



Full-Time Probationary Faculty Evaluations

**Presented by
Human Resources in partnership with the Faculty Association**

Presentation Outline

- General Evaluation Processes
- Evaluation Approach and Philosophy
- Procedural Steps
- Student Evaluations – Online
- Evaluating Online / Hybrid Courses
- Annual Evaluation Conference
 - Needs Improvement Rating Process
 - Unsatisfactory Rating Process
- Review of Forms
- Contract: [Master Agreement – LBCCFA, 2020-2023](#)

Evaluations

- Evaluated 1st, 2nd, 4th year
- Needs improvement in 2nd year requires a 3rd year evaluation
 - A 3rd year evaluation is discretionary with a rating of satisfactory
- Best practice: needs improvement in 1st year and satisfactory in 2nd year – recommend an evaluation in the 3rd year
- Tenure review is the **extension of the hiring process** during which probationary faculty are integrated into the life of the College prior to becoming permanent members of the College community

Committee Composition

- **Chair:** tenured DH or tenured designee (or Appendix B); see 9.4.2.2.1 a - f.
- **Member:** *tenured department member through election by the union, or DH (see f above)
 - A tenured department member elected by the department or area in an election conducted by LBCCFA.
- **Member:** *tenured faculty member appointed by the senate in conjunction with the election.
 - A tenured faculty member, preferably from the evaluatee's department
- **Member:** area dean
- **Replacement process (9.4.2.7.1)**
- ***Compensation for Instructor Evaluation Activities, 11.8.2, ...**shall receive three (3) hours of hourly pay for each annual evaluation...

Evaluation Forms

- The evaluation forms will consist of:
 - [E-1 Probationary Evaluation Checklist](#)
 - [E-2 A. Probationary Faculty Observation Report \(In-Person Class\)](#)
 - [E-2 B. Online Course Checklist](#)
 - [E-3 Probationary Faculty Response to Student Evaluation Form](#)
 - [E-4 Self-Evaluation Report: Probationary Faculty](#)
 - [E-5 Committee Member Evaluation Worksheet for Probationary Faculty](#)
 - [E-6 Annual Evaluation Report for Probationary Faculty](#)
 - [E-7 Recommendation Sheet: Probationary Faculty](#)
- Link to all forms: <https://www.lbcc.edu/post/lbccfa-contract-appendix-e-evaluation-forms>
- The **Evaluation Team shall conduct a meeting with the evaluatee** for the purpose of discussing the evaluation process and procedures and reviewing the forms

Evaluation System

- The evaluation system is based on the assumption that the faculty of the college are both professional and competent. It is meant to help ensure continuing professional competence **through support and feedback.** (9.1.2)

Evaluation Teams

- Evaluation teams are expected to *evaluate each evaluatee's qualifications as a whole*, to exercise their best professional judgment in preparing their reports, and to present reports that have value to the evaluatee and to the District.
- The evaluation procedure is intended to be **unbiased, data driven and primarily narrative based.** (9.1.3)
- Judgments and reports are based on both: (a) observations & normal contacts inside & outside of the classroom & (b) conferences with the evaluatee's supervisor [more on next slide]. (9.1.4)

Conferences with Supervisor - Evaluation of Professional Responsibilities and Activities

- The Tenure Review Committee shall confer with the evaluatee's area dean/administrative supervisor regarding any factual information that may exist which allows committee members to evaluate the evaluatee's ability to meet the professional responsibilities.
- No information shall be provided by the area dean/administrative supervisor that the evaluatee has not been previously advised of and to which the evaluatee has had an opportunity to respond. *9.4.3.3.6.*

Evaluee's Qualifications are Rated as a Whole

**A Committee member's overall rating is to include
(in the contract & also on the evaluation documents):**

- professional knowledge/competence
- professional activities
- character/ethics
- student engagement
- effectiveness in the classroom or worksite
- adherence to policies/practices
- interpersonal skills
- student evaluations
- participation within the department.



