

## TENTATIVE AGREEMENT

### ARTICLE ~~XI~~ 12: EVALUATION

**Section 1.** The forms to be used in the evaluation of ~~Adjunct Faculty Members~~ Unit Members shall be as contained in APPENDIX D.

**Section 2.** Purpose.

~~Adjunct Faculty~~Unit Members form a vital part of community college instruction and instructional support programs. They provide unique contributions to the institution and its students because of their subject knowledge and experience. By participating in the evaluation process, ~~adjunct faculty~~unit members have an opportunity ~~for reviewing to~~ review professional skills. The evaluation process for adjunct faculty has been designed in accordance with the language of Education Code Section 87663.

**Section 3.** Frequency of Evaluation.

1. New ~~Adjunct Faculty~~ Unit Members will be evaluated during the first or second semester of their assignments. Continuing ~~Adjunct Faculty~~ Unit Members will be evaluated at least once every three (3) calendar years. More frequent evaluations may be scheduled at the discretion of the appropriate Dean or at the request of the ~~Adjunct Faculty~~ Unit Member.
2. During any one evaluation process, classroom evaluations shall not exceed two in number.

**Section 4.** Responsibilities.

1. Office of Human Resources: The coordination of the process will be the responsibility of the Office of Human Resources.
2. Dean: The Dean or an educational administrative designee will have the responsibility for conducting the process under the supervision of the appropriate Vice President.
3. ~~Adjunct Faculty~~ Unit Members: ~~Adjunct Faculty~~ Unit Members are responsible for participating in the various components of the evaluation process in a timely fashion.

**Section 5.** Components.

The components of the ~~adjunct faculty~~ Unit Member evaluation process are:

1. Pre-observation conference (Initial assignment in a discipline or program only).

2. Student evaluations.
3. Classroom/workplace observation. During the evaluation process, observations shall not exceed two (2) in number.
4. Mandatory Self-evaluation. Unit members shall be paid for one hour at their lab rate for completion of the mandatory self- evaluation.
5. Dean's assessment.
6. Post-observation conference.

**Section 6.** Procedures for Classroom/Workplace Evaluations.

1. The Office of Human Resources notifies the ~~School~~Dean of the ~~Adjunct Faculty~~ Unit Members to be evaluated by the end of the second week of the semester. Evaluation forms are available on the Portal or are provided by the School. The Dean's Office is responsible for providing the appropriate forms for the type of evaluation being conducted.
- ~~1.2.~~ The School notifies all Unit Members to be evaluated that semester and arranges an appointment for the pre-observation conference prior to the fourth week of the semester. If the unit member is assigned to a full term course then contact can occur by the eighth week.
- ~~2.3.~~ The Dean or educational administrative designee may arrange for a mutually agreed upon academic employee to conduct observations where appropriate. If mutual agreement is not reached, the Dean or educational administrative designee will conduct the observation. Whenever possible, observers must be tenured faculty or a dean.
- ~~3.~~ The School notifies all ~~Adjunct Faculty~~ Unit Members to be evaluated that semester and arranges an appointment for the pre-observation conference prior to the fourth week of the semester.
4. Pre-Observation Conference. (Initial assignment in discipline or program only.) The instructor is requested to bring the syllabus, handouts, assigned text(s) and readings as well as statements about the content of the course. ~~Non-teaching~~ Non-Instructional faculty should discuss ~~job descriptions~~ duties as outlined in job posting, goals and objectives. This conference should take place by the fourth week of the semester.
  - a. The Dean and/or educational administrative designee will meet with the ~~new-Adjunct Faculty~~ Unit Member to discuss the evaluation instruments and process; and

