

Evaluation Guidebook
for
Tenured Counselors

Table of Contents

- X3.3.1 Introduction and Contract Language regarding Implementation of Guidelines
- X3.3.2 More Introductory Contract Language including Purpose of Evaluations
- X3.3.3 Composition, Formation and Responsibilities of the Peer Review Committee
- X3.3.4 Workplace Observation Procedures for Counselors
- X3.3.5 Student Evaluation Procedures for Counselors
- X3.3.6 Rights and Responsibilities of Evaluatees
- X3.3.7 Guidelines for Evaluators
- X3.3.8 Timetable and Activities
- X3.3.9 Improvement Plan and Sample Improvement Plan Form
- X3.3.10 Management Participation in the Evaluation of Tenured Faculty
- X3.3.11 Orientation to Evaluation
- X3.3.12 Due Process Procedure for Regular Faculty
- X3.3.13 Performance Criteria for the Evaluation of Tenured Counselors
- X3.3.14 Workplace Observation Form for Counselors (sample)
- X3.3.15 Student Evaluation Form for Counselors (sample)
- X3.3.16 Summary Report From (sample)
- X3.3.17 Self-Evaluation Worksheet and Procedure for Completing the Self-Evaluation Report

This packet contains all of the policy and procedure language from Appendix X to the UF/CCCCD Contract related to the evaluation of Tenured Counselors. Tenured classroom faculty, librarians, learning disability specialists, faculty who teach on-line, part-time and probationary (tenure track) faculty should consult different guidebooks (available on-line, from the UF or from any Division Dean's office). The forms included in this book are samples only. Please use the forms available in your Division Office. If you have questions about the evaluation process or about the forms, please contact the United Faculty or your Division Dean.

X3.3.1 CONTRA COSTA COMMUNITY COLLEGE DISTRICT IMPLEMENTATION OF FACULTY EVALUATION GUIDELINES

These revised faculty Evaluation Guidelines replace the faculty Evaluation Guidelines approved by the Governing Board on April 27, 1994 and shall be implemented beginning Fall 2010.

All faculty evaluations conducted after implementation of this agreement shall use the new forms and procedures, but no evaluation timelines will be altered nor any faculty member reevaluated as a result of this agreement.

X3.3.2 CONTRA COSTA COMMUNITY COLLEGE DISTRICT FACULTY EVALUATION GUIDELINES

Guidelines for faculty evaluation were developed by United Faculty, academic senate, and management representatives. The goals of evaluation are to promote professionalism and enhance performance among the faculty of the District and to allow assessment of performance based on clear and relevant criteria. The college president is responsible for the implementation of the evaluation process.

X3.3.3 COMPOSITION, FORMATION AND RESPONSIBILITIES OF THE PEER REVIEW COMMITTEE

X3.3.3.1 The peer review process shall be conducted in adherence to the applicable Education Code (87663d).

X3.3.3.2 The Peer Review Committee (PRC) is charged with the responsibility of conducting the evaluation and shall be composed of two members; one regular faculty member or educational manager chosen by the evaluatee; and one regular faculty member chosen by the department/sub-area or in the case of a one person department/subarea, one regular faculty member chosen by the division/area of which the evaluatee is a member or in the case of a two person department/subarea, one regular faculty member chosen by department/subarea or by the division/area of which the instructor is a member, if requested by the evaluatee. If the evaluatee declines to appoint a peer, the peer will be appointed by the academic senate president.

X3.3.3.3 An evaluator may serve on a PRC if s/he has participated in an orientation to evaluation within the last three years.

X3.3.3.4 Responsibilities of Members of the PRC:

- X3.3.3.4.1 The PRC shall elect its own chair whose responsibilities include the following:
- A) convening the PRC conferences at least two times each semester at mutually agreeable times: a pre-evaluation conference a post-evaluation conference after all evaluations have been completed;
 - B) coordinating student evaluations, classroom observations, and observations of counselors, librarians, learning disabilities specialists, and physical disabilities specialists;
 - C) adhering to the specified timetable for the evaluation process;
 - D) communicating evaluation results to the evaluatee;
 - E) completing the summary checklist and summary report;
 - F) ensuring that all evaluation materials have been placed in the portfolio of the evaluatee; and
 - G) ensuring that the committee determines whether other duties related to the evaluatee's teaching load ought to be addressed/evaluated.
- X3.3.3.4.2 If a member of the PRC must resign from the committee, he/she shall notify the chair in writing. A new member shall be designated using the method indicated in X3.3.3.2. The new member must have participated in the orientation to evaluation: additional orientations will be given, as needed.

