

A. Evaluation Procedures

Excerpted from the *RHCFA 2016-2019 Collective Bargaining Agreement (CBA)*

ARTICLE 9: EVALUATION PROCEDURES

- 9.0 At Rio Hondo College, evaluation of full-time contract unit members and part-time unit members is the primary responsibility of the District, and the evaluation of full-time regular unit members is the primary responsibility of a peer review committee except as provided for herein.
- 9.1 Definition of Terms
The following definitions are intended to clarify terms used in the evaluation procedures and are only applicable to this article.
- 9.1.1 Authorized Evaluators
Division Deans
Immediate Administrator, if not a Division Dean
Appropriate Dean
Appropriate Vice-President of the discipline(s)
Peer Review Committee
- 9.1.2 Initial Meeting
The initial meeting is the first meeting between the authorized evaluator(s) and the unit member during the academic year. The authorized evaluator(s) shall review the faculty handbook and the evaluation procedures. During this initial meeting, evaluation visitations will be arranged.
- 9.1.3 Evaluation Visitation
Evaluation visitations for unit members whose primary responsibility is classroom teaching will be classroom visitations. For those unit members whose primary responsibility is not classroom teaching, evaluation visitations may consist of other student-unit member contacts as mutually-agreed upon by the authorized evaluator(s) and the unit member.
- 9.1.4 Evaluation Conference
Evaluation visitations will be followed by an evaluation conference to discuss the observations made by the evaluator(s) and other relevant evaluation information. During the evaluation conference, the authorized evaluator(s) shall review with the unit member those areas where the unit member has been deemed satisfactory as well as specific suggestions for improvement, if any.

9.1.5 Evaluation Summary Meeting

At the evaluation summary meeting, the unit member shall be provided the complete evaluation consisting of: (1) the unit member's formal Evaluation Report and (2) the analysis of Student Instructional Surveys from the authorized evaluator. At the conclusion of the Evaluation Summary Meeting, the authorized evaluator(s) shall indicate both orally and on the appropriate form whether the unit member is deemed overall satisfactory, unsatisfactory, or satisfactory with a professional development plan. The unit member shall sign the formal evaluation report as an indication of its receipt.

9.1.6 Unit Member Evaluation Report

A unit member evaluation report is a specified written evaluation of a unit member's work performance. (Appendix E).

9.1.7 Professional Development Plan

A professional development plan is a written document that describes how a unit member shall improve his or her work performance.

9.1.8 Evaluation Terms

Satisfactory: A rating that describes a performance of a unit member who has met his/her roles and responsibilities as satisfactory.

Unsatisfactory: A rating that describes the performance of a unit member as unsatisfactory and for whom significant improvement is required.

Satisfactory with a Professional Development Plan: A rating that indicates a unit member requires further professional development.

9.1.9 Peer Review

Peer review is a technique for evaluating the quality of a unit member's performance, using full-time regular unit members to evaluate other unit members and to provide suggestions for professional development by giving feedback to one's colleagues. (Appendix F).

9.1.10 Categories of Unit Members

9.1.10.1 Full-Time Regular Unit Members

Unit members employed by the District pursuant to the provisions of EC 87602, 87608, 87608.5, 87609 and 87663.

9.1.10.2 Full-Time Contract Unit Members

Unit members who are employed by the District pursuant to the provisions of EC 87602, 87608, 87608.5, 87609 and 87663.

- 9.1.10.3 Full-Time Categorical Non-Tenure Track Unit Members
Unit members employed by the District pursuant to the provisions of EC 87470 and 87663.
- 9.1.10.4 Part-Time Instructional Unit Members
Unit members who are employed pursuant to the provisions of EC 87482.5 and whose assignments are not more than 67%.
- 9.1.10.5 Part-Time Non-Instructional Unit Members
Unit members whose non-classroom assignment is based on hourly/weekly assignments and who are employed for 24 hours a week or less.
- 9.1.11 Student Instructional Survey Report
A student instructional survey report is based upon questionnaires given to students in order to assess the unit member's work. (Appendix D).
- 9.1.12 Facilitator
For the term of this agreement, the District will provide 40% reassigned time to a unit member who will serve as a facilitator for unit members being evaluated. The facilitator shall receive from Human Resources a list of unit members to be evaluated, provide training for peer review evaluators and unit members, monitor the process, ensure timelines are met, and verify completion of peer review. A unit member shall not be a facilitator while on sabbatical leave.

B. Unit Member Evaluation Report

The five-page Unit Member Evaluation Report form, which appears in the Collective Bargaining Agreement as Appendix E, begins on the following page. It is used by an administrative evaluator to evaluate a “unit member,” or faculty member, on criteria within the following categories:

- I. Learning Environment
- II. Professional Growth and Development
- III. District-wide Participation
- IV. Professional Responsibilities (for coaches in Kinesiology, Dance, and Athletics)
- V. Clinicals (for Health Sciences faculty members)
- VI. Counseling Skills (for Counselors)
- VII. Librarians
- VIII. Coordinators

A review of the faculty member’s achievement of selected roles and responsibilities is also included on the form, as well as the faculty member’s overall evaluation as one of the following:

- Satisfactory
- Satisfactory with a Professional Development Plan
- Unsatisfactory

The professional development plan is also outlined on the form, when applicable.

