching [or other relevant service]			
3. Institutional Participation & Fulfillment of Professional Responsibilities, including Student Learning Outcomes assessment, Program Review, program plans, and commitment to advancing the program, division, and/or institution (via committee and other work).			
4. Professional Development			

Formal Recommendations of the Faculty Evaluation Team (Attach additional sheets if necessary)

Recommendation regarding overall performance rating:			
_____ Satisfactory	_____ Needs Improvement	_____ Unsatisfactory	
Recommendation regarding continuation of employment:			
_____ One year	_____ Two years	_____ Permanent	_____ None



Team Members' Signatures		
Print	Sign	Date
Dean's Acceptance of Evaluation Summary and Rating of Overall Performance		
___ Satisfactory	___ Needs Improvement	___ Unsatisfactory

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

Faculty Member's Acknowledgment of Receipt of Evaluation Summary

My signature, below, acknowledges receipt of this Evaluation Summary, but it does not necessarily indicate my agreement. I understand that I have a right to submit a written comment regarding the evaluation, and that if I do so, it will be appended to the copy of the evaluation contained in my personnel file.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**COMPTON COMMUNITY COLLEGE DISTRICT  
Division Chair Evaluation Summary**

Name of Division Chair:		
Div/Discipline or Program/Service Area:	Date:	Pages:

Performance Category:  (Insert a brief narrative. Attach additional pages if necessary)	Exceeds Expectations	Meets Expectations	Needs Improvement
1. Supervising, coordinating and participating in the evaluation of academic and classified personnel within the Division.			
2. Recommending scheduling, assigning, canceling, and/or adding classes after faculty consultation and in conformance with standards and practices.			
3. Recommending adjustment of class size to comply with applicable class size limits.			
4. Recommending curriculum development, modification and deletions, and supervising the selection and development of course materials in accordance with student learning outcomes and other objectives approved by curriculum committee.			
5. Consulting with faculty in the various disciplines, appropriate experts, and others to coordinate curriculum development or service improvement efforts within the Division and with other Divisions.			
6. Recruiting and interviewing staff in conformance with applicable hiring procedures, and making hiring recommendations in consultation with faculty members having expertise in the affected discipline and consistent with relevant standards and practices.			
7. Scheduling and conducting division meetings at least once per month.			
8. Managing day-to-day operations and first-level problem solving, maintaining health and safety standards, and handling informal grievances.			
9. Submitting requests for supplies, equipment, repairs, and maintenance.			
10. Providing orientation, staff development, and in-service training of new personnel within the Division in conjunction with faculty members with expertise in the affected discipline.			
11. Advising, assisting, and counseling faculty and staff within the division.			
12. Providing input for institutional research/grant development efforts.			
13. Serving on, or recommending appropriate faculty to serve on, division-related and/or college-wide committees.			
14. Communicating and consulting with other divisions, and serving as a reliable intermediary between the Division and other segments of Compton College.			
15. Being regularly available to students who enroll in the Division's courses, or make use of the Division's services, to facilitate their success, respond to their inquiries and concerns, explore their suggestions, and monitor their complaints.			
16. Helping to ensure that faculty and staff in the division understand their obligation to adhere to required work hours and schedules and the system for reporting absences or other attendance matters.			
17. Facilitating strong collegial relationships and teamwork among the Division's faculty and staff, and facilitating adherence to applicable professional standards.			

18. Each Divisions Chair shall, in consultation with the appropriate Dean, establish a regular work schedule that will ensure his or her availability on campus for required meetings, consultations, and other activities or events where the Chair's presence is important, and that will minimize conflicts between the Chair's teaching or other duties and his or her performance of the duties of Division Chair. Furthermore, each Division Chair shall limit his or her acceptance of additional assignments or other commitments to the extent necessary to ensure that he or she will remain fully accountable for the quality, completeness, and timeliness of his or her performance of the duties of Division Chair.			
19. At the beginning of each academic year, each Division Chair shall, in consultation with his or her Divisional colleagues and the appropriate Dean, establish annual goals for the Division.			
20. Please take this opportunity to comment further on any additional topics of interest. Examples might include: a. How well the Division Chair addresses faculty, staff, student, or division needs; b. How well he or she ensures broad-based active faculty and staff participation in activities such as program planning, program review, SLO development and assessment; c. How well he or she delegates responsibility; d. How professional and respectfully he or she deals with faculty, staff, managers, and students; e. How well you believe he or she represents your division at the college and elsewhere; f. Or other thoughts you would like to include.			

