

Recommendation 7: Incorporate SLOs into Faculty Evaluation

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NAME: _____ DATE: _____

INSTRUCTIONAL PROGRAM OR DISCIPLINE: _____

EVALUATING ADMINISTRATOR(S): _____

Rating Scale:

N/A DOES NOT APPLY to this employee at this time, and/or there has been insufficient opportunity to observe and/or reasonably assess performance in this area.

(1) Doing LESS and/or quality is LESS THAN EXPECTED (quality/quantity).

(2) Doing WHAT IS EXPECTED in this position (quality/quantity).

(3) Doing MORE and/or BETTER THAN IS EXPECTED (quality/quantity).

The evaluator shall explain any rating of (1) under the comment section.

TEACHING AND INSTRUCTION EFFECTIVENESS
(Based on evaluator observations and student evaluations)

Evaluator Observations	RATING
	(1) (2) (3) (N/A)
1. Plans for and is well prepared to teach.	□ □ □ □
2. Provides organized and effective delivery of instruction.	□ □ □ □
3. Courteous to and approachable by students.	□ □ □ □
4. Demonstrates sensitivity to students from diverse backgrounds.	□ □ □ □
5. Able to relate with students and command their respect.	□ □ □ □
6. Stimulates student participation.	□ □ □ □
7. Instruction is consistent with the stated and approved goals and content of the course.	□ □ □ □
8. Shows enthusiasm for the subject matter.	□ □ □ □
9. Uses effective motivation to create student desire to learn the subject/skill(s).	□ □ □ □
10. Makes effective use of teaching aids and materials.	□ □ □ □
11. Prepares complete course information sheet.	□ □ □ □
12. The syllabus describes course content, objectives, SLOs, and grading policies.	□ □ □ □
13. Updates course contents, methods and materials of instruction as necessary.	□ □ □ □
14. Coordinates course contents and methods with established outlines.	□ □ □ □
15. Meets and assists students during office hours (for regular faculty and adjunct faculty if they provide office hours).	□ □ □ □
Student Evaluations	
1. Plans for and is well prepared to teach.	□ □ □ □
2. Courteous to and approachable by students.	□ □ □ □
3. Demonstrates sensitivity to students from diverse backgrounds.	□ □ □ □
4. Uses standards of student evaluation that are clear, fair and followed consistently throughout the course.	□ □ □ □
5. Requires and evaluates levels of student effort sufficient to determine the mastery of the subject or skills in the course.	□ □ □ □

		RATING
		(1) (2) (3) (N/A)
6.	Grades and returns student assignments and tests in a reasonable period of time.	□ □ □ □
7.	Meets and assists students during office hours (for regular faculty and adjunct faculty if they provide office hours).	□ □ □ □
Overall Teaching and Instruction Effectiveness		□ □ □ □
(An average rating of 1.5 = an average overall rating of 2; 2.5 = 3)		

AREA/DEPARTMENTAL RESPONSIBILITIES AND COLLEGE-WIDE SERVICE

1.	Is knowledgeable about and abides by College, Area and Departmental policies, procedures and timelines/targets.	□ □ □ □
2.	Orders instructional materials, equipment and textbooks, etc., in a timely fashion.	□ □ □ □
3.	Works cooperatively with and assists other staff members (especially new faculty).	□ □ □ □
4.	Provides information for the development of departmental budgets and monitors expenditures as needed.	□ □ □ □
5.	Exercises good judgment in the management and use of facilities, equipment and supplies.	□ □ □ □
6.	Attends division meetings and in-services.	□ □ □ □
7.	Develops Student Learning Outcomes or Service Area Outcomes as needed.	□ □ □ □
8.	Assesses Student Learning Outcomes or Service Area Outcomes as needed.	□ □ □ □
9.	Produces written reports on SLO or SAO assessment results as needed.	□ □ □ □
10.	Initiates and/or participates in overall department-wide program development, maintenance, evaluation/assessment, revision, updating and/or expansion of programs. Examples: _____	□ □ □ □
11.	Participates in Area and Departmental duties and responsibilities.	□ □ □ □

Area and Departmental Responsibilities Overall Rating □ □ □ □
 (An average rating of 1.5 = an average overall rating of 2; 2.5 = 3)

College-wide Service (optional-based on self-evaluation)

		RATING
		(Yes) (No) (N/A)
12.	Demonstrates a pattern of service on College committees, projects and/or student organizations.	□ □ □
11.	Participates in faculty/college governance.	□ □ □
12.	Participates in flexible calendar duty days.	□ □ □

PROFESSIONAL DEVELOPMENT AND COMMUNITY SERVICE
 (Optional. See attached Self-Evaluation.)