Professional Responsibilities

- 9.3.2.1 Meets promptly and effectively all contractual obligations to the District, including but not limited to turning in attendance, grades, and other reports on time, developing and distributing a course syllabus in a timely manner, keeping office hours, and performing college service hours.
- 9.3.2.2 Develops and utilizes effective pedagogical techniques (as applicable) in order to enhance the communication of ideas and promote optimal learning, critical thinking, and performance skills.
- 9.3.2.3 Demonstrates, cultivates, and encourages courtesy, respect, and professionalism in relationships and learning environments with students, colleagues, staff members, and the community.
- 9.3.2.4 Adherence to ethical standards and principles as per Administrative Regulation 3008 – Institutional Code of Ethics.

continued



Professional Responsibilities

- 9.3.2.5** Accepts responsibility in his/her assigned area for the development of the educational program of the District. This includes but is not limited to assisting in the development of the curriculum for the area of his/her assignment, reviewing and updating course outlines, as well as reviewing and updating the curriculum to meet timelines of the Curriculum Committee.
- 9.3.2.6** Accepts and respects differences of opinion, attitudes, and procedures in professional matters on the part of students, faculty, classified staff, and administration as important to the development of an educational institution.
- 9.3.2.7** Demonstrates conscientious use, care, and protection of District property, supplies, and equipment.

Overall Rating

Be sure to...

- Recognize exemplary performance
- Provide coaching and constructive feedback in support of a probationary faculty's development

Should be the summation of the entire evaluation period...

- Ensure facts discussed are from the current evaluation period
- If improvements have been made (from past evaluations or within the semester),
 - recognize the issue,
 - the steps taken to improve, and
 - performance as observed currently
- If performance has declined, note the previous level of performance and what is occurring now

Timeline

- **Initial Evaluation Conference – discuss evaluation timelines, evaluations forms, standards for evaluation**
 - **Dates for the scheduled observations will be established here**
 - **Date & time for in person or online observations based on course & area needs, do this collaboratively with evaluatee**
 - For online course observations, the tenure review committee members and faculty member shall also discuss the process for reviewing Canvas course shell which may include a walkthrough of the shell preceding the online course observation

Observations

- Each committee member shall conduct one observation during the fall within the first 12 weeks
- May conduct 2 additional observations – scheduled or unscheduled (online all scheduled)
- Best practice: the first observation is best occur earlier in the semester to provide support and guidance as needed
 - Provides an opportunity to make changes before another observation
- Only observe courses on load, not overload or reassign time
- All courses must be observed by at least one committee member

Student Evaluation

Process

- **Student evaluations will be conducted online**
- **Shall be conducted in each of the classes being taught by evaluatee during fall semester except overload**
- Important dates *2022-2023*
 - 1st 8-week - evaluation period – 9/26 – 10/10
 - Section lists sent to DH/Deans – 9/20
 - Survey links and instructions sent to Instructors/DH/Deans – 9/22
 - Instructors post link to Canvas shell – 9/25
 - Follow-up Survey links and instructions sent to Instructors/DH/Deans – 10/3
 - Student email reminders, (**Final Email**) – 9/22, 9/26, 9/29, 10/6, (**10/10**)
 - Report sent to DH / Dean – 10/13
- Process
 - IITS will provide links to each individual section's survey.
 - Instructors - add the link to their Canvas shell to make it easy for their students to access the survey.
 - Students will still be able to access the survey from the Student Evaluations of Faculty tile on the Viking Portal.

Process

- **Student evaluations will be conducted online**
- Important dates *2022-2023*
 - 12/16-week – evaluation period – 10/17 – 10/31
 - Section lists sent to DH/Deans – 10/11
 - Survey links and instructions sent to Instructors/DH/Deans – 10/13
 - Instructors post link to Canvas shell – 10/16
 - Follow-up Survey links and instructions sent to Instructors/DH/Deans – 10/24
 - Student email reminders, (**Final Email**) – 10/13, 10/17, 10/20, 10/27, (**10/31**)
 - Report sent to DH / Dean – 11/3
 - 2nd 8-week - evaluation period – 11/7 – 11/21
 - Section lists sent to DH/Deans – 11/1
 - Survey links and instructions sent to Instructors/DH/Deans – 11/3
 - Instructors post link to Canvas shell – 11/6
 - Follow-up Survey links and instructions sent to Instructors/DH/Deans – 11/14
 - Student email reminders, (**Final Email**) – 11/1, 11/7, 11/10, 11/17, (**11/21**)
 - Report sent to DH / Dean – 11/23

