

FACULTY
EVALUATION
PROCESS

- Presented by
- *The Chabot-Las Positas Faculty Association*



CONTRACT ARTICLES

- Article 14—Contract (Untenured) Faculty Evaluation
- Article 15—Regular (Tenured) Faculty Evaluation
- Article 18I—Part-Time Faculty Evaluation
- Article 19 – Distance Education

OBJECTIVE OF EVALUATION

- The evaluation process is designed to assist unit members in examining their objectives, techniques, and accomplishments and to provide a means to recognize outstanding performance, a means to identify area in which changes might be beneficial to student learning, and a two-way channel of communications about the program needs.
 - *-excerpt form Article 15A & 18I*

BASIC PROCESS



Collect needed information



Schedule of classes



Syllabi



Course outline



Observation form



Other pertinent material(s)

ARTICLE 14 – CONTRACT FACULTY (TENURE TRACK)

- Discuss assignment schedule with Tenure Review Committee and determine which three (3) classes or activities will be observed.
 - Should include as much of a cross-section of load assignment as determined to be beneficial to the Contract Faculty



ARTICLE 14 –
CONTRACT
FACULTY
(TENURE
TRACK)
CONT'D

- *(Also applies to Article 15 & 18 evaluations)*
- Syllabus
 - Syllabus “Shall” include
 - Name, office number, phone and CLPCCD email address
 - Office hours: virtual office hours and the method of office hours (email, zoom, etc.)
 - Method of Final Grade Calculation
 - Academic Calendar “dates to know”: W date; Final Exam time & date; deadline for Financial Aid (text or link)
 - Other Supplemental Information, including safety requirements
 - Student Learning Outcomes (SLO’s) (text or link)
 - Information about disability accommodations and campus services (text or link)
 - Adding a link to the [Canvas Student Services Hub](#) will cover many of the items listed above.
 - Or [LPC Student Resource Guide](#)

ARTICLE 14 – CONTRACT
FACULTY (TENURE TRACK)
CONT'D
(ALSO APPLIES TO ARTICLE 15 &
18 EVALUATIONS)

- Syllabus cont'd
 - Syllabus “Should” (encouraged, not mandatory) include information regarding:
 - A statement of Students Rights and Responsibilities
 - Expectations regarding behavioral standards per school policy
 - A summary of course content and expectations (general course content, course objectives and prerequisites)
 - Academic Integrity and Plagiarism Policies
 - Attendance Policy

ARTICLE 18 – PART-TIME FACULTY

- Items specific for Part-Time Faculty
 - The Evaluator will notify the Evaluatee a minimum of one (1) week before the observation takes place
 - The Part-Time Faculty member being evaluated is encouraged to provide relevant course information
 - Visit for observation may be unannounced, but shall occur with the Part-Time Faculty member's consent
 - If there is difficulty in coordinating the visit, the Evaluator and Evaluatee shall schedule a specific visiting time



TIMING

- Mid-semester is optimal
 - Provides time for instructor and students to have established rapport and understanding of class structure
 - Provides opportunity for feedback to be useful immediately
 - Provides time for follow up, if needed

FEEDBACK



Following the class visit, develop a report based on the class observation, including a summary of student surveys



Arrange a time to meet with evaluatee to provide feedback. Timelines are outlined in contract

Part-time — 20 working days after classroom visit
(Article 18I.1f)

Tenured — 20 working days after classroom visit
(Article 15F.2.a)

Untenured — 20 working days after classroom visit (Article 14F.2.f)

Evaluator should notify appropriate Administrator of the results prior to contacting the evaluatee



Satisfactory, Needs Improvement, Unsatisfactory

- Clarification of Contractual Peer Evaluations
 - CVC-OEI: Peer Online Course Review (POCR) Chabot: Committee on Online Learning (COOL) Las Positas: Distance Ed Committee
- Evaluations conducted by the committees above are unrelated to faculty evaluations; these processes do not affect or inform faculty evaluations (19.F.1)


ASYNCHRONOUS TOUR CHECKLIST

(ARTICLE
19.F.1.D)


What to evaluate:

- View and discuss feedback with examples to demonstrate regular and substantive interaction stands, such as Inbox messages, Pronto, rubric feedback, or individual comments on graded Assignments
- Scope of Evaluation:
 - Confirmed use of Syllabus, Home Page, and any other introductory content
 - Review components for the chosen unit or module, including two weeks of content
 - This can include assigned work, discussion boards, exams, any publisher content
- Review of Reporting data that shows student engagement and instructor presence such as People page and selected Course Analytics (Course Grade, Weekly Online Activity)
- Example of Student-to-Student interaction methods, such as discussions, Pronto, live discussion, group assignments, reflections with peer feedback, or peer review
- Example of course meeting accessibility standards
- Evaluator and Evaluatee discuss and select/determine module for evaluation
 - Module or selected review section shall be at least 20% into the course content (e.g. in a full-term class, at least the 4th week of the course or after)
 - If prerequisites are used by evaluatee ...
 - Agreement about dates for prerequisites to be temporarily disabled for the given module
 - Recommend that the selected module be one completed by students prior to the 72 hour evaluator access period if possible to minimize disruption to course schedule and flow


The evaluator shall be added to the course with customized Evaluator role or other LMS-specific defined role created for the purposes of course evaluation.



The evaluator shall have access to the course for a maximum of seventy-two (72) hours unless the evaluatee voluntarily agrees to extend this time limit.



At the pre-arranged observation time, the evaluatee will add the evaluator into the course site. The evaluatee will also remove the evaluator using the same method. It is the responsibility of the evaluatee to remove the evaluator's access

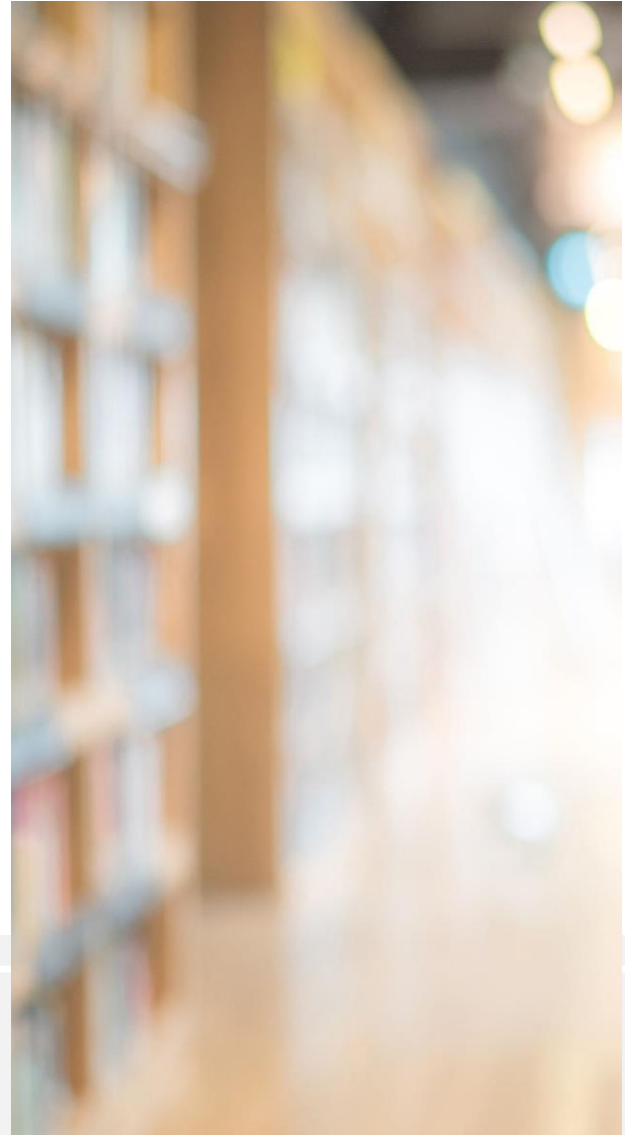


The evaluator shall use for the purpose of evaluation course modules, content or lessons that cover a minimum of two weeks' worth of instruction (19.F.2)

19E.1 COURSE ORGANIZATION AND NAVIGATION FOR ASYNCHRONOUS CLASSES

In addition to Syllabus requirements in Article 9B, any portion of a course taught in Online Asynchronous format shall meet the following guidelines:

1. Course includes a distinct starting point and instructions on how to begin course.
2. Instructor contact information is easily located along with response times for email, grade turnaround, and other contact information.
3. Navigation and content flow are easily determined by students in the class.
4. Content is organized logically and follows a consistent layout and structure.
5. Content is segmented into distinct units or modules, as appropriate.
6. Course navigation menu is intuitive and only includes items students will use.
7. Clear due dates for submitting work are posted along with late work policy.
8. Opportunities for regular and substantive interaction from student to student and instructor to student(s) are provided.
9. Course design includes instructions for learners to work with content in meaningful ways (e.g. guiding students to take notes during a video, explaining what to look for in an article, etc.)



