

CCA NEGOTIATIONS ISSUES

EVALUATIONS

Based on the issues associated with ACCJC accreditation reports, we feel it is important to make a statement that SLOs and their assessment will not be considered in any fashion in either FT or PT evaluation procedures. Therefore we recommend adding language to that effect in Articles 6 & 7. **(SEE SUGGESTED CHANGES TO ARTICLES 6 & 7)**

There are a variety of problems with the current Evaluation Articles for both FT and PT faculty.

- One area of confusion for new educational administrators is that they read Form A/FT or A/ADJ and expect to find an attachment form for the Evaluation team summary. To clarify this, we are recommending that the words “see attachment” in parentheses after the check boxes for Evaluation Team Summary and Remediation Plan be changes to read “use separate sheet.” **(SEE SUGGESTD CHANGES TO FORMS—NOT IN ELECTRONIC FORMAT)**
- Online student evaluations often have a low response rate. We should discuss increasing evaluation response rates by requiring students to go through steps to evaluate the faculty member before entering the class platform. **(NEEDS TO BE DONE)**
- Peer evaluations are becoming very labor intensive due to the requirement that every section by the faculty member be evaluated. While different sections can be as different as night and day, we only see a snapshot anyway. The following is recommended:
 - For FT faculty: **(SEE SUGGESTED CHANGES TO ARTICLE 6)**
 - Student evaluations done in every section taught
 - Every committee member observes 1 class, spread across the various class preps (for both Modes A and B)
 - Forms D and B should be combined **(NEEDS TO BE DONE)**
 - For PT faculty: **(SEE SUGGESTED CHANGES TO ARTICLE 7)**
 - Evaluation committee consists of the dept/div chair and 1 tenured faculty member in all cases, not just re-evaluations and special evaluations)
 - Each committee member makes 1 observation with an effort to cover as many different class preps as possible