Process

- **Student evaluations for specific areas, will be conducted through processes developed within each of those areas:**
 - [E-8.B Student Evaluation of Counselor](#)
 - [E-8.C Student Evaluation of Librarian](#)
 - [E-8.D Student Evaluation of Instructional Specialist](#)
 - [E-8.E Student Evaluation of Clinical Faculty Nursing and Allied Health Program](#)



Evaluating Hybrid / Online Classes

Evaluation Criteria

- **Evidence of instructor initiated & student to student regular and effective contact:**
 - Consistently and throughout the course
 - Regular contact hours should be listed through published office hours
- **Evaluation areas:**
 - Content presentation, Communication/interaction, Assessment, Accessibility

Online Learning Department

Regular Effective Contact Requirements

- Title 5, Section 55204
- Regular Effective Contact Guidelines:
 - Faculty-Initiated Interactions
 - Frequent & Timely Interactions
 - Clear Expectations for Interactions
- Tools for Regular Effective Contact

Regular Effective Contact (PDF) found at [Online Teaching Guidelines & Procedures](#)

LONG BEACH CITY COLLEGE **ONLINE LEARNING DEPARTMENT**
REGULAR EFFECTIVE CONTACT REQUIREMENTS

Title 5, Section 55204
In addition to the requirements of section 530002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:
Any portion of a course conducted through distance education includes regular effective contact between instructor and students, through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities. Regular effective contact is an academic and professional matter pursuant to sections 53200 et seq.

Any portion of a course provided through distance education is conducted consistent with guidelines issued by the Chancellor pursuant to section 409 of the Procedures and Standing Orders of the Board of Governors.

Regular Effective Contact Guidelines
Establishing and maintaining regular effective contact is not only a Title 5 requirement but also a practice that facilitates student-centered instruction and increases the achievement of student learning outcomes. All Distance Education instructors at Long Beach City College will implement regular effective contact using methods from each of the three categories below.

A. Faculty-Initiated Interactions

- Begin class with instructor-guided introductions.
- Design daily or weekly assignments and projects that promote collaboration among students.
- Pose questions in the discussion boards which encourage critical thinking skills and promote interaction among all course participants.
- Participate regularly in discussion activities with students and ensure that discussions remain on topic. (Providing students with an open-ended question forum, although appropriate, does not constitute the entirety of effective instructor-initiated interaction.)
- Monitor activity meter to ensure that students participate fully.
- Create a specific forum for questions regarding course assignments.
- Ask students for feedback about the course on a regular basis and revise content as needed.
- Include means for varied types of interaction in the course design.

B. Frequent & Timely Interactions

- Establish guidelines for frequency of contact that are the same as in the face-to-face classroom; at the very least, the number of instructor contact hours per week that would be available for face-to-face students, will also be available, in synchronous and/or asynchronous mode, with distance education students.
- Declare response time for student questions and assignment feedback (e.g. 24-48 hours).
- Maintain an active presence, particularly during the beginning weeks of a course
- Give frequent and substantive feedback throughout the course

LONG BEACH CITY COLLEGE **ONLINE LEARNING DEPARTMENT**
REGULAR EFFECTIVE CONTACT REQUIREMENTS

C. Clear Expectations for Interactions

- Specify course policy in the syllabus regarding frequency and timeliness of all contact initiated by the instructor
- Explain course policy regarding student-initiated contact (where to post questions, assignments, etc.) in the syllabus
- Clarify important dates, such as assignment and assessment deadlines, not only in the beginning but also throughout the course

Tools for Regular Effective Contact
Interaction in the distance education classroom can be instructor-student, student-student, student-content and student-interface. Below are tools that may be used to implement regular effective contact.