- b. Decide on class/workplace and the date of the visitation, student evaluations and review the class syllabus, text, and/or other, materials as needed.
  - c. ~~Non-teaching Adjuncts~~ Non-Instructional Unit Members who do a classroom presentation as part of their job responsibilities may choose between a classroom observation or a workplace observation.
  - d. For short-term classes (those that meet for less than a full semester), adjusted timelines will be mutually agreed upon at the pre-conference meeting.
5. Pre-observation contact (Continuing ~~Adjunct Faculty~~ Unit Members only). Prior to the ~~eighth~~ fourth week of the semester, the Dean and/or designee contacts the Continuing ~~Adjunct Faculty~~ Unit Member to arrange class/workplace observation, student evaluation, and review the class syllabus, text and materials. If the unit member is assigned to full term course then contact can occur prior to the eighth week.
6. The ~~Adjunct Faculty~~ Unit Member completes the mandatory self-evaluation. (**Form D-4**)
7. The classroom/workplace observation occurs on the date established during the pre-observation conference/contact.
8. The Dean, or designee, completes the classroom/workplace observation report (**Form D-2 or Form D-3-A**), compiles the student evaluation data and completes the summary sheet (**Form D-1-A or D-1-B**).
9. Student Evaluations.
  - a. Classroom: The Dean or representative of the School shall coordinate the distribution of student evaluation forms. ~~to and collect the forms from students~~ in the selected class(es). Student evaluation packets ~~are prepared~~ may consist of a **Scantron sheet and Form D-5 (or D-5A if applicable)** or electronic link. ~~Adjuncts~~ Unit Members may choose to have student evaluations conducted more frequently, for example, once a year.
  - b. Workplace: The Dean, Director, or representative shall make available student or client evaluation forms over a two-~~to four~~ week period of time. Forms may be made available on the service counter and collected in a secured box/envelope or electronic method. Student or client evaluation packets ~~are may prepared~~ consist of a **Scantron sheet and Form D-5, D-5A, or D-9** or electronic link as appropriate.

- b.c. Forms shall be placed in a sealed envelope by the representative of the School Office, signed across the seal, and forwarded to the Dean for processing. For electronic student evaluations, the process is facilitated through the current learning management system (LMS).
10. Post-Observation Conference. The Dean or educational administrative designee, and designee who conducted the observation, if applicable, meet with the ~~Adjunct Faculty~~ Unit Member to discuss the classroom/workplace observation, student evaluations, self- evaluation, and Dean’s assessment. Except for new unit members, the post-observation conference shall not be required if the “Overall Rating” on Form D-2 is Excellent.
  11. Dean’s or educational administrative designee’s assessment shall consist of all aspects of the ~~Adjunct Faculty~~ Unit Member’s performance, including student evaluations, classroom/workplace observation, and self-evaluation Form D-4.
  12. Improvement Plan. If any areas of the ~~Adjunct’s~~ Unit Member’s performance need improvement, the Dean may work with the ~~Adjunct~~ Unit Member to create an improvement plan to address these areas. See “Recommendation” on **Form D-2** and **D-3-A**.
  13. A copy of the completed evaluation forms is given to the ~~Adjunct Faculty~~ Unit Member.
  14. The Dean forwards the materials to the appropriate Vice President. The Vice President shall forward the evaluation materials to the Office of Human Resources.
  15. The Office of Human Resources retains the original documents of the evaluation materials in the personnel file of the faculty member.

#### **Section 7. Procedures for Online Evaluations.**

1. The Office of Human Resources notifies the ~~School Dean~~ of the ~~Adjunct Faculty~~ Unit Members to be evaluated by the end of the second week of the semester. Online Evaluation forms are available on the Portal or are provided by the School. The Dean’s Office is responsible for providing the appropriate forms for the type of evaluation being conducted. The Dean or educational administrative designee may arrange for a mutually agreed upon ~~designee~~ academic employee to conduct observations where appropriate. If mutual agreement is not reached, the Dean or educational administrative designee will conduct the observation. ~~Faculty—designees~~ Observers must be ~~tenured~~ faculty, or a Dean, or educational administrative designee. Faculty observers ~~and~~ should ~~s-h-a-l-l~~ be DE certified and tenured.
2. The School notifies all ~~Adjunct Faculty~~ Unit Members to be evaluated that semester and arranges an appointment for the pre-observation conference prior to the

fourth week of the semester.