1. Demonstrates a pattern of academic/professional and/or technical updating or currency.
2. Contributes to the local communities.

COMMENTS OR NARRATIVE BY EVALUATOR
(Classroom visitation and comments)
(Attach additional sheets if needed)

Classroom visitation(s): Date(s) _____ Time observed: _____

Specific class visited:

Comments: (Optional)

Other comments and/or recommendations for needs improvement: (Address **any** "1" Ratings)

RECOMMENDATION

Check one of the choices below.

1. Not recommended for continued employment.
2. Continued employment is questionable and is contingent upon correction of noted inadequacies.
 - ◆ **Any rating lower than (2) in the overall categories must include recommendations for needs improvement (include or attach to evaluation).**
3. Recommended for continued employment.
 - ◆ **Any rating lower than (2) in the overall categories must include recommendations for needs improvement in the evaluation (include or attach to evaluation) and a subsequent evaluation.**
 - ◆ **Any (1) ratings must be addressed in the evaluation.**

COMMENTS BY FACULTY MEMBER

(Attach additional sheets if needed)

NOTE: Attach a copy of student evaluation summary.

DATE: _____ SIGNATURE OF EMPLOYEE _____

DATE: _____ SIGNATURE OF ADMINISTRATOR _____

The above signature of the faculty member indicates that the faculty member has been given a copy of this evaluation and the opportunity to review it. It does not necessarily denote agreement with all factors of the evaluation.

Tentative Agreement between Solano Community College District

And

Solano College Faculty Association

The Solano Community College District and the Solano College Faculty Association (“parties”) tentatively agree to amend the Collective Bargaining Contract (Agreement) as follows:

- 1) Adjunct rehire rights as attached will be added to the Agreement under 19.303.
- 2) The District agrees to mutually sunshine Article 20 for purposes of increasing faculty compensation at the Oct. 20, 2013 Board of Trustees meeting to be accepted at the November 20, 2013 meeting with a commitment to commence negotiating a salary increase for the upcoming academic year (2014/15).
- 3) Class Cancellation language shall be amended in the Agreement as per attached 19.501.
- 4) The District academic administrators will return to following past practice and current Agreement language in 19.7E, F, and G.
- 5) Language regarding the Student Learning Outcomes (SLO) assessment cycle will be added to faculty evaluation forms in Appendix I as per attached example.
- 6) Replace Articles 19.105-106 with attached 19.702 A, B, and C modified from District proposal 10/04/2013. Article 19.702A and B will go into effect as of Fall 2013, Article 19.702C will be in effect for the Spring 2014 semester with the understanding that Article 19 remains open for further negotiations this Academic Year.

Dated: _____

Signed: _____

**Sandra Rotenberg
Chief Negotiator, SCFA**

Dated: _____

Signed: _____

**Yulian Ligioso
Vice President, Finance &
Administration,
Solano Community College District**

Part-time Faculty Rehire Rights

19.300 Regular Faculty:

None of the following shall preclude the District's adherence to Education Code section 87484.

...

19.303 Adjunct Faculty- It shall be the policy of the Solano Community College District to recognize the paramount role that adjunct faculty have in the quality of education at the college. While the District will choose the best faculty member available for each position, every effort shall be made by the district to provide for priority consideration for adjunct faculty currently employed by the district when making assignments of part-time work and in filling new full-time positions. This does not preclude the District's mission to provide a diverse teaching staff for the students and community.

- A. The district shall maintain a "priority consideration list" of all adjunct faculty who have taught for four of the last six semesters with satisfactory service as determined by meeting most of the following criteria:
1. Faculty Subject matter expertise
 2. Previous and current evaluations
 3. Skills related to courses offered in a specific department
 4. Adherence to District policies and procedures
 5. Adjunct Assignment preference forms
 6. Timely completion of SLO/SAO assessments as assigned.