- Course Announcements (e.g., videos, weekly summary, weekly review)
- Personalized Feedback
- Discussion Boards (e.g., question and answer forums, VoiceThread)
- Videoconferencing (e.g., Skype, CCC Confer)
- Collaborative Projects (e.g., group blogs, group discussions, wikis)
- Instructor-Created Modules
- Lectures (e.g., recorded, streaming, slides with audio narration)
- Podcasts
- Webinars
- Screencasts
- Virtual Office Hours
- Email
- Private Messaging
- Chat

Evaluation Criteria

- **Regular & effective contact**
 - **Contact information for the instructor is easy to find and includes multiple forms of communication**
 - **Expected response time is posted**
 - **Student to student interactions are required**
 - **Students are encouraged to communicate with the professor**
 - **Expectations regarding the quality of communications are clearly posted**
 - **Instructor participates actively in communication activities and provides announcements and feedback to students**
 - **Guidelines explaining required levels of participation are provided**

Evaluation Process

- Is assessed by: accessing Canvas – specifically the homepage, orientation, syllabus, and one module per observation
 - Use the online checklist form for assessment - serve as a guidepost as to what to look for during the observation of the Canvas page
 - This should show student to student and instructor to student contact
 - CAN use alternative methods for communication such as email
 - CAN ask follow up questions if information is difficult to find

Evaluating Remote / Online Classes

Evaluation Process

- Evaluator should provide access to committee members for a 24 hour period and committee members should review the canvas page for a period of 1-2 hours
 - Evaluators should enroll committee members as a **"Course Reviewer"** for accessing their canvas page for the **agreed upon** 24 hour period and remove access at the conclusion of the 24 hour period
- Can also schedule observing live instruction, if agreeable by all committee members
 - **This does not supplant the canvas observation**
- Before the observation occurs - **schedule a tour of the Canvas** page to understand its contents and where everything is located
 - Can be through video or in-person
 - The evaluators should reach out to the evaluator to schedule this. This should be scheduled during the initial evaluation meeting
- Is used for all online and hybrid classes
 - **The in-person portion of hybrid classes can also be observed**



Annual Evaluation Conference

Purpose

- Final step of the evaluation process
- Purpose -- to present and discuss the results of the evaluation process with evaluatee
- Any basis for needs improvement or unsatisfactory must be discussed

Procedure of Needs Improvement or Unsatisfactory

- Overall Needs Improvement
 - Committee in consultation with evaluatee will develop an improvement plan
 - Identifiable objective and timelines
 - If not meet the objectives within timeline – unsatisfactory rating subsequent year and recommendation for non-renewal
 - If needs improvement in 4th year – recommendation for non-renewal
- Overall Unsatisfactory – 1st, 2nd, 4th year
 - Grounds for an immediate recommendation for non-renewal
- 3rd year
 - For needs improvement or unsatisfactory – written improvement plan with specific assistance and support



Annual Evaluation Conference

Board of Review

- Will be convened for rating of unsatisfactory
- Can be requested by the evaluatee for needs improvement

Performance Improvement Plan

- Should be **objective**
- Based on **professional** standards and competencies
- Improvement goals should be **objectively measurable**
- **Provide resources** – training, online articles and/or video
- Should have a completion date – can be by next evaluation date
- Should be **developed in consultation with the evaluatee** and reviewed in final form thoroughly with the evaluatee to ensure a full understanding of plan

The committee should determine by a majority vote whether or not the Improvement Plan has been satisfactorily implemented within the established timelines.

A final note...

All Tenure Review Committee activities, including the Board of Review, must be completed at least a week before the first Board meeting in February.

Evaluation Forms

E-1 Probationary Evaluation Checklist

- Reviewed and filled out during the Initial Evaluation Conference
- The dates of observations will be scheduled with this document

APPENDIX E-1

Probationary Evaluation Checklist

Evaluee _____ Academic Year _____
(please print)

Probationary Status:

- First Academic Year Second Academic Year Third Academic Year Fourth Academic Year

Directions:

By the end of the first week of the semester, Human Resources will distribute a recommended timeline for the Tenure Review Committee to follow. The following outline is intended to serve as a guide to the Tenure Review Committee as to what needs to be accomplished during this review cycle. The Tenure Review Committee may adopt and/or modify the proposed timeline throughout the process as long as all Tenure Review Committee activities (with the exception of the Board of Review) are completed by the last day of the fall semester. The following outline can be used by the Tenure Review Committee to fill-in the mutually agreed upon dates for each activity to be completed.