X3.3.4 **WORKPLACE OBSERVATION PROCEDURES FOR COUNSELORS**

- X3.3.4.1 Evaluation shall be conducted by the evaluator(s) in accordance with the timetables.
- X3.3.4.2 Observations shall be scheduled at least one week in advance with the mutual agreement of the faculty member to be evaluated.
- X3.3.4.3 In the pre-evaluation conference, the evaluator(s) shall obtain materials used in the course of job performance, such as individual educational plans.
- X3.3.4.4 The evaluator/observer shall observe counselors working with clients for at least one hour.
- X3.3.4.5 The documentation used for workplace observation shall include narrative comments. (See Workplace Observation Form).
- X3.3.4.6 Within two weeks of the workplace observation, each evaluator shall complete the observation form and meet with the evaluatee to discuss the observation.

X3.3.5 **STUDENT EVALUATION PROCEDURE FOR COUNSELORS**

- X3.3.5.1 Student evaluation forms shall be administered, completed, and returned by each student at the end of each counseling session conducted by the counselor between the start of the fifth week and the end of the eighth week of the semester. At the appointment desk, students will receive evaluations and envelopes for completion after the counseling session. The student shall submit the completed form in a sealed envelope to the appointment desk for collection by the chair of the evaluation committee. The disbursement and collection of student evaluations will cease when the number collected reaches fifty (50) for probationary faculty and thirty (30) for tenured, part-time and faculty emeritus employees. The chair of the evaluation committee will then deliver the forms to the appropriate manager or designee.
- X3.3.5.2 When a counselor is being evaluated in a classroom setting during the same semester that he or she is being evaluated during counseling sessions, student evaluations will be administered in the class as well as at counseling sessions. In this case, the disbursement and collection of student evaluations in counseling sessions will cease when the number collected reaches thirty (30) for probationary faculty and twenty (20) for tenured, part time and faculty emeritus employees.
- X3.3.5.3 The appropriate manager shall ensure that the student evaluations are confidentially scored and transcribed. A summary sheet of the objective data shall be prepared for each class in which student evaluations are administered. Written comments shall be transcribed for all faculty. The evaluation committee shall review the summary data sheet and the written comments. The chair shall summarize the written comments and the objective data in the summary report. The summary data sheet and transcriptions of written comments shall be attached to the summary report.
- X3.3.5.4 The original student evaluation forms shall be confidentially maintained. In the case of a tenured faculty member, the evaluations will be stored until the next evaluation cycle.
- X3.3.5.5 The form used for student evaluations shall be the Student Evaluation Form for Counselors.

X3.3.6 **RIGHTS AND RESPONSIBILITIES OF EVALUATEES**

- X3.3.6.1 Rights
- X3.3.6.1.1 The evaluatee is entitled to be informed of the procedures of the evaluation process, including the appeal process.
- X3.3.6.1.2 The evaluatee has the right to be assessed only on those criteria related to the performance of the evaluatee's job.
- X3.3.6.1.3 The evaluatee shall have the right to have any job performance deemed to "needs improvement" specifically communicated to her/him in writing and based on the job-related criteria.

- X3.3.6.1.4 The evaluatee has the right to expect members of the PRC to adhere to guidelines stipulated in this article and to expect that they will strive to maintain objectivity and ensure that the evaluation process is in agreement with principles of academic freedom.
- X3.3.6.1.5 the evaluatee has the right to a confidential process.

X3.3.6.2 Responsibilities

- X3.3.6.2.1 The evaluatee is required to attend scheduled meetings with the PRC.
- X3.3.6.2.2 The evaluatee is required to cooperate with the PRC in creating and implementing an improvement plan if the evaluation is deemed “needs improvement.”
- X3.3.6.2.3 The evaluatee is required to attend the orientation to evaluation unless s/he has attended an orientation in the previous three years.