3. Pre-Observation Conference. (Initial assignment in discipline or program only.) If the unit member's assignment is 100% online, then all evaluation meetings should be held online in consultation between the dean and unit member. For unit members working both in-person and online, this conference may be in-person or online at the discretion of the Dean. The unit member may communicate to the Dean their meeting modality preference and rationale. The instructor is requested to ~~bring~~ provide the syllabus, handouts, assigned text(s) and readings as well as statements about the content of the course. ~~Non-teaching faculty~~ Non-Instructional Unit Members should discuss duties as outlined in job posting~~job descriptions~~, goals and objectives. This conference should take place by the fourth week of the semester. If the unit member is assigned to full term course then contact can occur by the eighth week.
  - a. The Dean and/or educational administrative designee will meet with the new ~~Adjunct Faculty~~ Unit Member to discuss the evaluation instruments and process; and
  - ~~b.~~ The Dean and/or designee conducting the observation will request access to the online course being evaluated to conduct the observation, student evaluations and to review the class syllabus, text, regular and substantive interaction, and other materials as appropriate. The access will last for seven calendar days. Access may be extended. If access is extended, the unit member shall be notified
  - c. Non-teaching Adjuncts will provide access to their online activities and materials. The access will last for seven calendar days. Access may be extended. If access is extended, the unit member shall be notified.
  - d. For short-term classes (those that meet for less than a full semester), adjusted timelines will be mutually agreed upon at the pre-conference meeting.
4. Pre-observation contact (Continuing ~~Adjunct Faculty~~ Unit Members only). Prior to the ~~eighth~~ fourth week of the semester, the Dean and/or designee contacts the Continuing ~~Adjunct Faculty~~ Unit Member to arrange for an observer and access to the online course being evaluated and outline the evaluation components ~~to conduct, including~~ the observation, student evaluations and review the class syllabus, text, regular and substantive interaction, and/or other materials as appropriate. ~~Non-teaching faculty~~ Non-Instructional Unit Members should discuss ~~job descriptions~~ duties as outlined in job posting, goals and objectives and arrange access to their online workplace. The access will last for seven calendar days. Access may be extended. If access is extended, the unit member shall be notified.

5. The ~~Adjunct Faculty~~ Unit Member completes the mandatory self-evaluation. **(Form D-4)**
6. The observation occurs on the date(s) established during the pre-observation conference/contact unless there is mutual agreement to reschedule the observation.
7. The Dean, or designee, completes the ~~Adjunct Faculty~~ Unit Member Online Evaluation Form **(Form D-3-A)**, compiles the student evaluation data and completes the summary sheet **(Form D-1-A or D-1-B)**.
8. Student Evaluations:
  - ~~a. Classroom: Upon the direction of the Dean, the Distance Education Coordinator will conduct student evaluations and collect the input from students in the selected class(es). Student evaluations are prepared by the Distance Education Coordinator. Adjuncts may choose to have student evaluations conducted more frequently, for example, once a year.~~
  - b. Upon the direction of the Dean, ~~the Distance Education Coordinator shall make available the~~ student evaluations shall be made available online as an anonymous survey in Canvas over a two-~~to four~~-week period of time.
  - ~~c. Survey results will be available to the Dean or educational administrative designee.~~
9. Post-Observation Conference. If the unit member's assignment is 100% online, then all evaluation meetings should be held online in consultation between the dean and unit member. For unit members working both in-person and online, this conference may be in-person or online at the discretion of the Dean. The unit member may communicate to the Dean their meeting modality preference and rationale. The Dean, or educational administrative designee, and designee who conducted the observation, if applicable, meet with the Adjunct Faculty Unit Member to discuss the online evaluations, student evaluations, self- evaluation, and Dean's assessment. Except for new unit members, the post-observation conference shall not be required if the "Overall Rating" on Form D-3-A is Excellent.
10. Dean's or educational administrative designee's assessment shall consist of all aspects of the ~~Adjunct Faculty~~ Unit Member's performance, including student evaluations, online evaluation, and self- evaluation **Form D-4**.
11. Improvement Plan. If any areas of the ~~Adjunct's~~ Unit Member's performance needs improvement, the Dean may work with the ~~Adjunct~~ Unit Member to create an improvement plan to address these areas. See "Recommendation" on **Form D-2 and D-3-A**.

12. A copy of the completed evaluation forms are given to the ~~Adjunct Faculty~~ Unit Member.
13. The Dean forwards the materials to the appropriate Vice President. The Vice President shall forward the evaluation materials to the Office of Human Resources.
14. The Office of Human Resources retains the original documents of the evaluation materials in the personnel file of the faculty member.

**Section 8.** Appeal Process.

If the ~~Adjunct Faculty~~ Unit Member believes that the evaluation prepared by the School Dean or educational administrative ~~D~~esignee was influenced by bias, discrimination, or retaliation, the ~~Adjunct Faculty~~ Unit Member may file a written appeal to the appropriate Vice President of Instruction within fourteen (14) calendar days following the post-observation conference. A final determination will be made by the Vice President of Instruction. The decision of the Vice President shall be final. Appeal(s) shall be attached to the evaluation.