1. The Committee conducted the Initial Evaluation Conference on _____ to review procedures, establish the observation schedule, and set the dates for the Tenure Review Committee meeting and the Annual Evaluation Conference (Appendices E-1 through E-8.).
2. Self-Evaluation Report (Appendix E-4) and Student Evaluations (Appendix E-8, A, B, C, D, E, F) are conducted and provided to the members of the Tenure Review Committee by _____.
3. Evaluee provides Probationary Faculty Response to Student Evaluations (Appendix E-3) to the members of the Tenure Review Committee by _____.
4. All Probationary Faculty Observation Reports (Appendix E2.A) and, if applicable, Probationary Faculty Online Course Checklists (Appendix E2.B) are completed and shared with the evaluee on _____.
5. Each Committee member completes their Committee Member Evaluation Worksheet for Probationary Faculty (Appendix E-5) by _____ and the Committee, not including the evaluee, meets to review the evaluation documents and complete the Annual Evaluation Report for Probationary Faculty (Appendix E-6) and the Recommendation Sheet Probationary Faculty (Appendix E-7) on _____.
6. The Committee conducts the Annual Evaluation Conference with the evaluee on _____.
7. The basis for any "Needs Improvement" or "Unsatisfactory" ratings will be discussed and assessed at the Annual Evaluation Conference.
8. Within five (5) working days of the Annual Evaluation Conference, the evaluee may respond to the findings of the Tenure Review Committee.
9. If the overall rating on Appendix E-6 and E-7 is less than Satisfactory, a Board of Review will be convened per Article 9.4.3.3.8.
10. All the Committee's evaluation documents (Appendix E-1 through E-7), student evaluations (Appendix E-8), and the evaluee's responses are to be forwarded to Human Resources for inclusion in evaluee personnel file.

Note: An overall rating of "Needs Improvement" in the fourth academic year or "Unsatisfactory" in the first, second or fourth year of probation will result in a "March 15th Notice of Nonrenewal" being recommended by the Tenure Review Committee to the Vice President of Human Resources.

TO BE SIGNED AT THE CONCLUSION OF THE INITIAL EVALUATION CONFERENCE

Tenure Review Committee:

Chair of the Tenure Review Committee _____ Date _____

Evaluee Signature _____ Date _____

E-2.A Probationary Faculty Observation Reports

- Observation for in-class observations must be recorded on this form
- Communicated to evaluatee
- Submitted to evaluatee & tenure review committee
- If observation is less than satisfactory – evaluator must meet with evaluatee to discuss observation within 5 days of the observation

APPENDIX E-2 A.

Probationary Faculty Observation Report (In-Person Class)

[For Discussion with the Evaluatee Prior to the Tenure Review Committee Meeting]

Evaluee (Print Name) _____ Semester _____

Evaluator (Print Name) _____ Date observed _____

Class/assignment observed _____

Prepare a separate Observation Report for each class/assignment observed.

Professional Competence	Satisfactory	Needs Improvement	Unsatisfactory
Demonstrates professional knowledge in their field of preparation/instruction during the performance of assigned duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates ideas, instructions, assignments, and other presentations effectively, clearly, and accurately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Knows and uses materials and methods designed to achieve the objectives of the area of service assigned	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Responsibilities			
Utilizes effective pedagogical techniques in order to enhance the communication of ideas and promote optimal learning, critical thinking, and performance skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Strengths observed (narrative required):

Suggestions for improvement (narrative required):

Overall Observation: Satisfactory Needs Improvement Unsatisfactory

This observation was discussed with the evaluatee on (date): _____

Evaluator: _____ Date: _____
Signature

Evaluee: _____ Date: _____
Signature

E-2.B Probationary Faculty Observation Reports – Online Checklist

- Observation must be recorded on this form
- Communicated to evaluatee
- Submitted to evaluatee & tenure review committee
- If observation is less than satisfactory – evaluator must meet with evaluatee to discuss observation within 5 days of the observation

APPENDIX E-2.B
Online Course Checklist - Probationary Faculty (Synchronous or Asynchronous class)

Evaluatee name: _____ Evaluator: _____
Class/Module: _____ Semester: _____ Date Observed: _____

A. Content Presentation & Course Design
Addresses elements of instructional design and is inclusive of such elements as course structure, learning objectives, organizational content, and instructional strategies.