X3.3.7 **GUIDELINES FOR EVALUATORS**

- X3.3.7.1 Evaluators shall read all materials and follow guidelines and timetables.
- X3.3.7.2 Evaluators shall be objective. Judgments shall not be based on hearsay or unsubstantiated information.
- X3.3.7.3 Evaluators shall be constructive in their criticism, pointing out evaluation results and if necessary recommending a plan for improvement within a reasonable time frame.
- X3.3.7.4 Evaluators shall evaluate the faculty member’s professional characteristics and ability to teach, counsel and perform librarian or learning disability functions based on job-related criteria. Evaluators shall not base the evaluation on personal characteristics, such as religious beliefs, sexual orientation and political affiliation.
- X3.3.7.5 Evaluators shall recognize that the faculty member being evaluated may have a different, yet effective, philosophy of education and teaching style.
- X3.3.7.6 Evaluators who believe they cannot objectively and fairly evaluate the faculty member shall disqualify themselves from participating in the evaluation.
- X3.3.7.7 Evaluators shall respect the confidentiality of the process.
- X3.3.7.8 Evaluators shall understand that non-classroom obligations are to be equitably distributed among all faculty members and that no individual is to be evaluated negatively either for failing to take on or for accepting more than a disproportionately large share of meetings and committees.
- X3.3.7.9 Evaluators shall treat the faculty member being evaluated with fairness, civility and respect.
- X3.3.7.10 Evaluators shall create a portfolio as follows:

- X3.3.7.10.1 This portfolio will serve as the basis for all evaluation, improvement of instruction and/or tenure decisions.
- X3.3.7.10.2 The portfolio shall be confidential and shall be available only to the faculty member, the Due Process Panel or Appeals Committee, members of the evaluation committee, the appropriate dean, the college president, and the chancellor. The portfolio will be included in the official personnel file.
- X3.3.7.10.3 The portfolio will contain, at the minimum:
- a. student evaluation transcriptions, including percentages and typed comments;
 - b. completed workplace observation forms;
 - c. completed self evaluation report;
 - d. improvement plan, if needed;
 - e. summary report form;
 - f. other documentation mutually agreed upon by the evaluation committee and the faculty;
 - g. job announcement for probationary faculty members;
 - h. criteria-related material from the personnel file; and
 - i. criteria-related input from the department chair and/or dean (if submitted).
- X.3.3.7.11 If an administrator chairs the PRC and a faculty member writes the Summary Report, the faculty member shall receive the same stipend as if he/she were the PRC chair.
- X3.3.7.12 If a member of the PRC must resign from the Committee, he/she shall notify the chair in writing. A new member shall be designated using the method indicated in X3.3.3.2. The new member must have participated in the orientation to evaluation; additional orientations will be given as needed.

X3.3.8 **TIMETABLE AND ACTIVITIES**

- X3.3.8.1 Each regular faculty member shall be evaluated every sixth semester. In the event that a faculty member is on leave or serving full-time in an administrative capacity during his/her regularly scheduled evaluation semester, the evaluate shall be evaluated during the first year that the evaluate returns to duties as an instructor, counselor, librarian, or learning disabilities specialist
- X3.3.8.2 A probationary faculty member who achieves tenure shall be evaluated as a regular faculty member in the third year after being granted tenure.