19E.2 SPECIFIC GUIDELINES FOR SYNCHRONOUS INSTRUCTION

- In addition to Syllabus requirements stated in Article 9B, any portion of a course taught in Online Synchronous format shall follow the following guidelines:
 - a. The instructor shall provide a courseware shell (e.g. Canvas or the currently employed LMS) for the class and utilize shell to post important information for the class. In addition, the instructor is encouraged to utilize the course design principles described in Article 19E.1 (previous slide) as appropriate.
 - b. Instructor uses either camera or other instructional media such as slides or videos during instruction.
 - c. Recorded course content used in or saved to course site does not reveal personally identifying information for students in other course sections.
 - d. Teaching on Zoom or using other synchronous tools follows best practices and encourages student participation.
 - e. Instructor makes every effort to have consistent connectivity.



Specific Guidelines for Counseling

In addition to on-campus student contact, counseling faculty shall service student needs virtually by using the agreed upon platforms:

1. Counselors shall follow the same protocol for scheduled virtual appointments as for in person appointments.
2. If no one is waiting for in person services, face to face counselors shall take students waiting for virtual appointments.
3. While using Cranium Café, or other virtual counseling platform, the counselor shall be logged into the Cranium Lobby, or waiting room, during assigned times and invite students into meetings.
4. Use of conferencing software. Students experiencing technical difficulties with Cranium Café, or other virtual counseling platforms, shall be seen using other conferencing platforms, like Zoom or referred to a phone call if necessary. Counselors shall generate meeting invites and mail to student's Zone Mail account.

During or after an appointment

1. The counselor shall know how to use and access all applicable software and college databases.
2. The counselor shall either address all student questions or schedule a follow up appointment.
3. The counselor shall have familiarity with all transfer patterns, eligibility requirements, including transferrable and non-transferrable courses.
4. The counselor shall enter data about the appointment in SARS.





Specific Guidelines for Librarians

1. The librarian shall know how to use and access all applicable software and library services and databases

2. Scheduled orientations shall be delivered synchronously or asynchronously in Canvas course shells at a time chosen by the librarian in consultation with the course instructor

3. During scheduled librarian work hours, virtual services shall be delivered including appointments and live chat using library applications

WHAT FORM SHOULD BE USED
TO CONDUCT THE
EVALUATION REPORT?

ARTICLE 14 – CONTRACT
FACULTY (TENURE TRACK)
CONT'D
(ALSO APPLIES TO ARTICLE 15 &
18 EVALUATIONS)

- Synchronous Class (classes with scheduled meeting time): Evaluation: Observation of Instruction Form – Face to Face Class (19F.1.b.)
- Asynchronous Class (classes without scheduled meeting times): Evaluation: Observation of Instruction Form – Online Class
- Hybrid Class (classes with Asynchronous and Synchronous components)
 - Asynchronous delivery - Observation of Instruction Form – Online Class
 - Synchronous delivery - Observation of Instruction Form – Face to Face Class
 - Only one delivery method may be evaluated. Which one to choose?
 - The delivery method (Asynchronous or Synchronous) with the greater percentage of the course content should be evaluated
 - If it is unclear which delivery method has a greater percentage of the course content the evaluator and evlauee should determine by mutual agreement the delivery method to be evaluated
- Counseling: Evaluation: Counseling Faculty Performance Observation Form
- Library: Evaluation: Library Faculty Observation Form
- Special Assignment: Evaluation: Special Assignment Faculty - Client Survey Form

OBSERVATION

Use approved forms only (Use the most updated Form)

- Forms are available online at the CLPCCD Human Resources web site <http://districtazure.clpccd.org/hr/evaluations.php>