Formal Recommendations (Attach additional sheets if necessary)

Recommendation regarding overall performance rating:		
_____ Satisfactory	_____ Needs Improvement	_____ Unsatisfactory

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Dean /Date

Division Chair Response

---

Division Chair /Date

**COMPTON COMMUNITY COLLEGE DISTRICT**  
**Evaluation Tool for Division Chairs**

NOTE: This survey may be administered online instead of or in addition to being on paper.

This anonymous survey is designed to gather input from Compton College employees as part of the evaluation of \_\_\_\_\_ in his/her role of Division Chair.

We appreciate you taking the time to give your opinion on how well you believe he/she is performing as Division Chair. This survey should only take a few minutes, although you are welcome to take as long as you wish.

Wording for 23 of the 24 questions comes directly from the faculty contract language describing Division Chair responsibilities.

Note that you may add a comment on any question and you may provide a longer comment at the end.

For each item below, give a rating between 1-5, 1 being the lowest rating and 5 being the highest rating, or assign a rating of “Not Applicable/Don’t know” or give an “other” rating supported by comments. Comments are optional for all questions.

“Each Division Chair’s duties and responsibilities shall include the following ...”

1. Supervising, coordinating and participating in the evaluation of academic and classified personnel within the Division.
2. Recommending scheduling, assigning, canceling, and/or adding classes after faculty consultation and in conformance with standards and practices.
3. Recommending adjustment of class size to comply with applicable class size limits.
4. Recommending curriculum development, modification and deletions, and supervising the selection and development of course materials in accordance with student learning outcomes and other objectives approved by the curriculum committee.
5. Consulting with faculty in the various disciplines, appropriate experts, and others to coordinate curriculum development or service improvement efforts within the Division and with other Divisions.
6. Recruiting and interviewing staff in conformance with applicable hiring procedures and making hiring recommendations in consultation with faculty members having expertise in the affected discipline and consistent with relevant standards and practices.
7. Scheduling and conducting division meetings at least once per month.

8. Managing day-to-day operations and first-level problem solving, maintaining health and safety standards, and handling informal grievances.
9. Submitting requests for supplies, equipment, repairs, and maintenance.
10. Providing orientation, staff development, and in-service training of new personnel within the Division in conjunction with faculty members with expertise in the affected discipline.
11. Advising, assisting, and counseling faculty and staff within the division.
12. Serving on, or recommending appropriate faculty to serve on, division-related and/ or college-wide committees.
13. Communicating and consulting with other divisions, and serving as a reliable intermediary between the Division and other segments of the college.
14. Supporting student retention and recruitment efforts
15. Being regularly available to students who enroll in the Division's courses, or make use of the Division's services, to facilitate their success, respond to their inquiries and concerns, explore their suggestions, and monitor their complaints.
16. Helping to ensure that faculty and staff in the division understand their obligation to adhere to required work hours and schedules and the system for reporting absences or other attendance matters.
17. Facilitating strong collegial relationships and teamwork among the Division's faculty and staff and facilitating adherence to applicable professional standards.
18. Each Divisions Chair shall, in consultation with the appropriate Dean, establish a regular work schedule that will ensure his or her availability on campus for required meetings, consultations, and other activities or events where the Chair's presence is important, and that will minimize conflicts between the Chair's teaching or other duties and his or her performance of the duties of Division Chair. Furthermore, each Division Chair shall limit his or her acceptance of additional assignments or other commitments to the extent necessary to ensure that he or she will remain fully accountable for the quality, completeness, and timeliness of his or her performance of the duties of Division Chair.
19. At the beginning of each academic year, each Division Chair shall, in consultation with his or her Divisional colleagues and the appropriate Dean, establish annual goals for the Division.
20. Please take this opportunity to comment further on any additional topics of interest. Examples might include:

- a. How well the Division Chair addresses faculty, staff, student, or division needs;
- b. How well he or she ensures broad-based active faculty and staff participation in activities such as program planning, program review, SLO development and assessment;
- c. How well he or she delegates responsibility;
- d. How professional and respectfully he or she deals with faculty, staff, managers, and students;
- e. How well you believe he or she represents your division at Compton College and elsewhere;
- f. Or other thoughts you would like to include.

Because this is an anonymous survey, please respond to the following two questions: I am:

- Full-time faculty
- Adjunct faculty
- Staff
- Manager
- Student

I work

- In the same division as the Division Chair
- In another area

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Thank you for your participation in this survey.