CL: CL

DG: 

## **APPENDIX D: EVALUATION FORMS**

**CODAA FORM D-1-A**  
**TEACHING ~~ADJUNCT FACULTY~~ UNIT MEMBER EVALUATION**

**SUMMARY FORM**

**~~ADJUNCT FACULTY~~ UNIT MEMBER** \_\_\_\_\_

**SCHOOL** \_\_\_\_\_ **LAST EVALUATED** \_\_\_\_\_

**DEAN** \_\_\_\_\_ **FACULTY DESIGNEE** \_\_\_\_\_

\*\*\*\*\*

**DATE**

**NOTIFICATION TO ~~ADJUNCT FACULTY~~ UNIT MEMBER** \_\_\_\_\_

**PRE-OBSERVATION CONFERENCE/CONTACT** \_\_\_\_\_

**ALTERNATIVE TIMELINE FOR SHORT-TERM CLASSES DETERMINED** \_\_\_\_\_

**SELF-EVALUATION COMPLETED** \_\_\_\_\_

**CLASS OBSERVATION-SECTION #** \_\_\_\_\_

**STUDENT EVALUATIONS DISTRIBUTED** \_\_\_\_\_

**STUDENT EVALUATIONS RETURNED** \_\_\_\_\_

**POST OBSERVATION CONFERENCE** \_\_\_\_\_

**MATERIALS TO HUMAN RESOURCES** \_\_\_\_\_

- \* SUMMARY FORM
- \* DEAN'S ASSESSMENT
- \* CLASSROOM OBSERVATION REPORT
- \* STUDENT EVALUATION COMPILATION
- \* SELF-EVALUATION

\_\_\_\_\_  
**~~Adjunct Faculty~~ Unit Member's Signature**      **Dean's Signature**      **Date**

\_\_\_\_\_  
**Vice President's Signature**      **Date**

**CODAA FORM D-1-B**  
**NON-TEACHING ADJUNCT FACULTY UNIT MEMBER EVALUATION**

**SUMMARY FORM**

**ADJUNCT FACULTY UNIT MEMBER** \_\_\_\_\_

**SCHOOL** \_\_\_\_\_ **LAST EVALUATED** \_\_\_\_\_

**DEAN** \_\_\_\_\_ **FACULTY DESIGNEE** \_\_\_\_\_

\*\*\*\*\*

**DATE**

**NOTIFICATION TO ADJUNCT FACULTY UNIT MEMBER** \_\_\_\_\_

**PRE-OBSERVATION CONFERENCE/CONTACT  
ALTERNATIVE TIMELINE FOR SHORT-TERM  
CLASSES DETERMINED** \_\_\_\_\_

**SELF-EVALUATION COMPLETED** \_\_\_\_\_

**CLASS PRESENTATION OBSERVATION  
AND/OR  
WORKPLACE OBSERVATION** \_\_\_\_\_

**NON-TEACHING EVALUATIONS DISTRIBUTED** \_\_\_\_\_

**NON-TEACHING EVALUATIONS RETURNED** \_\_\_\_\_

**POST OBSERVATION CONFERENCE** \_\_\_\_\_

**MATERIALS TO HUMAN RESOURCES** \_\_\_\_\_  
\* SUMMARY FORM  
\* DEAN'S ASSESSMENT  
\* CLASSROOM/WORKPLACE OBSERVATION REPORT  
\* STUDENT EVALUATION COMPILATION  
\* SELF-EVALUATION

\_\_\_\_\_  
**Adjunct Faculty Unit Member's Signature**      **Dean's Signature**      **Date**

\_\_\_\_\_  
**Vice President's Signature**      **Date**

**CODAA FORM D-2**

**~~ADJUNCT FACULTY~~UNIT MEMBER TEACHING CLASSROOM OBSERVATION  
AND EVALUATION NARRATIVE FORM**

**Adjunct Faculty**Unit Member:

Course:

Date & Time:

Semester:

Year:

To what extent does the Instructor demonstrate:	1 Excellent	2 Good	3 Satisfactory	4 Needs Improvement	N/A Not Observed
1. Demonstrate enthusiasm about subject matter.					
2. Set clear outcomes when working with students.					
3. Displays a positive attitude about student success.					
4. Displays behavior consistent with professional ethics.					
5. Treats all individuals with respect.					
6. Recognizes diverse talents and views.					
7. Listens attentively and responds appropriately to students' comments.					
8. Presents ideas clearly.					
9. Creates a climate that is conducive to student success.					
10. Lesson is relevant to course description.					
11. Effectively manages student interaction to facilitate student success					

12. Provides students with alternative ways of achieving goals					
13. Encourages student engagement					
14. Incorporates strategies that elicit critical thinking					
15. Provides appropriate learning opportunities for students					

Overall Rating:           Excellent          Good          Satisfactory          Needs Improvement          

Comments:

Commendations:

Recommendations: Planned professional development and/or other activities that correspond to area(s) that need improvement.