Objectives	Satisfactory	Needs Improvement	Unsatisfactory
1. All goals, objectives, and Student Learning Outcomes can be easily located within the course and are made available within the course and syllabus.			
Content Presentation			
1. Students are given a comprehensive introduction to the course purpose and structure.			
2. Learning content is made available in manageable segments (modules or units) and flows in a logical progression.			
3. Clear navigation and access to any third-party system used in the class.			
4. Course has a welcoming syllabus and home page.			
Student Support			
1. Students are given directions to navigate the course successfully.			
2. Tools available within the learning management system (LMS) are used to facilitate learning by engaging students with course content.			
Academic Support			
1. Rubrics and/or descriptive criteria for desired outcomes are provided (models of "good work" may be shown, for example).			
2. Clearly labeled tutorial materials that explain how to navigate the LMS and provide overall orientation to the course.			

Evaluator name: _____

4. Links to services such as the Student Technology Help Desk, counseling, library, success centers, or financial aid office.

B. Communication & Interaction
Interaction and collaboration can take any forms. These criteria place emphasis on the type and amount of interaction and collaboration within the online environment.

Regular & Effective Communication	Satisfactory	Needs Improvement	Unsatisfactory
1. Contact information for the instructor is easy to find and includes multiple forms of communication (e.g. announcements, email, student feedback, and direct messaging).			
2. A 24-48 hour response time with designated "no response" windows for email replies is posted on the LMS course shell and is listed in the syllabus.			
3. Student-to-student interactions are required as part of the course. Students are encouraged to initiate communication with the instructor.			
4. Expectations regarding the quality of communications are clearly defined.			
5. The instructor participates actively in communication activities, provides encouraging weekly announcements and consistent feedback for course activities and assignments.			
6. Guidelines explaining required levels of participation are provided.			

C. Assessment
Addresses the quality and type of student assessments within the course.

Expectations	Satisfactory	Needs Improvement	Unsatisfactory
1. Assignments match the course objective.			
2. Rubrics and/or descriptive criteria for desired outcomes are provided (models of "good work" may be shown, for example).			
3. Instructions are written clearly, with sufficient detail for all assignments including discussion boards.			
Assessment Design			
1. Assessment activities occur frequently throughout the duration of the course, and the instructor provides meaningful feedback in a timely manner.			

Evaluator name: _____

4. Links to services such as the Student Technology Help Desk, counseling, library, success centers, or financial aid office.

B. Communication & Interaction
Interaction and collaboration can take any forms. These criteria place emphasis on the type and amount of interaction and collaboration within the online environment.

Regular & Effective Communication	Satisfactory	Needs Improvement	Unsatisfactory
1. Contact information for the instructor is easy to find and includes multiple forms of communication (e.g. announcements, email, student feedback, and direct messaging).			
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3. Student-to-student interactions are required as part of the course. Students are encouraged to initiate communication with the instructor.			
4. Expectations regarding the quality of communications are clearly defined.			
5. The instructor participates actively in communication activities, provides encouraging weekly announcements and consistent feedback for course activities and assignments.			
6. Guidelines explaining required levels of participation are provided.			

C. Assessment
Addresses the quality and type of student assessments within the course.

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1. Assignments match the course objective.			
2. Rubrics and/or descriptive criteria for desired outcomes are provided (models of "good work" may be shown, for example).			
3. Instructions are written clearly, with sufficient detail for all assignments including discussion boards.			
Assessment Design			
1. Assessment activities occur frequently throughout the duration of the course, and the instructor provides meaningful feedback in a timely manner.			

Evaluator name: _____

4. Links to services such as the Student Technology Help Desk, counseling, library, success centers, or financial aid office.

B. Communication & Interaction
Interaction and collaboration can take any forms. These criteria place emphasis on the type and amount of interaction and collaboration within the online environment.