**COMPTON COMMUNITY COLLEGE DISTRICT**  
**First Year Experience Counselor Evaluation Summary**

Name:		
Div/Discipline or Program/Service Area:	Date:	Pages:
Performance Category:  (Insert a brief narrative. Attach additional pages if necessary)	Exceeds Expectations	Meets Expectations  Needs Improvement
1. Counsel students in all academic and vocational areas providing academic advising, counseling and career exploration.		
2. Participate in the matriculation process including assessment, orientation, and development of student education plans and identifying retention strategies. .		
3. Teach Human Development classes.		
4. Assist in the preparation of curriculum guide sheets and catalog materials with four year institutions..		
5. Foster relationships with District high schools.		
6. Maintains records and reports as appropriate.		
7. Develop and implement a comprehensive FYE strategic plan that ensures student success within the program. Participate in division program review.		
8. Develop and assess student learning outcomes and monitor student success measures for the program. .		
9. Recruit students to participate in the FYE program. Enroll students to the appropriate FYE learning community. Administer a peer mentoring program for learning communities.		
10. Serve as a liaison with the counselors to keep them informed of the program. .		
11. Coordinate with deans, department chairs, program directors, and instructors to identify courses for FYE learning communities. Run meetings for both faculty and students.		
12. Train and supervise peer mentors for FYE program.		
13. Publicize FYE opportunities to new and continuing students and oversee FYE website and other publications.		
14. Coordinate academic support activities, including off-campus field trips for FYE participants.		
15. Coordinate student and parent communication systems if appropriate.		
16. Chair program review process to assess the effectiveness of the program.		
17. Work with program faculty to develop an intervention plan for FYE students not succeeding.		

18. Supervise graduate interns to assist with the FYE program.			
19. Provide group counseling			
20. Counsel probation/dis---status students			
21. Assist student learning outcomes and student success measures			
22. Participate in Division program services			
23. Cooperate and foster with faculty input FYE learning communities			
24. Running meetings for both faculty and students			
25. Administer a peer mentoring program for learning			
Formal Recommendations (Attach additional sheets if necessary)			

Recommendation regarding overall performance rating:    \_\_\_Satisfactory    \_\_\_Needs Improvement    Unsatisfactory

Team Members' Signatures		
Print	Sign	Date

Dean's Acceptance of Evaluation Summary and Rating of Overall Performance		
___Satisfactory	___Needs Improvement	___Unsatisfactory

Signed: \_\_\_\_\_ Date: \_\_\_\_\_



Comments:

Faculty Member's Acknowledgment of Receipt of Evaluation Summary

My signature, below, acknowledges receipt of this Evaluation Summary, but it does not necessarily indicate my agreement. I understand that I have a right to submit a written comment regarding the evaluation, and that if I do so, it will be appended to the copy of the evaluation contained in my personnel file.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

**COMPTON COMMUNITY COLLEGE DISTRICT  
Evaluation Tool for First Year Experience Counselor**

NOTE: This survey may be administered online instead of or in addition to being on paper.

This anonymous survey is designed to gather input from Compton College employees as part of the evaluation of \_\_\_\_\_ in his/her role of FYE Counselor.

We appreciate you taking the time to give your opinion on how well you believe he/she is performing as FYE Counselor. This survey should only take a few minutes, although you are welcome to take as long as you wish.

Wording for the questions comes directly from the typical duties listed for this job position.

Note that you may add a comment on any question and you may provide a longer comment at the end.

For each item below, give a rating between 1-5, 1 being the lowest rating and 5 being the highest rating, or assign a rating of “Not Applicable/Don’t know” or give an “other” rating supported by comments. Comments are optional for all questions.

“The FYE Coordinator’s duties and responsibilities shall include the following ...”

1. Counsel students in all academic and vocational areas providing academic advising, counseling and career exploration..	
2. Participate in the matriculation process including assessment, orientation, and development of student education plans and identifying retention strategies.	
3. Provide group counseling.	
4. Teach Human Development classes.	
5. Counsel probation/dismissal status students.	
6. Assist in the preparation of curriculum guide sheets and catalog materials with four year institutions..	
7. Foster relationships with District high schools.	
8. Assist student learning outcomes and student success measures..	
9. Participate in division program review.	
10. Maintains records and reports as appropriate.	
11. Develop and implement a comprehensive FYE strategic plan that ensures student success within the program.	
12. Develop and assess student learning outcomes and monitor student success measures for the program.	
13. Recruit students to participate in the FYE program.	
14. Serve as a liaison with the counselors to keep them informed of the program. .	
15. Coordinate with deans, department chairs, program directors, and instructors to identify courses for FYE learning communities.	
16. Cooperate and foster with faculty input FYE learning communities.	