(The ~~Adjunct Faculty~~Unit Member's signature below does not indicate agreement with the content of the evaluation, only that she/he has read and understands the evaluation.)

~~Adjunct Faculty~~Unit Member's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Dean/Designee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**CODAA FORM D-3-A**  
**CLASSROOM OBSERVATION AND EVALUATION NARRATIVE FORM**  
**FOR ADJUNCT ONLINE UNIT MEMBER FACULTY**

Evaluatee: \_\_\_\_\_ Course: \_\_\_\_\_  
 Date & Time: \_\_\_\_\_ Semester: \_\_\_\_\_ Year: \_\_\_\_\_

To what extent does the instructor demonstrate the following:

4= Excellent; 3= Good; 2= Satisfactory; 1= Needs Improvement; N/O= Not Observed

	4	3	2	1	N/O
1. Course navigation is logical and uses Learning Management System (LMS) tools effectively.  (Examples: the number of tools is less important than how and why the tools are being used. OEI Rubric A-4 and A-7.)					
2. There are a variety of assessment tools used in the evaluation of student learning.  (Examples: formative and summative assessment tools used; multiple assessments frequently issued. Refer to OEI Section C.)					
3. Course is organized into manageable learning units, relevant to course description.  (Examples: meaningfully segmented modules; structured and sequenced to aid learning and reduce cognitive load; page content is chunked, using descriptive headings and subheadings. OEI Rubric A-5 and A-6.)					
4. Outcomes are clearly identified in Assessments.  (Examples: assessments are associated/aligned with student learning outcomes and course objectives. OEI Rubric A-2 and A3. Refer to OEI Section C.)					

	4	3	2	1	N/O
<p>5. Assessments incorporate critical thinking strategies and analysis.</p> <p>(Examples: as appropriate in a variety of possible assessments and/or assignments and course delivery in general. Refer to OEI Section C.)</p>					
<p>6. Instructor provides students with multiple ways of learning (Examples of multiple ways of learning: reading, lecture, video, research, collaborative projects, etc.)</p> <p>(Examples: include use of multimedia and presentation software; also, in synchronous modality, the use of Zoom tools such as polls, chats, and breakout rooms. Source: Dr. Jonathan Brennan, <b>Engaging Learners through Zoom</b>. OEI B-2 and B-3.)</p>					
<p>7. Instructor encourages student engagement and works to build a sense of community.</p> <p>(Examples: Q&amp;A forum or cybercafé; use of discussions, discussion boards, etc. Engagement refers to engagement with instructor, with course content, and/or engagement with fellow students. OEI Rubric Section B.)</p>					
<p>8. Instructor clearly conveys course policies, communication response times, grading turnaround timeline, and institutional policies.</p> <p>(Examples: this information will ideally be included in multiple locations including, but not limited to, the Syllabus, Canvas announcements, course calendar, rubrics, modules, pages, etc.)</p>					

	4	3	2	1	N/O
<p>9. Instructor demonstrates enthusiasm about the course and material presented.</p> <p>(Examples: enthusiasm is shared with students; additional resources, suggestions, and references are shared as appropriate; instructor is open with and available to students)</p>					
<p>10. Instructor demonstrates behavior consistent with professional ethics.</p> <p>(Examples: a score of "2" means that no infringements of professional ethics were identified.)</p>					
<p>11. Instructor is respectful of diverse needs, talents, and backgrounds of students.</p> <p>(Examples. fostering a sense of inclusion through instructor's communication and facilitation of discussions; respectful learning environment is reflected in classroom decorum/etiquette/norms/policies; a variety of assignments that reflect the diverse learning styles of students, i.e. multiple intelligences approach; instructor is sensitive to intrinsic and extrinsic factors that affect student learning.)</p>					

Commendations:

Concerns/ Recommendations: Planned professional development and/or other activities that correspond to area(s) that need improvement. :

Overall Rating:            Excellent \_\_\_\_\_ Good \_\_\_\_\_ Satisfactory \_\_\_\_\_ Needs Improvement \_\_\_\_\_

Comments

Observer’s Signature: \_\_\_\_\_ Date \_\_\_\_\_

Administrator’s Signature: \_\_\_\_\_ Date \_\_\_\_\_

Evaluatee’s Signature: \_\_\_\_\_ Date \_\_\_\_\_

*The evaluatee’s signature does not indicate agreement with the content of the evaluation, only that the evaluatee has read and understands the contents.*