Regular & Effective Communication	Satisfactory	Needs Improvement	Unsatisfactory
1. Contact information for the instructor is easy to find and includes multiple forms of communication (e.g. announcements, email, student feedback, and direct messaging).			
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Expectations	Satisfactory	Needs Improvement	Unsatisfactory
1. Assignments match the course objective.			
2. Rubrics and/or descriptive criteria for desired outcomes are provided (models of "good work" may be shown, for example).			
3. Instructions are written clearly, with sufficient detail for all assignments including discussion boards.			
Assessment Design			
1. Assessment activities occur frequently throughout the duration of the course, and the instructor provides meaningful feedback in a timely manner.			

E-4 Self-Evaluation Report: Probationary Faculty

- Must be completed by evaluatee
- Present copies to committee members by the date established during Initial Evaluation Conference

APPENDIX E-4

Self-Evaluation Report: Probationary Faculty

Evaluatee: _____
(please print)

1. Self-evaluation is a part of the evaluation process. Please provide to the Tenure Review Committee a portfolio of documentation including a written statement and/or materials addressing how you have met all contractual obligations to the District in regards to the Professional Standards (LBCCFA Master Agreement, Article 10.3). The professional standards are also set forth in Appendix E-5 (Committee Member Evaluation Worksheet).

Include in your portfolio the following factual information:

- a) Submission of a welcoming syllabus for each class section
 - b) Evidence of written/critical thinking assignments required for all 0-400 band classes and encouraged for 600 and 800 band classes
 - c) Use of variety of delivery methods
 - d) Timely submission of required reports, records, and documentation
 - e) Maintenance of student office hours
 - f) Involvement in an on-going program of reading/research to maintain proficiency and growth
 - g) Utilization of effective pedagogical techniques in order to enhance the communication of ideas and promote optimal learning, critical thinking, and performance skills
 - h) Other pertinent information you wish to share with the evaluation committee
2. List activities for college service hours (Article 10.2.1 and 10.6.2).
 3. List any activities and/or professional development in which you have engaged recently that demonstrates your on-going commitment to critique, improve, and enhance equitable teaching and learning practices.

Evaluatee Signature

Date

E-5 Committee Member Evaluation Worksheet for Probationary Faculty

- The evaluation procedure is intended to be unbiased, data driven, and primarily narrative based
- Attached to the E:5 any written information given to the area dean as outlined in 9.4.3.3.6

Appendix E-5, Page 1 of 3

APPENDIX E-5

Committee Member Evaluation Worksheet for Probationary Faculty
 (To be completed by each Committee member in preparation for completion of the Annual Evaluation Report (Appendix E-6))

Name of Faculty being evaluated: _____

Please write a narrative that specifically addresses Sections 1-3 below, Student Evaluations, and the Evaluator's Self-Assessment (E-4) at the end of this appendix (E-5) (E-6/E-7).

SECTION 1: Professional Competence

- Demonstrates professional knowledge in their field of preparation/institution during the performance of assigned duties.
- Communicates ideas, instructions, assignments, and other presentations effectively, clearly, and accurately.
- Knows and uses materials and delivery methods designed to achieve the objectives of the area of service assigned.
- Exercises prudent, reasonable, and impartial judgment in reaching decisions, resolving problems, and evaluating the work of others.
- Plans and organizes effectively the work involved in the assignment.

SECTION 2: Professional Responsibilities

- Meets promptly and efficiently all contractual obligations to the District, including but not limited to tutoring in classrooms, grades, and other reports on time, developing and distributing a returning course syllabus in a timely manner, keeping student office hours, and performing college service hours.
- Develops and utilizes effective pedagogical techniques in order to enhance the communication of ideas and promote optimal learning, critical thinking, and performance skills.
- Demonstrates, cultivates, and encourages courtesy, respect and professionalism in relationships and learning environments with students, colleagues, staff members, and the community.
- Adherence to ethical standards and principles as per Administrative Regulation 3039 Institutional Code of Ethics.
- Accepts responsibility in their assigned area for the development of the educational program of the District. This includes but is not limited to assisting in the development of the curriculum for the area of their assignment, reviewing and updating course outlines, as well as reviewing and updating the syllabus to meet standards of the Curriculum Committee.
- Accepts difference of opinion, attitudes, and procedures in professional matters on the part of students, faculty, and administration as important to the development of an educational institution.
- Demonstrates conscientious use, care, and protection of District property, supplies, and equipment.