- X3.3.8.3 For a faculty member teaching in an “AC” contract assignment outside her/his “A” contract discipline(s), the “AC” department/subarea shall have the option to evaluate that faculty member independent of the faculty member’s regular evaluation and not more often than specified in the part-time evaluation policy.
- X3.3.8.4 The following schedule shall serve as a guide in completing the evaluation process:
- X3.3.8.4.1 August-September/January-February
- Peer Evaluators are Selected. Orientation to evaluation for PRC and tenured faculty to be evaluated is conducted
- X3.3.8.4.2 September/February
- Peer Review Committee (PRC) will conduct a pre-evaluation conference to obtain materials and information from the evaluatee, to discuss evaluation criteria, and to develop a schedule for observations, student evaluations, and meetings. Timetables for workplace observations and administration of student evaluations shall be adjusted to accommodate classes that are less than a semester in length. Such adjustments shall be made with mutual agreement of the evaluatee and the chair of the evaluation committee.
- In evaluations thereafter, the PRC may review the previous evaluation to ensure continuity of the process.
- X3.3.8.4.3 September-November/February-April
- X3.3.8.4.3.1 Classroom observations for teaching faculty and workplace observations of librarians, counselors, learning disabilities specialists, and physical disabilities specialists by PRC members occur.
- X3.3.8.4.3.2 Within two weeks after the observations, PRC members will complete the observation form(s) and conduct follow-up conference(s) with evaluatee to review the observation(s).
- X3.3.8.4.3.3 Student evaluations are conducted.
- X3.3.8.4.3.4 If requested by the evaluatee, the evaluator shall make a second workplace observation and complete an observation form on that second observation before the end of the ninth week. If the evaluatee desires, a third peer may be chosen by the Committee to enter the process at this point. The third peer’s observation and observation form must be completed before the end of the eleventh week of the semester. Information from all observations shall be included in the summary report.
- X3.3.8.4.4 November/April
- X3.3.8.4.4.1 Evaluatee completes self evaluation and submits to PRC chair.
- X3.3.8.4.4.2 Post-evaluation conferences

The PRC holds a post-evaluation conference to discuss all aspects of the evaluation and to assemble materials for the evaluation portfolio.

X3.3.8.4.4.3 The PRC chair in conjunction with the PRC members completes the summary report, and, if necessary, discusses the development of an improvement plan.

X3.3.8.4.4.4 The PRC holds a post-evaluation conference with the evaluatee to discuss all aspects of the evaluation, including the summary report and the development an improvement plan, if necessary. The summary report shall be signed and placed in the evaluation portfolio, which shall be finalized.

X3.3.8.4.4.5 The evaluation portfolio shall be forwarded to the appropriate dean of instruction/dean of student services/area dean for sign off to acknowledge receipt and placement in the personnel file of the evaluatee.

X3.3.9 **IMPROVEMENT PLAN**

X3.3.9.1 If the PRC determines that the faculty performance “needs improvement,” a specific plan for performance improvement shall be developed by the PRC in consultation with the evaluatee.

X3.3.9.2 The improvement plan shall include specific criteria-related recommendations and timetables for action. The timeline shall not exceed three semesters from the date of development of the plan for completion of activities.

X3.3.9.3 The committee and the evaluatee shall agree upon available resources such as staff development, workshops such as instructional skills, conferences, or other classroom/job environment observations.

X3.3.9.4 The committee shall monitor and record on the Improvement Plan Form that the Evaluatee completes each element of the plan within the agreed-upon timeline.

X3.3.9.5 The committee shall conduct another evaluation when the improvement plan has been completed.

X3.3.9.6 Sample Improvement Plan

Improvement Plan			
			Evaluation Period
Faculty Member _____		Date _____	From: _____ To: _____
Performance Criteria Needing Strengthening	Activities for Improvement	Expected Completion Date	Actual Completion Date

Signatures:	
Faculty member being evaluated _____	Evaluation Committee Chair _____
Dean _____	
Comments:	

A copy will be sent to the Evaluatee after signed by all parties, and the original will be placed in the Evaluatee's personnel folder. Upon completion of the Improvement Plan, the Evaluation Committee Chair or designee will note completion dates on this form and send a final copy to the Evaluatee.

X3.3.10

MANAGEMENT PARTICIPATION IN THE EVALUATION OF TENURED FACULTY

If management believes substantial evidence exists that a faculty member is in violation of Education code 87732, management, with the consent of the college president, may conduct an evaluation of the faculty member. Before a management evaluation is initiated, management must notify the faculty member to be evaluated and United Faculty in writing that an evaluation is to occur. Once the notification has been given, management must give the faculty member twenty-four hour notice of any classroom observation that is to occur.

X3.3.11 **ORIENTATION TO EVALUATION**

The District and the United Faculty agree to work together to develop an on-line training tutorial for training faculty in evaluation procedures. Once this training is available, we agree to reconsider the timetable and requirements for training. Until such time as we have developed the tutorial, current training will be updated and proceed according to the guidelines established below.