**D-3-B**  
**ADJUNCT FACULTY TEACHING OBSERVATION AND EVALUATION NARRATIVE FORM**

**Adjunct Faculty Member:** \_\_\_\_\_ **Course:** \_\_\_\_\_  
**Date & Time:** \_\_\_\_\_ **Semester:** \_\_\_\_\_ **Year:** \_\_\_\_\_

To what extent does the Instructor demonstrate:	4 Excellent	2 Good	3 Satisfactory	4 Needs-Improvement	N/A- Not Observed
1. Demonstrate enthusiasm about subject matter.					
2. Set clear outcomes when working with students.					
3. Displays a positive attitude about student success.					
4. Displays behavior consistent with professional ethics.					
5. Treats all individuals with respect.					
6. Recognizes diverse talents and views.					
7. Listens attentively and responds appropriately to students' comments.					
8. Presents ideas clearly.					
9. Creates a climate that is conducive to student success.					

10. Student interaction is responsive to student.					
11. Provides students with alternative ways of achieving goals.					
12. Encourages student engagement.					
13. Incorporates strategies that encourage student learning and independent thinking.					
14. Provides appropriate learning opportunities for students.					

Comments:

Commendations:

Recommendations: Planned professional development and/or other activities that correspond to area(s) that need improvement.

(The Adjunct Faculty Member's signature below does not indicate agreement with the content of the evaluation, only that she/he has read and understands the evaluation.)

Adjunct Faculty Member's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Dean/Designee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**D-3-C**

**ADJUNCT FACULTY WORKPLACE OBSERVATION NON-TEACHING ADJUNCT AND  
EVALUATION NARRATIVE FORM**

**Adjunct Faculty Member:** \_\_\_\_\_ **Course:** \_\_\_\_\_  
**Date & Time:** \_\_\_\_\_ **Semester:** \_\_\_\_\_ **Year:** \_\_\_\_\_

<b>To what extent does the Instructor demonstrate:</b>	<b>4 Excellent</b>	<b>3 Good</b>	<b>2 Satisfactory</b>	<b>1 Needs- Improvement</b>	<b>N/A- Not Observed</b>
<del>1. Demonstrate enthusiasm about subject matter.</del>					
<del>2. Set clear outcomes when working with students.</del>					
<del>3. Displays a positive attitude about student success.</del>					
<del>4. Displays behavior consistent with professional ethics.</del>					
<del>5. Treats all individuals with respect.</del>					
<del>6. Recognizes diverse talents and views</del>					
<del>7. Listens attentively and responds appropriately to students' comments</del>					
<del>8. Presents ideas and information clearly.</del>					
<del>9. Creates a climate that is conducive to student success</del>					
<del>10. Presentation is relevant to course description, syllabus, or otherwise meets class/instructor objectives</del>					

11. Effectively manages environment to facilitate student success.					
12. Provides students with alternative ways of achieving goals.					
13. Encourages student engagement.					
14. Incorporates strategies that encourage critical thinking.					
15. Provides appropriate learning opportunities for students					

Comments:

Commendations:

Recommendations: Planned professional development and/or other activities that correspond to area(s) that need improvement.

(The Adjunct Faculty Member's signature below does not indicate agreement with the content of the evaluation, only that she/he has read and understands the evaluation.)

Adjunct Faculty Member's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Dean/Designee's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



**CODAA D-4**  
**ADJUNCT FACULTY UNIT MEMBER SELF EVALUATION**

Adjunct Faculty Unit Member \_\_\_\_\_ School \_\_\_\_\_

Evaluation Semester/Year \_\_\_\_\_ / \_\_\_\_\_

Evaluation Criteria: The following criteria delineate common areas of performance to be evaluated during the review process. The list is not all inclusive and is not intended to eliminate from consideration additional standards of performance common to the profession.

- Classroom Performance (For teaching faculty)
- Work Performance (For non-teaching faculty)
- Respect for Students
- Respect for Colleagues
- Professional Growth
- Participation in the Assessment of Student Learning Outcomes

See examples following this form.