The Human Resources office will maintain a current discipline-specific seniority list* of adjunct faculty based on total time taught or equivalent in a non-teaching assignment. Seniority begins with the date the individual was hired. Each School will be provided an updated list each year. The Association and the District agree to work together to create a list template with all of the necessary components.

- B. Adjunct faculty with satisfactory service shall have first right of refusal to continuing assignments they have successfully performed. (In the event that two or more part-time faculty have equal standing on the list and fewer sections of classes are required in any given semester the faculty member with the greatest district wide seniority shall be granted the position.)
- C. For currently employed adjunct faculty who may not have taught for the requisite minimum of four semesters (required for the first right of refusal), the District gives these adjunct faculty priority in assignments before new hires.
- D. Adjunct faculty shall have the right to reject an assignment in two consecutive semesters only. Rejection of a third assignment shall cause the faculty member's removal from the priority consideration list.

Exceptions to "D" above:

- The adjunct faculty member has accepted a class at another College that is in conflict with an offered Solano assignment.
 - The adjunct faculty member is on leave that is comparable to those defined in the Family Medical Leave Act (FMLA) such as: birth, adoption or placement of a foster child; to care for a seriously ill family member or domestic partner; or medical leave for the serious illness of the faculty member.
- E. For those adjuncts on the "priority consideration list," the District should strive to provide assignments of at least 2 classes or the load equivalent for non-instructional assignments, but in any event at least a minimum of 1 class or the load equivalent for non-instructional assignments contingent upon availability.
- F. Adjunct faculty may not be re-employed by the District if two of three evaluations contain a majority of criteria, or summary evaluation (based upon classroom observation, student evaluation, and supervisor's summary) that is deemed "needs improvement" or "unsatisfactory," or if investigation of students complaint(s) substantiates performance problems.
- G. Assignment of all adjuncts will adhere to all District EEO procedures.

* the District and the Association agree to revisit the seniority list after 2015 to see if it is possible/desirable to create a seniority list that includes Part-time faculty FSAs.

Proposed language on Class Cancellation

19.5 Class Cancellation:

- 19.501 Classes which reach or exceed a minimum enrollment of 14 students or 60% of the class maximums, whichever is higher, will not be canceled unless actual attendance drops below that number and remains below through the second meeting, whichever occurs later. The decision to cancel a class before the first class meeting will be made by the Dean after consultation with the Faculty Coordinator of the School in which the class is being cancelled and with a faculty member in that discipline to ensure that managers consider programmatic and educational factors in all cancellation decisions. These factors include but are not limited to: requirements for major or program completion, transfer/vocational courses, new course offerings, program maintenance and development, classrooms which hold fewer than the allowable maximum, and the number of sections offered. (Revised 5/20/09)
- 19.502 Courses which are not canceled by the first week of classes or the second meeting, whichever occurs later, shall remain open throughout the duration of the semester. (Revised 5/20/09)



NAME: _____ DATE: _____
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 EVALUATING ADMINISTRATOR(S): _____

Rating Scale:

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- (1) Doing LESS and/or quality is LESS THAN EXPECTED (quality/quantity).
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The evaluator shall explain any rating of (1) under the comment section.

TEACHING AND INSTRUCTION EFFECTIVENESS
 (Based on evaluator observations and student evaluations)

	RATING
	(1) (2) (3) (N/A)
Evaluator Observations	
1. Plans for and is well prepared to teach.	□ □ □ □
2. Provides organized and effective delivery of instruction.	□ □ □ □
3. Courteous to and approachable by students.	□ □ □ □
4. Demonstrates sensitivity to students from diverse backgrounds.	□ □ □ □
5. Able to relate with students and command their respect.	□ □ □ □
6. Stimulates student participation.	□ □ □ □
7. Instruction is consistent with the stated and approved goals and content of the course.	□ □ □ □
8. Shows enthusiasm for the subject matter.	□ □ □ □
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10. Makes effective use of teaching aids and materials.	□ □ □ □
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		RATING			
		(1) (2) (3) (N/A)			
6.	Grades and returns student assignments and tests in a reasonable period of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Overall Teaching and Instruction Effectiveness		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(An average rating of 1.5 = an average overall rating of 2; 2.5 = 3)					

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 (An average rating of 1.5 = an average overall rating of 2; 2.5 = 3)

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PROFESSIONAL DEVELOPMENT AND COMMUNITY SERVICE
 (Optional. See attached Self-Evaluation.)