- X3.3.11.1 Each probationary and tenured faculty member being evaluated and faculty who are evaluating probationary, tenured, part-time, and faculty emeritus employees shall participate in a faculty orientation program at the assigned college. This orientation shall take place no later than one month into the semester during which the faculty member is being evaluated.
- X3.3.11.2 The college president, the academic senate president, UF vice president, affirmative action officer or their designees shall be responsible for the planning and implementation of the orientation.
- X3.3.11.3 The orientation program shall include the purpose of evaluation activities, the procedures employed and the timetables required, information about the evaluation portfolio, how to conduct classroom observations and observations of counselors, librarians, and learning disabilities specialists.
- X3.3.11.4 The faculty member shall bring to the orientation the UF/CCCCD Agreement which contains the evaluation policies, procedures, and materials.
- X3.3.11.5 Every tenured faculty member must attend an orientation once every three years.

X3.3.12 **DUE PROCESS PROCEDURE FOR PROBATIONARY AND REGULAR FACULTY**

X3.3.12.1 Available Procedures

X3.3.12.1.1 Appeals Process

The appeals process is designed to handle expeditiously a complaint of a faculty member being evaluated and/or a member of the TRC/PRC. This process can be used at any time during an evaluation period; however, complaints filed after a PRC summary report has been completed must be filed within ten days of receipt of the report by the faculty member being evaluated. The appeals process is not intended to replace the grievance procedure outlined in UF/CCCCD Agreement or Board Policy 2002, both of which the faculty member being evaluated is entitled to use.

X3.3.12.1.2 UF/CCCCD Grievance Procedure

A regular faculty member has the right to file a grievance using the UF/CCCCD procedure for violation of this article as it relates to regular faculty members.

X3.3.12.1.3 Board Policy 2002

The faculty member may use Board Policy 2002 to file

allegations of unlawful bias on the basis of religion, disability, sexual orientation, gender, race, and ethnicity.

X3.3.12.2 Specifics of Appeals Process

X3.3.12.2.1 Limitations of the Appeals Process

X3.3.12.2.1.1 Allegations of bias

This procedure can be used only when alleging bias based on the following: age, religion, disability, sexual orientation, gender, race, ethnicity, philosophical beliefs, pedagogical differences, or discipline-related schools of thought. When alleging bias, the complainant must be able to provide evidence that the evaluator's bias prevents him/her from making an objective evaluation. Any allegation of bias that will result in an appeal of the content of the evaluation will not be allowed; however, the examination of the content of the evaluation may be used to substantiate alleged bias.

X3.3.12.2.1.2 Allegations of Procedural Violations

This procedure can be used to allege violations of the procedure outlined in this article. The allegations may include failure to follow the established timetable and failure to use the criteria delineated in this article. Any allegation of a procedural violation that will result in an appeal of the content of the evaluation will not be allowed; however, the examination of the content of the evaluation may be used to substantiate alleged bias.

X3.3.12.2.1.3 Allegations of an Inappropriate Improvement Plan

This procedure can be used to allege inappropriateness of remedial activities.

X3.3.12.2.2 Steps in the Appeals Process

X3.3.12.2.2.1 The complainant must formally file a complaint by completing an appeal form available in the president's office. S/he must provide evidence that supports the claim. The faculty member must submit the form to the chair of the Due Process Panel.

X3.3.12.2.2.2 Once the complaint is received, the chair must notify the members of the PRC (if the complaint is from the evaluatee), the evaluatee (if the complaint is from a member of the PRC), and the college president that a complaint has been filed.

X3.3.12.2.2.3 The chair may attempt to resolve the complaint informally. If the complaint is not resolved informally within five working days or the chairperson determines that an informal resolution is not possible, the panel shall proceed formally to investigate the complaint.

X3.3.12.2.2.4 The panel shall review all supportive documentation

provided by the complainant and interview members of the PRC as well as others who may attest to the validity of the complaint. PRC members shall be given an opportunity to respond to any allegations of bias against them. The evaluatee shall be given the opportunity to comment on this response and/or findings.

X3.3.12.2.2.5 The panel shall make a tentative decision and confer with the president before a final decision is made. The panel shall render the findings in writing within fifteen (15) working days of receipt of a written complaint. The written report must summarize the evidence considered and the reasoning involved in the decision, noting minority opinion, if any.