\_\_\_\_\_  
Adjunct Faculty Unit Member's Signature Date

\_\_\_\_\_  
Dean's Signature Date



**CODAA D-4-E**  
**ADJUNCT FACULTY UNIT MEMBER SELF EVALUATION**  
**PERFORMANCE CRITERIA EXAMPLES**

"Classroom Performance" (for teaching faculty)

- uses a variety of teaching techniques (lecture, Q&A, group activities, media, etc.)
- does not allow disruptive behavior
- writes the objective(s) for the day on the board at the beginning of class
- reviews the content of the previous class at the beginning of the current class
- uses Canvas
- reminds students of upcoming assignments/tests
- follows the syllabus

"Work Performance" (for non-teaching faculty)

- consults with teaching faculty to ensure group or classroom presentations provide relevant instructional/informational support (e.g., for librarians)
- provides students with contact information to facilitate their follow-up questions
- provides guidance to students for transferring and graduation (e.g., for counselors)
- provide students with resources; creates resources (e.g., LibGuides for librarians)
- provides various workshops to students to ensure successful completion of courses
- participates in collection development and maintenance (e.g. librarians)
- assists with updating and creating new forms e.g., for the CalWORKs program (e.g. counselors)
- counsels students in the various programs (AA, Certificate, vocational) (e.g. counselors)
- communicates with CalWORKs and counseling teams (e.g. counselors)
- assists in gathering CalWORKs eligibility documents. (e.g. counselors)
- asks questions
- admits mistakes
- assists with MIS reporting (e.g. counselors)
- completes counseling notes (counselors) or reference transaction data (librarians) on a daily basis
- assists with program re-structuring
- assists with file and data completion
- is available for students
- is accountable and reliable
- is on time

"Respect for Colleagues"

- demonstrates professional demeanor in and outside of the classroom
- erases the white board before leaving the classroom
- ends class on time
- turns off the projector before leaving the classroom
- replies to emails in a timely manner
- greets colleagues by name
- attends school/department meetings
- contributes to school/department discussions

- keeps the volume down when showing videos
- meets census and grading deadlines
- turns in load sheets in a timely manner
- engages in collegial discussions with colleagues

#### "Respect for Students"

- learns and uses students' names
- when learning students' names is not feasible, e.g., for librarians, demonstrates respect nonverbally (eye contact, welcoming facial expressions, attentiveness, etc.)
- starts and ends class on time
- returns tests/assignments in a timely manner (e.g., at the next class meeting)
- solicits feedback from all students/doesn't allow one student to monopolize
- holds office hours
- replies to student emails/phone messages in a timely manner (e.g., within 24 hours)
- does not allow cell phone usage
- accommodates students' DSPS requirements
- never belittles a student
- on time and prepared for presentations or appointments with students

#### "Professional Development"

- attends flex
- attends school/department meetings
- attends subject area conferences/meetings
- presents papers for conferences/publication
- discusses subject area topics with full-time/adjunct colleagues
- leads flex sessions
- attends "On Course" conferences
- attends/watches live stream Board of Trustees meetings
- serves on college committees
- performs community service in areas of expertise

#### "Participation in Assessment of Student Learning Outcomes"

- participates in the creation of assessment tools
- administers assessment tools
- posts assessment results on the portal
- participates in the analysis of assessment results
- participates in the revision of SLO's

CODAA D-5

**DESERT COMMUNITY COLLEGE DISTRICT**  
**Student Evaluation Form of Teaching Effectiveness for ~~Adjunct Faculty~~Unit Member**

Please rate how well your instructor meets the following:  
Mark A for Excellent, B for Good, C for Satisfactory, D for Needs Improvement

Your instructor:

1. Is knowledgeable in subject matter of this course.
2. Is well-organized
3. Is prepared for class.
4. Encourages student's questions and/or comments.
5. Provides helpful feedback on student performance
6. Uses graded materials (tests, papers, projects, etc.) to assess the students' progress.
7. Reviews the objectives and requirements of the course.
8. Covers material outlined in course description and syllabus.
9. Stimulates interest in the subject.
10. Displays professional behavior.
11. Projects a positive attitude about students' ability to learn.
12. Is respectful of students and their diverse needs and backgrounds.