**RIO HONDO COMMUNITY COLLEGE DISTRICT
UNIT MEMBER EVALUATION REPORT**

UNIT MEMBER _____
EVALUATOR _____

ASSIGNED DEPARTMENT _____

STATUS: 1st Contract for Year 1
 2nd Contract for Year 2
 3rd Contract for Years 3 & 4
 Regular
 Part-Time

A. Each of the following roles and responsibilities shall be considered by the evaluator in this evaluation and judged performance noted. Specific written comments are required when an item is marked unsatisfactory.

S = **SATISFACTORY**
S/with PD Plan = **SATISFACTORY WITH PROFESSIONAL DEVELOPMENT PLAN**
U = **UNSATISFACTORY**
N/A = **NOT APPLICABLE**

	S	S/with PD Plan	U	N/A
I. LEARNING ENVIRONMENT				
1. Teaches in accordance with the objectives and course content identified in the syllabi and course outlines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Demonstrates an understanding of the curriculum, subject content, and the developmental needs of students by providing relevant learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Communicates clearly using visual and interactive techniques presenting course material in an engaging manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Actively listens and pays attention to students' questions and concerns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Utilizes appropriate instructional methodologies that address the diverse learning styles and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Demonstrates respect for student opinions, encourages student efforts and treats students in a fair and impartial manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Acquaints the students at the beginning of the course with course requirements, evaluation procedures and attendance requirements based on clear course objectives and department standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Encourages critical thinking and the development of student self-responsibility.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Creates a respectful, positive, safe student-centered environment that is conducive to learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Respects and is sensitive to students' diversity, including language, culture, race, gender and special needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Demonstrates organizational and classroom management skills; maximizes instructional time and minimizes disruptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Gathers, analyzes, and uses all relevant data to measure student academic progress; guides instructional content and delivery methods; and provides timely feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real world experiences and applications.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	S	S/with PD Plan	U	N/A
14. Plans time realistically for pacing and content mastery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Provides SLO assessment data and participates in its review.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Provides regular and effective student contact in online classes (if applicable).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
II. PROFESSIONAL GROWTH AND DEVELOPMENT				
1. Maintains and incorporates current discipline-specific knowledge (i.e. coursework, workshops, seminars, conference exhibits, research, publications) and utilizes appropriate materials into instructional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Maintains current certification / job training as job requires (if applicable).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Sets goals for improvement of knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
III. DISTRICT WIDE PARTICIPATION				
1. Serves as a contributing member by participating in college and/or district governance structure; attends and/or contributes in department/area/college and District committees and faculty meetings; demonstrates involvement in a professional learning community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Works in a collegial and cooperative manner with faculty, staff and administrators to assist students in achieving their educational goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Participates in the peer review process and serves on peer review committees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IV. PROFESSIONAL RESPONSIBILITIES (Coach)				
1. Follows CCCAA and conference rules and regulations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Actively recruits student-athletes to field an appropriate team size and be competitive with other schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Communicates well with both the administration and students on items such as; practice dates and times, in and out of season tasks, facility reservations, behavior and expectations, travel information and ethical behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Promotes and encourages academic success of student-athletes in program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Positively promotes Rio Hondo Athletics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Assumes responsibility for Assistant Coaches and provides them with guidance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Keeps accurate records and statistics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Attends on site athletic practices and competitions of potential recruits.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Leads by example, demonstrates and holds entire team to high sportsmanship standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
V. CLINICALS (Health Science)				
1. Objectives of the course are clearly posted on the hospital unit.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Seeks learning opportunities for all students in the clinical area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Reinforces theory in the clinical area.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Teaches course(s) in accordance with the clinical objectives and content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	S	S/with PD Plan	U	N/A
VI. COUNSELING SKILLS				
1. Communicates clearly, correctly and effectively with students regarding their academic, career and personal concerns.				
2. Adjusts methodologies for students with special needs and/or different learning styles.				
3. Provides clear information or directives to students in the development of educational plans, academic goals and success strategies.				
4. Demonstrates compassion, empathy, respect and confidentiality towards students.				
5. Develops appropriate, complete and accurate written information for students ,e.g., transfer agreements, education plans, petitions, etc.				
VII. LIBRARIANS				
1. Identifies and uses library strategies and resources appropriate to individual student needs.				
2. Establishes the relevancy and facilitates the Library Services/Program.				
3. Use a wide variety of Rio Hondo Library resources, including available technology to meet Standards for Library/Information Literacy; provides lessons/strategies that engage most students and facilitate student learning.				
4. Keeps abreast of current literature by reading reviewing journals and other resources.				
5. Fosters and create a stimulating, inclusive, safe, and equitable learning environment.				
6. Provides necessary information about the Rio Hondo College Library Services/Program to students; is available as needed to respond to concerns.				
7. Develops and manages a collection of resources that support and enhance Rio Hondo College curriculum; makes decisions for the Library Services/Program which support Rio Hondo College curriculum.				
8. Responds to student questions and refers students to appropriate sources of information.				
9. Plans, teaches, evaluates and reinforces instruction designed to make students and staff effective users of information and Library resources.				
10. Assists all users in identifying and locating materials and information resources.				
11. Reviews, evaluates and discards library materials as needed.				
12. Demonstrates a clear understanding of departmental and Library policies and operations and an ability to justify and interpret these to staff and library users.				
13. Makes contributions which improve the internal operations of Library department.				
14. Adapts and implements new methods and technologies to provide improved service to Library users.				
VIII. COORDINATORS				
1. Uses effective strategies, resources and data to meet the needs of the program.				
2. Develops appropriate long and short range plans and adapts plans when needed.				