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(Classroom visitation and comments)
(Attach additional sheets if needed)

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Specific class visited:

Comments: (Optional)

Other comments and/or recommendations for needs improvement: (Address **any** "1" Ratings)

RECOMMENDATION

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COMMENTS BY FACULTY MEMBER

(Attach additional sheets if needed)

NOTE: Attach a copy of student evaluation summary.

DATE: _____ SIGNATURE OF EMPLOYEE _____

DATE: _____ SIGNATURE OF ADMINISTRATOR _____

The above signature of the faculty member indicates that the faculty member has been given a copy of this evaluation and the opportunity to review it. It does not necessarily denote agreement with all factors of the evaluation.

19.702 Adjunct Faculty:

- A. The professional workload for an adjunct faculty member shall be the actual instructional hours required for courses(s) assigned.
- B. No office or campus professional activities are required. However, adjunct faculty may work on the SLO/SAO assessment cycle and/or program review and be compensated for a maximum of 7 hours of Category 3 pay per semester for SLO/SAO work, with an additional 3 hours of Category 3 pay possible during Program Review.
- C. Optional office hours for adjunct faculty: Adjunct faculty may elect to hold paid office hours. Office hours must be requested, in writing, by the faculty within two weeks of the assignment prior to the start of the class(es) to include proposed time and prearranged location. Exceptions will be made for late hires. The office hours scheduled is subject to approval of the division Dean. Office hours for adjunct faculty shall be provided as follows:
 - 1. Faculty teaching a 60% to 67% workload are eligible to receive up to fourteen (14) paid office hours during the semester.
 - 2. Faculty teaching a 40% to 59% workload are eligible to receive up to ten (10) paid office hours during the semester.
 - 3. Faculty teaching 20% to 39% workload are eligible to receive up to six (6) paid office hours during the semester. (Adopted 5/16/12)
 - 4. Office hours are paid at the Category 3 rate of pay. (Adopted 5/16/12)



**ACCREDITING
COMMISSION
for COMMUNITY and
JUNIOR COLLEGES**

*Western Association
of Schools and Colleges*

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February 7, 2014

Dr. Jowel Laguerre, Superintendent/President
Solano Community College
4000 Suisun Valley Road
Fairfield, CA 94534

Dear President Laguerre:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting January 8-10, 2014, reviewed the Follow-Up Report submitted by Solano Community College and the report of the evaluation team that visited November 4, 2013. The Commission took action to **remove Warning and reaffirm accreditation**. Accreditation is reaffirmed when the institution substantially meets or exceeds the Eligibility Requirements, Accreditation Standards, and Commission policies. Recommendations are directed toward strengthening the institution, not correcting situations where the institution fails to meet the Eligibility Requirements, Accreditation Standards, and Commission policies.

The Follow-Up Evaluation Team found evidence that Solano Community College has partially addressed Recommendations 5 and 6 with the development and integration of the Staff Diversity and Student Equity plans into the College's integrated planning cycle. It has also developed a number of mechanisms and learning support systems so that students enrolled in distance education courses are achieving stated learning outcomes at a level comparable with students enrolled in onsite programs and courses. Nevertheless, both of these recommendations remain only partially resolved because the College has yet to evaluate the effectiveness of the changes. The College must demonstrate in its upcoming Midterm Report that these recommendations have been completely addressed, the Standards fully met, and the processes and plans initiated have been sustained.

The College provided evidence, and the team verified, that Recommendations, 7, and 9 have been addressed, and the College now meets Standards II.A.1.c, II.A.2.e, II.A.2.f, III.A.1.c (Recommendation 7) and Standard III.A.1.d (Recommendation 9).

The Follow-Up Report submitted in October 2013 will become part of the accreditation history of the College. I have previously sent you a copy of the Follow-Up Evaluation Team Report. Additional copies may now be duplicated. The Commission requires that you give the reports and this letter appropriate dissemination to your College staff and to those who were signatories of your Follow-Up Report. This group should include the campus leadership and the Board of Trustees.