X3.3.12.2.2.6 The panel can render the complaint either to be groundless or to have merit. If the complaint is groundless, no remedial action shall be recommended. If it has merit, the panel can inform the president that one of the PRC member must be replaced, that the procedures and timetable require modification or, in extreme cases, that a new process be started no later than the beginning of the following semester. The president shall ensure that the panel's decision is implemented.

X3.3.12.2.2.7 If a peer or manager chosen by the faculty member has to be replaced, the faculty member shall select the replacement; if chosen by the department/subarea, the department/subarea selects the replacement. If a peer or manager chosen by the faculty has to be replaced, the college president shall select the replacement.

X3.3.12.2.3 **Composition of the Due Process Panel**

The panel shall be appointed annually in September and shall consist of a UF representative, the academic senate president or designee, and a manager chosen by the president. A panel member cannot serve on an evaluation committee.

X3.3.12.2.4 **Effective Date of the Allegation**

The day that a decision is rendered will be the effective date of the allegation for purposes of Article 19.14.1a.

X3.3.13 **PERFORMANCE CRITERIA FOR THE EVALUATION OF TENURED COUNSELORS**

The District and United Faculty recognize that the professional responsibilities of counselors, librarians, learning disabilities specialists, and physical disabilities specialists are varied and complex and that individual counselors, librarians, learning disabilities specialists, or physical disabilities specialists may perform somewhat different functions in their work environments. However, the goal of the counselor, librarian, learning disabilities specialist, and physical disabilities specialist is to aid and support students as they learn and to support other faculty within their professional responsibility.

The following criteria will be used in the evaluation of counselors:

X3.3.13.1 **Demonstrate competence in performing counseling procedures.**

- X3.3.13.1.1 Adhere to the weekly schedule that meets the requirements of this contract.
 - X3.3.13.1.2 Use counseling skills appropriate to the counseling session.
 - X3.3.13.1.3 Clarify the counseling needs and goals of students, being both attentive to student questions and comments as well as clear and precise in response.
 - X3.3.13.1.4 When appropriate, identify referral sources and make suitable referrals.
 - X3.3.13.1.5 Conduct counseling in such a way as to establish rapport with students and encourage independence, and help students identify priorities and meet their goals.
 - X3.3.13.1.6 Provide students with accurate, available information regarding certificate, transfer, and degree programs and articulation when applicable.
 - X3.3.13.1.7 When appropriate, discuss available educational and/or career options.
 - X3.3.13.1.8 Maintain accurate records and submit reports such as individual educational plan (IEP) according to published deadlines.
- X3.3.13.2 Recognize the rights of students.
- X3.3.13.2.1 Do not discriminate based on age, gender, disability, nationality, race, religion or sexual orientation.
 - X3.3.13.2.2 Recognize the right of students to have points of view different from the instructor's.
 - X3.3.13.2.3 Be responsive to the needs and special circumstances of students.
 - X3.3.13.2.4 Treat students fairly and politely.
- X3.3.13.3 Participate in non-counseling professional responsibilities.
- X3.3.13.3.1 Attend required management called meetings.
 - X3.3.13.3.2 Serve on departmental/subarea/division/area, college or district committee(s). (It is understood, however, that such obligations are to be equitably distributed among all faculty members. An individual should not receive a negative evaluation either for failing to take on or for accepting a disproportionately large share of meetings or committees.)
 - X3.3.13.3.4 Participate in the evaluation process in a professional and timely manner.
- X3.3.13.4 Participate in professional growth activities. These may include the following:
- X3.3.13.4.1 participating in activities designed to enhance professional performance: independent research, learning and developing strategies for more

effectively serving students, advanced course work related to the discipline, creating and maintaining professional contacts, and occupational training:

- X3.3.13.4.2 serving on college, district, and/or statewide committees; and
- X3.3.13.4.3 participating in conferences and workshops, internships, classroom research, and community involvement related to professional academic area.