Evaluate based on Standards in the contract for the type of evaluation

- Face-to-face instruction (Synchronous/Hy-Flex/Hybrid w/mostly Synchronous instruction)
- Online instruction (Asynchronous/Hybrid with mostly Asynchronous delivery of material)
- Counseling
- Library
- Special Assignment

There is no correct or minimum number of items that need to be marked or commented on



STUDENT SURVEYS

- For face-to-face observation, use approved scantron form
- For online observations:
 - Student surveys will be deployed into Canvas sites by the Instructional Technology Coordinator
 - We use EvaluationKit by Watermark which utilizes the same negotiated questions as the scantron
 - Evaluators will receive the results of the survey once the survey period is complete.
 - Nothing needs to be done by the Evaluator or Evaluatee
 - *A summary of student feedback from surveys is an important part of evaluation process*

EVALUATION OF ONLINE
INSTRUCTION FOR
SPRING 2024

Guiding Principle

1. The Faculty Contract **DOES NOT** require that student-surveys take place at the same time that the observation of instruction occurs during the evaluation process.
2. The Faculty Contract **DOES** require a timeline from when the observation of instruction takes place to the report of observation to be delivered to the evaluated faculty (20 days for all faculty)
3. Student Surveys are meant to inform the evaluation and are integral part of the process

Period 1: Fast Track classes (8 week) that begin in the first half of the semester

Survey Deployed: 2/12/24. Survey Ends: 2/23/24 Results to Evaluator: 3/1/24

- Observation of online instruction may take place starting on **Monday, Feb. 12, 2024**

Period 2: Full-term classes

Survey Deployed: 3/4/24 Survey Ends: 3/15/24 Results to Evaluator: 3/22/24

Observation of online instruction may take place starting on **Monday, Feb. 26, 2024.**

Period 3: Fast Track classes that begin in the middle of the semester

Survey Deployed: 4/15/24 Survey Ends: 4/26/24 Results to Evaluator: 5/3/24

- Observation of online instruction may take place starting on **Monday, April 15, 2024.**
- This Period may be used if necessary for full-term course evaluations that may have been missed in Period 2

For all evaluations:

- The Evaluator will need to calculate the number of working days (excluding Saturdays, Sundays and holidays) from the date of the observation of instruction to the delivery of the report to the faculty being evaluated
- The number of days for **Contract (Tenure-Track) Faculty** and **Part-Time Faculty** may not exceed **20** working days
- The number of days for **Regular (Tenured) Faculty** may not exceed **20** working days

CONFIDENTIALITY

- Maintain confidentiality in the evaluation process
 - Results are to be discussed only with evaluatee and dean/supervisor if needed
- Let students know that evaluation is routine and part of an ongoing process, and that their feedback is important and anonymous
 - Do not engage in discussion with students about the class or instructor. Do not bias the students by asking leading questions.
 - Student evaluations are summarized by the evaluator to provide feedback to instructor; student evaluation forms are provided to instructor after semester is over and grades submitted
 - Do not engage students while in the Canvas course shell

SAMPLE EMAIL EXCHANGE FOR ACKNOWLEDGEMENT OF RECEIPT OF EVALUATION

Re: Evaluation Summary for Evaluee
From: Evaluee
Sent: Thursday, October 22, 2020 1:01 PM To: Evaluator
<evaluator@clpccd.org>

Evaluator,

I have received the evaluation documents that you sent. Thank you,

Evaluee

From: Evaluator
Sent: Tuesday, October 20, 2020 8:09 AM To: Evaluee
<evaluee@clpccd.org> Subject: Evaluation Summary for
Evaluee

Hi Evaluee,

Attached is your completed evaluation form and summary for my class visit on October 13, 2020 for your review. Please, respond to this email to acknowledge that you have received the evaluation, you may also attach a response to the evaluation if you choose.

Thank you, Evaluator

QUESTIONS?

- Contact the following FA Officers if you have question about the evaluation process or procedures:
 - Jason Ames -- Chabot Grievance Office
 - Jeff Drouin -- Chabot Vice President
 - Christina Lee -- Las Positas Grievance Officer
 - Heike Gecox -- Las Positas Vice President
 - Dave Fouquet -- President



Workshop Evaluation