Dr. Jowel Laguerre, Superintendent/President
Solano Community College
February 7, 2014

The Commission also requires that the Follow-Up Report, the Follow-Up Evaluation Team Report, and this Commission action letter be made available to students and the public by placing a copy on the College website. *Please note that in response to public interest in disclosure, the Commission now requires institutions to post accreditation information on a page no farther than one click from the institution's home page.* If you would like an electronic copy of the Follow-Up Evaluation Team Report, please contact Commission staff.

Institutions are expected to meet Eligibility Requirements, Accreditation Standards, and Commission policies at all times during the six-year review cycle. Solano Community College must demonstrate to the Commission at the time of the next regularly scheduled report that the recent changes implemented to resolve deficiencies and meet Standards have been sustained. Solano Community College is scheduled to submit its Institutional Midterm Report in the **fall 2014**.

On behalf of the Commission, I wish to express continuing interest in the institution's educational quality and students' success. Professional self-regulation is the most effective means of assuring institutional integrity, effectiveness, and educational quality.

Sincerely,



Barbara A. Beno, Ph.D.
President

BAB/tl

¹ Institutions preparing and submitting Midterm Reports, Follow-Up Reports, and Special Reports to the Commission should review *Guidelines for the Preparation of Reports to the Commission*. It contains the background, requirements, and format for each type of report and presents sample cover pages and certification pages. It is available on the ACCJC website under College Reports to ACCJC at: <http://www.accjc.org/college-reports-accjc>.

Dean Evaluation Survey

E7.4

Initial Report

Last Modified: 04/29/2014

1. Were you aware that new language in faculty evaluation included SLO components?

#	Answer	Bar	Response	%
1	Yes		4	100%
2	No		0	0%
	Total		4	

Statistic	Value
Min Value	1
Max Value	1
Mean	1.00
Variance	0.00
Standard Deviation	0.00
Total Responses	4

2. How many faculty evaluations have you completed since November 1st 2013?

Text Response
5
12
46
47

Statistic	Value
Total Responses	4

3. How many of those evaluations included the SLO component?

Text Response
5
12
30
10

Statistic	Value
Total Responses	4

4. What information are faculty members supplying during the evaluation process as evidence that they have performed SLO assessment?

Text Response
none. not required. I have looked at the database to see if assessments are present.
Syllabi
Almost all the Syllabus supplied by the faculty for the classroom observation have SLOs.
Very little info is provided.

Statistic	Value
Total Responses	4

5. What support are you providing to faculty members to complete SLO tasks?

Text Response	
Have provided technical assistance with Gene thomas working with instructors	
School Coordinator assists, sometimes personally, in completing these tasks.	
We provided exemplary SLOs assessment to faculty and have the best SLO faculty gave presentations on the topic and informed the adjunct faculty that they'll get paid for three hours for working on SLOs.	
My school coordinator is available to help people with their SLO's. We also encourage people to attend workshops held by Gene.	
Statistic	Value
Total Responses	4

6. What evidence have you seen of programmatic, curricula or pedagogical changes based on SLO assessment?

Text Response	
none	
Need to collect data.	
Very little. Getting people to turn in SLO's continues to be an issue. For those that do, taking it to the next level of the program level outcomes is less evident.	
Statistic	Value
Total Responses	3

7. Do you review course syllabi for the inclusion of SLOs?

Text Response	
yes	
Yes	
Yes.	
Yes.	
Statistic	Value
Total Responses	4

8. Do you have any other comments, observations or concerns you would like to add regarding SLO assessment and faculty evaluation?

Text Response	
The SLO component in the Article is not strong enough. It does not require faculty to submit any documentation. Additionally for full time tenured instructors, if they are not due for an evaluation and fail to complete their SLOs or have shoddy or poorly written SLOs there is no mechanism to address this problem.	
One of the problem with the current evaluation form is that there is no item specifically designated for SLOs assessment. The only item has some relevance is Item 7 under Area/Departmental Responsibilities. I suggest that the evaluatin form be revised to reflet SLO assessment.	
The entire campus would benefit from examples or clear instruction on what makes a good SLO. In addition how one evaluates it is also instruction that would benefit the campus.	
Statistic	Value
Total Responses	3