SAMPLE WORKPLACE OBSERVATION FORM FOR COUNSELORS

Workplace Observation Form for Counselors

Evaluatee _____ Time and Place of Observation _____ Date _____

Evaluator _____ # of Students Counseled _____

On a scale of 1 to 5, please indicate the extent to which the counselor meets the criteria listed below. Please include comments in the column on the right. Attach additional comments as necessary.

5 **4** **3** **2** **1** **NA**
excellent **above average** **average** **below average** **poor** **not applicable**

	5	4	3	2	1	NA	Comments
1. Expertise: The counselor used skills appropriate to the session.							
2. Attentiveness: The counselor clarified the student's counseling needs and was attentive to questions and comments.							
3. Clarity: The counselor was clear and precise in responses to students.							
4. Referrals: When appropriate, the counselor identified referral sources and made suitable referrals.							
5. Rapport: The counselor conducted counseling in such a way as to establish rapport with students and encourage independence.							

	5	4	3	2	1	NA	Comments
6. Accuracy: The counselor provided students with accurate, available information regarding certificate programs, degree programs, transfer programs and articulation.							
7. Respect: The counselor treated students respectfully and responded to their individual needs and special circumstances.							
8. Evaluation Process: The counselor participated in the evaluation process in a professional and timely manner.							

STUDENT EVALUATION FORM FOR COUNSELORS

This student evaluation is part of our regular effort to maintain quality services and instruction. We take your answers seriously, and we hope you will also take them seriously. Please write comments to explain your scores. If you have questions about this form or the evaluation procedure, please ask.

Your answers are anonymous; all comments are typed before being shown to faculty. Completing this survey will in no way affect your course grade. Thank you for participating in this evaluation.

On a scale of 1 to 5, please evaluate your counselor:

5 Always/Excellent **4** Often/Above Average **3** Sometimes/Average **2** Rarely/Below Average

1 Never/Poor **NA** "Not Applicable" (I can't answer.)

The counselor	NA	5	4	3	2	1	Comments
1. provided me with the information I needed.							
2. helped me clarify my goals.							
3. helped me identify the steps to reach my goals.							
4. listened to me and answered questions clearly.							
5. helped me develop and focus on my priorities.							
6. discussed different educational and/or career options that are available to me.							
7. referred me to other resources and services on or off campus.							
8. showed an interest in me personally.							
9. helped me with my individual needs.							
10. treated me with respect.							

Summary Evaluation Form for Faculty

Evaluatee: _____ Date of hire: _____ Evaluation Sem/year: _____

Check Faculty Status: _____ Tenured Full-time Faculty _____ Probationary (Tenure Track) Faculty _____ Part-time Faculty

_____ Check here if the Part-time Faculty currently has Staffing Preference (prior to this evaluation):

Summary of previous evaluation (available in Division Office), if applicable

Summary of student evaluations – attach summary of scores and typed comment (provided by Division Office)

Summary of classroom/workplace observations – attach observation forms and comments

<p>Summary of self-evaluation – attach self evaluation report</p>	<p>Criteria-related input from dept. chair and/or dean</p>	<p>Evaluatee comments – attach a separate sheet if necessary</p>
--------------------------------------------------------------------------	-------------------------------------------------------------------	-------------------------------------------------------------------------

Summary Evaluation Form for Faculty

Level of Performance (Check one) – To be completed by Chair of Evaluation Committee

___ **Consistently High Ratings** – Excellent overall performance.

___ **Satisfactory Performance** – Acceptable overall performance.

___ **Needs Improvement**– Low scores in some areas necessitate an improvement plan. Evaluatee will be evaluated again next semester (if still employed by CCCCD).

___ **Unsatisfactory Performance** – Unacceptable overall performance.

Signature of Evaluatee – (signature indicates receipt but not necessarily agreement) _____ Date _____

Signature of Evaluation Committee Members: (size of committee is determined by faculty status)

Chair / Evaluator (print name) _____ (signature) _____ Date _____

Committee Member (print name) _____ (signature) _____ Date _____

Committee Member (print name) _____ (signature) _____ Date _____

This box only applies to probationary faculty.