Revised 06/2011
Long Beach Community College District

Appendix E-6, Page 1 of 3

SECTION 3: Professional Activities / Evaluator's Self-Assessment (E-4)

- Demonstrates interest in keeping current on issues and developments in their academic field.
- Works cooperatively with students, faculty, and other members of the staff on matters of common interest and concern.
- Evaluates own performance, seeks appropriate help when it is needed, and accepts constructive suggestions for improvement in the assignment.
- Evidence of college service hours (to be listed in the narrative).

Narrative:

Appendix E-6, Page 3 of 3

(Narrative, continued)

Overall Rating (This rating would be substantiated by your written narrative for sections 1-3 above):

Satisfactory (S)
 Needs Improvement (I)
 Unsatisfactory (U)

Print Name of Evaluator _____

Signature of Evaluator _____ Date _____

Revised 06/2011
Long Beach Community College District

E-6 Annual Evaluation Report for Probationary Faculty

- Evaluation rating totaled on this form

APPENDIX E-6

Annual Evaluation Report for Probationary Faculty
(To be completed at the Tenure Review Committee Meeting)

_____ was evaluated in accordance with Article 10 of the Agreement between the District and LBCCFA and is considered to have an overall rating of:

- Satisfactory (2.51 – 3.00)
 Needs Improvement (1.51 – 2.50)
 Unsatisfactory (1.00 – 1.50)

The Chair of the Tenure Review Committee has tallied and recorded the overall ratings from each Committee Member Evaluation Worksheet (Appendix E-5), divided the total number of points by the number of Committee members (excluding the evaluatee) and recorded the overall rating of Satisfactory, Needs Improvement, or Unsatisfactory.

The Committee will complete the Annual Evaluation Report (Appendix E-6) and the Recommendation Sheet (Appendix E-7) in preparation for the Annual Evaluation Conference with the evaluatee.

COMMITTEE COMMENTS:

(Additional comments may be attached)

Tenure Review Committee: _____
 Signature _____ Date _____

 Signature _____ Date _____

 Signature _____ Date _____

 Signature _____ Date _____

Note: The evaluatee may respond in writing to the evaluation by submitting a written response within five (5) working days of the Annual Evaluation Conference. The response shall be attached to the Annual Evaluation Report (Appendix E-6) and placed in the evaluatee's personnel file.

Received by: _____
 Evaluatee Signature

Date of the Annual Evaluation Conference: _____

E-7 Recommendation Sheet: Probationary Faculty

- If the overall rating in the second year is Satisfactory, the evaluation in the third year is at the discretion of the committee.
- Notification as to whether the evaluatee will be evaluated in the third year shall be provided to the evaluatee as part of the E-7. 9.4.1.1.
- Notice of non-renewal recommended:
 - 4th year – Needs improvement
 - 1st, 2ⁿ, 4th year – unsatisfactory
- Evaluatee – can respond within 5 working days

APPENDIX E-7

Recommendation Sheet: Probationary Faculty

Evaluee _____ Department/Area: _____
(please print)

Probationary Status: _____ Academic Year: _____

First Academic Year Third Academic Year

Second Academic Year Fourth Academic Year Year Review completed (date): _____

The Tenure Review Committee makes the following recommendation(s):

- 1. Offer second contract for the following academic year (applies only to employee working under first contract).
- 2. Offer third contract for the following two academic years (applies only to employee working under second contract). If second year evaluation overall rating is satisfactory, please indicate:
 - 3rd Year Evaluation will be conducted
 - 3rd Year Evaluation will not be conducted
- 3. Third-year review completed (applies only to employee working under third contract and completing third year).
- 4. Recommend tenure.
- 5. If there is an overall rating of "Needs Improvement" in the 4th academic year or "Unsatisfactory" in the 1st, 2nd or 4th academic year, a Notice of Non-Renewal will be recommended.

Tenure Review Committee: _____
Signature

Signature

Signature

Signature

Note: The evaluatee may respond in writing to the evaluation by submitting a written response within five (5) working days following the date the evaluatee receives the evaluation. Such response shall become a part of the evaluation report and be placed in the evaluatee's personnel file.

Received by: _____
Evaluatee Signature

Date of the Annual Evaluation Conference: _____