17. Running meetings for both faculty and students.	
18. Enroll students to the appropriate FYE learning community.	
19. Administer a peer mentoring program for learning communities.	
20. Train and supervise peer mentors for FYE program.	
21. Publicize FYE opportunities to new and continuing students and oversee FYE website and other publications.	
22. Coordinate academic support activities, including off-campus field trips for FYE participants.	
23. Coordinate student and parent communication systems if appropriate.	
24. Chair program review process to assess the effectiveness of the program.	
25. Work with program faculty to develop an intervention plan for FYE students not succeeding.	
26. Hire and supervise graduate interns to assist with the FYE program.	

Because this is an anonymous survey, please respond to the following two questions:

- Full-time faculty
- Adjunct faculty
- Staff
- Manager
- Student

I work

- In the same division as the Division Chair
- In another area

Thank you for your participation in this survey.

**COMPTON COMMUNITY COLLEGE DISTRICT  
Instructional Specialist Evaluation Summary**

Name:				Pages:	
Div/Discipline or Program/Service Area:			Date:		
Performance Category: (Insert a brief narrative. Attach additional pages if necessary)			Exceeds Expectations	Meets Expectations	Needs Improvement
1. Design instructional support materials and activities for supplemental learning assistance.					
2. Organize the functions of the college to work in concert with the functions of the appropriate instructional programs (s) and support services. Establish planning priorities as they relate to the college.					
3. Develop instructional intervention strategies for the retention of underprepared and at-risk students as well as strategies for enhancing student learning at all levels, with the basic skills, degree-applicable and transfer curriculum. .					
4. Evaluate the suitability of instructional material, software, and media associated with the college.					
5. Interface with faculty of all disciplines to determine their students' needs.					
6. Work with faculty to accomplish the delivery of instruction and supplemental learning activities and supervise the day to day delivery of all instruction in the college.					
7. Develop mechanisms to identify, diagnose and address individual student learning difficulties. ..					
8. Help faculty to develop course-support materials for use in the college.					
9. Serve as instructor of record in the college and teach as assigned.					
10. Assist in recruitment, training and evaluation of tutors and provide for the delivery of tutorial services.					
11. Ensure the preparation of accurate attendance reports and student usage statistics.					
12. Assist in providing direction to and supervision of student workers and classified staff as assigned.					
13. Develop, revise and refine curriculum.					
14. Design instructional support materials and activities for supplemental learning assistance.					
15. Organize the functions of the college to work in concert with the functions of the appropriate instructional program(s) and support services. Establish planning priorities as they relate to the college.					
16. Develop instructional intervention strategies for the retention of underprepared and at-risk students as well as strategies for enhancing student learning at all levels, with the basic skills, degree-applicable and transfer curriculum.					
17. Evaluate the suitability of instructional material, software and media associated with the college.					
18. Interface with faculty of all disciplines to determine their students' needs.					
19. Work with faculty to accomplish the delivery of instruction and supplemental learning activities and supervise the day to day delivery of all instruction in Compton College.					
20. Develop mechanisms to identify diagnose and address individual student learning difficulties.					

21. Help faculty to develop course-support materials for use in the college.			
22. Serve as instructor of record in the college and teach as assigned.			
23. Assist in recruitment, training and evaluation of tutors and provide for the delivery of tutorial services.			
24. Assist in developing policies and procedures.			
25. Establish planning priorities as they relate to the college.			
26. Ensure the preparation of accurate attendance reports and student usage statistics.			
27. Assist in providing direction to and supervision of student workers and classified staff as assigned.			
28. Participate in all appropriate departmental and college activities.			
29. Promote the college throughout the campus.			
Formal Recommendations (Attach additional sheets if necessary)			
Recommendation regarding overall performance rating: ___Satisfactory___Needs Improvement ___Unsatisfactory			

Team Members' Signatures		
Print	Sign	Date
Dean's Acceptance of Evaluation Summary and Rating of Overall Performance		
___ Satisfactory	___Needs Improvement	___Unsatisfactory

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

Comments:

Faculty Member's Acknowledgment of Receipt of Evaluation Summary

My signature, below, acknowledges receipt of this Evaluation Summary, but it does not necessarily indicate my agreement. I understand that I have a right to submit a written comment regarding the evaluation, and that if I do so, it will be appended to the copy of the evaluation contained in my personnel file.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_

A component of the FYE Coordinator/Counselor's position is to oversee the FYE program which involves working with both faculty and students. Students have the ability to evaluate the coordinator/counselor using the student survey for counseling. This survey was developed to allow faculty who participate in the FYE program to provide feedback to the coordinator.