Recommendation (To be completed by Chair of Evaluation Committee)

___ Grant Tenure _____ Continue in Probationary Status _____ Termination of Service _____

Resolution (To be completed by college president)

___ Grant Tenure _____ Continue in Probationary Status _____ Termination of Service _____

President _____ Date _____

Chancellor _____ Date _____

X3.3.17 **SELF EVALUATION**

For your self-evaluation, you are asked to write a report discussing your counseling procedures and methodology, your handling of professional responsibilities, and your professional development.

X3.3.17.1 This worksheet is meant to help you reflect on your experiences. You will turn in only your report. This worksheet will not be put in your personnel file.

Self Evaluation Worksheet: The statements and ratings below are to be used as a checklist; they are not meant to represent all of what you do, nor are they meant to represent required duties and responsibilities – part time faculty will mark “Not Applicable” more often than full time faculty. Use this worksheet as a guideline for your self-evaluation report in which you can include additional details and reflection. Each of us is on a continuing quest to improve our practice – this is your opportunity to reflect on that quest and articulate your goals and plans for the future. After completing this worksheet, you can determine which items you want to highlight in your self-evaluation report. The worksheet may also serve as a tool for engaging in dialog with your evaluator.

Counseling Procedures and Methodology

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ Not Applicable
I maintain accurate records and submit reports such as individual education plans according to published deadlines.				
I use appropriate and varied tools for evaluating and assessing student learning outcomes.				
I identify referral sources and make suitable referrals when appropriate.				
I discuss available educational and/or career options with students when appropriate.				
I provide students with accurate, available information regarding certificate, transfer, and degree programs and articulation when applicable.				
I help students identify priorities and meet their goals.				
I communicate ideas clearly, concisely, and effectively.				
I conduct counseling in such a way as to establish a rapport with students.				
I am attentive to student questions and concerns.				
I encourage students to be independent.				
I adhere to the weekly schedule that meets contractual requirements.				
I use counseling time efficiently.				
I am sensitive to the needs of students with diverse backgrounds and experience.				

Professional Responsibilities

	Often/ Always	Sometimes	Rarely/ Never	Not Sure/ NA
I submit required reports/documents in a timely manner.				
I respond to communication from colleagues (including faculty, classified staff and management) in a timely and professional manner.				
I attend and participate in division, department, and other required meetings.				
I participate in department committees/tasks (i.e. Program Review).				
I serve on college committees and/or task forces.				
I serve on peer evaluation and/or hiring committees.				
I mentor colleagues and share successful counseling strategies.				
I provide student mentoring regarding matriculation, tutoring, or student services when appropriate.				
I assist in outreach by promoting my college and by recruiting students and/or faculty and staff.				

Professional Development

	Often/ Always	Sometimes	Rarely/Never	Not Sure/ NA
I serve on District and/or statewide committees.				
I participate in activities designed to enhance professional performance and scholarship (i.e. research, advanced coursework, recording, publishing).				
I keep current in my field (i.e. by reading journals, attending exhibits, performances, conferences).				
I maintain professional contacts (i.e. through listservs, blogs, conferences).				
I present at conferences or professional meetings.				
I participate in community organizations.				
I seek out training in my field (i.e. by taking classes, working with a mentor)				
I am a member of a professional organization.				

X3.3.17.2 **Self Evaluation Report:** Using the categories and your ratings on the self-evaluation worksheet, write about your past job performance and plans for professional growth and development. Your report should have four sections:

1. Counseling Procedures and Methodology
2. Professional Responsibilities
3. Professional Development
4. Needs and Goals

Possible questions to consider include:

A) Counseling Procedures and Methodology

- What new effective counseling practices or pedagogical approaches have you used recently?
- How do you plan to continue developing your activities and approaches in the future?
- How might you be willing to share successful strategies with colleagues?

B) Professional Responsibilities

- In what ways did you participate in campus/district/statewide/community activities? (may not be applicable for part-time and probationary faculty)
- What are your plans for participating in campus/district/statewide/community activities in the coming semesters? (may not be applicable for part-time faculty)

C) Professional Development

- What were your major professional challenges this semester?
- How do you plan on addressing these challenges in the future?
- What professional development activities do you anticipate pursuing in the near future?

D) Needs and Goals

- What support do you need from the college/department/division in order to accomplish your goals related to teaching and methodology, professional responsibilities and/or professional development?