**Please write any comments you wish to share on the back of your Scantron.**

CODAA D-5A

**DESERT COMMUNITY COLLEGE DISTRICT**  
**Student Evaluation Form of Teaching Effectiveness for Adjunct Faculty Unit**  
**Member Adjunct Part-Time Clinical Nursing Instructors**

Please rate how well your instructor meets the following:

Mark A for Excellent, B for Good, C for Satisfactory,  
D for Needs Improvement

1. Communicates clearly and in a timely manner verbally, electronically and in writing.
2. Displays behavior consistent with professional standards of practice.
3. Demonstrates evidence-based clinical knowledge and competence.
4. Respects timeframes of all aspects of the clinical experience, including start and end time and pre/post conferences.
5. Makes client assignments relevant to theory content.
6. Individualizes client assignments to meet student learning needs.
7. Develops students' assignments from simple to complex.
8. Encourages critical thinking.
9. Encourages independent learning and practice.
10. Encourages interdependent work with the health care team.
11. Supports student learning and provides assistance appropriately.
12. Motivates students to seek relevant data in nursing assessment and care planning.
13. Is readily available for client care instruction and consultation on units.
14. Is actively involved with students during clinical hours.
15. Encourages active participation in clinical conferences.
16. Communicates with theory instructor for compatible learning.
17. Engages in collegial relationships with healthcare team.

**Please write any comments you wish to share on the back of your scantron.**

**CODAA FORM D-6**  
**ADJUNCT FACULTY TEACHING EVALUATION**  
**(DEAN'S ASSESSMENT)**

Adjunct Faculty Member \_\_\_\_\_ School \_\_\_\_\_

Evaluation Semester/Year \_\_\_\_ / \_\_\_\_ Date of Employment \_\_\_\_ / \_\_\_\_ / \_\_\_\_

School Dean \_\_\_\_\_

Designee Evaluator \_\_\_\_\_

Evaluation Criteria: The following criteria delineate common areas of performance to be evaluated during the review process. The list is not all inclusive and is not intended to eliminate from consideration additional standards of performance common to the profession.

- Classroom Performance (For teaching faculty)
- Work Performance (For non-teaching faculty)
- Respect for Students
- Respect for Colleagues
- Professional Growth
- Participation in the Assessment of Student Learning Outcomes

Rating (Circle One): Excellent      Good      Satisfactory      Needs Improvement

(The faculty signature below does not indicate agreement with the content of the evaluation, only that the faculty member has read and understands the evaluation.)

\_\_\_\_\_/\_\_\_\_\_/\_\_\_\_\_  
Dean's Signature      Date      Adjunct Faculty Member's Signature      Date



Overall Rating:           Excellent          Good          Satisfactory          Needs Improvement



**CODAA FORM D-8**  
**DESERT COMMUNITY COLLEGE DISTRICT**  
**Counseling, Librarian, and College Nurse Adjunct**  
**Faculty Evaluation Form**  
**(Page 2 of 2)**

**Respect for Colleagues:**

- 16. Communication: Uses clear, relevant, and effective oral and written skills in interchanging ideas and information with faculty and staff
- 17. Establishes a positive working atmosphere with peers, supervisors, and staff
- 18. Demonstrates awareness and appreciation for the diversity of the college community
- 19. Assists fellow faculty with instructional and student service related activities

**Professional Growth:**

- 20. Seeks knowledge pertinent to job requirements and maintains currency
- 21. Adjusts to meet changing job requirements and job demands
- 22. Demonstrates awareness of legal, contractual, and policy mandates including matriculation and the American with Disabilities Act

1	2	3	4

Overall Rating:            Excellent            Good            Satisfactory            Needs Improvement

\_\_\_\_\_  
**Adjunct Faculty Member's Signature**

\_\_\_\_\_  
**Dean's Signature      Date**

Signature: Catherine Levitt  
Catherine Levitt (Feb 27, 2025 12:11 PST)

Email: clevitt@collegeofthedesert.edu

## STUDENT/CLIENT EVALUATION FORM FOR NON-TEACHING ADJUNCT FACULTY

Adjunct Faculty Member \_\_\_\_\_ Date \_\_\_\_\_

Program or Service Area \_\_\_\_\_

Instructions to the Student/Client: Please answer all questions based on your experience and opinions about the services you have received.

### RATING CATEGORIES

1-Strongly Agree 2-Agree 3-Neutral 4-Disagree

Please place a check mark (✓) in the appropriate place using the rating category.

Leave any question blank if you have no knowledge of evaluatee's expertise.

GENERAL SURVEY				
1. Information was accurate and helpful to me.				
2. My questions were answered clearly and adequately.				
3. The adjunct faculty member was courteous and friendly.				
4. Help was provided in a timely manner.				
5. The adjunct faculty member appeared well organized.				
6. I was treated with respect.				
7. The adjunct faculty member appeared concerned that my needs were being met.				
8. I received the service I expected.				
9. I would recommend other students <u>or clients</u> to this adjunct faculty member.				

Comments (Optional)

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# TA - Article 12 - Evaluation - FINAL

Final Audit Report

2025-02-27

Created:	2025-02-27
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