1. The FYE Coordinator clearly defines my role as an instructor in the FYE program.
2. The FYE Coordinator is knowledgeable in the area of current learning community practices.
3. The FYE Coordinator regularly provides feedback regarding the FYE program and encourages our participation in developing the long-term goals for the program.
4. The FYE Coordinator is available to assist faculty teams.
5. The FYE Coordinator is well-prepared and organized when giving workshops or conducting meetings.
6. The FYE Coordinator is available to assist me if requested.
7. The FYE Coordinator creates an environment in which it is safe to seek help, ask questions, or express opinions that differ from those of others.
8. The FYE Coordinator treats us with respect.
9. The FYE Coordinator provides opportunities to learn new techniques.
10. The FYE Coordinator encourages us to make suggestions to improve service to students and/or the program.

A component of the Instructional Specialist's position is to provide tutor training and support. This survey was developed along the lines of the student survey for teaching faculty to allow the tutors, SI coaches, Teaching Assistants and Instructional Assistants to evaluate the specialist.

1. The Instructional Specialist clearly defines my role as a tutor and/or SI coach.
2. The Instructional Specialist is knowledgeable in the area of current tutoring practices.
3. The Instructional Specialist regularly provides feedback on my performance.
4. The Instructional Specialist understands the specific tutorial needs of different academic areas.
5. The Instructional Specialist is well-prepared and organized when giving workshops on tutoring.
6. The Instructional Specialist is available to assist me if requested.
7. The Instructional Specialist creates an environment in which it is safe to seek help, ask questions, or express opinions that differ from those of others.
8. The Instructional Specialist treats us with respect.
9. The Instructional Specialist provides opportunities to learn new techniques.
10. The Instructional Specialist motivates me and encourages my development as a tutor and/or SI coach.
11. The Instructional Specialist encourages us to make suggestions to improve services to students.
12. The Instructional Specialist is fair and unbiased in his/her assignments of tutors and SI coaches.

A component of the Librarian's position is to provide library services and support. This survey mirrors the students survey used to evaluate teaching faculty and allows the library staff opportunity to evaluate the librarians.

1. The Librarian clearly defines my role as a classified library employee.
2. The Librarian is knowledgeable in the current library practices in my area.
3. The Librarian regularly provides feedback on my performance.
4. The Librarian understands the specific needs for my area.
5. The Librarian is well-prepared and organized when giving library workshops and instructions.
6. The Librarian is available to assist me if requested.
7. The Librarian creates an environment in which it is safe to seek help, ask questions, and express opinions different from others.
8. The Librarian treats me with respect.
9. The Librarian provides me with the opportunities to learn new techniques.
10. The Librarian encourages me to make suggestions to improve services to students.
11. The Librarian takes suggestions and plans appropriate strategies for the future.





# Counselor's Student Evaluation

Name of Counselor: \_\_\_\_\_ Date: \_\_\_\_\_

Please rate the performance of the counselor you have just seen by bubbling your choice. Please place the completed form in the evaluation box located in a designated area of your Department.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	N/A
1. This counselor listened to me attentively.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. This counselor treated me with respect.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. This counselor assisted me in the decision making process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. This counselor explained and assisted me in completing my Student Educational Plan (SEP) leading to my goal(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. This counselor utilized various measures such as previous courses completed for course placement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. This counselor explained the requirements for my certificate, degree, and/or transfer goal(s).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. This counselor provided me with additional information on the resources available on campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Overall rating of this counselor	<input type="radio"/> Excellent <input type="radio"/> Good <input type="radio"/> Average <input type="radio"/> Below average <input type="radio"/> Poor					
9. How many times have you seen a counselor at Compton College this year?	<input type="radio"/> Once <input type="radio"/> Twice <input type="radio"/> Three times <input type="radio"/> Four or more times					
10. How many times have you seen this (same) counselor before?	<input type="radio"/> Once <input type="radio"/> Twice <input type="radio"/> Three times <input type="radio"/> Four or more times					
11. Mark the reason(s) for your visit today.	<input type="radio"/> Student Educational Plan <input type="radio"/> Career Planning <input type="radio"/> AA-T/AS-T Preliminary Evaluation <input type="radio"/> Personal Counseling <input type="radio"/> Certificate Requirements <input type="radio"/> Academic/Progress Probation <input type="radio"/> Transfer Information <input type="radio"/> Degree Requirements <input type="radio"/> General Education Certification <input type="radio"/> Graduation Petition <input type="radio"/> Financial Aid Counseling <input type="radio"/> CalWORKs <input type="radio"/> Adult Education <input type="radio"/> Special Resource Center <input type="radio"/> EOPS/CARE <input type="radio"/> Other _____					

What did you find helpful about this counseling service?


What else could we do to better serve you?