Comments:

B. The following roles and responsibilities are deemed valuable but all unit members may not have the opportunity to perform each. It is desired that unit member will participate in selected areas of his/her choice, depending on assignment, interest and opportunity.

- 1. To develop, implement, and evaluate the instructional program, i.e., selection of textbooks, course and curriculum revisions, use of appropriate instructional techniques, budget preparation, and teaching assignments.
- 2. To advise students in course selection, academic achievement, and career planning within the unit member's discipline.
- 3. To participate in the selection of certificated and classified staff.
- 4. To participate in college and division/area committees.
- 5. To participate in staff development programs, advanced study or related work experience, and attendance at conferences.
- 6. To participate in the active recruitment of students.
- 7. To perform college-related community services to the community.
- 8. To articulate with high schools and transfer institutions (may include visitations).
- 9. To provide job placements for students.
- 10. To participate in organization and implementation of advisory committees.
- 11. To participate in co-curricular activities on and off campus.
- 12. To participate in the accreditation process.
- 13. To participate as a speaker in the community.

S	S/with PD Plan	U	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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The narrative evaluation included in this section should identify achievement in these roles. Included here will be reference to other contributions of the unit member to the teaching professions. Provide narrative as needed:

C. Overall Evaluation
 I judge this unit member to be _____
Satisfactory or Satisfactory with Professional Development Plan or Unsatisfactory

 Signature of Evaluator

- D. Professional development plan (if any): Design to support an instructor addressing areas of concern through targeted supervision and additional resources.

Outline program of improvement that would lead to satisfactory rating. Be specific and key suggestions to improvement professional development plan. Provide narrative as needed:

- E. Unit Member Response (if any)

- F. I have reviewed the contents of the evaluation.

Signature of Unit Member	Date

cc: Unit Member
Personnel File
Evaluator's File

- Rev: 5-31-96
- Rev: 8-1-02
- Rev: 3-8-06
- Rev. 11-1-13
- Rev. 9-10-14
- Rev. 4-28-16

C. Peer Review

The one-page Peer Review, which appears in the Collective Bargaining Agreement as Appendix F, is on the following page. Peer review is a technique for evaluating the quality of a unit member's performance, using full-time regular unit members to evaluate other unit members and to provide suggestions for professional development by giving feedback to one's colleagues.

PEER REVIEW RESULTS

RIO HONDO COMMUNITY COLLEGE DISTRICT

TO: Faculty Member Being Evaluated

When the peer review evaluation is completed, submit this form to the peer review committee members for final completion, then return it to the Human Resources Office by the end of the twelfth week of the semester.

TO: Peer Review Committee

Evaluation criteria: When conducting the peer review, the committee members shall consider criteria or data in each boxed category relevant to the faculty member's role below. Note: **ALL faculty** must be evaluated on SLO's/SAO's, and **ALL online faculty** must be evaluated on regular and effective student contact.

The committee members may choose to review the unit member based upon additional criteria. The additional criteria shall be mutually agreed upon by the committee members and the unit member being evaluated.

Name of faculty member who was reviewed: _____

Classroom/face-to-face Instruction:	Online Instruction:	Counseling and Student Services:
<ul style="list-style-type: none"> • classroom instruction • use of student learning outcome assessments to improve teaching and learning • additional criteria: _____ 	<ul style="list-style-type: none"> • regular and effective student contact • use of student learning outcome assessments to improve teaching and learning • online instruction • additional criteria: _____ 	<ul style="list-style-type: none"> • counseling or delivery of non-instructional services • use of student learning outcome assessments to improve teaching and learning or service area outcomes • classroom instruction (if applicable) • additional criteria: _____

Please indicate the results of the peer review.

- Satisfactory
- Unsatisfactory
- Satisfactory with a Professional Development Plan

Additional comments/feedback, if any:

FOR PEER REVIEW COMMITTEE MEMBERS:

By signing the form below, you are acknowledging you have completed an evaluation conference with the unit member to discuss the evaluation results.

_____	_____	_____	_____
Print Name and Sign	Date	Print Name and Sign	Date

PEER REVIEW COMMITTEE MEMBERS: Please fill the bottom portion of this form in order to receive FLEX Credit

To: FLEX Office

FROM: Human Resources Office

The peer review has been completed for _____ and has been received in Human Resources. Please give the following committee member FLEX credit.

_____	_____	_____	_____
Print Name	Signature	Print Name	Signature

Revised: 5-16-14, 5-17-16